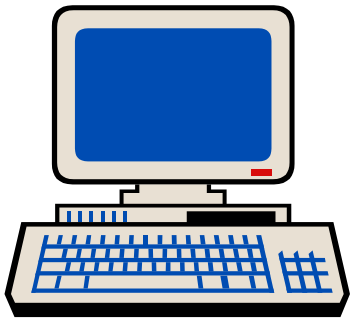
LOCAL EDUCATION AGENCY

TITLE I

ELECTRONIC INTERNET

APPLICATION AND REFERENCE

MANUAL



2013-2014

IOWA DEPARTMENT OF EDUCATION
BUREAU OF SCHOOL IMPROVEMENT
Title I

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Diane Crookham-Johnson, Oskaloosa
Sister Jude Fitzpatrick, West Des Moines
Michael L. Knedler, Council Bluffs
Valorie J. Kruse, Sioux City
Mike May, Spirit Lake
Max Phillips, Woodward
LaMetta Wynn, Clinton
Edgar Thornton, Student Member, Iowa City

Administration

Duane Magee, Interim Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of Learning and Results
Bureau of School Improvement

David Tilly, Deputy Director
Amy Williamson, Bureau Chief
Geri McMahon, Title I Administrative Consultant
Rick Bartosh, Title I Consultant
Karla Day, Title I Consultant
Sandy Johnson, Title I Consultant
Carolyn Paulaitis, Title I Consultant
Susan Selby, Title I Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

TABLE OF CONTENTS

PAGE

FOREWORD 5

TITLE I APPLICATION CHECKLIST 7

ACRONYMS AND DEFINITION OF TERMS 9
DEFINITIONS OF WEB BUTTONS 13
TITLE I APPLICATION STEP-BY-STEP 15
TITLE I INTERNET APPLICATION FAQs 20
TOP 10 TITLE I TIPS 21

INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

REQUIRED TITLE I SCREENS *(Suggested order for completion of screens)*
Title I Internet Application Menu 23
(Title I application starting point)
Annual Application Certification 24
(Replaces district signature page)
Annual Application 24
(District and service data for projects under Title I, Part A)
Selection of Schools 27
(Attendance center data, Title I service delivery models, private school data/information)
General Budget 34
Local Neglected Funding 34
(Budget, Local Neglected Agreement)
Local Education Agency Funding 36
(Budget Summary)
Budget Detail 36
(Local Neglected expenditures and Current supplementary budget detail and certification)
General Carryover 45
(Carryover Budget)
Statement of Agreement Between Public and Private Schools 47
(Private school agreement form)
Within District Targeting of Title I Funds 53
(Building Allocations, WDTF worksheets)
Project Narratives 65
(Description of Title I program, Local neglected narratives and assurances)
Homeless Education.. 68
(Homeless student data, Homeless education reserve, assurances)
Project Staff Assignments 71
(Staff and Educational Associates education data, Sample split-funded forms)

ADDITIONAL TITLE I SCREENS
Schoolwide Program 77
(SWP Plan, Comparison of TAP and SWP, SWP Checklist, Required Reports for SWP)
Schoolwide Operating Programs 85
(District and attendance center data for Title I schoolwide buildings)
Schoolwide Indication of Planning 86
(Data for attendance center planning to become a schoolwide building)
Delinquent Application 89
(Data for district and local delinquent facility funded under Title I, Part D, Local Delinquent Agreement, Narratives, Assurances)
Migrant Education Application 95
(District and service data for projects funded under Title I, Part C)

FINALIZING A TITLE I PROJECT
Reporting Title I Expenditures 99
(Final Financial Certification)
Amendment 101
(Step-by-Step Instructions for amendment process)
Payment Status *(Payment history for checking on payments)* 103

INSTRUCTIONS FOR COMPLETING SCHOOLS IN NEED OF ASSISTANCE (SINA) APPLICATION
Schools in Need of Assistance (SINA) Application 105
(District and building data, budget, and assurances for schools/districts identified in need of assistance under Title I Part A)
SINA/DINA Action Plan 118
SINA Timeline 119
Districts in Need of Assistance..... 121
SINA Set-Asides.....121
SINA Questions and Answers 121
(School Choice; Supplemental Education Services for SINA schools)
Supplemental Education Services 123
(*SES requirements for schools identified in need of assistance under Title I Part A)*
Iowa Support Team 126
(AEA contacts for Title I Schools and Districts in need of Assistance)

GENERAL TITLE I INFORMATION
State Title I Policies 127
Title I Grant Availability and Allocation Process *(Part A, Part C, Part D, Subpart 1 and 2)*..... 127
Auditing Title I Funds 131
Coding Title I Accounts 131
Title I Program Requirements *(MOE, SWP, Supplement v Supplant Targeted Assistance, Preschools,)*..... 132
Title I Reporting Requirements *(APR, Comparability, CSIP, Financial Reporting)*..... 136
Title I Program Forms 138
Suggestions for Maintaining Title I Fiscal Records 141
Suggestions for Maintaining Title I Program Records 142
Schools in Need of Assistance..... 143
School Choice Requirements 143
Title I Supplemental Education Service Providers 143
Teacher Loan Cancellation 144
Title I Parental Involvement..... 145
Waivers, Title I Part A 146
Website References for Title I Related Topics..... 146
Maintaining Control of Title I Program *(Inventory and Disposal of Title I Equipment)* 149
Depreciation Schedule for Title I Equipment 149
Title I Equipment Inventory/Disposal Record Forms 151

TITLE I QUESTIONS AND ANSWERS..... 153
NCLB PARAPROFESSIONAL REQUIREMENTS FOR IOWA SCHOOLS..... 165
NCLB COMPLAINT RESOLUTION PROCESS 167
COMPLAINT RESOLUTION PROCESS FOR PRIVATE SCHOOL PROGRAMS..... 171

TITLE I GUIDANCE DOCUMENTS.....173
Private School Guidance – Title I, Part A Program 175
Questions and Answers for Program Coordination of Title I Services for Homeless Children.....183
Title I Parent Involvement Requirements 189

APPENDIX OF TITLE I DOCUMENTS 211
Appendix A: LEA Review – All Title I Schools..... 213
Appendix B: Teacher Loan Cancellation 227

TITLE I STAFF AND RESPONSIBILITIES 240
SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES 241

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
D.T. MAGEE, INTERIM DIRECTOR

FOREWORD

The annual *Local Education Agency Title I Reference Manual 2013-2014* is published and distributed to provide information and guidance on developing a Title I program. This *Local Education Agency Title I Reference Manual 2013-2014* also offers step-by-step instructions on completing the Title I electronic Internet application.

The *Local Education Agency Title I Reference Manual 2013-2014* includes information about revisions to the application and new guidance that are critical to completing and ensuring certification of each district's Title I application. The Title I staff reviewed the entire document and made clarification changes which have been briefly explained below.

You may access the electronic Title I application at https://portal.ed.iowa.gov. The Iowa Education Portal will provide one common location for Department of Education applications. The Enterprise A&A (Authentication & Authorization) service will be used to sign you into the Iowa Education Portal. Please keep your email address associated with your A&A account up to date. To verify your email address or to make a change, go to the "Sign In" page for A&A, put in your User ID and password and then click "Account Details." This will allow you to make updates to name, phone number, and email address.

The "Within District Targeting" screen is required for all districts with 1,000 or more students, any local education agency (LEA) with a private school, and any LEA with a School in Need of Assistance (SINA) building.

The SINA budget is supported with additional Title I dollars allocated to your LEA. The SINA budget is to reflect expenditures that assist with the implementation of your SINA action plan. Therefore, there should be a direct and clearly discernible correlation between your SINA action plan and budget items. SINA funds must be used for activities that have the best possibility to improve and sustain student achievement and foster systemic change within your school. SINA funds cannot be used for expenditures that do not have a direct impact on student achievement (e.g. an extensive technology purchase, furniture, copier). **NOTE:** SINA funds cannot be carried over.

SINA 1 and 2 schools are required to set aside 10% of the building allocation for professional development. The set aside must be spent during the current school year on professional development that is aligned with the reason the school has been identified for school improvement. The SINA timeline, included in this *Local Education Agency Title I Reference Manual 2013-2014,* provides expanded detail regarding requirements associated with being a school in need of assistance.

An LEA with a Title I allocation of $500,000 or more must set aside and spend 1% of its Title I allocation on parent involvement.

The Title I staff look forward to working with you during the 2013-14 school year. Please don't hesitate to contact our office at 515-281-5313 with any questions you may have.

Sincerely,

Geri McMahon
Title I Administrative Consultant
Iowa Department of Education

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.educateiowa.gov
Championing Excellence for all Iowa Students through Leadership and Service

Title I Office
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319
Phone: (515) 281-5313
FAX: (515) 242-5988
Web site:
http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650

TITLE I APPLICATION CHECKLIST FOR 2013-2014

NOTE: The Title I Internet application is required for approval of Title I 2013-2014 school year funding and must include completion of required elements as applicable. Access application at https://portal.ed.iowa.gov.

☐ **PARENT INVOLVEMENT POLICY AND COMPACT** *has been reviewed and updated for the 2013-2014 school year.*

☐ **ANNUAL TITLE I APPLICATION**

WHAT? *Annual Application, Selection of Schools, Project Narratives, Project Staff Assignments, Homeless Education, General Budget screens.*
General Carryover Budget screen, if carryover funding is available.
WHY? *Required to receive Title I funding for the 2013-2014 school year.*
WHO? *All LEAs with 2013-2014 Title I program.*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **WITHIN DISTRICT TARGETING OF FUNDS**

WHAT? *Report of school attendance area allocations based on number of children from low-income families.*
WHY? *Required to receive Title I funding for the 2013-2014 school year.*
WHO? *All LEAs with 1,000 or more student,s any LEA providing Title I service to a private school or if any building is designated as a SINA building .*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **STATEMENT OF AGREEMENT**

WHAT? *Declaration of contact with accredited private school representatives for the purpose of offering Title I services.*
WHY? *Required to receive Title I funding for the 2013-2014 school year.*
WHO? *All LEAs with eligible private schools within their boundaries,* ***even if not providing service to private school****.*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **LOCAL NEGLECTED APPLICATION**

WHAT? *All Annual Title I Application screens plus the Local Neglected Narrative screen.*
WHY? *Required to receive Title I local neglected funding for the 2013-2014 school year.*
WHO? *All LEAs with 2013-2014 Title I program to serve children in local neglected institution..*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **LOCAL DELINQUENT APPLICATION**

WHAT? *Delinquent Application, Project Staff Assignments, Delinquent Budget, Local Delinquent Narrative screens.*
WHY? *Required to receive Title I local delinquent funding for the 2013-2014 year.*
WHO? *All LEAs with 2013-2014 Title I program to serve children in local delinquent institution..*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **MIGRANT EDUCATION APPLICATION**

WHAT? *Migrant Education Application, Project Staff Assignments, Migrant Budget, screens.*
WHY? *Required to receive Title I migrant education funding for the 2013-2014 school year.*
WHO? *All LEAs with 2013-2014 Title I program to serve children of migratory workers.*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **SCHOOLWIDE PROGRAM APPLICATION**

WHAT? *Schoolwide Operating Programs screen and Schoolwide Indication of Planning screen, as applicable. LEAs must also submit, to the SEA, a written schoolwide plan for each schoolwide program building.*
WHY? *Required to implement a schoolwide program with Title I funding for the 2013-2014 school year.*
WHO? *Only LEAs with approved schoolwide program or with a school in a planning year prior to implementing SWP.*
WHEN? *Due by electronic submission September 15, 2013.*

☐ **SINA PLAN**

WHAT? *School Improvement Application for Schools in Need of Assistance, SINA Assurances, SINA Budget.*
WHY? *Required to comply with NCLB sanctions for Title I Schools in Need of Assistance for the 2013-2014 school year.*
WHO? *SINA schools that receive Title I funds are required to comply with NCLB sanctions, which include writing an action plan, offering school choice, etc.*
WHEN? *Due by electronic submission within the Title I application and C-Plan by November 1, 2013.*

☐ **TITLE I EQUIPMENT INVENTORY AND DISPOSAL RECORD** *Due September 15, 2013*

Title I Office
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319
Phone: (515) 281-5313
FAX: (515) 242-5988
Web site:
http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650

ACRONYMS

The following is a list of acronyms used in this Manual.

AEA - Area Education Agency
AFDC - Aid to Families of Dependent Children
APR – Annual Progress Report
AYP – Adequate Yearly Progress
BEDS – Basic Educational Data Survey
CFDA – Catalogue of Federal Domestic Assistance
CFR – Code of Federal Regulations
COE - Certificates of Eligibility
CSD - Community School District
CSIP – Comprehensive School Improvement Plan
ED – U.S. Department of Education
EDGAR – Education Department General Administrative Regulations
EFIG – Education Finance Incentive Grant
ESEA – Elementary and Secondary Education Act of 1965
FICA - Federal Insurance Contribution Act (Social Security/Medicare)
FTE - Full-time Equivalency
FY – Fiscal Year
GAAP - Generally Accepted Accounting Principles
IAC – Iowa Administrative Code
IPERS - Iowa Public Employees Retirement System
LEA - Local Education Agency
LEP – Limited English Proficient
MEP - Migrant Education Program
MOE – Maintenance of Effort
NAS - National Academy of Sciences
NCLB – No Child Left Behind Act of 2001
P.L. - Public Law
PLAS – Persistently Lowest-Achieving Schools
PPE - Per pupil expenditure
Rdg/LA - Reading and/or Language Arts
SEA - State Education Agency
SES – Supplemental Education Services
SIG – School Improvement Grant
SINA – Schools in Need of Assistance
SSP – Supplemental Service Providers
SWP – Schoolwide Program
SY – School Year
TAS – Targeted Assistance Program
TBA – To Be Announced

DEFINITION OF TERMS

The following is an explanation of terms, abbreviations, and definitions associated with the Title I Annual Application. Read them carefully before using this reference manual.

FISCAL

Allocation (LEA) – Amount of new Title I money allowed to an LEA. For LEAs with populations of 20,000 or more, allocation is made directly from the U.S. Department of Education on the basis of census poverty data and reduced for State administration funds. For LEAs with populations under 20,000, the U.S. Department of Education allocation is re-computed on the basis of the average of October free lunch counts and low-income revenue data.
Amendment – Must be filed electronically when the approved budget figures, on any project budget, change for any reason. Please note that this process must be followed in order for funds, approved in the budget but unspent at the end of the project year, to become available as carryover for the following school year.
Approved Amount – Total budget amount that an LEA will expend in a project year—equal to or less than the allocation.

DEFINITION OF TERMS (continued)

Basic Grant – Funds allocated to LEAs to provide supplemental reading and mathematics programs in an LEA; accounts for the largest portion of the LEA's current allocation.
Carryover Allocation - Funds allocated for the previous fiscal year, but not applied for by the LEA in the previous school year budget, that are used in the following school year. These funds must be in excess of $1,000 and are limited to 15% of a current allocation in excess of $50,000.
Concentration Grant – Funds allocated to LEAs with high concentrations of low-income. Funds become part of current allocation and separate accounting is not necessary.
Current Allocation - Funds allocated for the present fiscal year.
Detail Budget – The screen on the Title I Internet Application where the LEA itemizes budget expenditures.
Education Finance Incentive Grant – Funds allocated to LEAs on the basis of low-income and state-demonstrated effort and equity factors. Funds become part of current allocation and no separate accounting is necessary.
Excess Carryover Funds – Funds exceeding the maximum 15% allowed for carryover into the next fiscal year. LEAs may choose to carry over up to 15% of their allocation into the following school year. Once every three years a waiver for excess carryover funds can be approved. Please not that there is no limitation on carryover for LEAs with an allocation less than $50,000.
Expenditures – The costs associated with operating a Title I program. Any Title I expenditures must be supplemental to the regular educational program.
Final Financial Report – Must be filed electronically by clicking "**Finalize Budget**" button on the appropriate budget screen to declare project complete and approved budget figures as actual expenditures.
Fiscal Year (FY) – The budget period beginning July 1 and ending the following June 30.
Fixed Charges – The benefits, such as FICA, IPERS and Insurance, allowed on the Title I budget.
General Budget – The screen on the Title I Internet Application where the LEA applies for Title I current allocation funds.
General Carryover – The screen on the Title I Internet Application where the LEA applies for Title I carryover allocation funds.
Hold-Harmless Amount – Guaranteed level of funding at variable rate of 95-85% of the previous year funding, based on the percent of poverty in the LEA. Only applies if SEA receives adequate funding to meet hold-harmless level of funding.
Indirect Costs – A maximum amount used from the LEA allocation for costs related to the Title I program that are in compliance with OMB Circular A87. The maximum amount is determined by applying the LEA indirect cost percentage, computed annually by the SEA, to the salary and benefit cost applied for in the Title I budget. Please note that for Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.
Project Year - The period that covers the school year program without respect to the fiscal year.
Reallocated Funds – Excess carryover or unspent prior year funds available by the State Title I office to eligible LEAs. Eligibility is based on increased poverty levels and greatest need as determined by the Title I office.
Sequestration – A procedure by which automatic spending cuts are triggered at the federal level on all discretionary funding, including Title I.
Supplemental – Title I expenditures must be in addition to, not in place of, the regular educational program.
Targeted Grant – Funds allocated to provide increased grants per poverty child as the percentage of economically disadvantaged children in a school district increases. Funds become part of current allocation and no separate accounting is necessary.
Title I Internet Application – The process whereby LEAs apply electronically for Title I funds by completing a multi-screen application at https://portal.ed.iowa.gov. There is no longer a paper Title I application form. .

EVALUATION AND TITLE I ASSESSMENT

All Iowa public school districts and schools are required to annually report to the Iowa Department of Education under the *No Child Left Behind Act of 2001 (NCLB)* to determine if local public school districts and schools made Adequate Yearly Progress (AYP) by meeting State reading and mathematics goals in grades 4, 8, and 11 for all students and subgroups, as well as participation, attendance, and high school graduation rate requirements.

PROGRAM

Activity – A component that is designed to help disadvantaged children meet high standards. (Reading, Mathematics, Early Childhood, Extended Day, Extended Year, etc.)
Adequate Yearly Progress (AYP) – This is a measure of progress in student achievement over time. School districts must demonstrate that they are meeting incremental goals each year in order to reach the ultimate goal of 100% of students proficient by year 2014.

DEFINITION OF TERMS (continued)

Annual Progress Report (APR) – Local education agencies (LEAs), both public and accredited private schools, are required to develop a report that is provided to the public and to the Iowa Department of Education by September 15 each year. Title I students are included in the data provided by this report.
Comprehensive School Improvement Plan (CSIP) – Once every five years LEAs must develop a plan of improvement. Information about Title I programming, including but not limited to: parent involvement, staff development, and coordination with other programs, selecting students for service, and Title I service delivery should be incorporated into this LEA plan.
Elementary and Secondary Education Act (ESEA) – The Federal legislation originally enacted in 1965 that includes Title I programs. This legislation is re-authorized approximately every five years. In 2001 it was reauthorized as the No Child Left Behind Act (NCLB).
Eligible student – A student who is failing or most at risk of failing to meet locally determined educational standards is a student eligible for Title I services. Each LEA must develop a process for determining student eligibility. Students in grades K-2 may be selected using teacher recommendation with documentation, parental input, and developmentally appropriate measures. Eligibility in grade three and above must be determined by educationally objective criteria.
Homeless Children Provision – A child who is homeless and attending any school served by the LEA is eligible for services under this provision.
Limited English Proficiency (LEP) - Students who are learning English as a second language and need additional assistance in mastering the English language are categorized as LEP. These students may be served in both English as a second language programs and in Title I programs. However, Title I **may not replace** ESL instruction.
Local Delinquent Program – Local education agencies that have a public or private residential facility, that is operated for the care of children who have been adjudicated to be delinquent or in need of supervision, within the LEA geographic boundaries may receive additional Title I delinquent funding to provide for the education of these students. This is a separate pool of funds and a separate budget for delinquent programs is required on the Title I electronic Internet application.
Local Neglected Program – LEAs that have a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the facility or voluntarily placed in the facility under applicable state law due to abandonment, neglect or death of their parents or guardians, within their geographic boundaries may receive additional Title I funding to provide for the education of these students. These funds are itemized in the general budget on the Title I electronic internet application.
Migrant Education Program – Educational programs funded by Title I migrant funds. These federal funds are a separate funding stream and are provided by the State Title I office to LEAs with high percentages of migrant students.
Migrant Student - A migrant student is defined as a school-aged child whose parent or guardian has moved to a different school district within the last three years for the purpose of working in the agricultural industry on a seasonal or temporary basis.
No Child Left Behind (NCLB) – The 2001 reauthorization of ESEA is called No Child Left Behind. It replaced the Improving America's Schools Act (IASA) of 1994.
Parent Compact – Each Title I building must develop a compact in collaboration with parents. This compact must be distributed to all parents of Title I students. In a building with a schoolwide program, every parent should receive the compact.
Parent Involvement Policy – LEAs utilizing Title I funds must have a parent involvement policy. (See Parent Document in Appendix Section of this reference manual.)
Private School Title I Services – Accredited private (non-public) schools can choose to receive Title I services for eligible students. The public school district in which the private school is located provides the services. (See section on Targeting of Funds in this reference manual for the formula to use to determine funds for private school Title I programming.)
Project - The set of activities and services described in the Title I Plan, that have been designed to help disadvantaged children residing in eligible attendance areas meet high standards.
Project Designs:

- **Extended Day project** provides supplemental instructional services to participating children before or after the regular school day**.**
- **Extended Year and/or Summer school project** provides supplemental instructional services to participating children before or after the regular school year.
- **In-class project** provides supplemental instructional services to participating children within the classroom setting.
- **Pull-out project** provides supplemental instructional services in a setting different from the regular classroom.

DEFINITION OF TERMS (continued)

- **Schoolwide program** may be implemented after a year of planning is complete in a school where at least **40 percent** of the children are from low-income families. Schoolwide programs are designed to improve the instructional program for the entire school. Contact SEA Title I office for more information.

School – an attendance center within a local education agency.
Schoolwide Program – Not required to specifically identify eligible students, this program model addresses the needs of low-achieving children and those most at risk of not meeting the state student academic achievement standards by integrating Title I services into the regular school program. The focus is on raising building level achievement.
Targeted Assistance Programs – A program that targets services on specific, identified children. A student is eligible for services if he/she is failing, or most at risk of failing, to meet the state's challenging student academic standards.
Title I Schools in Need of Assistance (SINA) – Each year LEAs provide information about the progress of students in all schools. Title I school buildings that do not make adequate yearly progress are designated as schools in need of assistance. The 2001 re-authorization of Title I requires schools with this identification to notify their public of this identification and, if the district has multiple buildings at the identified grade level, the district must provide transportation for students who wish to transfer to another building in the district. Additional details about transportation requirements are available through the State Title I office.
Supplement vs. Supplant – The local education agency has a responsibility to provide instructional services to all students. Title I funds are designed to supplement not supplant those services. Ask the question, "In the absence of Title I, what educational opportunities would this child receive?" Title I services should be in addition to those local services.
Unduplicated Student Count - each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child.

ELIGIBLE SCHOOL ATTENDANCE AREAS

Attendance Area - The geographical area or areas in which children attending a specific public school reside.
Schoolwide - Schoolwide programs allow buildings with a poverty level of 40 percent or more to combine funds to upgrade a school's overall educational program. This increased flexibility eliminates the requirement that specific children be identified for Title I instruction. It allows schools to combine local, state and select federal funds to implement a program helping all children meet academic standards.
Targeted Assistance School - A Title I school whose low-income percentage is at or above the district average, but not participating as a schoolwide program.
Local Education Agency (LEA) - A term synonymous with the typical Iowa school district.
State Educational Agency (SEA) - The Iowa Department of Education.

DEFINING SCIENTIFIC RESEARCH

Following is the definition of "scientifically based research" as it appears in the *No Child Left Behind Act of 2001*.

"The term 'scientifically based research' (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and (B) includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review."

All Title I reading programs must implement "scientifically based reading research" programs with a focus on phonics, phonemic awareness, vocabulary, fluency, and comprehension.

DEFINITION OF WEB BUTTONS

Go

The** Go **button must be clicked to move from the current screen to the selected screen displayed in the dropdown menu.

Exit

The** Exit **button displays the menu, without updating the database. Changes since the last update are not saved.

Update

The** Update **button saves the information entered and edits the data. After making a change, click the Update button. A message will verify whether the change was successful or an error has occurred.

Netscape Print

The** Netscape Print **button is used for printing the form when using the Netscape browser. This button must be clicked before the print command is selected from the computer toolbar. When the form is in this mode, it is used only for printing a hard copy for your records. The information cannot be modified while in print mode. All other browser users may print a copy of the screen by selecting the print button on the computer toolbar.

Go to Detail

The** Go to Detail **button moves the user to the screen where the budget may be completed. Any data entered will only be saved if the Update button has been clicked before moving to another screen.

Back to Summary

The** Back to Summary **button moves the user from the Budget Detail screen back to the Title I General Budget screen. Changes since the last update are not saved.

Certify

The** Certify **button serves as the signature process for electronic applications. Prior to review and approval by Title I staff, the LEA must certify each budget that has passed edits.

Undo Certify

The** Undo Certify **button appears after the general budget or general carryover budget is certified by the user and allows the user to remove LEA certification and make revisions to the budget prior to Title I consultant approval. It is advisable to visit with the Title I office prior to using the** Undo Certify **option.

Finalize Budget

The** Finalize Budget **button appears after the second and final payment on the Carryover Budget and after the third payment on the General Budget and any other budget has been generated. The user must click on this button to declare final expenditures with the Department and receive the final payment on the approved budget. You are reminded that this button should not be selected until the user is certain all project budget expenditures are final and accurately listed in the project budget being certified as complete. Before finalizing, be certain that the budget does not need to be amended.

Add Amendment

The** Add Amendment **button appears after the Title I budget has been approved by the SEA and allows the local district the option of revising general budget items during the project year. If you did not spend the entire approved budget and plan to use the unspent funds as carryover, you must amend the general budget.

Edit

The** Edit **button on the Statement of Agreement screen allows the user access to the private school information regarding the consultation process.

Back

The** Back **button on the Statement of Agreement screen allows the user access to return to the original Statement of Agreement screen and view the status of the affirmation process.

Send Email to NP Administrator

The** Send Email to NP Administrator **button on the Statement of Agreement screen allows the Title I coordinator to notify the private school official that they may review and affirm the Nonpublic Title I Agreement. This affirmation is required before the LEA will be able to certify the application.

Add New Area

The** Add New Area **button, on the Migrant Education Application, allows the user to enter the required city and county data for a Title I migrant education program.

Remove Current School

The** Remove Current School **button, on the Schoolwide Indication of Planning screen, is used to remove a listed school building that is not in a year of planning prior to implementing a Title I schoolwide program.

Add

The** Add **button, on the Schoolwide Indication of Planning screen, is to allow the user to select and list a school and required data elements to indicate the building's intent to participate in a year of planning prior to implementing a Title I schoolwide program.

Return to Edit

The** Return to Edit **button appears after clicking the Netscape Print button to print a paper copy of the current screen and will return the user to the original screen.

Return to Display

The** Return to Display **button appears after clicking the Netscape Print button to print a paper copy of the Payment Status screen and will return the user to the original screen.

Print Summary

The** Print Summary **button appears on the Project Narrative screen to format and print the narratives.

Certify Assurances

The** Certify Assurances **button appears on the School Improvement Assurances SINA screen to allow the district superintendent or designee to certify that the information contained in the SINA application and action plan is correct.

TITLE I APPLICATION

Step – by – Step

The goal of the Step-by-Step section is to encourage the user to complete the application screens in the order suggested to enhance a logical progression through the application process and ensure that all required screens will be completed.

Step 1 If you have an A&A Account, enter the Iowa Education Portal address **https://portal.ed.iowa.gov** and press enter.

The Iowa Education Portal welcome screen will be displayed.

Note: If you do not have an A&A Account, see the first page of the "Instructions for Preparation of a Title I Annual Application" section of this document for further instructions.

Step 2 The Iowa Education Portal will provide one common location for Department of Education applications, serving as a 'one stop shop' for sign-in and security shared by many applications. The Enterprise A&A service will be used to sign you into the Iowa Education Portal. Please keep your email address associated with your A&A account up to date! To verify your email address or to make a change, go to the "Sign In" page for A&A, put in your User ID and password and then click "Account Details." This will allow you to make updates to name, phone number, and email address. Failure to keep this information current may result in an inability to access your applications. Highlight "A&A Account" in the menu bar and click "Sign In."

The Enterprise A&A Single Sign On (SSO) Logon screen will be displayed.

Step 3 On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button.

The Iowa Education Portal home screen will be displayed.

Note: If you need guidance on using the Iowa Education Portal, click on "EdPortal Navigation" and review the short tutorial.

Step 4 Applications, roles, and organization information can be found in the My Profile section of EdPortal. Assigned applications appear in the navigation menu bar, changing the organization listed in the organization menu may change the application names displayed.

Step 5 Click the Title I application name in the navigation menu bar to open the application. **Important Note:** The first time you access an application via the Portal you will need to sign the Confidentiality Agreement. Read the agreement, check the box, and click Continue. You will need to sign this agreement annually.

Step 6 An Annual Application Certification screen will appear the first time the user accesses the new Title I application. The Superintendent or Title I Coordinator must click the **Certify** button before the 2013-2014 Annual Application screen will appear. This form replaces the signature page required in the past.

The Annual Application screen for your LEA will be displayed.

Step 7 Enter all requested information and click the **Update** button. If you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose Selection of Schools from the menu and click the **Go** button.

The Selection of Schools screen for your LEA will be displayed.

Step 8 Choose the low-income criteria your LEA will use to determine low-income building percentage. Next, determine how you will report the low-income percentages for buildings by total low-income percentage or by grade span.

✔ **TIP: Click the Update button often to avoid losing data.**

Next, determine the status for each of the LEA buildings listed and then complete all applicable columns. When entering data on the Selection of Schools screen, it is best to tab through the columns to avoid errors in the automatic calculations. Schoolwide project buildings (Status = S) must have poverty above 40% and must have completed a year of planning and have been approved by the State Title I office. All other served buildings are considered targeted assistance (Status = T). A building not receiving Title I service should show status "N" for not served.

The public and private resident children counts as requested must be completed as well as the eligible and served numbers for targeted assistance schools. Please complete the grade levels served by Title I regardless of program status.

An estimated total number of homeless children residing in your LEA have been automatically entered. For question #1, estimate the number of homeless children in the LEA in non-Title I funded schools. If the LEA has no such children, a "0" must be entered for question #1. Complete the remaining questions in the homeless section as applicable. **(This inquiry must be completed by LEAs with more than one like grade span school <u>only</u> if at least one of the schools is eligible and the other is not eligible.)**

If the LEA has accredited private schools listed at the bottom of the screen, the number of eligible and served Title I students must be completed for those buildings receiving Title I service.

When all information has been entered click the **Update** button. When you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose Homeless Education from the menu and click the **Go** button.

The Homeless Education screen for your LEA will be displayed.

Step 9 Type the contact information for the Homeless Liaison contact and enter the date when the homeless liaison and Title I coordinator met to discuss Title I services to homeless children. Note that you have the option to change the number of homeless students reported that do not attend a Title I school.

Indicate the method that was used to set aside an amount for homeless children and youth from Title I, Part A funds and the amount reserved. Please describe how Title I services for homeless children and youth in non-Title buildings will be coordinated and integrated with the reserved funds. If no Title I, Part A funds are being reserved for homeless children and youth, indicate the reason. A comment is optional.

Read the assurances section and select "Yes" to be able to certify the Title I application.

When all information has been entered click the **Update** button. When you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose General Budget from the menu and click the **Go** button.

The General Budget screen for your LEA will be displayed.

Step 10 No data can be entered on the Title I Project Budget. This is a summary table that displays totals automatically transferred from the General Budget Detail screen. To enter actual figures click the **Go to Detail** button and complete the displayed budget as if completing a supplementary budget page.

✔ **TIP: Click "Update" often to avoid losing data.**

If the LEA provides Title I service at a local neglected institution, the LEA must show the expenditures in the proper expenditure category on the General Budget Detail screen. When all information has been entered click the **Update** button and then the **Back to Summary** button. After verifying the accuracy of the figures entered on the General Budget table, click the **Update** button. **You should receive an "Updated Successfully" message on the top of the screen. If any error or warning message appears rather than the "Updated Successfully" message, you must correct or at least verify data that has been entered and click the Update button again. Once you have completed all required screens, you will come back to the General Budget screen and click the Certify button, next to "District Certified" to allow the Title I staff to proceed with processing your application.** (**NOTE:** If you have not completed any required screens, you will not be allowed to certify your budget.)

If your LEA has carryover funds available, click on the dropdown menu and choose General Carryover, then click the **Go** button. Complete the screen following the same procedures used for the General Budget screen. Use the dropdown menu to make the next selection if your LEA does not have available carryover funds or has successfully completed the Carryover Budget screen.

If the LEA provides Title I service at a private school, click on the dropdown menu, choose Statement of Agreement and click the **Go** button.

The Statement of Agreement screen for your LEA will be displayed.

Step 11 Use the **Edit** button to access and complete the required information for each private school. Note that the "Status" column will keep you informed as to the progress of the affirmation process for each private school. Be sure to enter the date the private school begins school and also date of the consultation between public and private school officials regarding Title I service. Be sure to click the **Update** button after entering this data. If the private school will receive Title I services, additional questions will appear. **NOTE:** Even if the private school declines Title I services, the first section of data must be completed and affirmed by the private school official.

If Title I services will be provided to the private school, you must click the **Update** button and complete the questions regarding the consultation components. Click the **Update** button and click the **Send Email to NP Administrator** button to notify the private school official that they may review and affirm the Nonpublic Title I Agreement. **NOTE:** In order for the LEA to certify the application, all private school agreements for the district must be affirmed by the respective private school official. Any concerns or disagreements must be resolved between the public and private school representatives.

If the LEA has 1,000 or more students or provides Title I service at a private school, or has a school in need of assistance (SINA) click on the dropdown menu, choose Within District Targeting of Funds and click the **Go** button.

The Within District Targeting of Funds screen for your LEA will be displayed.

Step 12 Verify the pre-populated data automatically entered from the Selection of Schools screen. You must choose and indicate one of two methods for calculating building allocations. **NOTE:** If you use Method 2, you must complete and submit a worksheet, which is available in this reference manual or on the Title I, Part A section of the Iowa Department of Education web site.

When calculating per-pupil allocations, any school that has received a SINA 3 or Delay 3 or above designation, must receive a per-pupil allocation which is greater than or equal to 85% of the previous year per-pupil amount. Complete the Per Poverty Child Amount column with the district-calculated per-poverty allocation. Once the **Update** button is clicked, the attendance area allocation will automatically be calculated.

When you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose Project Narratives from the menu and click the **Go** button.

The Project Narratives screen for your LEA will be displayed.

Step 13 Type the appropriate response for each narrative question. **NOTE:** If your district only offers schoolwide programs, you must enter some response in the first narrative box as well as responding to questions 2 to 8.

✔ **TIP: Click "Update" often to avoid losing data.**

When all information is completed, click the **Update** button. When you receive the "Updated Successfully" message on the top of the screen, you may print a copy by clicking on the **Print Summary** button.

When you are ready to move to the next screen, click on the dropdown menu and choose Staff Assignments from the menu and click the **Go** button.

The Title I Project Staff Assignments screen for your LEA will be displayed.

Step 14 Type in the required data for the Staff Funded by Combined General Budget and Carryover, Title I Associates in Title I Funded Buildings, and Educational Levels for Title I Educational Associates.

When all information has been entered click the **Update** button. When you receive the "Updated Successfully" message on the top of the screen, use the dropdown menu to make the next selection.

If Steps 15-19 do not apply to your LEA, skip to Step 20.

(Step 15) If the LEA provides Title I service at a local delinquent institution, the LEA must complete the Local Delinquent Application, Local Delinquent Budget, and the Local Delinquent Narrative screens and attach the Local Neglected and Delinquent Agreement for each facility served. Be sure to click the **Update** button on each screen before proceeding to the next screen.

(Step 16) If the LEA provides a Title I funded Migrant Education Program, the LEA must complete the Migrant Education Application, Migrant Education Budget screens and Staff Assignment screen, as applicable. Be sure to click the **Update** button on each screen before proceeding to the next screen.

(Step17) If the LEA has any Title I schoolwide programs, the LEA will need to complete the Schoolwide Operating Programs screen. Be sure to click the **Update** button on the screen before proceeding to the next screen.

(Step18) If the LEA has Title I buildings that intend to participate in a year of planning to operate as a schoolwide program, the Schoolwide Indication of Planning screen must be added to your application by the Title I office and completed by your LEA. Use the dropdown menu on this screen to identify and complete required information for all buildings that are in the planning process; then click the **Update** button.

(Step 19) If the LEA has one or more schools that have been identified as a school in need of assistance (SINA), the LEA must complete the SINA Application and SINA Budget screens and develop a two-year action plan. Be sure to click the **Update** button on the screen before proceeding to the next screen. **NOTE:** A

separate SINA Budget and SINA Budget Detail screen must be completed for each identified school. The LEA SINA Budget screen will reflect a summary of all school building budgets for the district.

Step 20 The Payment Status screen may be selected from the dropdown menu and the **Go** button clicked to allow the user to check Title I allocation and total project budget figures.

Step 21 Once you have completed all required screens, go back to the General Budget screen and click the **Certify** button, next to "District Certified" to allow the Title I staff to proceed with processing your application. You must also certify any other applicable budgets. **NOTE:** If you have not completed any required screens, you will not be allowed to certify your budget.

You may exit the application process at any time by clicking on the **Exit** button that appears at the top of each screen. Always be sure to click the **Update** button to save any changes before you exit. Click the Logout link in the Portal banner.

If you wish to have a paper copy of the Title I application, you may print each page as you complete it by simply selecting the print command on your computer. Netscape browser users, however, must click on the **Netscape Print** button on the screen before selecting the print command.

TITLE I INTERNET APPLICATION FAQS

Q. ***How do I access the Title I Internet application for my LEA?***

A. The web address for the Title I Internet application is https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button.

Q. ***Where is the Certify button?***

A. The **Certify** button serves as the signature process for electronic applications. The **Certify** button is located on the top of the budget table on the appropriate budget screen next to "District Certified." The LEA must certify each budget that has passed application edits prior to review and application approval by the Title I staff. The Title I Project Narratives and Staff Assignments screens must be completed before you will be able to certify any budget.

Q. ***How do I submit the application?***

A. To submit application data for review and approval by Title I staff, complete each screen applicable to your LEA (at minimum, six screens must be completed), click **Update** to save data on each screen, review and correct as necessary any edit checks and click **Certify** on each budget. Once the budget is certified, the current date will be entered on the budget screen. This date signifies to the State Title I office that the LEA has completed the budget and is submitting it for approval.

Q. ***How do I know my application was received by the State Title I office?***

A. The Title I office automatically receives a message when a budget is certified. Once your budget is approved by a Title I consultant and the Title I Administrative Consultant, dates will appear in the appropriate spaces on the budget screen. The Payment Status screen will give the approved amount once the SEA has approved the budget.

Q. ***How do I submit the final report?***

A. The submission of the final report is an electronic process to signify that all approved expenditures on the Title I project budget have been made. Following receipt of the last automatically scheduled payment, a **Finalize Budget** button will appear at the top of the budget table on the appropriate budget screen, next to "District Certified as Final." This button is used to certify the project for final payment. When the **Finalize Budget** button is clicked a pop-up screen will appear to remind the user that the approved budget should be compared to actual expenditures and the expenditures within each category must not exceed the approved amount by more than 10 percent. If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project budget completion final certification. When the approved budget accurately reflects actual expenditures, click the **Finalize Budget** button and the current date will be entered signifying the budget is district certified as final. This process replaces submitting a paper final financial report to close a project. The LEA should follow this final certification process for all approved Title I projects. All Title I budgets should have the final certification process complete no later than August 1 of each year.

Q. ***How do I amend my Title I budget?***

A. To amend a Title I project budget, click the **Add Amendment** button that appears toward the top of the appropriate budget screen. Enter the figures on the detail screen to reflect the new budget, but do not change any figure from the original budget that is to remain the same. The amended budget should reflect the total expenses to be reimbursed by Title I. Do not enter any figure into a "total" box. Click **Update** to save the new budget. Click **Back to Summary** and review the amended budget. When the amended budget is accurate, click **Certify** to submit the amendment for approval by Title I staff. Refer to the step-by-step instructions on the amendment process for additional guidance.

Q. ***How do I complete the screen to show the within district targeting of funds?***

A. If the LEA has 1,000 or more students, provides Title I service at a private school, or has a building designated as SINA click on the dropdown menu; choose Within District Targeting of Funds and click **GO**. Review worksheets and guidance in this document and select Method 1 or 2. Enter your allocation, any carryover funds and compute set-asides. Verify the pre-populated data automatically entered from the Selection of Schools screen and complete the Per Poverty Child Amount column with the district-calculated per-poverty allocation. Once the **Update** button is clicked, the attendance area allocation will automatically be calculated.

TOP 10 TITLE I TIPS

In the Application Process:

- *Never enter data in "Total" space on Detail Budget.*
- *Be sure to complete all narratives (including local neglected/delinquent as applicable) in order to be able to certify the budget and receive funding.*
- *Don't forget to certify each budget by clicking the **Certify** button appearing on the budget table.*
- *Don't forget to add private school students into appropriate public attendance center on Selection of Schools screen.*
- *Enter grades SERVED for targeted assistance and schoolwide buildings on Selection of Schools screen.*
- *Complete the staff and paraprofessional data on Staff Assignments screen.*
- *Complete Schoolwide Indication of Planning screen if in planning year for schoolwide program.*
- *Complete Schoolwide Operating Programs screen if Title I service is provided in schoolwide program buildings within the district and follow proper procedure for submission of Schoolwide Plans.*
- *Any district serving private school students or having a SINA school must complete the newly revised Within District Targeting of Funds screen using the updated formula calculations and Title I Reference Manual worksheet.*
- *Remember that you must amend previous year general budget before funds approved, but unspent, are available for carryover.*

In the Final Certification Process:

- *Remember that once the budget is certified as final, no changes can be made without an amendment process.*
- *Do not certify as final before all expenditures are complete, even if expenses run over into another fiscal year.*
- *Be aware that you may certify as final if the only expenditures left to pay are fixed (e.g. salaries and/or benefits).*
- *Compare actual expenditures to approved budget to ensure accuracy before certifying final expenditures.*
- *Amend budget to correct discrepancies BEFORE clicking the **Finalize Budget** button.*
- *Remember you must amend before funds approved, but unspent, are available as carryover for the following school year.*
- *Remember that certifying the project as final can only be done electronically by accessing the appropriate Title I budget.*
- *Certify the project as final by clicking on the **Finalize Budget** button that appears at the top of the budget table no later than August 1.*
- *Remember that each budget must be certified as final separately.*
- *If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.*

In the Amendment Process:

- *Anticipate changes in the project budget that would necessitate an amendment.*
- *Amend as necessary but try to limit multiple amendments to the same project.*
- *Any amendment must be done electronically by the district.*
- *Always print a paper copy of the approved budget for your files.*
- *Access an amendment by clicking the **Add Amendment** button at the top of the appropriate budget screen.*
- *The figures that remain the same as they appeared on the original budget must also be part of the amended budget to reflect all costs to be approved and paid from a particular budget.*
- *You must click the **Update** button to save the amendment.*
- *Don't forget to certify the amended budget by clicking the **Certify** button now appearing on the budget summary table.*
- *If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.*
- *Remember you must amend before funds approved, but unspent, are available as carryover for the following school year.*

Page intentionally blank

INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local education agencies (LEAs or school districts) with extra resources to help improve instruction in high poverty schools and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging state (local) academic standards and assessments. The *No Child Left Behind Act of 2001 (NCLB)* Public Law 107-110, Improving Basic Programs Operated by Local Educational Agencies is the governing legislation for Title I programs.

PLEASE SUBMIT THE TITLE I APPLICATION VIA THE TITLE I ELECTRONIC INTERNET APPLICATION. USE THE INFORMATION WITHIN THIS DOCUMENT FOR STEP-BY-STEP INSTRUCTIONS AND REFER TO THE FOLLOWING FOR SPECIFIC APPLICATION AND PROGRAM GUIDANCE.

THE USER IS REMINDED THAT ALL REQUIRED INFORMATION MUST BE ACCURATELY COMPLETED AND APPROVED BY STATE TITLE I STAFF BEFORE FUNDS CAN BE RELEASED TO THE LEA. A COMPLETE APPLICATION CONSISTS OF EACH APPLICABLE SCREEN AS OUTLINED IN THE FOLLOWING PAGES. APPLICATION ACCURACY MEANS TIMELY APPROVAL.

Iowa Department of Education

TITLE I INTERNET APPLICATION MENU SCREEN

This screen found through Iowa Education Portal at https://portal.ed.iowa.gov

The Iowa Education Portal will provide one common location for Department of Education applications, serving as a 'one stop shop' for sign-in and security shared by many applications. The Enterprise A&A (Authentication & Authorization) service will be used to sign you into the Iowa Education Portal. Please keep your email address associated with your A&A account up to date! To verify your email address or to make a change, go to the "Sign In" page for A&A, put in your User ID and password and then click "Account Details." This will allow you to make updates to name, phone number, and email address. Everyone who needs to access an Iowa Department of Education application site will need an A&A Account. Only one A&A Account per person is needed, even if you access applications from more than one district; no sharing logins and passwords. Failure to keep this information current may result in an inability to access your applications. Highlight "A&A Account" in the menu bar and click "Sign In."

You may confirm an A&A Account existence, by going to https://portal.ed.iowa.gov, highlighting "A&A Account," selecting "Sign In" and clicking on "Forgot Password" or "Forgot ID." If you believe there is a possibility you have a login ID, please confirm beforehand before signing up for a new login.

If you need to get an A&A Account, go to the Iowa Department of Education homepage: educateiowa.gov; highlight "Data & Statistics" and click on "Iowa Education Portal." Highlight "A&A Account" and then click on "Create Account'" and select the "Create An Account" tab on the next screen. Enter your first name and last name and click "Register."

The Single Sign On (SSO) Registration page consists of Account ID, First Name, Last Name, and Email. You will only need one A&A Account, even if you need access to multiple Education Portal applications or need access for more than one organization. The Account ID name is for individual use, not groups. No sharing of logins or passwords. Use the same work-related email address used for logging into EdInfo and/or EdInsight. An email address can only be used once and should be your work related email. The closer your login name can resemble your actual name will aid in the identification and permissions process. A&A will create an Account ID with the tag of @IOWAID at the end. You should enter the entire Account ID (including the "@IOWAID" suffix) when logging in. The Account ID is not case-sensitive. Spaces and most special characters are not allowed. All invalid characters will be stripped from the Account ID. Special characters allowed are: underscore (_); hyphen (-); plus sign (+); and period (.).

Once you have checked the information for accuracy, click "Save Account Details." A message box will appear stating you are creating a new account. Press "OK" to continue. The Account ID will be your login ID for all A&A applications. In accordance with State security requirements, access to applications and the permissions granted therein are bound to an individual, not a collection of users.

✔ **TIP: Use Internet Explorer or Mozilla Firefox for your browser.**

To begin, go to https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. **NOTE**: If you need guidance on using the Iowa Education Portal, click on "EdPortal Navigation" and review the short tutorial.

The EdPortal home page will appear. Note the descriptions of the home page regions:

- Session Details (top right of banner): User information including the logged-in user's username, a link to the user's profile, and a Logout button that ends the user's session.
- Organization Menu (below Session Details): A dropdown menu that allows you to choose between different security organizations (if applicable) and view accessible information and applications (based on your role within each application) for that organization only.
- Global Navigation Menu (blue navigation menu bar): A list of links to Portal and Iowa Department of Education applications. The items in this menu may be different, based on your user permissions and/or the selected organization (chosen from the organization menu).
- Application Submenu (below Global Navigation Menu): An application in this menu that has an arrow next to the link will contain a submenu, which will contain links to additional topics or pages relevant to the application.

Applications, roles, and organization information can be found in the My Profile section of EdPortal. Assigned applications appear in the navigation menu bar, changing the organization listed in the organization menu may change the application names displayed. Click the application name in the navigation menu to open the Title I application. A&A related questions may be directed to: ITE.Servicedesk@iowa.gov; 515.281.5703 or 800.532.1174. EdPortal specific questions may be directed to: Ed.portal@iowa.gov.

NOTE: The first time you access an application via the Portal you will need to sign the Confidentiality Agreement. Read the agreement, check the box, and click Continue. You will need to sign this agreement annually.

The due date for submission of the Title I electronic Internet application is September 15, 2013.

The user may exit the application process at any time by clicking on the **Exit** button that appears at the top of each screen and then clicking on the Logout link in the Portal banner.

✔ **TIP: Always be sure to click the Update button to save any changes before you exit.**

By clicking the "CERTIFY" Button I, as Superintendent or Title I Coordinator, certify that the data that will be reported on the Title I Internet Application is, to the best of my knowledge and belief, true and accurate.

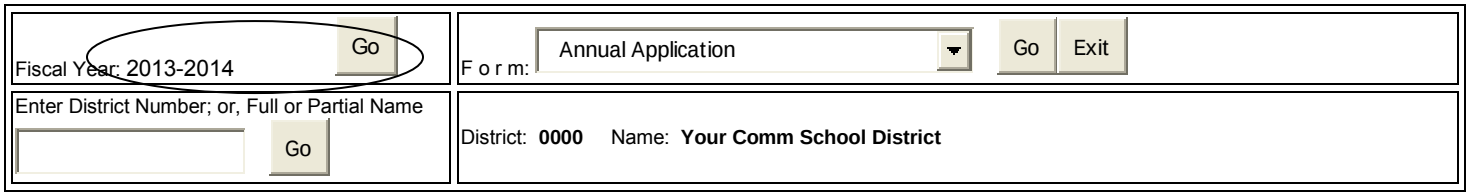
To access the Title I Internet Application the district must click the "CERTIFY" button.

CERTIFY | Return to Application Menu

When initiating access to the 2013-2014 Title I electronic Internet application, the user will need to certify via the Internet that the data to be submitted will be to the best of the user's knowledge true and accurate. This form will replace the signature page required in the past. After the **Certify** button has been clicked, the Annual Application screen for the 2013-2014 application will appear.

ANNUAL APPLICATION SCREEN

NOTE: The Annual Application screen must be completed in order to receive Title I funding.

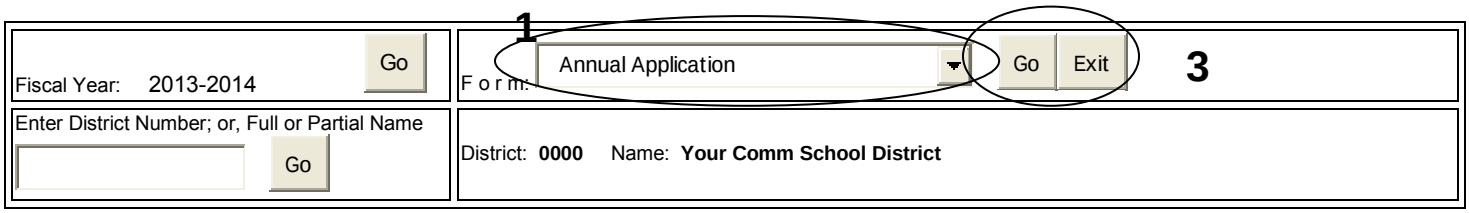


2013-2014 Annual Application

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user will need to decide if they want to work with or view the 2012-2013 or the 2013-2014 Title I electronic Internet application. The year must be selected by using the dropdown menu in the upper left-hand corner on the Annual Application screen.

✔ **TIP: When working with the Title I electronic application, DO NOT use the "Back" button on your browser. You must click UPDATE to save changes…the Netscape Print and GO buttons do NOT save changes!**



T I T L E I
2013-2014 Annual Application
No Child Left Behind Act of 2001(P.L. 107-110)
Improving the Academic Achievement of the Disadvantaged

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

2 Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The Annual Application screen is the first screen to be completed by an LEA applying for Title I funds for the coming school year. The information at the top of the screen should indicate the district completing this application. As indicated by #1 above, a dropdown menu appears on each screen. To display a different screen, click on the dropdown arrow, click on the desired new screen and click the **GO** button.

When working with the electronic Title I application, remember to always click the **Update** button (#2 above) to enter or save information before continuing to another screen.

✔ **TIP: DO NOT USE THE ENTER BUTTON ON YOUR COMPUTER KEYBOARD.**

If all required information is entered correctly, an "Updated Successfully" message will be displayed when the **Update** button is clicked.

The user may exit the application process at any time by clicking on the **Exit** button (see #3 above) that appears at the top of each screen and then clicking on exit at the bottom of the Application Login screen menu. Always be sure to click the **Update** button to save any changes before you exit.

Name and Address of Authorized Agency	**Your Comm School District** **Mailing Address** **City, State, Zip**
Name, Title and Mailing Address of Contact Person	Name: Title: Title I Coordinator Address1: Address2: City: State: IA Zip: - FAX: - - Telephone: - - Extension: Email: yourname@ispservice.com Email Address Examples: yourname@ispservice.com Email Address Examples: your.longname@long.isp.service.com

4

As indicated in #4 above, the Title I coordinator contact information should be typed in the available areas. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number, and contact person's e-mail address. Either the LEA superintendent or the Title I coordinator must certify the Title I application as the first step of the application process.

Title I Funded Services
Please indicate the **Grade Levels** that are receiving Title I services as a result of this application.

5	Reading Recovery	Pull Out	In Class	Combo: Pull Out/In Class	Extended Day	Title I Summer School
Reading/LanguageArts	Do not include NUMBERS of STUDENTS in this section					
Math						

Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services. Title I services should be based upon current conditions and need, rather than past traditions. Within the boundaries of Title I legislation, determine the areas of service to be offered and what grade levels are to be served. This section is for reporting the type of Title I services delivered in your school district.

As indicated in #5 above, please indicate what grade levels for each area are receiving Title I services as a result of this application. If the LEA has a trained Reading Recovery teacher working with first graders in Title I, place a **1** in that column. Indicate all other types of Title I programs by entering the **grade levels** of students served in reading and/or mathematics. If Title I services are available in other subject areas as approved by the State Title I Office, again enter the grade levels of students served under the type of program. For example, if the LEA has pull-out reading instruction in the primary grades and in-class math instruction for 4th and 5th graders, enter **1-3** opposite "Rdg/LA" (Reading/Language Arts) in the "Pull-Out" column and **4-5** opposite "Math" in the "In-Class" column. **NOTE:** For summer school service, be sure to add costs to General Budget Detail screen under "Other" with summer school notation in description section.

✔ **TIP: DO NOT include <u>numbers</u> of students served.**

Pre-School **6**
Please indicate what the estimated ages and number of students served are for pre-schoolers receiving Title I services as a result of this application.

Age Served	Number of Students Served NOTE: Zero (0) is a valid entry.
2 Years	
3 Years	
4 Years	
5 Years	

Local education agencies may choose to use all or a portion of their local Title I funds for a Title I preschool program. No additional funding is provided for this purpose. A Title I preschool may operate in conjunction with an early childhood special education preschool program, a district-operated preschool, a private pay preschool, or a combination of those programs. Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa preschool programs. For IQPPS information contact Penny Milburn at 515.281.7844 or penny.milburn@iowa.gov.

As indicated in #6 above, if your LEA has a Title I preschool program, please indicate the number of children served at each age level for a preschool program receiving Title I services as a result of this application.

SELECTION OF SCHOOLS SCREEN

NOTE: The Selection of Schools screen must be completed in order to receive Title I funding.

Fiscal Year: 2013-2014 Go	Form: Selection of Schools Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

T I T L E I
2013-2014 Selection of Schools
ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Update Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

When completing this screen, "Low-Income Criteria," "Resident Children," and "Rank Order" must all be completed. The most common data used for these categories is "Free and Reduced School Lunch," "Attendance Area," and "Low-Income Percentage." **NOTE:** Data used in this section may be from any month during the previous school calendar year, but must be consistent across the school district.

An LEA must rank all of its school attendance areas (the geographic area from which the school district draws its children) according to their percent of poverty. An LEA must use the same measure of poverty for identifying eligible school attendance area; determining the ranking of each area; and determining the allocation for each area.

✔ **TIP: Click Update often to avoid losing data.**

LOW-INCOME CRITERIA

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:

Select one:

- ● Free and Reduced School Lunch
- ● Free Lunch Only
- ● Other (describe):

Select the source or sources of data that the agency uses to determine the number of low-income families. An LEA must select a poverty measure from the following options: children ages 5-17 in poverty as counted in the most recent census data; children eligible for free and reduced-price lunches; children in families receiving assistance under the State Temporary Assistance for Needy Families (TANF); children eligible to receive medical assistance under the Medicaid program; or a composite of any of the above measures. Each LEA must choose a single data source or combination of data sources as its school attendance area selection criterion. Documentation of data secured should be made part of the applicant agency's Title I record, but need not be submitted to the State Title I office. However, the LEA should keep this information on file for possible inspection by auditors and the SEA staff. The most commonly used source of low-income data is the school district free and reduced price school lunch count.

RESIDENT CHILDREN

Resident Children:

● Attendance Area ● Enrolled

Please select either "Attendance Area" or "Enrolled" to indicate which most accurately reflects the data shown in the attendance table for "Resident Children by Attendance Area" and "Resident Children from Low-Income Families." If school attendance centers within a school district have no official boundaries, the LEA may determine school attendance center low-income percentages using enrollment figures.

RANK ORDER OF ATTENDANCE AREAS

Rank Order:

● Low Income Percentage ● Grades Span and Percentage

Please indicate whether the LEA is using low-income percentage or grade span and percentage to rank order attendance centers. Based on the choice selected, the attendance centers will be automatically sorted once all data is entered below and user clicks the **Update** button. The most commonly used method is rank order by low-income percentage.

ATTENDANCE CENTER INFORMATION

NOTE: Data used in this section may be from any month during the previous school calendar year, but must be consistent across the district. Do not use official enrollment count data for this section.

✔ **TIP: Click Update often to avoid losing data.**

The attendance center table should display all of the public attendance centers within the LEA. **NOTE: If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed,** please contact the Title I office for assistance in correcting the listing of attendance centers for your district. Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services. Title I services should be based upon current conditions, not past traditions. However, Title I services must operate within the boundaries of Title I legislation. Funding is based on compliance with legislation. In determining Title I service for the upcoming school year, ask questions such as: *Are we offering reading services and/or math services? Why?; What grade levels will be served? Why?; What will qualify a student for Title I services?*

LEAs will need to complete the table for each attendance center including the status (select S, T or N), number of resident children, and number of resident children from low-income families. Schoolwide project buildings (Status = S) must have poverty above 40% and must have completed a year of planning and have been approved by the State Title I office. All other served buildings are considered targeted assistance (Status = T). A building not receiving Title I service should show status "N" for not served. Each building must have data for each public and private column. If a building is identified as providing targeted assistance service (Status = T), the number of students identified as eligible and the

number served must be completed. For a schoolwide building (Status = S) do not complete eligible and served columns. The last column showing the grade levels served by Title I must be completed for all served buildings whether status is S or T.

✔ **TIP: The grade levels entered as served should agree with the grade levels entered for Title I funded services on the Annual Application screen.**

NOTE: ALL COLUMNS MUST BE COMPLETED BEFORE APPLICATION CAN BE APPROVED!

RANK ORDER OF ATTENDANCE AREAS				Resident children in Attendance Area (Include public and private school children)							Unduplicated Student Counts(public only) For Targeted Assistance Schools		Grade Levels Served BY TITLE I
List will be reordered after update				All Resident Children by Attendance Area			Resident Children from Low-income Families						
Blg No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools
409	Elementary School	K-05	T	165	22	187	75	4	79	42.2	49	49	1-3
427	Preschool	PK-PK	N	22		22	7		7	31.8	0	0	
172	Middle School	06-08	T	279	19	298	62	4	66	22.1	26	26	6
109	High School	09-12	N	234	14	248	49	2	51	20.6	0	0	
418	Elementary School	K-05	N	150	10	160	37	3	40	25.0	0	0	
TOTALS				850	65	915	230	13	243		75	75	
*Status Code: S = Schoolwide Project T=Targeted Assistance School N = Not Served O = Override by State										Districtwide Percentage 26.6			

The information in all columns for **ALL** buildings in the LEA must be completed before application can be approved, even if Title I funds are not used in all buildings. **Exception:** "Eligible" and "Served" columns for schoolwide buildings. **NOTE:** To start entering data on the selection of schools table, click on the first entry field (for "public resident count") of a school building record and tab through the entry fields as you enter, or change, the data in each cell. Do not use the mouse to get to the next entry field upon completing an entry, instead, use the tab key to get to the next entry field. Updating frequently is a good practice.

Column 1 – Building Number (Blg. No.)
The building numbers for each attendance center in the LEA are automatically entered on the Selection of Schools screen. These numbers should match with information printed in the Iowa Educational Directory. The exception would be if a building has opened or closed in the LEA. If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 2 - Name of Attendance Center
All public school attendance centers are listed automatically for the LEA. After selecting the rank order criterion being used, the attendance centers will be automatically sorted in rank order from highest to lowest according to low-income percentages. **NOTE:** If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 3 - Grade Levels Housed
The grades housed in each center within the LEA will automatically be entered for each attendance center.

Column 4 - Status (*)
The default for this column is "N." Please select the code that indicates whether an attendance center is (S) Schoolwide Program, (T) Targeted Assistance School, or (N) Not Served. (Refer to section on Definitions.) (O) Override by State – confer with Title I consultant regarding required documentation.
NOTE: Schoolwide programs require at least 40 percent low-income and a year of planning prior to implementation. A Schoolwide Program school is operated to serve all the students in the building while addressing the needs of low-achieving children and those most at risk of not meeting the State's student academic achievement standards. The Title I services must be integrated into the whole school program in such a way that all students benefit in some way. A Targeted Assistance School is a program that targets services on specific, identified children. A student is eligible for services if he/she is failing, or most at risk of failing, to meet the State's challenging student academic standards.

In selecting participating areas and schools, an LEA may 1) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families—i.e., the "35 percent rule"; 2) use Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA; 3) elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if a) the school meets the Title I comparability requirements; b) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of NCLB; and c) the funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A; and 4) for one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year.

Title I Service Delivery Models	
Targeted Assistance Programs	**Schoolwide Programs**
• Only eligible students are served in only Title I eligible buildings	• All students in the building are considered Title I students
• 426 Targeted Assistance program buildings in 2012-2013	• 192 Schoolwide Program buildings in 2012-2013

• Written criteria for entering and exiting the program
  • PreK – 2
  • Grades 3 and up
  • Clear performance standards
  • Available and provided to parents
	• Allocations remain the same whether a Targeted Assistance or Schoolwide Program (SWP) is offered
	• Resources from a variety of sources can be used to support a Schoolwide Program

• Grouping Practices
  • Pull-out
  • In-class
  • Combination of pull-out and in-class
	• All students in the building are considered Title I students
	• The Schoolwide Program requires a year of planning
	• During planning year, a future Schoolwide Program building must operate as a Targeted Assistance Program building

• Title I teacher responsibilities:
  • Working with identified students
  • Parent communication
  • Coordinating with classroom teachers
  • Students records
  • Operate according to Title I regulations for the percentage of the day paid with Title I funds
  • Maintain time sheet or work log to document federal funding stream pay
  • Title I reading teachers must maintain a reading endorsement
  • No additional endorsement is required for Title I math teachers
	• The Schoolwide Plan intended to improve the achievement of ALL students
	• The Schoolwide Plan identifies services to be provided
	• Districts with more than one Schoolwide Program must submit a Schoolwide Plan for each building
	• The Schoolwide Plan must be specific to each building
	• The Schoolwide Plan must be reviewed and revised each year
	• The Schoolwide Plan must address homeless students
	• Each schoolwide building must have its own Schoolwide Program Planning and Evaluation team
	• New or revised Schoolwide Plans must be submitted to the State Title I office by September 15

• Title I Para-educators:
  • Work with identified students
  • Work under direct supervision of a Title I teacher
  • Be "highly qualified"
  • Maintain timesheet for less than full-time
	• Title I Para-educators:
	  • Work under direct supervision of a Title I teacher
	  • Be "highly qualified" regardless of funding stream

All Title I reading programs must implement "scientifically based reading research" programs. Programs must have the 5 areas of focus: phonics, phonemic awareness, vocabulary, fluency, comprehension.

NOTE: Title I services must operate within the boundaries of Title I legislation. The disbursement of Title I funding is based upon compliance with legislation.

In determining district buildings to provide Title I service, keep these rules in mind:

- ✓ All schools with 75% or above poverty must be served or document other funding sources
- ✓ Schools at or above 35% poverty may be served
- ✓ Schools at or above the district wide poverty percentage may be served.

Column 5 - Public - All Resident Children by Attendance Area
Enter, by attendance center, the number of children residing therein. This would include all resident children enrolled in other public schools, children housed in institutions in the LEA, children that are home-schooled, and dropouts. The column will automatically calculate the total number of resident public school children in the LEA.
NOTE: Do not include children open enrolled to another LEA; do include children open enrolled into your LEA.
GRADESHARING DISTRICTS need to enter the combined resident count for grade levels housed within district.
NOTE: Where applicable include special education children (i.e. special education students the LEA sends to programs in other LEAs, local neglected and delinquent children, children that are home-schooled, and dropouts that could be enrolled in the grade levels housed from both the LEA filing the application and LEAs entered in the whole-grade sharing agreement.

Column 6 - Private - All Resident Children by Attendance Area
Enter the number of children attending private schools that reside within each public school attendance center boundary. The column will automatically calculate the total number of resident private school children. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Title I continues the requirement that an LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires an LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. An LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives an LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, an LEA may use:

1. The same poverty data it uses to count public school children.
2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.
3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.
4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.
5. An equated measure of low income correlated with a measure of low income used to count public school children.

For further guidance in determining low-income private school children, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

Column 7 - Total - All Resident Children by Attendance Area
Columns 5 and 6 will be automatically calculated to reflect the total number of resident children by attendance center. Column 7 will automatically calculate to reflect the total number of resident children in the LEA.

Column 8 - Public - Resident children from Low-income Families
Enter, by attendance center area, the number of children from Column 5 that are from low-income families. The column will automatically calculate the total number of resident public school children from low-income families within the LEA.

Column 9 - Private - Resident Children from Low-income Families
Enter, by attendance center area, the number of children from Column 6 that are from low-income families. The column will automatically calculate the total number of resident private school children from low-income families. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Column 10 - Total - Resident Children from Low-income Families
Columns 8 and 9 will be automatically calculated to reflect the total number of children that are from low-income families by attendance center area. Column 10 will automatically calculate to reflect the total number of public and private school students that are from low-income families.

Column 11 - Percent - 10/7
The low-income percentage for each attendance center area will be automatically computed to reflect the percent of low-income in Column 11 to the nearest tenth of a percent (e.g. 29.6). The box at the bottom of Column 11 will automatically enter the districtwide average low-income percentage by dividing the total of Column 10 by the total of Column 7. Those schools above the districtwide average are eligible to receive Title I funds. (Refer to section on Within District Targeting of Title I funds.)

✔ **TIP: Attendance centers with 75% or above poverty rate are mandatory centers, including middle and high schools, and must be served by Title I.**

Only after an LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.

- The same district-wide poverty average must be used if the LEA selects option (1).
- For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
- If an LEA has no school attendance areas above 75 percent poverty, the LEA may rank district-wide or by grade span groupings.
- An LEA's organization of its schools defines its grade span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent an LEA has schools that overlap grade spans (e.g., K-8), the LEA should include a school in the grade span in which it is most appropriate.

NOTE: An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

Column 12 - Eligible - Unduplicated Student Counts (public only) for Targeted Assistance Schools
A student who is failing or most at risk of failing to meet locally determined educational standards is a student eligible for Title I services. Each LEA must develop a process for determining student eligibility. These determinations may be based upon teacher recommendation with documentation, parental input and developmentally appropriate measures for pre-kindergarten through grade 2. For grades 3 and above, use educationally objective criteria to determine eligible students. Using school district Title I selection criteria, enter the unduplicated number of public school students at each (T) Targeted Assistance School who are eligible for the Title I service being offered at that school. "Unduplicated" means that each student should be counted only once even if that student is eligible to receive Title I service in more than one subject area. For example, Tommy is eligible to receive Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child. **This column must be completed in order for the application to be approved.**

Column 13 - Served - Unduplicated Student Counts (public only) for Targeted Assistance Schools
Using the information in Column 12 enter the unduplicated number of public school students to be served at each (T) Targeted Assistance School. The number in Column 13 cannot be greater than the number in Column 12. "Unduplicated" means that each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child. **This column must be completed in order for the application to be approved.**

Column 14 - Grade Levels Served by Title I
Enter the grade levels at which students are receiving Title I service in each served building. For example, if Title I instruction is available in reading to students in primary grades only, enter "1-3" in column 14 opposite the name of that school.

✔ **TIP: Grade levels served by Title I must match data entered on Annual Application screen.**

PRIVATE SCHOOLS RECEIVING SERVICES

Section 1120 of NCLB and Section 200.63 of the Title I regulations mandate services for children in private schools under Title I of ESEA. In summary, the key provisions of the legislation stipulate that:

1. Any district serving a private school must complete the Selection of Schools, Statement of Agreement, and Within District Targeting Funds screens on the electronic Title I application. The completion of the Within District Targeting Funds screen determines the amount of funds available to provide Title I services to eligible students in the private school. **NOTE:** Districts must use the updated formula calculations for the Within District Targeting Funds screen. (See the pink section in this reference manual.)
2. Timely and meaningful consultation between public and private school officials must be held to discuss services to be provided in the private school, private school student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required (agenda, notes, e-mails). **NOTE:** In the case of declined services, a signed document or e-mail must be maintained in the Title I file.
3. Private schools are not Title I schools. Title I **instructional** services in private schools are provided by the LEA to private school children who reside in a participating public school attendance area/s and who are in the greatest educational need of those services. Poverty is not a criterion for receiving Title I services.
4. Title I funds for service in a private school are based on the documented student poverty count in the private school.
5. Title I services in a private school must be equitable to those provided in the public school – as funds described above allow.
6. Instruction must be outside the regular classroom (pull-out program); may include extended learning time before and after school, summer school, family literacy/parent involvement activities or a combination of these services.
7. Services, materials and equipment must be secular, neutral, and supplemental in nature; and must be ordered by and paid for by the LEA.
8. Equipment and supplies purchased for use in a private school must be labeled “Title I”; are the property of the public school through which the Title I dollars flow; and under the direction of the LEA-employed Title I teacher.
9. The LEA is never allowed to pay or remit Title I money directly to the participating private school. The public school district is always the fiscal agent remaining in control of federal funds.
10. Multiple private schools in an LEA may pool funds and provide services as a single entity.
11. Public and private schools in the same LEA do not have to provide services to the same grade span group.
12. Title I services in a private school must operate as Targeted Assistance Programs. Schoolwide Programs in private schools are not allowed under the NCLB law.
13. Title I programs in private schools must be evaluated using a process similar to that of the public school programs.

PRIVATE SCHOOLS RECEIVING SERVICES

Name	Grade Levels	Number of Children Enrolled Residing in Project Areas	Unduplicated Student Counts	
			Educationally Eligible	Served
Private Grade School	PK-08	303	36	28
Private High School	09-12	146	0	0
	TOTALS	449	36	28

All accredited private school attendance centers in your school district and the grade levels of each center will automatically be displayed. You must complete the requested data for private schools receiving Title I service. Enter the number of children enrolled who reside in a participating Title I attendance center (these children must also be entered in Column 6 of the attendance center table). Determine the total number of private school children enrolled who are residing in project areas and enter in the appropriate column.

Private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in Section 1115(b) of the Title I statute. Enter the **unduplicated** number of children from each private school attendance center that

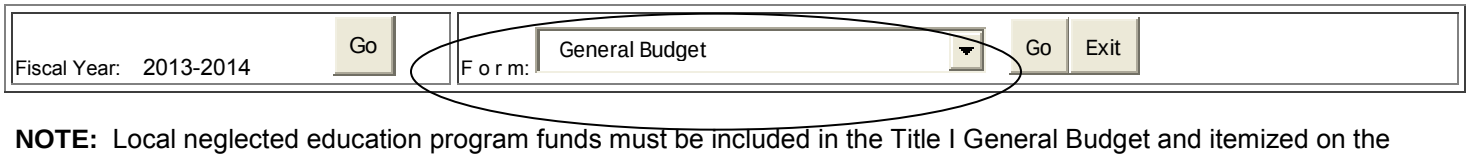
are educationally eligible for the Title I service and, in the last column, the actual **unduplicated** number of private school children to be served. Each column will automatically calculate the total number of eligible private school students and the total number of those students served by Title I. **NOTE:** If data is completed under the private school section, then data must also be entered in the appropriate columns for the resident public school area in the attendance center table.

✔ **TIP: If the LEA is providing Title I service to a private school, the user must complete the Statement of Agreement and Within District Targeting of Funds screens in addition to the other required application screens.** **NOTE:** Even if the private school declines Title I services, the Statement of Agreement and Within District Targeting of Funds screens MUST be completed.

When all information is complete for the Selection of Schools screen and the **Update** button is pressed, the program will calculate totals and perform program edits. If required information is missing, the "Updated Successfully" message will not appear. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work. The warning errors can be bypassed if the data entered is correct. After all errors are corrected, the user must click the **Update** button and may select another screen and click the **GO** button to proceed to the next screen when an "Updated Successfully" message is received.

GENERAL BUDGET SCREEN

NOTE: The General Budget screen must be completed in order to receive Title I local neglected funding. The "Certify" button will become available after all required screens have been completed.



NOTE: Local neglected education program funds must be included in the Title I General Budget and itemized on the General Budget Detail screen to reflect total LEA local neglected program expenditures.

NOTE: Local delinquent education program funds are separate from the current allocation and are to be applied for as a separate project on the Delinquent Application, with a separate budget and separate accounting.

Local Neglected Funding

The local education agency is the fiscal agent for any funds designated to provide Title I service to children in local neglected institutions. Local neglected program costs must be part of the General Budget. If your LEA provides Title I service to a local neglected facility with Title I, Part A local neglected funding, you must designate those costs in the appropriate expenditure categories on the Title I General Budget and General Budget Detail screens.

A signed agreement between the LEA and the local neglected facility must be kept on file at the district and a copy emailed to Rick Bartosh at richard.bartosh@iowa.gov. This agreement must be reviewed annually. A sample agreement follows and is available at http://educateiowa.gov under Title I Part D. The LEA is responsible for the annual evaluation of the local neglected program.

Local Neglected or Delinquent Agreement

The ____ Community School District (CSD) and _____, a neglected/delinquent youth facility, agree to coordinate and support a PL 107-110 Title I, Part D, Subpart 2 program within the neglected/delinquent facility.

The _____ CSD will act as the fiscal agent and program monitor of the Title I program identified below.

The _____ facility provides assurance and documentation, upon request, that the Title I, Part D, Subpart 2 funds are being used in one or more of the following ways:

1) For programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;

2) For dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
3) For the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health service, will improve the likelihood such individuals will complete their education;
4) For special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
5) For programs providing mentoring and peer mediation.

The _____ facility provides assurance and documentation, upon request, that the following services are being made available, when and where applicable, to neglected/delinquent residents at the facility:

1) Transition planning
2) Coordination of social, health, and other services
3) Business partnerships
4) Parental involvement
5) Coordination with federal, state, and local programs
6) Coordination with juvenile justice programs
7) Work with probation officers
8) Individualized education programs
9) Alternative placements

The ____ CSD shall evaluate the program and, where the number of students is sufficient, disaggregating data on participation by gender, race, ethnicity, and age, to determine the program's impact on the ability of participants —

1) to maintain and improve educational achievement;
2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
3) to make the transition to a regular program or other education program operated by a local educational agency;
4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5) as appropriate, to participate in post-secondary education and job training programs.

The result of this evaluation shall be used to plan and improve subsequent programs for participating children and youth.

Describe how the services provided to any local delinquent facility with Title I local delinquent funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

The _____ facility will provide the following service(s) using Title I, Part D, Subpart 2 funds:

1)
2)

(to be reviewed annually)

Authorized Signatures for LEA and facility and dates

Local Education Agencies Funding

GENERAL BUDGET SCREEN

NOTE: The General Budget screen must be completed and certified in order to receive Title I funding. The "Certify" button will become available after all required screens have been completed.

Fiscal Year: 2013-2014 Go	F o r m: General Budget Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

T I T L E I
2013-2014 General Budget
ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Add Amendment | Netscape Print

The Netscape Print, GO, and EXIT buttons do NOT save changes!

There are two Title I budget forms: (1) the Title I Current Project Budget on the General Budget screen which represents the total amounts requested for specific items found in the Detail Budget and (2) the General Budget Detail screen which provides an **itemized** account of expenditures to be incurred.

1 **Lookup Budget by Amendment** Unavailable Go "Unavailable" indicates that amounts have not yet been entered in the budget detail and updated. **2** **View Budget Detail** Go to Detail	**District Certified:** **Consultant Approved:** **Admin. Consultant Approved:** **District Certified As Final:** **State Approved As Final:**
TITLE I CURRENT GENERAL BUDGET -- PROJECT SUMMARY	

No data can be entered on the Title I Current Project Budget screen. This is a summary table that displays totals automatically transferred from the General Budget Detail screen. To begin entering the LEA Title I budget, use the dropdown menu to select the General Budget screen and click the **GO** button. **NOTE:** If "Unavailable," as indicated by #1 above, appears in the lookup box on the General Budget screen, it indicates that the LEA has not yet entered amounts in the General Budget Detail screen. To access the General Budget Detail screen, click on the **GO TO DETAIL** button indicated by #2 above.

GENERAL BUDGET DETAIL SCREEN

NOTE: The General Budget Detail screen must be completed in order to receive Title I funding.

T I T L E I
2013-2014 General Budget
Detail
Round to the nearest dollar.

✔ **TIP: Click Update often to avoid losing data.**

The budget detail page allows the user to enter the specific breakdown of Title I expenditures claimed on the budget (see #1 below) and, if necessary, to provide a description of expenditures (see #2 below).

Netscape Print

Original | GO | Back to Summary

You must click UPDATE to save changes. . . the Netscape Print, GO, Back to Summary and EXIT buttons do NOT save changes!

FUNCTIONS	OBJECTS						
Expenditure Accounts	**1 Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Instruction 1000	**Total $111,098** Certified salary $100,298 Associates salary $8,000 Subs salary $0 Local Neglected $0 SINA/DINA Prof. Dev $0 Other $2,800 Summer School Staff **2**	**Total $45,033** FICA $8,499 IPERS $6,388 Ins $30,146 Local Neglected $0 SINA/DINA Prof Dev. $0 Other $0	**Total $500** Travel Between Bldgs $0 Prof. Staff Development $500 Local Neglected $0 SINA/DINA Prof. Dev $0 Other $0 Est. Supplemental Ed. Srvs. $0	**Total $500** Consumables $500 Software $0 Title I Books $0 Diagnostic Testing Mat. $0 Local Neglected $0 Other $0	**Total $0** Computer $0 Chair $0 Service Contract $0 Local Neglected $0 Other $0 Printer $0	**Total $0** Prof. Dues $0 Local Neglected $0 Other $0 Homeless Services $0	$157,131
Instructional Staff and Support Services 2200			**Total $0** Inservice $0 Travel $0 SINA/DINA Prof. Dav $0 Other $0				$0
Administration Support Services 2300	**Total $0** Title I Coord salary $0 Clerical salary $0 Other $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Audit (if eligible) $0 Other $0			**Total $4,044** Indirect Cost $4,044 Other $0	$4,044
Operation and Maintenance of Plant 2600			**Total $0** Other $0				$0
Student Transportation Services 2700	**Total $0** Input Total $0	**Total $0** FICA $0 Ins $0	**Total $0** School Choice $0 Other $0 Other Description				$0

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
School Nutrition Services 3100	**Total** **$0** Input Total $0	**Total** **$0** FICA $0 IPERS $0 Ins $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0			$0
Community Services (Parent) 3300	**Total** **$0** Input Total $0	**Total** **$0** FICA $0 IPERS $0 Ins $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0			Public $0 Nonpublic $0 Total Funds $0
Facilities Acquisition and Construction 4000			**Total** **$0** Input Total $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0		$0
						Total:	$161,175

You may only enter budget figures on the Detail Budget screen and those figures will be automatically placed into the Title I Current General Budget Project Summary table on the General Budget screen each time you click the **Update** button. **NOTE: Do not attempt to enter any figures in the "Total" fields as the total is automatically calculated as you enter specific expenditure figures.** Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current Project Budget (including any local neglected funds, but **not** carryover funds) does not exceed the new Title I current allocation as noted at the bottom of the General Budget Detail screen. (**NOTE:** The allocation is not noted in the budget example above, but on the Title I electronic Internet application, the user will find the allocation in the far bottom right corner of the budget detail table next to the total budget amount as circled above.) This budget is to reflect **only** the portion of the Title I program that will be paid with **Title I funds** received by your LEA.

Any LEA with a Title I School in Need of Assistance (SINA), in Year 1 or 2 of identification**, is required to reserve 10%** of the building's allocation **for professional development** in the area of identification. This reserve can be expended in the following ways and must be reflected in the following categories of the general budget:

1. Instruction/1000/Salaries: This would be in the case of a staff member providing professional development to your staff.
2. Instruction/1000/Purchased Services/Professional Development: This would be in the case of an outside person providing professional development to your staff.
3. Instructional Staff & Support Services/2200/Purchased Services/In-service or Travel: This would be in the case of sending staff to professional development outside of the district.
4. The required 10% set-aside for professional development must be spent during the current school year.

✔ **TIP: Any expenditure covered by local general fund dollars must NOT be included in this budget.**

The General Budget Detail screen has as its purpose the providing of detail that is not possible to provide in the Title I Current Project Budget. To assist you with this specific budget development, the following explanation of the Title I Budget will be made by discussing the nine columns moving left to right across the top of the budget.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**

Functions – Each function number represents a broad series of expenditures used in uniform financial accounting.

Expenditure Accounts – These expenditure categories represent the names of expenditure accounts to be used to classify Title I expenditures.

Objects – Salaries – The salary amounts include all payments for services rendered that will be paid directly by the LEA from Title I funds.

Objects – Employee Benefits – Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees, and other district benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the current percents of 7.65% for FICA and 8.93% for IPERS. **The user must itemize the employee benefits by categories on the Budget Detail screen – FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

Objects – Purchased Services – Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed. The reserve for Supplemental Education Services is included under Instruction, Purchased Services column. **NOTE:** Equipment repair is considered a purchased services expense.

Objects – Supplies – Approvable amounts for materials and supplies for the Title I project are to be entered in the Supplies column. Supplies expenditures should be no more than 6% of the entire Title I budget. Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I supplies to be purchased must be itemized by category as identified on the Budget Detail screen.**

Objects – Property – Approvable amounts for instructional equipment are to be entered in the Property Column. Property expenditures should be no more than 4% of the entire Title I budget. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I property to be purchased must be itemized by category as identified on the Budget Detail screen.**

Objects – Other Expenses and Other Uses of Funds – The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies or Property. This is the column to use for professional dues and indirect costs and the Homeless Services set-aside.

✔ **TIP: See Function explanations below for proper placement of these costs.**

Objects – Total – This column includes the sum total of amounts recorded in each of the preceding columns.

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I expenses. Each expenditure category is explained as follows:

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Instruction 1000	**Total $111,098** Certified salary $100,298 Associates salary $8,000 Subs salary $0 Local Neglected $0 SINA/DINA Prof. Dev. $0 Other $2,800 Summer School Staff	**Total $48,277** FICA $8,499 IPERS $9,632 Ins $30,146 Local Neglected $0 SINA/DINA Prof. Dev. $0 Other $0	**Total $20,500** Travel Between Bldgs $0 Prof. Staff Development $500 Local Neglected $0 SINA/DINA Prof Dev $0 Other $0 Supplemental Ed Services $20,000	**Total $500** Consumables $500 Software $0 Title I Books $0 Diagnostic Testing Mat. $0 Local Neglected $0 Other $0	**Total $0** Computer $0 Chair $0 Service Contract $0 Local Neglected $0 Other $0 Printer $0	**Total $0** Prof. Dues $0 Local Neglected $0 Other $0	$180,375

Function 1000 – Instruction – This includes Salaries paid to the employees who have been employed to complete the teaching activities of the Title I program. Title I funds may be used to pay employee benefits under the Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) for salaried Title I teachers and educational associates as these are mandated by law. **NOTE:** The employer share for IPERS is 8.93%. The 10% reserve may also pay a staff member providing professional development to your staff in a Title I SINA school.

Purchased Services includes amounts for instructional services purchased from other agencies or rental of instructional equipment. It also includes expenses incurred to provide the instructional service of the Title I activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in the purchased services column. The 10% reserve may be reflected here to pay an outside person providing professional development to your staff in a Title I SINA school. The LEA should also include in the purchased services column, the required reserve for estimated supplemental education services, as appropriate.

The Supplies column includes approvable amounts for materials and supplies for Title I. The Property column includes approvable amounts for instructional equipment. Other Expenses and Other Uses of Funds, includes expenses for professional dues and the Homeless Education Services set-aside. **NOTE:** The Homeless Education Services set-aside on the Homeless Education screen must match the amount entered on the General Budget Detail screen.

✔ **TIP: Indirect Costs go under Function 2300.**

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Instructional Staff and Support Services 2200			**Total $0** Inservice $0 Travel $0 SINA/DINA Prof Dev $0 Other $0				$0

Function 2200 – Instructional Staff and Support Services – Purchased Services includes amounts for inservice and travel. May also include the 10% reserve for sending staff from a Title I SINA building to professional development outside the district.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Administration Support Services 2300	**Total $0** Title I Coord salary $0 Clerical salary $0 Other $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Audit (if eligible) $0 Other $0			**Total $4,044** Indirect Cost $4,044 Other $0	$4,044

Function 2300 – Administration Support Services – Salaries and Employee Benefits for the administration of Title I programs cannot be paid from Title I funds. There are two notable exceptions to this rule:

1. When the project is of sufficient size and scope to merit an administrator. **The SEA makes the final decision as to size and scope.**

2. When summer school activities are of sufficient size and scope to merit an administrator. Again, the SEA makes the final decision as to size and scope. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

LEAs that expend more than $300,000 annually in Federal funds may use Title I funds to pay the expense of an audit that is incurred as a direct result of the Title I program. Since an audit will be made after the close of the fiscal year, it is recommended that funds in the current budget be set aside to pay the cost of the preceding year's program audit. This audit expense would be shown in the Purchased Services column.

Approvable amounts for restricted indirect costs are to be entered on the Title I project budget in the column, Other Expenses and Other Uses of Funds. Indirect Costs are those costs that are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87.

The Iowa Department of Education annually calculates the indirect cost rates for LEAs from data submitted on their certified annual reports. The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a given fiscal year. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. For information regarding the indirect cost rate calculation, contact Janice Evans, School Administration Consultant at 515/281-4740 or janice.evans@iowa.gov.

The indirect cost rate percentages for each LEA can be found at the Iowa Department of Education website at http://educateiowa.gov/index.php?option=com_content&view=article&id=1429&Itemid=2971. **The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits (current and carryover budgets) approved for Title I staff.**

✔ **TIP: If the indirect cost amount applied for on the budget exceeds the maximum allowed for budgeted salaries and benefits, a RED warning will be received and will need to be corrected prior to proceeding.**

NOTE: For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Operation and Maintenance of Plant 2600			**Total $0** Other $0				$0

Function 2600 – Operation and Maintenance of Plant – An LEA may apply for off-the-top non-instructional expenditures that have incurred as a result of operating a Title I private school site or a Title I migrant education program. Expenses may include rent; lease of real property; utilities; insurance and maintenance costs.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Student Transportation Services 2700	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** School Choice $20,000 Other $0				$20,000

Function 2700 – Student Transportation Services – Title I funds may be used to pay the transportation expense of public school students only to Title I activities only when normally scheduled LEA bus service is not available. Examples would include transportation of students between attendance centers, extra bus trips for pre-kindergarten or kindergarten students, and summer school.

The Salaries Column should contain the amount needed to pay the salaries of the bus drivers providing Title I transportation. The Employee Benefits Column would include the employee benefits of the bus drivers. Purchased Services would include any contractual agreement with an outside agency for busing children; the maintenance cost of district buses when they are directly involved in the transportation of Title I students; and off-the-top expenses to transport private school students to public school or neutral site for Title I instructional services. The LEA should also include in the purchased services column, the required reserve for school choice transportation, as appropriate.

SINA Set-Aside for Choice-Related Transportation and Supplemental Education Services

The law establishes joint funding for choice-related transportation and SES. Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES, an LEA must spend an amount equal to 20 percent of its Title I, Part A allocation. If an LEA spends less than the amount needed to meet its 20 percent obligation, it must meet the required assurances (see SINA set-aside section in this document) before it may use unexpended funds from the 20 percent obligation for other allowable activities.

The rules for school choice are:

- In year 1 of identification for SINA or Delay, a district MUST reserve 20% of district allocation for CHOICE (there is no SES requirement for year 1).
- In year 2 or above of identification for SINA or Delay, a district MUST reserve up to 20% of the district allocation for CHOICE AND SES. It is up to the district how the split is made, but between the two spots on the budget (line 2700 column 300 and line 1000 column 300) the total must be at least 20% of district allocation.

In addition, an LEA that spends less than the amount needed to meet its 20 percent obligation and does not intend to spend the unexpended amount in the subsequent school year must maintain records that demonstrate it has met the criteria above and must notify the SEA that it has met the criteria and intends to spend the remainder of its 20 percent obligation on other allowable activities.

Districts must notify the Iowa Department of Education if they do not intend to spend the total 20 percent set aside.

Please contact Susan Selby at susan.selby@iowa.gov for the form, "NOTIFICATION – Unexpended Funds for Choice-Related Transportation & Supplemental Education Services."

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
School Nutrition Services 3100	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Input Total $0	**Total $0** Input Total $0			$0

Function 3100 – School Nutrition Services – Title I funds may be used for providing food and food services only when they are not covered by State or Federal funds received from the Bureau of Nutrition and Health Services of the Iowa Department of Education. The SEA will review each request individually.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**

Community Services (Parent) 3300	**Total** **$0** Input Total $0	**Total** **$0** FICA $0 IPERS $0 Ins $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0			Public $0 Nonpublic $0 Total funds $0

Function 3300 – Community Services (Parent) – Title I funds may be used for activities associated with Parent Involvement. LEAs receiving allocations of $500,000 or more must reserve 1 percent of the allocation for parent involvement activities, including family literacy and parenting skills. At least 95 percent of the 1 percent reservation must be allocated by formula to Title I funded schools. This reservation needs to be conducted separately from Title I building level allocations. If the district serves private school students, the LEA must correctly calculate and provide for equitable services for private school students regarding parental involvement requirements. If the LEA is required to set aside funds for parent involvement, a proportional amount must be spent for families of private school Title I students. If no set asides, accommodations must be made to include families of private school Title I students in the annual Title I meeting, conferences, and activities such as "Family Literacy/Math Night." After consultation with private school representatives, the parent involvement requirement can be met either through independent parent involvement activities or in conjunction with the LEA's activities. If they are done independently, there must be an equitable distribution of funds for these activities. Persons providing Title I services are employed by the LEA. **NOTE:** The district should have on file the background information for this budget detail expenditure, but would not be required to include this on the electronic application itself. For example: (see WDTF screen for calculations)

Parental Involvement Reservation under Section 1118 of *ESEA*

In **participating** public school attendance areas:

No. of private school children from low-income families		Total no. of children from low-income families		Proportion of Reservation
_____	divided by	_____	=	_____
Proportion of Reservation		Reservation		for Equitable Services
_____	X	$_____	=	$_____

✔ **TIP: If applicable, the 1 percent reservation must be included in the general budget before approval will be given to your application. To remain in full compliance, the required 1% set-aside for parent involvement must be spent during the current school year.**

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Facilities Acquisition and Construction 4000			**Total** **$0** Input Total $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0		$0

Function 4000 – Facilities Acquisition and Construction – This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I funds may **not** be used for construction expenses.

After all detail is completed, the user should click the **Update** button one final time. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work.

NOTE: A YELLOW warning regarding excessive FICA and IPERS will occur when carryover salaries are included in computing allowable benefits for the General Budget. The warning errors can be bypassed if the data entered is correct.

NOTE: If the indirect cost exceeds the maximum allowed for the salaries and benefits on the budget, a RED warning will be received and will need to be corrected prior to proceeding.

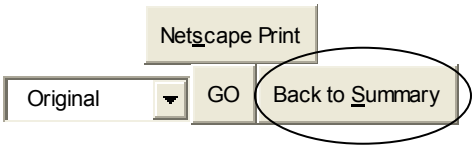
Allowable Program Expenditures for Title I Services to Private School Children:

Title I funds are expended to implement academic research-based programs that help students improve their academic achievement in the regular private school classrooms (i.e., reading, mathematics, etc.). Title I program expenditures can include the following:

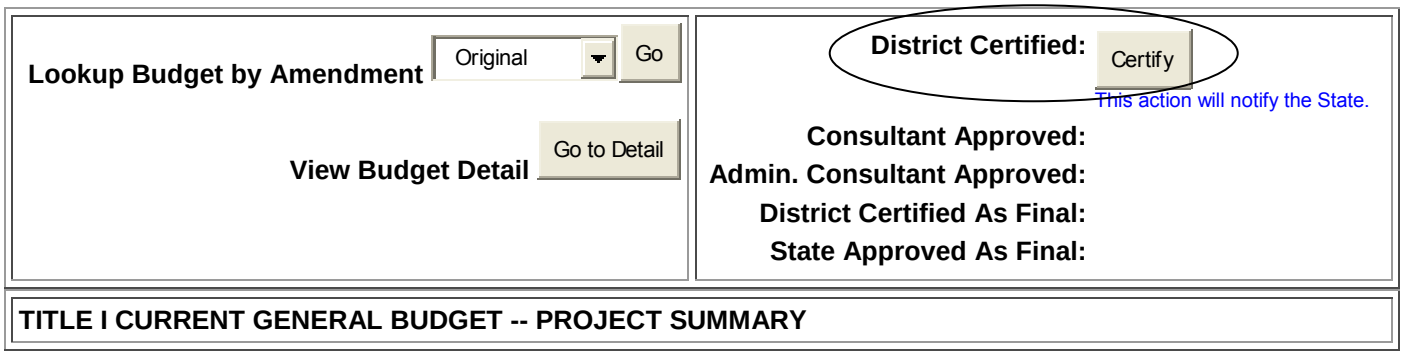
1. Salaries and fringe benefits for highly qualified teachers directly hired by the LEA;
2. Salaries and fringe benefits for qualified paraprofessionals directly hired by the LEA and supervised by highly qualified public school teachers who are located in the same building;
3. LEA contracts with retired public or private school teachers to teach at the private school during the school day and before or after school;
4. Books, materials, and equipment necessary to implement the Title I program (The LEA retains title to the books, other materials, and equipment purchased with Title I funds. Materials, etc., purchased with Title I funds may be used only by Title I participants. Each item purchased with Title I funds must be labeled "Property of _____School District." The labels should not be either easily erased or removable.);
5. Extended-day services;
6. Summer programs;
7. Saturday programs;
8. Counseling programs;
9. Computer-assisted instruction (CAI) with non-instructional computer technicians who supervise computer labs, maintain discipline, and escort students to and from class (Their salaries are an administrative cost under Sec 200.77(f) of the Title I regulations and may not be charged to funds generated by private school children from low-income families, which is for instruction.);
10. Home tutoring;
11. Computers and software products.

When all information has been entered on the General Budget Detail screen and the "Updated Successfully" message received, the user may return to the General Budget screen to see the total budget figures in each category on the Title I Current Project Budget summary table.

T I T L E I
2013-2014 General Budget
Detail
Round to the nearest dollar.



To return to the General Budget screen, click the **Back to Summary** button. After verifying the accuracy of the figures entered on the General Budget screen, **the user must click the Certify button before the Title I staff can proceed with processing your application.** The Certify button will not become available until all required screens have been completed.



✔ **TIP: For budget certification by the district, all of the following screens need to be completed: Annual Application, Selection of Schools, Statement of Agreement (as applicable), Within District Targeting of Funds (as applicable), Project Narratives, Homeless Education, Staff Assignments, General Budget, General Carryover (as applicable), Delinquent Application (as applicable).**

NOTE: Forms not completed are indicated in red on the General Budget screen. The Staff Assignments screen is required when salary amounts are indicated in the budget. If a staff count is added to the Staff Assignments screen, then staff salaries must be added to the budget; and conversely, if a staff salary is included in the budget, then a staff count must be added to the Staff Assignment screen. For associated budget types, in this case General and General Carryover, if staff assignments are input for a budget type, then EITHER of the budget's salary amounts satisfies the salary requirement.

NOTE: If the district has one or more buildings designated as a school in need of assistance (SINA), the Within District Targeting of Funds (WDTF) screen must be completed prior to being granted the ability to certify the budget.

Upon completion of all required screens, the district certification button and certification dates will appear in the section as indicated above. To certify the budget, simply click on the **Certify** button that appears next to the words "District Certified" at the top of the budget table on the General Budget screen. The **Certify** button will enter the current date and notify the SEA that the district has completed the application process.

NOTE: Once the user clicks the **Certify** button, a YELLOW warning message will appear reminding the user that all required screens must be completed before the SEA can approve the budget and release funds to the district.

Once the LEA certifies the budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by State Title I staff, the user may remove district certification and make revisions to the budget by clicking on the **Undo Certify** button that appears only after the general budget is certified by the LEA.

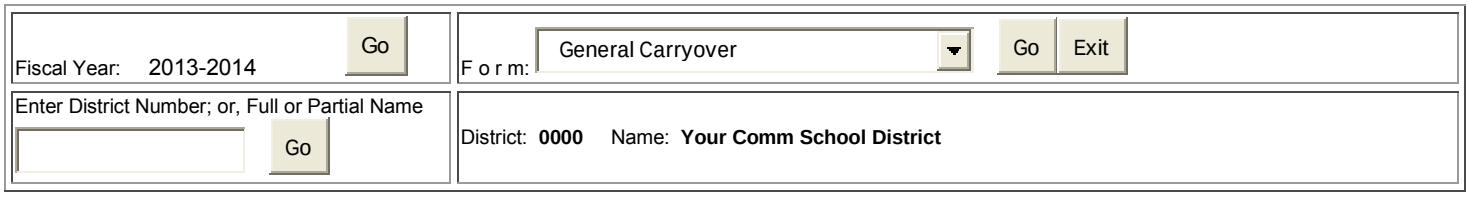
✔ **TIP: It is advisable to visit with the Title I office prior to using the Undo Certify option.**

After all errors are corrected and the LEA has certified the budget, the user may select another screen and click the **GO** button to proceed to the next screen.

If the LEA has carryover funds from the previous year, a separate budget must be completed and certified to reflect the use of the carryover funds.

T I T L E I
2013-2014 General Carryover

✔ **TIP: Any current year general budget funds approved but not spent are only available as carryover funds in the next school year through the completion of an electronic amendment that reduces the unspent funds out of the current year approved general budget.**



Carryover funds are previous year current allocation funds that were not applied for by the LEA in the previous school year budget. Funds that were applied for by the LEA in the previous school year budget but not actually spent as part of the previous school year costs only become available carryover funds for the LEA through an electronic amendment process. All carryover funds are limited by Title I legislation to a maximum 15 percent of the allocation for LEAs receiving $50,000 or more. A waiver of the 15 percent maximum carryover limitation is available to LEAs once every three years. The minimum carryover that may be applied for is $1,000. Applications for use of carryover funds will require completion of the Title I General Carryover Budget and General Carryover Budget Detail screens. If your LEA has carryover funds available, click on the dropdown menu and choose the General Carryover screen; then click the **GO** button.

Complete the General Carryover Budget Detail screen following the same procedures used for the General Budget screen. If your LEA does not have available carryover funds or has successfully completed the General Carryover Budget screen, use the dropdown menu to make the next selection.

NOTE: A carryover allocation requires separate accounting.

This page intentionally blank

STATEMENT OF AGREEMENT SCREEN

NOTE: If your district provides Title I service to a private school, the Statement of Agreement screen must be completed in order to receive Title I funding.

Section 1120 of NCLB mandates Title I services for children in private schools under Title I of ESEA. In summary, the key provisions of the legislation stipulate that:

1. Any district serving a private school must complete the Within District Targeting of Funds screen of the Title I electronic Internet application. The completion of this screen determines the amount of funds available to provide Title I services to eligible students in the private school. **NOTE:** Even if the private school declines Title I services, the Within District Targeting of Funds and Statement of Agreement screens MUST be completed.
2. Timely and meaningful consultation between public and private school administrators must be held to discuss services to be provided in the private school, private school eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required (agenda, notes, e-mails). **NOTE:** In the case of declined services, the notification to this effect must be maintained as part of the Title I application.
3. The LEA and the private school must each retain a summary of Title I services to be provided to private schools.
4. Services in private schools are provided to private school children who reside in a Title I participating public school attendance area/s and are in the greatest educational need of those services.
5. Title I eligible private school students must be selected using multiple, educationally related, objective criteria established by the LEA. Poverty is NOT a criterion for receiving Title I services.
6. Title I funds for service in a private school are based on the documented student poverty count in the private school.
7. Title I services in a private school must be equitable to those provided in the public school—as funds described above allow.
8. The public school district is <u>never</u> allowed to pay or remit Title I money directly to the participating private school; the public school is <u>always</u> the fiscal agent. Services, materials and equipment must be ordered and paid for by the LEA.
9. Equipment and supplies purchased with Title I funds for use in a private school must be labeled “Title I” and are the property of the public school through which the Title I dollars flow. Computer equipment and other materials and supplies can only be used by and for Title I eligible students in the Title I program.
10. Title I services can only be provided to Title I eligible students. Services must be provided in a separate space that is under the LEA’s control when Title I services are being provided. If the services are provided in a library or private school classroom, the space must be separate and partitioned off.
11. Multiple private schools in an LEA may pool funds and provide services as a single entity.
12. Public and private schools in the same LEA do not have to provide services to the same grade span group.
13. Title I services in a private school must operate as Targeted Assistance Programs. Schoolwide Programs in private schools are not allowed under the NCLB law.
14. Title I programs in private schools must be evaluated using a process similar to that of the public school programs.

The purpose of the Statement of Agreement is to ensure that the LEA will provide educational services to help educationally disadvantaged children enrolled in private schools meet high standards. All Title I applications covered by this agreement must be in accordance with provisions of P.L. 107-110, pertinent State statutes and opinions of the Attorney General. This agreement may be terminated by mutual consent of both parties at any time during the school year.

The activities covered by this agreement shall be funded through Title I, No Child Left Behind Act of 2001 funds allocated to the LEA and must be supervised and administered by the LEA.

The Statement of Agreement screen will be initiated by the Title I coordinator and affirmed by the private school official. If there is more than one private school within the LEA, a separate form must be completed for each private school even if Title I services have been declined. To access this screen, use the dropdown menu to select the Statement of Agreement screen and click the **GO** button.

NOTE: Complete this form for each approved private school in your LEA that has <u>ELIGIBLE</u> Title I children <u>ATTENDING</u>.

Fiscal Year: 2013-2014 Go	Form: Statement of Agreement Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

T I T L E I
2013-2014 Statement of Agreement

Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Public School Official (from the Title I Annual Application form)	**Name: (Not yet completed on Annual Application form)** **Title: Superintendent or Title I Coordinator** **Address 1: Your School District** **Address 2: Street Address** **City: Your city** **State: IA** **Zip: Your zip code** **Fax: Title I coordinator's fax number** **Telephone: Title I coordinator's telephone number** **Email: (Email not yet completed on Annual Application form)**

The above table will be automatically completed with the Title I coordinator's contact information as entered on the Annual Application screen.

Title I services for private school students must be developed in consultation with officials of the private school. The No Child Left Behind Act (NCLB) requires timely and meaningful meetings with private school officials and a written affirmation from private school officials that the required consultation has occurred. The Statement of Agreement screen has been revised to meet this requirement.

The Statement of Agreement screen includes a form for each accredited private school within the LEA. The name of the private school and the name and title of the authorized private school representative will be automatically entered on the form. The "Status" column will give an update of the progress of the district in completing the required steps of the Statement of Agreement process and will give a final outcome for each consultation. To view the initial form to be completed, click the "**Edit**" button.

	School Number	Nonpublic School Name	Administrator	Title	Status
Edit	8302	Private School	Name	Principal	District not completed

Districts that have eligible private schools within their boundaries must respond to the questions regarding private school participation for each private school within the LEA boundaries. The private school start date and the date of timely and meaningful consultation between public and private school officials must be completed. **NOTE:** The date of the consultation regarding Title I services must be, at a minimum, before the first day of school for the private school.

Official Name of Private School: **PRIVATE SCHOOL DISTRICT NUMBER-BUILDING NUMBER**		
Authorized Representative: Representative's Name	Title: Principal	Email:

	School start date for Private School
	Date of consultation meeting with Private School It is understood that Section 1120(b) of the Elementary and Secondary Education Act and Section 200.63 of the Title I regulations requires timely and meaningful consultation to take place between appropriate public and private school officials prior to any decision that affects the implementation of Title I services or the opportunities of eligible private school children, teachers or other educational personnel to participate in programs under this act in this private school. Note that the consultation between public and private school officials doesn't necessarily mean that agreement upon the following have been reached, but simply that they were **discussed** as part of the consultation noted above with respect to Title I services to be provided for the 2013-2014 school year.
○ Attended ○ Declined	Did the officials from Private School attend the consultation meeting?
○ Yes ○ No	Will Private School participate in the Title I program?
Update	After answering the previous questions, click on the **Update** button. Depending on if Private School will participate in the Title I program, other questions will appear

If the private school has declined Title I service, select "Declined" and "No" for the last two questions and click "Update." Another box will appear asking for the date Title I services were declined by the private school. Enter this date and click "Update." An "Update Successful – Need to Email NP Administrator" message will appear. Click the "**Send Email to NP Administrator**" button to forward the private school form to the private school official for review and affirmation. Once the email notification is received, click the "**Back**" button and the current status will reveal that the district is waiting for the private school to respond.

✔ **TIP: Even if the private school chooses not to receive Title I services, the Within District Targeting of Funds screen must be completed.**

If the private school has attended the consultation and accepted Title I service, select "Attended" and "Yes" for the last two questions and click "Update."

Section 200.63 of the Title I regulations address the minimum components that must be discussed as part of timely and meaningful consultation. Timely is defined as before the private school starting date. Meaningful is defined as all key components were discussed. The public school must report whether these components as outlined below were included in the discussion between public and private school officials.

Pick one	Location of Title I service
During the consultation meeting:	
○ Yes ○ No	Did the discussion include how the LEA will identify the **needs** of eligible private school children?
○ Yes ○ No	Did the discussion include what **services** the public school district will offer **to eligible private school children**?
○ Yes ○ No	Did the discussion include how and when the public school district will make decisions about the **delivery of Title I services**?

◯ Yes ◯ No	Did the discussion include **how, where, and by whom** the public school district **will provide services** to eligible private school children?
◯ Yes ◯ No	Did the discussion include how the public school district will **assess academically** the services to private school children in accordance with Section 200.10 of the Title I regulations and how the public school district will use the results of that assessment to **improve** Title I **services**?
◯ Yes ◯ No	Did the discussion include the **size and scope of the equitable services** the public school district will provide to eligible private school children and, consistent with Section 200.64 of the Title I regulations, the proportion of the public school district's Title I funds that will be allocated for services to eligible private school children?
◯ Yes ◯ No	Did the discussion include **the method, or the sources of data**, that the public school district will use under Section 200.78 of the Title I regulations **to determine** the number of private school children from **low-income families** residing in participating public school attendance areas, including extrapolation if a survey is used?
◯ Yes ◯ No	Did the discussion include the **equitable services** the public school district will provide **to teachers and families** of participating private school children?
◯ Yes ◯ No	Did the discussion include the **service delivery mechanisms** the public school district will use to provide services?
◯ Yes ◯ No	Does both the public and private school officials agree that: 1) It is understood that, under Section 200.66 of the Title I regulations, **the public school district must maintain control** of Title I funds at all times and must have the title to materials, equipment and property purchased with Title I funds? **and**, 2) The public school district has explained **the method that will be used** to track materials, equipment and property purchased with Title I funds and located in the private school.
If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school the reasons in writing why the LEA chooses not to use a contractor.	
Update	

If the district is providing service to a private school, at the first question the user should select whether the Title I services will be located at a neutral site, within the private school or within the public school. The public school representative must then select the appropriate yes or no response for each of the additional questions and click "**Update**." There must be a response to each of the above items before an "Update Successful – Need to Email NP Administrator" message will appear. If the response to any of the discussion components is "No" the public school must go back and continue consultation with the private school until all responses can be answered in the affirmative. Once this occurs and the "Update Successful – Need to Email NP Administrator" message appears, the user may click the "**Send Email to NP Administrator**" button to forward the private school form to the private school official for review and affirmation. Once the email notification is received, click the "**Back**" button and the current status will reveal that the district is waiting for the private school to respond.

The public school representative must repeat this process for each private school within the public school boundaries in order to maintain a written record of compliance with the requirements for private school consultation and services in Section 1120 of the Title I statute and Section 200 of the Title I regulations.

During consultation, remind private school officials they will receive and must respond to email. Once the private school official receives an automatic email notification from the Iowa Department of Education Title I web application to review

the private school portion of the Statement of Agreement screen, they must login at **https://portal.ed.iowa.gov** and click the "Nonpublic Title I Agreement" button. The private school official must click the "Edit" button that is to the left of the private school's number and name. The private school official must review the date of the consultation and the responses to each item as completed by the public school official and click either "Affirm" that they agree with the responses entered by the public school official or "Do Not Agree" with the responses. Affirmation by the private school official only indicates that each topic was discussed during the public/private school consultation; it does not imply approval of the decision of each topic. Both parties should be aware that the public school has the final say in Title I services and does not have to do all that is asked by the private school. Once the form is affirmed by the private school, the public school official will not be able to make changes to that portion of the Statement of Agreement screen.

If the private school official does not have an Iowa Department of Education login or does not see the "Nonpublic Title I Agreement" button, they should contact the public district's web security person and have them add the application for them. If help is needed with this process, contact Mark Tarr at the Iowa Department of Education at 515-281-5442 or mark.tarr@iowa.gov.

If the private school official does not agree with the responses, a comment box is available for noting the concerns. If the private school official believes that any topic(s) were not discussed, please contact the public school contact to discuss the concerns. If the district needs to make a change on the Agreement, click the "Change needed" button. After the district makes the changes, the private school official will receive another email. The Title I coordinator and private school official must work to resolve the private school concerns and achieve affirmation. If the private school concerns cannot be resolved, the private school may file a complaint with the Iowa Department of Education. Updated information about the complaint process will be found outlined in this reference manual and on the Title I, Part A page of the Iowa Department of Education web site at http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650 .

NOTE: Both the LEA and the private school must verify that all elements of the consultation process occurred before the LEA will be able to certify the Title I application and receive funding.

If the district is serving one or more private schools, the LEA must correctly calculate equitable services for private school students regarding parental involvement requirements. This can be done either through independent parent involvement activities or in conjunction with the LEA's activities. If they are done independently, there must be an equitable distribution of funds for these activities. The General Budget Detail screen includes a narrative section for parent involvement. The LEA will report how parent involvement funds/activities will be made available for private school students on an equitable basis. The Nonpublic Title I Agreement screen affirmation process provides the opportunity for the private school to verify that delivery of parent involvement activities was discussed during consultation.

According to federal private school Title I services guidance, consultation between public and private school officials is intended to be an ongoing process to begin in November or December of the prior year in preparation for coming school year and continues through October of the current school year. For further information on private school Title I programs, please refer to the Private School Guidance in the Guidance section of this reference manual. "Ensuring Equitable Services to Private School Children," a private school toolkit is an online resource available at www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf. Specific questions regarding private school service should be addressed to the appropriate Title I consultant for the user's district.

✔ **TIP: If there is a private school within the boundaries of the LEA, the private school section of the Selection of Schools screen, the Within District Targeting of Funds screen, and the Statement of Agreement screen must all be completed regardless of whether the LEA is providing Title I services to that private school.**

The complaint procedure for private schools may be found on the Iowa Department of Education web site under Title I, Part A http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650. Private school officials must be informed of their right to submit a written complaint to the SEA when they believe the LEA has not engaged in timely and meaningful consultation or considered the views of the private school. This does not mean that the public school must do what is asked by the private school. The public school has the final say in Title I services.

This page is intentionally blank.

WITHIN DISTRICT TARGETING OF FUNDS SCREEN

The Title I electronic application process requires documentation for appropriately targeting funds to Title I buildings. Districts with a **K-12 enrollment over 1,000** that use Title I funds **in more than one building**, **districts serving a private school and districts with a building that is SINA 1 or above** must complete this screen. **NOTE:** Even if the private school declines Title I services, the Within District Targeting of Funds screen MUST be completed.

✔ **TIP: Approval of the Title I application requires documentation for appropriately targeting funds to buildings (including private schools).**

Iowa Department of Education

Fiscal Year: 2013-2014 Go	The form drop down contains the suggested order of completion F o r m: Within District Target Funds Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **YOUR Comm School District**

State Only:	Application ID: T1	Login: 0000	Password: 000000

Bureau of School Improvement
T I T L E I
2013-2014 Within District Targeting of Funds
ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS
This form has 2 updateable sections.
Near the bottom of this form is the second section, for calculating and entering set-aside funds.
There are two calculations:
"General Budget" + "General Carryover Budget" - "Set-Aside" = "New District Total".
"Proportion of Reservation" X "Total Amount of Reservation" = "Private School Equitable Share".
Currently it displays automatically pre-filled amounts that have not yet been written/saved to a database table.

Individual districts will determine set aside amounts appropriate to the district, e.g. Title I summer schools, homeless funds for non-Title I schools, DINA, local neglected programs, parent involvement. See Within District Targeting of Funds worksheet for more examples.

Districts must allocate Title I funds, appropriated for the current school year, to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. A district with a K-12 enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order, UNLESS the district has a building designated as a school in need of assistance (SINA).

Please be particularly aware of the following:

- Section 1113 applies to building level allocations--
  A district may allocate Title I, Part A funds to eligible schools that are not currently being served, such as high schools, provided the district allocates funds consistent with section 1113 of ESEA ; specifically,
  * rank order
  * within district targeting of funds.
- As noted, all Title I requirements apply to the use of Title I, Part A funds, including those requiring equitable services for eligible private school children and their teachers and families.
- LEA Set-aside requirements – professional development, parent involvement, choice transportation, SES.

- Carryover funds must be included in the determination of the per pupil amount.

Section 1116 of NCLB and Section 200.48 of the Title I regulations states that an LEA may not reduce Title I allocations to schools identified for corrective action or restructuring (SINA 3/Delay 3 or higher) by more than 15 percent. The Title I Within District Targeting of Funds (WDTF) screen has been revised to ensure that districts with schools in need of assistance comply with this mandate when determining per pupil allocations for Title I SINA schools. LEAs may satisfy this requirement through one of two methods.

Method 1: Basic method – most districts should be able to use the basic method for calculating WDTF.

An LEA may set a floor of 85 percent of its prior-year allocation for any school identified for corrective action or restructuring (SINA 3/Delay 3 or higher). Under this approach, an LEA reserving Title I funds for choice-related transportation and supplemental educational services would not be permitted to reduce its allocation to an affected school below this 85 percent floor.

Method 1 – Basic method
To determine PPA and WDTF allocation in districts with SINA/Delay 3 or above schools:

a) LEA Allocation – SINA set-asides – set-asides = New District Total to be allocated
b) If school is SINA/Delay 3 and above, the current PPA allocation must be greater than or equal to last year's PPA allocation x .85

Method 2: Districts with tiered allocation system AND SINA 3/Delay 3 or above <u>may</u> want to consider this method.

In making allocations to schools for a given year, an LEA would calculate two allocations. For the first allocation, the LEA would determine a "pre-reservation" allocation to schools before setting aside funds for choice-related transportation and supplemental educational services (but after any other reservations, such as those made for administrative costs and district-wide activities like professional development and parental involvement). Then, for schools identified for corrective action or restructuring (SINA 3/Delay 3 or higher), the LEA would calculate what 85 percent of those schools' "pre-reservation" allocation would be. The LEA would determine a second allocation for all schools after reserving funds for choice-related transportation and supplemental educational services. For schools in corrective action and restructuring (SINA 3/Delay 3 or higher), the LEA would then compare this allocation with 85 percent of their "pre-reservation" figure.

Method 2 – Method for district using a tiered allocation system
To determine PPA and WDTF allocations for eligible schools with SINA 3/Delay 3 or above schools using a tiered allocation system:

a) Pre-reservation allocation:
    1) Allocation – set-asides (not including SINA set-asides) = New District Total to be allocated
    2) Allocate considering tiered system
    3) Determine 85% PPA for all buildings designated SINA/Delay 3 and above
b) Second allocation including SINA set-asides:
    1) LEA Allocation – SINA set-asides – set-asides = New District Total to be allocated
c) Compare PPA allocation in step b1 and the pre-reservation 85% PPA allocation in step a3 and allocate the higher of the two figures to SINA/Delay 3 and above schools
d) Allocate to all other schools using ratable reduction process:
    1) Subtract total allocation to all served buildings designated SINA/Delay 3 and above from the total allocation to all served buildings to determine amount remaining to be allocated
    2) Total all other building allocations
    3) Divide amount remaining to be allocated (d1) by the total of all other building allocations (d2) to calculate the percentage used to determine new PPA for ratably reduced buildings
    4) Multiply original PPA for ratably reduced building by the percentage determined in d3 to arrive at ratably reduced PPA for each ratably reduced building and calculate building allocations
e) Electronically submit the completed worksheet to your Title I consultant.

NOTE: The LEA must choose one of the above methods for allocating funds to all schools.

A district is not required to allocate the same per-pupil amount to each area or school. However, the district must allocate a higher per-pupil amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-pupil amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-pupil amounts within grade spans may also vary so long as the district allocates higher per-pupil amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

Districts must ensure that Title I funds have been allocated to participating schools on an equitable basis using a per-poverty-child calculation based on the number of low-income students at each school. Districts shall not determine building allocations based on teacher full-time equivalency (FTE). Eligible private school allocations must be determined using the same low-income measure as was used in the public school calculation.

Controls are included to ensure allocations to schools are made correctly. LEAs will not be able to update/save the screen if there are issues with either of the following: 1) Allocations can only be made to eligible Title I schools. For example, funds can only be allocated to a school if the school poverty rate exceeds the lower of the district-wide poverty rate or 35 percent. 2) When allocating funds to eligible schools in rank order, a higher per-pupil amount must be allocated to school attendance areas with higher percentages of children from low-income families than to schools with lower percentages of poverty. The allocation to schools needs to be large enough to enable the school to operate a program of sufficient size, scope and quality to provide a reasonable assurance the program implemented at the school would successfully meet the intent and purposes of Title I. The Title I consultant will contact the LEA for clarification if a school allocation is less than 50% of the highest amount allocated to a school within the same LEA.

Points to consider if there is a private school within your local education agency:

- The LEA must negotiate Title I services with eligible private schools.
- The LEA must schedule and hold a timely and meaningful consultation with private school officials.
- The LEA must report the date of the consultation on the Statement of Agreement screen.
- Even if the private school declines Title I services, the LEA **must** complete the Within District Targeting of Funds and Statement of Agreement screens.
- Carryover funds must be included in the determination of the per pupil amount.
- Private schools are not Title I schools.
- The LEA provides Title I services to eligible private school students.
- Private schools must be made aware of the required allocation procedure and the amount of funding available.
- Low-income (F/RL free/reduced lunch eligible) public and private school students residing in the same Title I attendance area generate the same per pupil amount (PPA).
- **PPA x # F/RL** private school students residing in Title I attendance area **= $** for services to private school students.
- These funds must be used only for **instructional services** to eligible private school students.
- Private schools within an LEA may pool their funds for Title I service.
- The private school Title I program must be evaluated.
- The LEA must maintain documents for:
    - Timely and meaningful consultation – agenda, notes, emails;
    - Declined services -- a signed document or email;
    - Evaluation of the private school Title I program.

NOTE: Districts that have 1,000 or more students, **serve a private school or have a building that has been designated as a school in need of assistance (SINA)** must complete the Within District Targeting of Funds screen in order to receive Title I funding.

ADD A SCHOOL	
Please Select… ▽	**Add the Selected School**
Select a school from the above drop-down menu, then click the "Add the Selected School" button.	

All schools identified on the Selection of Schools screen as receiving Title I services (status T or S), will be listed in the drop-down menu under "Add A School." Select a Title I school and click "Add the Selected School" for the school to be listed in the table below until all Title I schools are listed in the Within District Targeting of Funds allocation table. If a school would happen to be entered twice, click the "Remove" button in the WDTF allocation table to remove the duplicate from the allocation table.

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						**NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES**			**ALLOCATION CALCULATION**		
Remove Building	Building Number	Name of Attendance Center	Grade Levels Housed	Status*	%	Public	Private	Total	Per Poverty Child Amount ($)	85% of 2012 Per Poverty Child Amount ($)	Attendance Center Allocation (Total x Amount)
REMOVE	0109	High School SINA Status: Math Met Goal Reading Met Goal	9-12	N – Warning Note served but % >=75%	95.2	95	5	100	$109	$0	$10,900
The above schools have a poverty percentage >=75% and must be served											
REMOVE	0427	Preschool SINA Status: Math Met Goal Reading Met Goal	PK-PK	S	58.6	57	8	65	$427	$0	$27,755
REMOVE	0409	Elementary School SINA Status: Math SINA 2 Reading Delay 1	K-3	T	57.8	56	7	63	$842	$841	$53,046
REMOVE	0172	Middle School SINA Status: Math Delay 3 Reading Delay 1	4-8	T	57.0	55	6	61	$172	$0	$10,492
							DISTRICT TOTALS	**289**			**$102,193**

***Status Code**: **S = Schoolwide Project** **T = Targeted Assistance School** **(N=Not Served, will not appear in this list)**

Update **Netscape Print**

You must click UPDATE to calculate totals and save changes…
the Netscape Print, GO, and EXIT buttons do NOT save changes!

Once the Title I school data is loaded into the allocation table, the user should verify the number of public and private school children from low-income families. A highlight has been added to identify any building within the district designated SINA for year 3, 4 or 5 or Delay for year 3, 4 or 5. For each of these corrective action schools, the 85% per-pupil allocation, based on the 2012-2013 application, has also been entered.

A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate an equal or higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

The per-pupil amount (PPA) may be determined after the set-asides are reserved. Only districts serving buildings that are all above 35% poverty can vary the per-pupil amount by using a tiered system among the schools as long as the poorest schools (highest percentage of poverty) receive a greater allocation. For example: in a tiered system the school district could use:

for schools greater than 65% - $950
for schools from 50% - 64% - $900
for schools from 35% – 49% - $800

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grades spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates. Any building allocation must be an amount that is adequate enough to provide a Title I program of sufficient size and scope to assure quality service in being provided.

Title I Funds _____ divided by _____ = _____
(allocation – set-asides + carryover) (number of low-income students in Title I buildings) (per-poverty child amount)

The per poverty allocation calculated by the district must be completed in the "Per Poverty Child Amount" column. Once the per poverty child amount is completed and the **Update** button is clicked, the application will automatically calculate the attendance area allocation. **Eligible Private School allocations** must be determined using the same low-income measure as was used in the public school calculations.

NOTE: When current PPA allocation is not greater than or equal to 85% of previous year PPA for SINA/Delay 3 or above schools, the LEA will receive a warning alert that gives 2 messages:

1. There may be a mistake or error in your calculations, please recalculate Method 1 allocations.
2. If the current year building PPA allocation is less than 85% of the previous year building PPA allocation, this is most likely due to changes in poverty rates causing changes to a tiered allocation system. You must click the button and let the Title I office know that you are using Method 2 for LEA allocations. See instructions for Method 2 and calculate your building allocations based on that process.

✔ **TIP: If you are using Method 2, please refer to the following pages for a sample worksheet.**

CALCULATE AND ENTER SET-ASIDE FUNDS

The section below is useable by all districts with Within District Targeting of Funds in the section above, and REQUIRED for districts with at least 1 private school, 2 or more buildings within the district OR a SINA building.

This currently displays automatically pre-filled amounts that have not yet been written/saved to a database table.

The automatic pre-filled amounts are the most current available budget amounts, regardless of certification or approval status. The only amount that cannot be manually entered by the district is the *New District Total*. If you have questions, please contact Title I Consultant:
firstname.lastname@iowa.gov .
Thank you.

Calculate and Update/Save

You must click the CALCULATE AND UPDATE/SAVE button to save caclulation changes. . .
the Update, Add, Netscape Print, GO, and EXIT buttons do NOT save changes!

Upon clicking the CALCULATE AND UPDATE/SAVE button, if you see "Calculation Update/Save Successful!"
at the top of the form, then the CALCULATION has been saved/updated to the database.

"General Budget" + "General Carryover Budget" - "Set-Aside" = "New District Total"

71867 + 0 - 0 = $71,867

Above entry last modified: 7/11/2013 2:33:54 PM

Set-Aside: see notation at * asterisks, below. New District Total: see notation at # sign, below.**

The NEW District Total, after Set-Aside is subtracted,
must be within ±3% of the Attendance Center Allocation Total of $71,820.

Parental Involvement Reservation under Sec 1118 of ESEA

In Participating School Attendance areas:

Number of private school children from low-income families / Total number school children from low-income families = Proportion of Reservation
5 / 105 = 0.05

Proportion of Reservation X Total Amount of Reservation = Private School Equitable Share

0.05 X 0 = 0

Review List: Budget and Budget Carryover, with possible Multiple Amendments

Amendment	Budget Type	Amount	District Certified	Consultant Approved	Admin. Consultant Approved
0	General Budget	**$71,867**	10/12/2013	11/19/2013	12/27/2013

*** Individual districts will determine set aside amounts appropriate to the district; e.g., Title I Summer Schools, Homeless funds for non-Title I schools, DINA, Neglected programs, Parent Involvement. *See Within District Targeting of Funds worksheets for more examples.*

These two amounts must be comparable to each other; i.e., "New District Total" and "District Total" (*Attendance Center Allocation*).

Before completing the Within District Targeting of Funds screen, be sure you have considered the following:

- An LEA serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the LEA's allocation per low-income child. However, in determining what per-child amount to allocate, the LEA should bear in mind the purpose of such funding—to enable children who are most at risk of not meeting the State's challenging student academic achievement standards to attain performance achievement. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.
- Districts must allocate Title I funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.
- A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

- A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to **any area or school** above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.
- Any LEA with a Title I SINA building in year 1 or 2 of identification is required to reserve 10% of the building allocation for professional development. This reservation must be shown on the general budget screen.
- LEAs receiving allocations of $500,000 or more must reserve 1 percent of the Title I allocation for parent involvement activities, including family literacy and parenting skills. At least 95 percent of the 1 percent reservation must be allocated by formula to Title I funded schools. This reservation needs to be conducted separately from Title I building level allocations. If the district serves private school students, LEAs must correctly calculate and provide for equitable services for private school students regarding parental involvement requirements. The parent involvement requirement can be met either through independent parent involvement activities or in conjunction with the LEA's activities. If they are done independently, there must be an equitable distribution of funds for these activities. Please respond accordingly on the detail screen to reflect the situation in your district. **NOTE:** The district should have on file the background information for this budget detail expenditure, but would not be required to include this on the electronic application itself. For example:

  Parental Involvement Reservation under Section 1118 of *ESEA*

  In **participating** public school attendance areas:

No. of private school children from low-income families		Total no. of children from low-income families		Proportion of Reservation
_____	divided by	_____	=	_____
Proportion of Reservation		**Reservation**		**for Equitable Services**
_____	X	$_____	=	$_____

✔ **TIP: If applicable, the 1 percent reservation must be included in the general budget before approval will be given to your application. To remain in full compliance, the required 1% set-aside for parent involvement must be spent during the current school year.**

For further Guidance, please see the following WDTF Worksheets.

Parent Involvement Reservation

This shows the budget with $15,936 for public and $161 for nonpublic, for a total of $16,097.

TITLE I CURRENT GENERAL BUDGET -- PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	$902,200	$230,411	$167,350	$14,429	$7,000	$2,000 (Homeless: $2,000)	$1,323,390
Instructional Staff and Support Services 2200			$5,400				$5,400
Administration Support Services 2300	$33,327	$7,590				$15,542	$56,459
Operation and Maintenance of Plant 2600							$0
Student Transportation Services 2700			$156,000				$156,000
School Nutrition Services 3100							$0
Community Services (Parent, Pub) 3301				$15,936			$15,936
Community Services (Parent, NonPub) 3302				$161			$161
Facilities Acquisition and Construction 4000							$0
	$935,527	$238,001	$328,750	$30,526	$7,000	$17,542	$1,557,346
TOTAL GENERAL PROJECT BUDGET (Do not exceed TITLE I allocation of $1,557,346)							**$1,557,346**

The district put a total reservation of $16,100, so the private school share is $161. The cost of the Title I teacher at the nonpublic school should not be included in this spot on the budget.

Parental Involvement Reservation under Sec 1118 of ESEA

In Participating School Attendance areas:

Number of private school children from low-income families / Total number school children from low-income families = Proportion of Reservation

19 / 1365 = 0.01

Proportion of Reservation X Total Amount of Reservation = Private School Equitable Share

0.01 X 16100 **= 161**

Review List: Budget and Budget Carryover, with possible Multiple Amendments

Amendment	**Budget Type**	**Amount**	**District Certified**	**Consultant Approved**	**Admin. Consultant Approved**
0	General Budget	**$1,557,346**	1/15/2013	1/15/2013	1/28/2013

The private school reservation for Parent Involvement on the General Budget screen should agree with the amount calculated on the Within District Targeting of Funds screen. The Title I consultant will adjust numbers if there is a discrepancy of more than a few dollars. For example, if the district put $16,100 for public and $161 for nonpublic, the consult would put $16,251 on the WDTF screen; then change the budget to $16,098 for the public and $163 for nonpublic.

Directions for
Within District Targeting of Funds (WDTF) WORKSHEET

WDTF Requirements:

- LEA has K-12 enrollment over 1,000 and Title I in more than one building, LEA serves students at a private school and/or LEA has a building that is SINA
- All schools with 75% or above F/R Lunch rate must be served
- LEA must allocate funds to building in F/R Lunch rate rank order
- LEA may serve schools at or above 35% F/R Lunch rate
- LEA may serve schools at or above the district wide F/R Lunch rate
- LEA must allocate higher amount to schools with higher poverty
- PPA (**Per Pupil Allocation**) may vary between schools, grade spans, or poverty levels
- Any school with 75% F/R Lunch rate must receive a PPA greater than or equal to schools below 75%
- LEA must allocate an equitable share for services to pupils at private schools
- LEA maintains worksheet(s) on file to document calculations

Districts with SINA 3/Delay 3 or higher Title I schools must refer to worksheet pages 3 and 4.

STEP 1.

A. Begin with the regular Title I allocation.
B. Subtract the reserve or set-aside amounts (refer to WDTF Set-Asides)
C. Add Carryover Funds
D. Determine total amount for allocating to Title I schools

STEP 2.

Calculate the PPA (Per Pupil Allocation) based on the total of low-income students (including private school low-income students) in Title I participating areas or schools.

Within District Targeting of Funds Set-Asides

STEP 1.

A. Title I Funds (Regular Allocation) _____

B. Minus Set-asides:

District in Need of Assistance (DINA)	_____	…… required 10% for professional development
SINA – School Choice	_____	
SINA – Supplemental Educational Services (SES)	_____	
Services for neglected children	_____	……amount equal to the grant received for these programs
Services for homeless children	_____	……may include services at shelters, etc
Parent involvement	_____	……1% must be reserved if district allocation exceeds $500,000
Administrative costs	_____	……differential salary and fringe benefit costs
Audit cost	_____	……only LEAs that expend at least $300,000 of federal funds per year
Professional development	_____	
Summer or intercession programs	_____	
Preschool programs	_____	
Indirect costs	_____	

TOTAL SET-ASIDES: B_____
(sum of all set-aides)

C. PLUS CARRYOVER FUNDS: C_____

D. TOTAL AMOUNT to be allocated among the schools: D_____

STEP 2.

Title I Funds _____ divided by _____ = _____
(Total allocation minus set-asides — Line D) (Title I schools total of low-income students) (PPA)

To determine PPA and WDTF allocations in districts with SINA 3/Delay 3 or above schools:

Method 1 – Basic method

Begin with current budget year Title I allocation
Subtract set-asides (see page 2 above)
Add any carryover funds
WDTF allocations are calculated on the number of low-income students in Title I served schools only
Identify SINA 3/Delay 3 and above schools
If school is SINA 3/Delay 3 and above, the current PPA allocation must be greater than or equal to last year's PPA allocation x .85

To determine PPA and WDTF allocations for eligible schools with SINA 3/Delay 3 or above schools using a tiered allocation system:
Method 2 – Method for districts using a tiered allocation system

Begin with current budget year Title I allocation
Subtract set-asides (see page 2 above)
Add any carryover funds
WDTF allocations are calculated on the number of low-income students in Title I served schools only

First Allocation – "Pre-Reservation"
Step a1 – Allocation – set-asides (not including SINA set-asides) = New District Total to be allocated

General Budget	General Carryover	Set-asides	New District Total (to allocate to served buildings)

Step a2 – Allocate considering tiered system

School ("x" if SINA/Delay 3+)	Grade levels	Low-income %	# Public low-income	# Private low-income	Total # low-income	Building PPA allocation	Building allocation	* 85% of 2012-13 PPA
Note: Total of building allocations must be within +/- 3% of New District Total							$	

***Step a3** – Determine 85% PPA for all buildings designated SINA/Delay 3 and above (This amount is available on WDTF screen on Title I application)

Second Allocation including SINA set-asides

Step b1 – LEA Allocation – SINA set-asides – set-asides = New District Total to be allocated

General Budget	General Carryover	DINA PD (10%)	Choice/SES (20%)	Set-asides	New District Total (to allocate to served buildings)

School ("x" if SINA/Delay 3+)	Grade levels	Low-income %	# Public low-income	# Private low-income	Total # low-income	Building PPA allocation	Building allocation	**Higher of PPA or 85% PPA for <u>SINA/Delay 3+ schools only</u> (see Step c below)**
Note: Total of building allocations must be within +/- 3% of New District Total							$	

Step c – Compare PPA allocation in Step b1 and the pre-reservation 85% PPA allocation in Step a3 and allocate the higher of the two figures to SINA/Delay 3 and above schools

Step d – Allocate to all other schools using ratable reduction process:

Step d1 _____ _____ _____

Total allocation to all served buildings (Step a2) - Total SINA/Delay 3+ building allocations (Step c) = Amount remaining to be allocated

Step d2 _____ **Step d3** _____ _____ _____

Total all other building allocations Amount remaining to be allocated (d1) / Total all other building allocations (d2) = % for new PPA

Step d4 – Enter amount from table above for SINA/Delay 3 schools (Step c). Multiply PPA from Step b1 for ratably reduced building by the percentage determined in Step d3 to arrive at ratably reduced PPA for each building not SINA/Delay 3 and calculate building allocations

School ("x" if SINA/Delay 3+)	Grade levels	Low-income %	# Public low-income	# Private low-income	Total # low-income	Building PPA allocation	Building allocation

This worksheet is also available on the Iowa DE Title I website. **The Title I consultant may request a completed copy of your worksheet.**

PROJECT NARRATIVES SCREEN

NOTE: The Project Narratives screen must be completed in order to certify the budget and receive funding.

Fiscal Year 2013-2014 GO	**Form** Project Narratives GO Exit
Enter District Number of Full or Partial Name GO	**District: 0000 Name: Your Comm School District**

Once the Project Narratives screen is selected from the dropdown menu, all narratives will automatically appear with space to enter your response. Please note that each space provided for your written response is designed to accept a maximum of 1500 characters, including spaces and punctuation and will give you a running total of the number of characters entered.

✔ **TIP: You must enter some data in every narrative box in order to be able to update this screen and save your responses.**

In all LEAs, regardless of program type, the Title I Project Narratives must provide a complete and accurate description of the Title I program to be delivered during the current school year. Please provide a written response to each of the narrative questions. **NOTE:** If you offer a schoolwide program only, you must type "we are a schoolwide program" in response to question 1 in order for the Title I electronic Internet application program to save your responses to this screen.

✔ **TIP: Click Update often to avoid losing data.**

T I T L E I
2013-2014 Project Narratives

Update **Print Summary**

You must click UPDATE to save changes… the Print Summary, GO, and EXIT buttons to NOT save changes!

1. **Describe the Title I student selection process in TARGETED ASSISTANCE BUILDINGS ONLY.**
   Grades PK-2 eligibility can be based on teacher recommendations with documentation, parent input and developmentally appropriate measures.
   Grades 3 and above must use educationally objective criteria to determine eligible students.

   Enter Narrative

   The maximum number of characters allowed, including spaces and punctuation, is 1,500.

   ✔ **TIP: If you have schoolwide program/s ONLY, the user must enter "Schoolwide program only" in Narrative Box #1 in order for the application to update and allow the user to enter additional narratives.**

   NOTE: All Title I buildings, including schoolwide programs, must answer narrative questions 2-8.

2. **Outline the Title I services that are provided to students. Reference the use of student data that supports the decision to offer specific Title I programming.**

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

3. **Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate SINA/DINA set aside, migrant, neglected, delinquent and English Language Learners).**

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

4. **Summarize the ways in which Title I services coordinate and integrate with other programs and services.**

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

5. **Describe the process that is used to annually evaluate the effectiveness of the Title I program (not the teacher) including parent involvement plans and activities. Don't forget to include private school services for evaluation.**

Enter Narrative

6. **Supply the date on which information regarding teacher qualifications was provided to parents.**

Sample: 3/06/2013

7. **The local school district has a parent policy and compact in place for each Title I building.**

● **YES, policy in place; or,** ● **NO, policy not in place**

8. **The annual copy of the LEA's parent policy and compact were updated for the current year.**

● **YES, policy updated; or,** ● **NO, policy and compact have not been updated for current year**

Please select either "YES" or "NO" as appropriate for your LEA. **NOTE:** You are required to update the LEA parent involvement policy, revised for the 2013-2014 school year, and parent-school compacts for each participating building and e-mail to ruth.jones@iowa.gov or mail to Title I, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 no later than September 15, 2013.

✔ **TIP: You must submit the parent policy and compact in order for your application to be approved.**

After all narratives are completed, the user must click the **Update** button and may select another screen and click the **GO** button to proceed to the next screen when an "Updated Successfully" message is received. Clicking the **Print Summary** button will allow the user to print the completed narrative screen.

NEGLECTED NARRATIVE SCREEN

NOTE: If your district receives local neglected funding, you must complete the Neglected Narrative screen to receive Title I local neglected funding.

Fiscal Year: 2013-2014 Go	Form: Neglected Narrative Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**
Enter District Number; or, Full or Partial Name Go	District: 0000 Name: Your Comm School District

✔ **TIP: If this screen cannot be accessed through the dropdown menu, you will need to contact the State Title I office to have it added to your application.**

T I T L E I

2013-2014 Neglected Narrative

Update | Print Summary

You must click UPDATE to save changes. . . the Print Summary, GO, and EXIT buttons do NOT save changes!

If your LEA provides Title I service to a local neglected facility with local neglected funding, you must use the dropdown menu to select the Neglected Narrative screen.

Enter Narrative for local neglected program(s)

The maximum number of characters allowed, including spaces and punctuation, is 3,000

Local neglected funds may be spent in one of five different ways. In each of the five narrative boxes, the user must DESCRIBE how the Title I local neglected funds will be used to provide services at the local neglected facility to meet the academic and transitional needs of students so that they may return to local district or alternative education programs. As appropriate, **indicate "NA -- local neglected funds are not used for the purpose stated" in the narrative box.**

The five narrative questions are:

- Describe how the Title I local neglected funds will be used to provide services at the local neglected facility to assist children and youth in the facility to complete their education and/or transition services.
- Describe how the Title I local neglected funds will be used to provide services at the local neglected facility for dropout prevention
- Describe how the Title I local neglected funds will be used to provide health and social services at the local neglected facility.
- Describe how the Title I local neglected funds will be used to provide vocational and technical education, etc., at the local neglected facility.
- Describe how the title I local neglected funds will be used to provide mentoring and peer mediation at the local neglected facility.

Following the five narrative boxes, is a comment box where you may enter any comment you may have about the neglected narrative.

✔ **TIP: Click "Update" often to save your changes.**

Neglected Assurances

Each correctional facility entering into an agreement with an LEA under Section 1423(2) to provide services to children and youth under Part D, Subpart 2 must review the 11 assurances noted at the bottom of the Neglected Narrative screen and respond "Yes" or "No" to the statement "The district assures that the above assurances have been met" before the district Title I application can be approved. Once the assurances statement has been answered, the user should click "Update."

When the Neglected Narrative screen is completed, the user may print the screen by clicking the **Print Summary** button and the printer icon on the browser.

Children and youth in homeless situations are automatically eligible for Title I services whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. Homeless children may receive Title I educational or support services from schoolwide and targeted-assistance school programs. The LEA must provide comparable services to a homeless student who does not attend a Title I school.

LEAs may provide support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to take advantage of educational opportunities.

The Homeless Education screen is a new requirement for all LEAs. This screen must be completed before LEAs will be allowed to certify the application and receive Title I funds.

Bureau of School Improvement

T I T L E I

2013-2014 Homeless Education

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Warning: Assurance on bottom of form is marked as No

The Homeless Assurance section at the bottom of this screen will default to No. The assurances should be read and the "**Yes**" button clicked for application approval. The above warning message will appear when the "**Yes**" button has not been selected.

Update

You must click UPDATE to save changes. . . GO, and EXIT buttons do NOT save changes!

A Local Homeless Liaison is an LEA staff member (other than the district Superintendent) who is responsible for ensuring the identification, school enrollment, attendance, and opportunities for academic success of students in homeless situations. (e.g. Guidance Counselor, At-Risk Coordinator, etc.)

Local Homeless Education Liaison Contact Information	Name:	
	Title:	
	Address1:	
	Address2:	
	City:	
	State:	
	Zip:	-
	Telephone:	- - Extension:
	Email:	Email Address Examples: yourname@ispservice.com your.longname@long.isp.service.com

<u>An LEA must reserve Title I funds to make sure that homeless students receive Title I services regardless of their school of enrollment.</u> LEAs can develop formulas for reserving the appropriate amount of Title I funding for homeless students as required in Section 1113 (c)(3)(A) of NCLB. However, Title I funds cannot be used to support the costs of transporting homeless students to or from their school of origin; this is an LEA responsibility and cannot be supplanted.

An LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources.

⇨ Iowa requires Title I districts to indicate the Title I, Part A homeless aside amount and formula on the annual Title I application.

Prior to making decisions about the use of homeless set-aside funds, LEAs must consider the following:

Supplement, not Supplant:

- Title I funds never pay for items or services required by another federal, state, or local law. For example, Title I X (McKinney-Vento Homeless Assistance Act) of NCLB requires districts to transport homeless students to their school of origin. Title I funds may not be used to pay for this service.

Homeless liaison:

- Title X permits the use of Title I funds to pay all or part of the salary of the district homeless liaison, but this person must also be assigned Title I duties not related to homeless duties.

Title I as a last resort:

- Title I may be used to pay for non-educational services, including medical care supplies, such as eyeglasses or social services, but only if these services are not available from any other source in the community. Services must be linked to the student's educational needs.

No food, no housing:

- Title I funds may never be used to pay for a homeless family's lodging or food.

Other Ideas for use of Title I set aside funds:

- Pay for tutors for homeless students (can included remedial or accelerated instruction).
- Purchase school supplies.
- Pay fees for school-sponsored field trips or school-related family activities.
- School clothing to meet district requirements (uniforms, PE clothes).
- Pay for medical/dental services that if unmet, would present a barrier to school attendance (eyeglasses, dental care, immunizations).
- Reimburse mileage for staff who have to travel in order to provide direct services to homeless students.

	Enter the date when the Local Homeless Education Liaison met with the Title I Coordinators to discuss needs of homeless children and youth and what amount should be set aside through Title I for these children.
	Enter the number of Homeless students reported the district during the last school year.
	Enter the number of Homeless students reported that do not attend a Title I school.

The two numbers above have been pre-populated from Spring 2013 Student Reporting in Iowa (SRI) data. The LEA may change the first number to reflect more current data. If the first number is not updated, the LEA will be verifying that the number is correct. The LEA is not allowed to change the second number.

Section 1113 (c)(3)(A) states, "A local education agency shall reserve such funds as necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live."

The LEA must identify set aside funds for services to homeless children as part of the online Title I application. School districts must establish their own method for allocating Title I, Part A, set asides for homeless children and youth who are

not attending Title I schools, including middle schools and high schools. Generally, these methods involve conducting a needs assessment for homeless students in the school district or basing the set-aside amount on a formula, such as a per pupil expenditure. Determining an appropriate amount requires coordination between the Title I Coordinator and the Homeless Coordinator.

The district should indicate the method that was used to set aside an amount for homeless children and youth. Below are methods that may be used to calculate the local Title I, Part A, set aside:

● **Method #1: Reserve the set aside amount based on anticipated needs of homeless students. Based on the district's prior years expenses related to fulfilling the requirements set out in Section 722(g)(6) of McKinney Vento, set aside an amount that will allow the district to provide appropriate services.**

● **Method #2: Reserve the set aside amount based on the homeless student count and Title I, Part A, per-pupil allocation. To reserve funds by using this method, take the homeless children and youth count multiplied by the Title I, Part per-pupil allocation.**

● **Method #3: Reserve the set aside amount on percentage. A specific percentage of funds for homeless children and youth can be reserved based on the Title I, Part A allocation, or on the district's poverty data. Generally, if the district has a higher poverty percentage, the district will also have a higher number of homeless children and youth.**

● **Method #4: Reserve the set aside amount based on free/reduced lunch count. Statistically, 10% of children living in poverty will experience homelessness within any given year. Using the district's free/reduced lunch count, estimate the number of homeless students who may experience homelessness in the district this school year. For example:**

a. The district's free/reduced lunch count=100 students
b. 10% of whom could become homeless=10 students
c. The district's Title I, Part A per pupil allocation is $755 per student
d. Using this method the Title I, Part A Homeless set-aside would be $7,550.00

If Method 1 - 4 selected, enter the dollar amount set aside for Homeless Student Services from the Title I Budget.

If Method 1 - 4 selected, describe how the services for homeless students attending non-Title I buildings will be coordinated and integrated with Title I, Part A services and relate to the set aside funds.

As part of the Title I, Part A on-line application, all districts will:

- Indicate the method chosen to set aside an amount for homeless children and youth.
- Indicate the Title I dollar amount set aside for Homeless Student Services in non-Title I buildings (including middle schools and high schools).
- Describe how the services for homeless students attending non-Title I buildings will be coordinated and integrated with Title I, Part A services and relate to the set aside funds.
- Any dollar amount may be entered here as the Homeless Student Services set-aside from the Title I budget. An error message will be received if the amount entered does not match the homeless set-aside on the General Budget Detail screen, line 1000, column 800.

If Methods 1-4 were not selected, please check the appropriate reason below.

●	Reason #1: No homeless students have been identified by the school district.
●	Reason #2: All identified homeless students attended a school that receives Title I funds. Therefore, the district is choosing not to reserve an additional amount of Title I funds for services to homeless students.

If the LEA chooses not to reserve homeless funds for one of the reasons given above, then the user will not select one of the four methods or enter a homeless set-aside dollar amount. Rather, the user should indicate one of the two reasons given above as the explanation for the LEA not reserving a homeless education set-aside. The user is not required to provide an additional comment in the box provided, but may do so if they are so inclined.

Homeless Assurances

If the school district has not identified homeless children and youth, it is not required to reserve Title I, Part A funds. However, all districts must assure the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 requirements for outreach and identification have been met:

The local school district has appointed a homeless liaison.
Public notice of the educational rights of homeless children/youth is disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens.
The liaison collaborates with local service providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth.
The school district has established a process to identify homeless students in its local student data record system.

● **Yes** ● **No**	The district assures that the above McKinney-Vento Act requirements have been met.

The Homeless Assurance section at the bottom of this screen will default to No. The assurances should be read and the "**Yes**" button clicked for application approval. A warning message will appear when the **"Yes"** button has not been selected and the LEA will not be able to certify the Title I budget.

For information concerning Title I homeless education, contact Sandy Johnson at 515.281.3965 or sandra.johnson@iowa.gov.

PROJECT STAFF ASSIGNMENTS SCREEN

NOTE: The Title I Staff Assignments screen must be completed in order to receive Title I funding.

Fiscal Year: 2013-2014 Go	Form: Staff Assignments Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

On this screen you should report Title I staff paid from the general budget, general carryover budget, local neglected funds, local delinquent funds, and migrant education program funds, as applicable. The user will enter all required information on Title I staff on this screen. You must enter whole numbers for the number of staff. The program will accept numbers like 2.5 for the FTE, but will not accept mixed numbers for the actual number of staff. You are not required to enter FTE data on the budget detail screen.

Enter the number of staff assignments for which salary payments will be made from Title I funds for services to be performed in this project in schoolwide as well as targeted assistance buildings. Title I teachers and Title I paraprofessionals must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. **All Title I funded** instructional paraprofessionals in targeted assistance buildings must be highly qualified. Regardless of funding source, **all instructional** paraprofessionals in a Title I schoolwide building must be qualified under NCLB. New schoolwide program buildings must have highly qualified paraprofessionals from the beginning of the schoolwide program. Title I reading teachers must have a reading endorsement. Title I math teachers need no additional endorsement.

T I T L E I
2013-2014 Project Staff Assignments
This form should reflect the amount of staff funded from the combined current allocation and carryover allocation for all budgets.

You must click UPDATE to save changes... the Netscape Print and GO buttons do NOT save changes!

Staff Funded by Combined General Budget and Carryover
Indicate Title I Staff, Only, for All Entries

	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	WHOLE NUMBER
CERTIFIED	3	2.3	0	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	3	2.3	0	0.0	0	0

✔ **TIP: You must enter whole numbers for the program to accept your data in the above staff section.**

Complete the full-time equivalency (FTE) for staff assignments for the regular term. The FTE of a staff member must reflect that part of the staff member's salary paid by Title I. Title I funded personnel (Title I teacher and Title I paraeducator) in a targeted assistance program must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. The user should round this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). **NOTE:** IF CARRYOVER FUNDS ARE USED FOR PARTIAL SALARIES, it will be necessary to prorate the FTE on both the General and Carryover Budgets. For example: assume that you have $5,000 available in carryover funds. The carryover funds represent 20 percent of the salary, so you should report one (1) teacher at .8 FTE on the General Budget Detail screen and one teacher with a FTE of .2 on the General Carryover Detail screen.

Enter the number of staff for any summer school program that is part of the project. **NOTE:** Summer school salaries must be broken out on the General Budget Detail screen.

Enter the number of Local Neglected Education and/or Local Delinquent Education program staff that is part of the project. **NOTE:** Any salary associated with local neglected education staff will be reflected on the general budget, while any salary paid with local delinquent education funds will appear on the local delinquent budget.

The terms certified, paraprofessional (educational associates), and supportive personnel are defined as follows:

1. Certified - These are the teachers who have been employed to perform the teaching activities described in this application. Teachers with responsibility for any remedial reading instruction must have a reading endorsement. Any questions regarding a reading endorsement must be directed to the DE Board of Educational Examiners. **NOTE:** Title I math teachers need no additional endorsement.
2. Paraprofessional (Educational Associates) – For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes individuals who (1) provide one-on-one tutoring for eligible students if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision

of a teacher. **NOTE:** Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

3. Supportive - This term refers to both certified and non-certified staff that will be employed to assist and support the activities described in this application.

NOTE: In addition to the above-mentioned positions, it may be necessary to use Title I funds to employ on an hourly basis bus drivers, food service employees and additional custodial help. Do not include such personnel of this type in this section. However, such personnel should be identified and included in the Title I General Budget.

A highly qualified paraprofessional is one who has (1) completed 2 years of study at an institution of higher education; or (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness); or (4) obtains the paraeducator certificate offered through the Board of Educational Examiners. For more information on qualified paraprofessionals, please refer to the Title I Paraprofessionals Guidance at the back of this reference manual or on the Department of Education web site at http://educateiowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297.

NOTE: A requirement from the U.S. General Accounting Office requires time sheets or work logs to be maintained for ALL staff paid from federal sources. Local Education Agencies with Title I staff funded from a single federal funding source, may use a certification form similar to the sample following. LEAs must document split funded or partial funded Title I positions on time sheets or work logs similar to the sample on the following page. Please note that this documentation represents a semi-annual certification of time and effort rather than just hours on paper; and should be signed after the fact, to authenticate the certification process. If you have questions regarding the use of these forms, please contact the auditor for your district.

The table below should be completed to show the number of paraprofessionals entered as Title I funded staff. Enter the number of paraprofessionals in schoolwide and/or targeted assistance buildings and the educational level of each.

✔ **TIP: The total number of paraprofessionals shown above should match the total number reported in the following table.**

TITLE I Educational Associates	
TITLE I FUNDED BUILDINGS	TOTAL NUMBER
SCHOOLWIDE PROGRAMS: Total number of all associates, regardless of funding stream, providing instructional services in Title I schoolwide buildings:	0
TARGETED ASSISTANCE PROGRAMS: Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:	0

For LEAs with a schoolwide program, the user should enter the total number of educational associates providing instructional services in Title I schoolwide buildings, regardless of funding source. For LEAs with a targeted assistance program, the user should enter the number of Title I funded paraprofessionals employed within the district providing instructional services within a targeted assistance building. Record **each** paraprofessional **only once**. If paraprofessionals are only used for summer school, please remember to complete this section for the summer school staff as applicable. **NOTE:** Do not include in this section any staff classified as "Certified" or "Supportive."

All Title I funded instructional paraprofessionals in targeted assistance buildings and all instructional paraprofessionals regardless of funding source in Title I schoolwide buildings must be highly qualified; no exceptions are permitted. The definition and NCLB requirements for paraprofessionals can be found at the back of this reference manual. New schoolwide buildings must have highly qualified paraprofessionals from the beginning of the schoolwide program service delivery model. There are no extensions of the highly qualified requirement; a paraprofessional must be highly qualified upon employment. This is a requirement that the U.S. Department of Education is closely monitoring. To be considered highly qualified, a paraprofessional must have met **one** of the following criteria: completed two years of study at an institution of higher education; **or** obtained an associate's (or

higher) degree; **or** obtained voluntary para-educator certification through the Iowa Board of Educational Examiners; **or** completed district determined assessments such as Work Keys, COMPASS, etc.

EDUCATIONAL LEVEL	NUMBER BY EDUCATIONAL LEVEL
Community College Associate Degree:	0
Voluntary Para-educator Certification:	0
Two or more years of college:	0
District determined assessment:	0

Please enter the number of paraprofessionals broken out by level. The sum of the “Educational Level” numbers should equal the sum of the two “Title I Funded Buildings” totals above.

Certification for Employee Funded from Federal Funding Source
XYZ Community School District

I am an employee of the XYZ Community School District. During the 2011-2012 school year, I am aware of my position and funding as shown below.

I understand that if my "Status" is listed below as "Single" which indicates all of the funding for my position is through one federal funding source, I am required to sign this certification at the end of each semester.

I understand that if my "Status" is listed below as "Multiple" which indicates I am funded through more than one federal funding source, I am required to submit an activity sheet for split funded employee's each pay period throughout the year.

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
		0405	In Cls Reading	1.0	Title I	Single

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
		0409	In Cls Reading	.50	Drop Out Prevention	Multiple
		0409	In Cls Reading	.50	Title I	Multiple

The duties I performed during the first semester were exclusively related to the funds listed above.

_____ _____
Employee Signature Date

_____ _____ _____
Supervisor Signature Supervisor Title Date

The duties I performed during the second semester were exclusively related to the funds listed above.

_____ _____
Employee Signature Date

_____ _____ _____
Supervisor Signature Supervisor Title Date

This form will be retained in the principal/supervisor's office for 3 years.

SAMPLE

Activity Sheet for Split Federally Funded Staff
XYZ Community School District

I am an employee of the XYZ Community School District. During the 2011-2012 School Year, I am aware of my positions and funding as shown below. I understand that because I am funded through more than one funding source I need to turn in the following activity sheet for every pay period.

Pay Period Dates: _____

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
00			IN CLS READING	0.50	DROP OUT PREVENTION	Multiple

Week 1

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

Week 2

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

ID	*Name*	*Bldg*	*Position*	*FTE*	*Funding*	*Status*
00			IN CLS READING	0.50	TITLE I	Multiple

Week 1

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

Week 2

DATE	SAT	SUN	MON	TUE	WED	THR	FRI
# of hours							

_____ _____ _____
Employee Name Employee Signature Date

_____ _____
Principal/Supervisor Signature Date

Absence Codes	**Time Expectations for 7.75 hour day**	**Time Expectations for 7.50 hour day**
B – Bereavement	**1.0 – 7.75 hours**	**1.0 – 7.5 hours**
EM – Emergency	**0.9 – 7 hours**	**0.9 – 6 hours, 45 minutes**
F – Funeral	**0.8 – 6 hours, 10 minutes**	**0.8 – 6 hours**
H – Holiday	**0.7 – 5 hours, 30 minutes**	**0.7 – 5 hours, 15 minutes**
I – Personal Illness	**0.6 – 4 hours, 40 minutes**	**0.6 – 4 hours, 30 minutes**
J – Jury Duty	**0.5 – 3 hours, 52 minutes**	**0.5 – 3 hours, 45 minutes**
O – Other	**0.4 – 3 hours, 05 minutes**	**0.4 – 3 hours**
PB – Personal Business	**0.3 – 2 hours, 15 minutes**	**0.3 – 2 hours, 15 minutes**
	0.2 – 1 hour, 35 minutes	**0.2 – 1 hour, 30 minutes**
	0.1 – 45 minutes	**0.1 – 45 minutes**

This form will be retained in the principal/supervisor's office for 3 years.

SAMPLE

INSTRUCTIONS FOR
SCHOOLWIDE PROGRAMS
TITLE I of NCLB

For schoolwide program information or technical assistance, contact Sandy Johnson at 515/281-3965 or sandra.johnson@iowa.gov.

At the heart of the No Child Left Behind Act of 2001 is a section that encourages LEAs to consolidate Federal funds to upgrade the entire educational program of eligible high poverty schools. These **schoolwide programs (SWPs)** provide the flexibility schools need to assist all students to meet the proficient or advanced levels of local academic achievement standards.

SCHOOL ELIGIBILITY

Since the 2002-2003 school year, the schoolwide program option has been available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding to operate an effective program.

SWP BENEFITS

An eligible school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP for the remainder of the current legislation or until the decision is reversed. The school maintains its schoolwide status even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to "go schoolwide" is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP.

Proponents have suggested that SWPs have the following advantages:

- *SWPs offer more service delivery options for Title I and other Federal program services;*
- *"Title I students" are not singled out;*
- *Student needs can be met more effectively;*
- *Federal program resources are available to all students;*
- *SWPs offer greater staffing flexibility;*
- *Professional development activities can be extended to more staff;*
- *Federal programs can be integrated and coordinated with State and local initiatives.*

SWP USE OF FUNDS

LEAs with eligible SWPs may consolidate Title I, Part A funds with most other Federal noncompetitive formula grant program funds. Typically, these other Federal funding sources might include:

- Title I, Part C—Education of Migratory Children (except that migrant education funds must first be used, in consultation with migrant parents, to address the needs of migrant children);
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk.

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six. Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement. Where appropriate, the school may coordinate and integrate parent involvement programs that encourage and support parents in more fully participating in the education of their children.

SWP PLANS (The Written Document)

Any eligible school that desires to operate a SWP must develop (or amend) a comprehensive plan for reforming the total instructional program in the school. New schoolwide guidance from the U.S. Department of Education (www2.ed.gov/policy/elsec/guid/designingswpguid.doc) emphasizes that the schoolwide plan must be updated annually – that it is a living document. The new ED schoolwide guidance gives more focus to evaluation. In particular, it states that the initial stages of schoolwide planning – needs assessment and preparation of the plan – involve setting the stage for later evaluation. In other words, when preparing a needs assessment, a school or LEA should identify how it can establish benchmarks for a plan, and when preparing a plan, it should build in a feedback loop that uses evaluation results to improve implementation. The guidance also highlights the importance of the following:

- Establishing annual priorities in the planning section. Don't tackle everything in the needs assessment at once; prioritize and address the top three needs. The plan should be comprehensive, embracing all grades and all subjects.
- The criteria for success can be an increase in achievement or an increase in activities that lead to student achievement, such as parental involvement or professional development of highly qualified teachers.
- Having two questions for evaluation: Is it being implemented correctly?; and, Is the plan effective?
- Using outside reviewers for evaluation – if not every year, perhaps every two years.

All schoolwide buildings must annually submit a revised schoolwide plan to the Iowa Department of Education. Close attention should be paid to the inclusion of all components in the updated plans. This plan must include:

1. **The ten components** outlined below and how they will be implemented;
2. **A list** of related State and Federal programs to be included in the SWP;
3. **A description** of how the school will use its consolidated resources to implement the SWP components;
4. **A description** of how the school will provide individual student assessment results to parents in a language and format the parents can understand;
5. **A description** of the annual evaluation process for SWP.
6. **A list** of the SWP committee members.
7. **The completed** Title I SWP Checklist. (A copy of the SWP Checklist is at the end of this section.)

All Iowa Title I schoolwide programs need to submit their updated plans for **2013-2014 by September 15, 2013**. Each new/revised plan must include that it is addressing the **2013-2014** school year and the correct grade levels for its building. Districts with more than one schoolwide program building **must** submit a plan for each building. Each schoolwide program building plan must be specific to that building. A completed SWP Checklist must accompany the schoolwide plan, which may be submitted electronically by e-mail to sandra.johnson@iowa.gov or by mail to Title I, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146. Title I application approval is conditional upon the receipt of this plan.

NOTE: Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan (CSIP).

SWP COMPONENTS

All SWPs must include the following ten components:

1. **A comprehensive needs assessment of the whole school** (taking into account the needs of migrant children) that is based on the achievement of children in relation to state/local academic achievement standards.
   - **a)** Provide a brief description of the school, attendance area, and surrounding community.
   - **b)** Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.
   - **c)** Summarize strength and needs of the school's current educational program.
   - **d)** As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.
2. **Implementation of schoolwide reform strategies that—**
   - **a)** Provide opportunities for all children to meet proficient and advanced levels of academic achievement.
   - **b)** Use effective methods and instructional strategies that are based on scientifically based research (SBR) that: strengthen the core academic program; increase the amount and quality of learning time; and include strategies for meeting the needs of historically under-served populations;
   - **c)** **i)** Include strategies to address the needs of all children in the school, but particularly those children who are low-achieving, at risk of not meeting local standards or are members of a target population of a program included in the schoolwide program, which may include mentoring, counseling, pupil services, college and career awareness and preparation, personal finance education, innovative teaching methods such as team teaching or applied learning, and the integration of vocational and technical education; and
     ii) Address how the school will determine if such needs are met;
   - **d)** Are consistent with and are designed to implement state/local improvement plans.
3. **Instruction by highly qualified teachers in all core content area classes.**
   - **a)** Describe how the school will ensure a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
   - **b)** Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.

4. **High quality, ongoing professional development based on scientifically based research** for teachers, principals and paraprofessionals.
   a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others (pupil services personnel, parents, and others) as appropriate in this Title I schoolwide program to enable all children to meet local academic achievement standards. (Sufficient resources must be used to effectively carry out these activities.)
   b) Describe how the school will implement high quality and ongoing professional development.
5. **Strategies to attract high-quality, highly qualified teachers** to high need schools**.**
6. **Strategies to increase parent involvement**, such as family literacy services.
   a) Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
   b) Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
   c) List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.)
   d) Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan.
7. **Plans for assisting preschool children in the transition from early childhood programs,** such as Head Start, Early Reading First, or State-run preschool program, to local elementary school programs.
   a) Describe the plans for assisting children in any stage of transition.
8. **Measures to include teachers in decisions regarding the use of academic assessments** leading to the improvement of student achievement.
   a) Describe measures in the State plan designed in order to improve the achievement of individual students and the overall instructional program.
9. **Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely, additional assistance**.
   a) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and integration of federal, state and local services and programs** (could include programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs).
   a) Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement.

Annual Evaluation Process - Each schoolwide program building must have its own SWP Planning/Evaluation team. In addition to the ten required components, the schoolwide plan must include the following with respect to the annual evaluation process for schoolwide programs:

- The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the schoolwide plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.
- Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

NEWLY ELIGIBLE SCHOOLS

Newly eligible schools will initiate a one-year schoolwide planning process. Schools wishing to begin the planning process should inform the state Title I office of this intention by phone or e-mail and fill out the "Schoolwide Indication of Planning" screen on the Title I application web site. During the planning year, the school must continue to operate as a Targeted Assistance program. A SWP planning team must be established. The team must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, building principals, administrators, and all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school.

The finished plan is in effect for the duration of the current legislation or until a building decision is made to return to targeted assistance status. The SWP plan should be reviewed and revised annually by the schoolwide committee. The plan must be available to parents and the public in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand. Copies of the plan should be on file and available at the district central office

and at the building level. A copy of the SWP plan must also be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146.

EXISTING SCHOOLWIDE PROGRAMS

All existing schoolwide programs must amend their current schoolwide program plans to include the new requirements of NCLB. The SWP committee should review the expectations of NCLB and amend the entire plan as appropriate with particular attention to the scientifically based research requirements. All ten components must be addressed in the updated plans. (See above for an inclusive list of SWP requirements.) Guidance from the US Department of Education emphasizes that the schoolwide plan must be updated annually and include that it is for the **2013-2014** school year and the correct grade levels for its building. A copy of the revised SWP plan and completed SWP Checklist must be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 or e-mailed to sandra.johnson@iowa.gov no later than September 15, 2013.

PARAPROFESSIONALS AND SWP

The paraprofessional requirements outlined in NCLB are applicable to ALL paraprofessionals employed in a school operating a SWP regardless of funding sources (e.g. paraprofessionals paid with special education funds, general funds and/or Title I funds). Refer to Public Law 107-110, which can be found at educateiowa.gov. There is no grace period for acquiring the qualifications. All paraprofessionals must be highly qualified upon employment in a Title I schoolwide building.

PARENT INVOLVEMENT AND SWPs

The Title I parent involvement requirements are the same for schoolwide programs and targeted assistance programs. However, in a schoolwide program, the parent involvement requirements pertain to ALL students in the school. This includes the Parent-School Compact, the Title I Parent Involvement Policy, and the annual parent meeting. SWP plans should reflect how parents provide input into the planning, implementation and review of the program. An annual evaluation of the Title I Parent Involvement Program is required.

PRIVATE SCHOOLS AND SWP

Private schools do not have the option of operating schoolwide programs and may only operate as a targeted assistance program. Only eligible students may be served in the private school Title I program.

ADDITIONAL CONSIDERATIONS OF SWPs

The purpose of operating a schoolwide program is to ensure that ALL students benefit from this organizational structure. That does not mean that every child receives individual services; but rather that professional development activities, material purchases, scheduling changes, and personnel decisions can impact the learning opportunities for EVERY child. In order for a schoolwide plan to meet expected guidelines, it MUST reflect programming that is substantially different than the typical targeted assistance program.

COMPARISON OF TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Title I, Part A
P.L. 107-110
No Child Left Behind

Comparing Title I Service Delivery programs for Title I, Part A

Targeted Assistance Programs (TAP)	Schoolwide Programs (SWP)
♦ A school is eligible for a targeted assistance program if it serves an eligible Title I school attendance area. ♦ With a few exceptions, "eligible attendance area" refers to a school attendance area or school in which the percentage of low-income children in the district as a whole, or is at least 35 percent.	♦ A school is eligible if it has a poverty level of at least 40 percent and is receiving Title I funding. However, an eligible school is not required to operate a schoolwide program.
♦ No comparable provisions to the SWP. ♦ The LEA plan includes a general description of targeted assistance school activities. ♦ Description of service delivery is indicated through on-line application narratives.	♦ In order to implement a schoolwide program, an eligible school must first develop a comprehensive plan (in consultations with the LEA and school support team, and with the involvement of the community to be served and the individuals who will carry out the plan) for reforming the total instructional program. ♦ The law requires a one-year planning period. ♦ The schoolwide program requires an annual evaluation. ♦ The written plan will be updated annually and submitted to the State Title I office.
♦ A targeted assistance program school uses Part A funds to support programs for eligible children, i.e. children that are failing or most at risk of failing to meet local academic standards.	♦ A schoolwide program school uses Part A funds to upgrade the entire educational program of the school. Part A funds can be used to serve all children. ♦ A schoolwide program is not required to identify particular children as eligible to participate in services.
♦ A targeted assistance school <u>must</u> use Part A funds only to supplement, and in no case supplant, the amount of funds that, in the absence of Part A funds, would be made available from non-federal funds for Title I participants. ♦ Services provided with Title I funds must be in addition to the district-required services. ♦ Title I funds may not be used to replace district funds.	♦ A schoolwide program may use Part A funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. ♦ A schoolwide program, however, is not required to provide supplemental services to specific children (i.e., a schoolwide program may use Part A funds to serve any and all children in the school). ♦ Title I funds may not be used to replace district funds.
♦ Coordination with other program services is expected. Commingling or combining funds is not permitted.	♦ In a schoolwide program school, Part A funds may be combined with other federal, state, and local funds to upgrade the entire educational program at the school.
♦ School personnel who are paid with Part A funds may: o Assume limited duties that are assigned to similar personnel who are not paid with Part A funds, including non-instructional duties, as long as the amount of time spent on these duties is the same proportion of total work time as prevails with respect to similar personnel at the same school; ♦ Participate in general professional development and school planning activities.	♦ No comparable provisions because there are no distinctions between staff who may be paid with Part A funds and other staff. All staff support the schoolwide program.

Targeted Assistance Programs (TAP)	Schoolwide Programs (SWP)
♦ Paraprofessionals in a Title I Targeted Assistance building must meet NCLB qualifications only if they are paid with Title I funds. ♦ Refer to Public Law 107-110 at educateiowa.gov	♦ Paraprofessionals employed in a Title I Schoolwide building must meet NCLB qualification requirements regardless of funding (e.g. paraprofessionals paid with district funds, special education funds, or Title I funds must be qualified). ♦ Refer to Public Law 107-110 at educateiowa.gov
♦ A targeted assistance school assists participating children in meeting proficient and advanced levels of performance by: o Coordinating Part A resources with other resources; and o Reviewing, on an ongoing basis, the progress of participating children, and revising the targeted assistance program as necessary to help participating children meet LEA standards.	♦ A schoolwide program school helps all children meet local academic standards ♦ Schoolwide program schools have a great deal of flexibility in coordinating resources. For example, in addition to the provisions stated in the boxes above, the law states that the U.S. Secretary of Education may exempt schoolwide programs from statutory or other regulatory provisions of any other formula or discretionary grant program administered by the Secretary to support schoolwide programs if the intent and purpose of these programs are met.
♦ Targeted assistance school programs are subject to school improvement provisions (§1116 and §1117).	♦ Schoolwide programs are subject to school improvement provisions (§1116 and §1117).
♦ Targeted assistance school programs must comply with Part A requirements for parent involvement (§1118).	♦ Schoolwide programs must comply with Part A requirements for parent involvement (§1118). This applies to parents of all children attending the building.
♦ Targeted assistance school programs must comply with Part A requirements for professional development (§1119).	♦ Schoolwide programs must comply with Part A requirements for professional development (§1119).
♦ Reading teachers must meet Iowa licensure requirements. Contact the Iowa Board of Educational Examiners at http://www.boee.iowa.gov.	♦ Reading teachers must meet Iowa licensure requirements. Contact Iowa Board of Educational Examiners at http://www.boee.iowa.gov.

Title I Schoolwide Plan Checklist
2013-2014

- Review the Title I Schoolwide Plans to ensure that all requirements listed below have been met.
- Insert the page number where each component can be found in the column to the right.
- Enclose this completed checklist with each Title I Schoolwide plan and submit to the Iowa Department of Education. Plans and checklists may be submitted electronically by e-mail to sandra.johnson@iowa.gov or by mailing to Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146. Plans are due September 15, 2013.

Date	
District Name	
School Name	
Building Grades	
Building Principal	

Schoolwide Program Planning & Review Team (Required) This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.	List members' names and titles. This committee must include parent representation for this specific building.
Dates this team will meet during 2013-2014	

Name	Title
Example: Pat Edwards	Third Grade Teacher

Components of a Schoolwide Plan:	SWP Page #:
1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school ♦ Provide a brief description of the school, attendance area, and surrounding community. ♦ Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children. ♦ Summarize strength and needs of the school's current educational program. ♦ As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.	

SWP Components – cont.	SWP Page (s)
2. Implementation of schoolwide REFORM STRATEGIES that: ♦ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement. ♦ Use effective methods and instructional strategies that are based on scientifically based research that: o Strengthens the core academic program; o Increases the amount of learning time; o Includes strategies for serving underserved populations; o Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards; o Address how the school will determine if those needs of the children have been met; o Are consistent with and are designed to implement state/ local improvement plans.	
3. HIGHLY QUALIFIED TEACHERS in all core content area classes ♦ Describe how the school will ENSURE a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan. ♦ Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.	
4. High quality and on-going PROFESSIONAL DEVELOPMENT for teachers, principals, and paraprofessionals ♦ Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program. ♦ Describe how the school will implement high quality and ongoing professional development.	
5. Strategies to attract HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS to this school (hiring incentives, additional benefits, mentoring programs, etc.).	
6. Strategies to increase PARENTAL INVOLVEMENT, such as literary services ♦ Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program. ♦ Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education. ♦ List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.) ♦ Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan	
7. TRANSITIONS: Plans for assisting students transitioning from preschool to elementary grades, elementary to middle school, or middle school to high school (where applicable to this building). Plans for assisting preschool children in the transition from early childhood programs such as Head Start, State-funded preschool program, etc. Other district transition strategies, before kindergarten round up, home visits, placement programs.	
8. Opportunities and expectations for TEACHERS to be INCLUDED in the decision making related to the use of academic ASSESSMENT RESULTS leading to the improvement of student achievement.	
9. INTENSIVE PROGRAMS: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	
10. COORDINATION and integration of federal, state and local services and programs (could include programs under NCLB, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs). ♦ Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement. ♦ **Must specifically address the educational needs of and coordination with other services for homeless students, such as housing program (ESEA, section 1114(b)(l)(j).	
ANNUAL EVALUATION PROCESS ♦ The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the SWP plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student. ♦ Describe how the results of annual evaluation of the effectiveness of this schooolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.	

SCHOOLWIDE OPERATING PROGRAMS SCREEN

NOTE: If your LEA operates a schoolwide program, the Schoolwide Operating Programs screen must be completed in order to receive Title I funding.

Fiscal Year: 2013-2014 Go	Form: Schoolwide Operating Programs Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

Select the Schoolwide Operating Programs screen from the dropdown menu and click **GO**.

T I T L E I
2013-2014 Schoolwide Operating Programs
Section 1114(b) of P.L. 107-110

Update Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user will complete the Schoolwide Operating Programs screen of the Title I electronic Internet application only if the LEA has one or more Title I buildings that have been approved to operate as a schoolwide program. To be eligible to be approved to operate as a schoolwide building, the building poverty rate must exceed 40% on the Selection of Schools screen and the building must have completed a year of planning prior to being approved. The Schoolwide Operating Programs screen together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan encompasses the basic requirements of the Title I legislation connected with the schoolwide programs including assurances, lobbying and debarment, and the schoolwide program plan. This screen may be accessed through the Title I electronic Internet application at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click on the **Title I** button to access the Title I application screens.

NOTE: LEAs receiving Title I funds to implement schoolwide programs must participate in the development of the Comprehensive School Improvement Plan as it relates to Title I. A copy of the current schoolwide plan must be submitted to the State Title I office by September 15, 2013.

LEA INFORMATION

Name and Address of Authorized Agency	**Your Comm School District** **Mailing Address** **City, State, Zip**
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: Zip: FAX: Telephone: Email:

The legal name and address of the agency will automatically be displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, title, mailing address, office telephone number, agency FAX number and e-mail address.

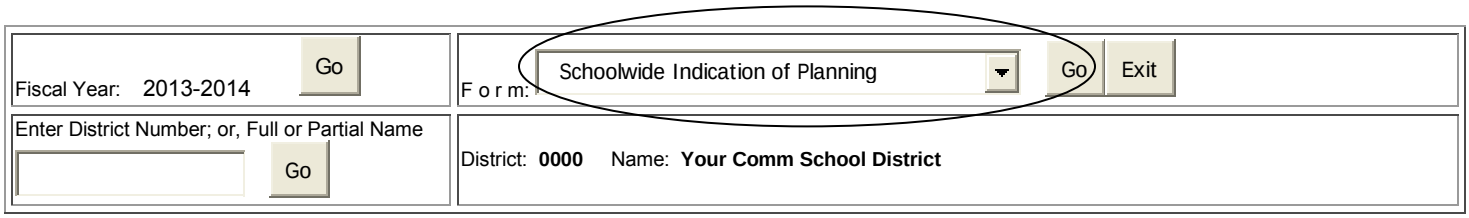
Name of Schoolwide Attendance Center (DO NOT include Targeted Assistance Centers)	Grade Span	Low-Income Percentage	Initial Schoolwide Planning Year	Year Initial Schoolwide Program Began

To be eligible to implement a schoolwide program in the current year, the building low-income must be at least 40% and the building staff must have participated in a year of planning prior to program implementation. Title I SWP buildings that were identified as schoolwide (status = S) on the Selection of Schools screen, will appear automatically in the above table, which appears at the bottom of the Schoolwide Operating Programs screen. For each SWP building, the user should enter the school year in which initial schoolwide planning took place and the school year when the initial SWP began. **NOTE: This form may only be used after a building has been through a year of planning.**

✔ **TIP: If your LEA is planning to initiate a schoolwide program, you must contact the State Title I office, complete the Schoolwide Indication of Planning screen and operate as a targeted assistance program in the current school year.**

SCHOOLWIDE INDICATION OF PLANNING SCREEN

NOTE: LEAs must request from the State Title I office that this screen be added to the electronic Title I Internet Application.



Once the Schoolwide Indication of Planning screen has been added to the LEA Title I electronic Internet application, select it from the dropdown menu and click **GO**.

T I T L E I
2013-2014 Schoolwide Indication of Planning

Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user only completes the Schoolwide Indication of Planning screen if, during the current school year, one or more buildings intend to participate in the required year of planning before operating a Title I schoolwide program in the coming school year. **NOTE:** During the planning year to become a schoolwide program, a building must operate as a targeted assistance program.

This form must be completed by the LEA for each building that intends to participate in a year of planning for a schoolwide program. NOTE: During the planning year, the building must operate as a targeted assistance building rather than a schoolwide program.

School Building Information: No school found | GO | Remove Current School

No records to display.

Select a building and click the ADD button to add another school to the list:

Elementary School | ADD

The user should complete the required information for each building that intends to participate in a year of planning for a schoolwide program by using the dropdown menu to select the LEA Title I buildings that are planning to operate a schoolwide program in the next school year and clicking the **ADD** button.

Once the user clicks the **ADD** button, the following table will open on the Schoolwide Indication of Planning screen.

School Building Information: Elementary School | GO | Remove Current School

Name	Elementary School
Address	School Mailing Address City, State, Zip
Grade Levels	PK-03
Principal	
Telephone	
Enrollment	
Low-Income Percentage	as determined by Free/Reduced Price School Lunch
Anticipated Schoolwide Program Implementation School Year	(must continue as a Targeted Assistance Building during planning year)
Schoolwide Planning Team Members (includes staff and parent/community representatives) Provide name and title/position for each member. For example: John Smith, Principal	

Select a building and click the ADD button to add another school to the list:

Middle School | ADD

✔ **TIP: Click Update often to avoid losing data.**

The building name, address, grade levels, principal and telephone number will be automatically given for the building that the user has added. For each building participating in a planning year during the current school year, the user should enter the building enrollment and building low-income percentage as it appears in Column 11, on the Selection of Schools screen and indicate the source of the poverty data (e.g. Free/Reduced Price School Lunch). The user should enter the

anticipated school year the building will implement the schoolwide program remembering that the building must continue as a targeted assistance building during the planning year.

The principal, a school leader, or a district official usually convenes a small representative group from the school to begin pre-planning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. The schoolwide planning team members should include:

- building and LEA administrators;
- teachers representing all grades, content areas, and teams;
- representatives of other professional staff, including social workers, psychologists, counselors or diagnostic specialists, curriculum leaders;
- parents and community representatives;
- representatives of organizations, groups, and parents of students served by the Federal programs whose funds are used in the schoolwide program;
- students.

The user should enter the name and title or position of each schoolwide planning team member.

INSTRUCTIONS FOR COMPLETING DELINQUENT APPLICATION

CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN
TITLE I, PART D of NCLB

For technical assistance with local delinquent education programs, contact the Title I consultant for your particular AEA (see Title I Staff and Responsibilities) or Rick Bartosh at richard.bartosh@iowa.gov or 515/281-0368.

The local education agency is the fiscal agent for any funds designated to provide Title I service to children in local delinquent institutions. Applicant agencies that have received prior approval by the State Education Agency (SEA) as eligible to receive Part D of Title I funding must complete this application to receive those funds.

This application may be accessed through the Title I electronic Internet application at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click on the **Title I** button to access the Title I application screens. The due date for submission of the Title I electronic Internet application is September 15, 2013.

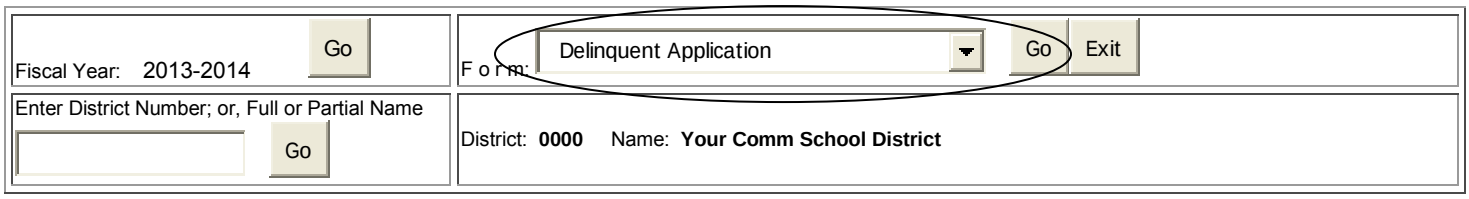
Completion of the Project Staff Assignments, Delinquent Application, Delinquent Budget and Delinquent Narrative screens together with the Applicant Agency's Title I Annual Application, Local Neglected and Delinquent Agreement and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of local delinquent children including assurances, lobbying and debarment, student data and budget.

NOTE: Complete these screens to apply for available local delinquent funds. The Delinquent Application should reflect a composite look at all delinquent facilities covered by this application. Please complete the Delinquent Budget screen and Delinquent Budget Detail screen to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding.

✔ **TIP: Click the Update button often to avoid losing data.**

DELINQUENT APPLICATION SCREEN

NOTE: If your LEA receives local delinquent funding, you must complete the Delinquent Application screen in order to receive local delinquent Title I funding.



NOTE: The local delinquent application screens will only be available if your LEA receives local delinquent funding. Select the Delinquent Application screen from the dropdown menu and click the **GO** button.

T I T L E I
2013-2014 Delinquent Application
ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN
TITLE I, PART D of IASA

LEA INFORMATION

Name and Address of Authorized Agency	**Your Comm School District** **Mailing Address** **City, State, Zip** **AEA: 10**
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: Zip: - FAX: - - Telephone: - - Extension: Email: Email Address Examples: yourname@ispservice.com Email Address Examples: your.longname@long.isp.service.com

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number (if available), and e-mail address.

DELINQUENT FACILITY INFORMATION

Name:	
Location:	
Title 1 Allocation:	
Title 1 Budget Amount:	

The name, location and allocation of all local delinquent institution within the LEA receiving funding for the current school year will be displayed. Enter the budgeted amount for each facility in order to reflect a composite look at the local delinquent facilities covered by this application. If no service is being provided, a “0” is required in the budget amount field. When all required information has been completed, click the **Update** button to save the information.

A signed agreement between the LEA and the local delinquent facility must be kept on file at the district and a copy emailed to Rick Bartosh at richard.bartosh@owa.gov. This agreement must be reviewed annually. A sample agreement follows and is available at http:educateiowa.gov under Title I Part D. The LEA is responsible for the annual evaluation of the local delinquent program.

Local Neglected and Delinquent Agreement

The ____ Community School District (CSD) and _____, a neglected/delinquent youth facility, agree to coordinate and support a PL 107-110 Title I, Part D, Subpart 2 program within the neglected/delinquent facility.

The _____ CSD will act as the fiscal agent and program monitor of the Title I program identified below.

The _____ facility provides assurance and documentation, upon request, that the Title I, Part D, Subpart 2 funds are being used in one or more of the following ways:

1) For programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
2) For dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
3) For the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health service, will improve the likelihood such individuals will complete their education;
4) For special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
5) For programs providing mentoring and peer mediation.

The _____ facility provides assurance and documentation, upon request, that the following services are being made available, when and where applicable, to neglected/delinquent residents at the facility:

1) Transition planning
2) Coordination of social, health, and other services
3) Business partnerships
4) Parental involvement
5) Coordination with federal, state, and local programs
6) Coordination with juvenile justice programs
7) Work with probation officers
8) Individualized education programs
9) Alternative placements

The ____ CSD shall evaluate the program and, where the number of students is sufficient, disaggregating data on participation by gender, race, ethnicity, and age, to determine the program's impact on the ability of participants —

1) to maintain and improve educational achievement;
2) to accrue school credits that meet State requirements for grade promotion and secondary school graduation;
3) to make the transition to a regular program or other education program operated by a local educational agency;
4) to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5) as appropriate, to participate in post-secondary education and job training programs.

The result of this evaluation shall be used to plan and improve subsequent programs for participating children and youth.

Describe how the services provided to any local delinquent facility with Title I local delinquent funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

The _____ facility will provide the following service(s) using Title I, Part D, Subpart 2 funds:

1)
2)

(to be reviewed annually)

Authorized Signatures for LEA and facility and dates

PROJECT STAFF ASSIGNMENTS SCREEN

Fiscal Year: 2013-2014 Go	Form: Staff Assignments Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

From the dropdown menu, select the Staff Assignments screen and click **GO**.

On the Project Staff Assignment screen, you will find a column to enter the number of staff assignments for which salary payments will be made from Title I funds for services to local delinquent children in this project. If staff salary is not being paid with Title I Part D funding, please enter a zero (0) in the appropriate column on the Project Staff Assignments screen. Refer to the Project Staff Assignments screen section in this reference manual for definitions of each staff category.

Staff Funded by Combined General Budget and Carryover **Indicate Title I Staff, Only, for All Entries**						
	REGULAR TERM STAFF				SUMMER TERM STAFF	**LOCAL NEGLECTED and/or DELINQUENT STAFF**
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	**WHOLE NUMBER**
CERTIFIED						
EDUCATIONAL ASSOCIATES						
SUPPORTIVE						
TOTAL						

If educational associates are being paid with local delinquent funds, the user must also complete the Title I Educational Associates section on the Project Staff Assignments screen as appropriate. **NOTE:** You are no longer required to report FTE for staff paid with local delinquent funds. When the local delinquent staff information is completed, click the **Update** button.

DELINQUENT BUDGET SCREEN

NOTE: If your LEA receives local delinquent funding, you must complete the Delinquent Budget screen in order to receive local delinquent Title I funding.

Fiscal Year: 2013-2014 Go	Form: Delinquent Budget Go Exit
Enter District Number; or, Full or Partial Name	District: **0000** Name: **Your Comm School District**

Go	

Select the Delinquent Budget screen from the dropdown menu and click **GO**.

NOTE: Please complete this budget to reflect the <u>combined</u> budgets of all delinquent facilities in your school district that will receive Title I funding.

Local Delinquent Education program funds require separate accounting. **<u>Do</u> <u>not</u>** include these figures in the Title I Current Project Budget. **<u>Do</u> <u>not</u>** include local neglected funds on the local delinquent budget.

There are two Local Delinquent Education budget screens: (1) the Delinquent Budget screen that includes the Title I Local Delinquent Project Budget which represents the total amounts requested and (2) a Delinquent Budget Detail screen which provides a detailed account of expenditures to be incurred. Round all numbers to the nearest dollar. Complete the Detail Budget to reflect the total budget request for all local delinquent facilities that will receive Title I service in the current school year. The project budget total applied for on the Title I Local Delinquent Project Budget cannot exceed the total LEA Title I local delinquent allocation.

NOTE: You are not required to report FTE on the budget detail screen.
The directions provided for the General Budget screen can be used to assist the user in completing the Delinquent Education Budget screen. Explanation of the expenditure categories in the Local Delinquent Education Project Budget can be found under the General Budget screen section in this document.

T I T L E I
2013-2014 Delinquent Budget
ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Add Amendment | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

✔ **TIP: Click Update often to avoid losing your data.**

TITLE I LOCAL DELINQUENT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(Round to Nearest Dollar)		Objects						
Function	Expenditure Accounts	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other Expenses/ Other Uses of Funds	Total
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2700	Student Trans-portation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
	Total Project Budget (Do Not Exceed the Title I Local Delinquent Allocation)							$

To finalize the local delinquent budget and generate the final payment on the project, refer to the Finalizing a Title I Project section of this document and follow the same steps as indicated for closing the general budget.

For various reasons, it may become necessary for an LEA to amend the approved budget during the project year. The option for amending the Title I Local Delinquent Budget becomes available electronically once the SEA approves the local delinquent budget. The following is the amendment process for the local delinquent budget:

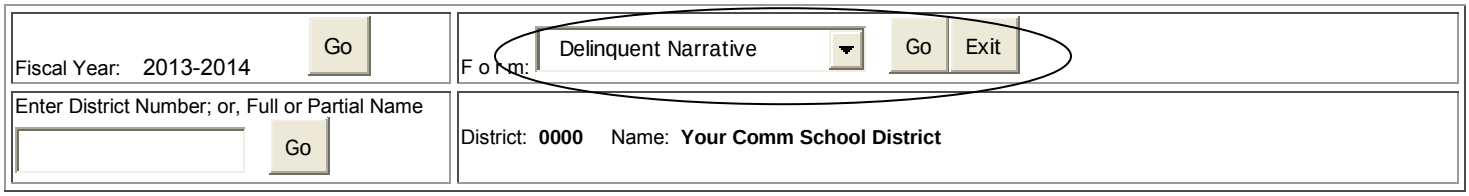
1. From the Delinquent Budget screen of the Title I electronic Internet application, click the **Add Amendment** button.
2. Complete the new budget by changing only those numbers that need to be changed. The totals will change only after the user clicks the **Update** button.

3. Click the **Update** button to save the new amended budget; then click the **Back to Summary** button to return to the budget screen. You may print a copy of the new budget by clicking on the **Netscape Print** button.
4. Certify the amended budget by clicking the **Certify** button.

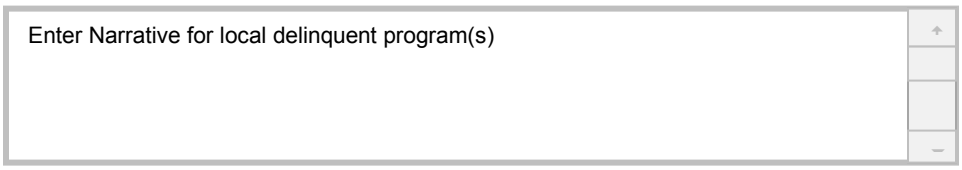
The amended budget will then go through the approval process at the State Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.
NOTE: The original budget will be available following an amendment process by using the dropdown menu on the local delinquent budget table.

DELINQUENT NARRATIVE SCREEN

NOTE: If your LEA receives Title I local delinquent funding, the user must complete the Delinquent Narrative screen in order to receive funding.



From the dropdown menu, select the Delinquent Narrative screen and click **GO**.



The maximum number of characters allowed, including spaces and punctuation is 3,000

If the LEA is providing Title I service to a local delinquent facility with Title I local delinquent funding, the Delinquent Narrative screen must be completed. The user must DESCRIBE how the services provided to any local delinquent facility with Title I local delinquent funding would be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs. **NOTE:** The Delinquent Narrative screen must be completed in order to certify the local delinquent budget and receive funding. As appropriate, **indicate NA – local delinquent funds not used for the purpose stated" in the narrative box.**

The five narrative questions are:

- Describe how the Title I local delinquent funds will be used to provide services at the local delinquent facility to assist children and youth in the facility to complete their education and/or transition services.
- Describe how the Title I local delinquent funds will be used to provide services at the local delinquent facility for dropout prevention
- Describe how the Title I local delinquent funds will be used to provide health and social services at the local delinquent facility.
- Describe how the Title I local delinquent funds will be used to provide vocational and technical education, etc., at the local delinquent facility.
- Describe how the title I local delinquent funds will be used to provide mentoring and peer mediation at the local delinquent facility.

Following the five narrative boxes, is a comment box where you may enter any comment you may have about the delinquent narrative.

✔ **TIP: Click "Update" often to save your changes.**

Delinquent Assurances

Each correctional facility entering into an agreement with an LEA under Section 1423(2) to provide services to children and youth under Part D, Subpart 2 must review the 11 assurances noted at the bottom of the Delinquent Narrative screen and respond "Yes" or "No" to the statement "The district assures that the above assurances have been met" before the district Title I application can be approved. Once the assurances statement has been answered, the user should click "Update."

When the Delinquent Narrative screen is completed, the user may print the screen by clicking the **Print Summary** button and the printer icon on the browser.

INSTRUCTIONS FOR COMPLETING MIGRANT EDUCATION APPLICATION

MIGRANT EDUCATION PROGRAM (MEP)
TITLE I, PART C of NCLB

For migrant education program technical assistance, contact Geri McMahon at 515/281-3944, geri.mcmahon@iowa.gov or Susan Selby at 515/281-4732, susan.selby@iowa.gov.

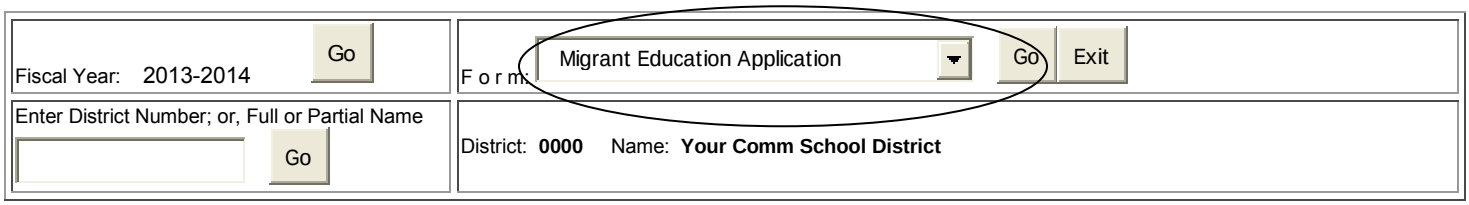
This form must be completed by Applicant Agencies that have received prior approval by the State Education Agency (SEA) to receive Part C of Title I - Education of Migratory Children funding. This application may be accessed through the Title I electronic Internet application at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click on the **Title I** button to access the Title I application screens. The due date for submission of the Title I electronic Internet application is September 15, 2013.

The Migrant Education Application, Project Staff Assignments, Migrant Budget, and Migrant Budget Detail screens together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, (which is now part of C-Plan), encompass the basic requirements of the Title I legislation connected with the education of migratory children including assurances, lobbying and debarment, student data, and budget.

NOTE: LEAs receiving Title I Migrant Education funding must participate in the development of the LEA's Comprehensive School Improvement Plan.

MIGRANT EDUCATION APPLICATION SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Migrant Education Application screen in order to receive migrant education Title I funding.



The migrant education screens will only be available if the LEA receives Title I Migrant Education, Part C funding. From the dropdown menu, select the Migrant Education Application screen and click **GO**.

T I T L E I
2013-2014 Migrant Education Application
MIGRANT EDUCATION PROGRAM (MEP)
TITLE I, PART C of IASA

Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Application Period: ☐ Regular Term ☐ Summer Term

The user only completes this screen if the LEA receives Title I Migrant Education Program funding. The period of school year time covered by the application needs to be reported as to whether the program is for the regular or summer term or both. Check the appropriate box or boxes that apply to your Migrant Education Project for the current funding period.

✔ **TIP: Click the Update button often to avoid losing data.**

Name and Address of Authorized Agency	**Your Comm School District** **Mailing Address** **City, State, Zip**
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: Zip: - FAX: - - Telephone: - - Email:

The legal name and address of the agency will be automatically displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number and e-mail address.

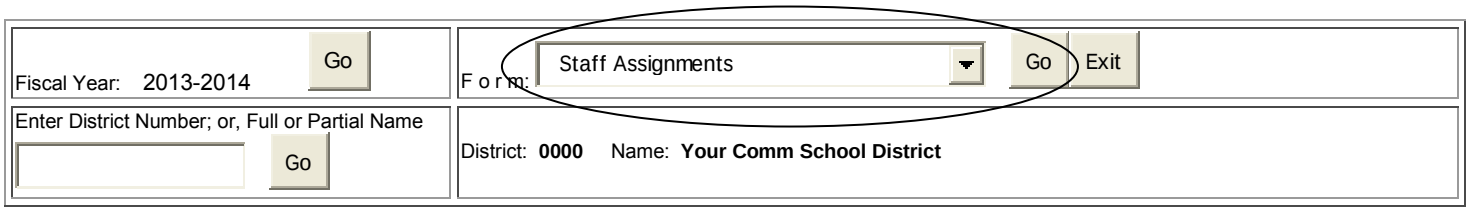
Areas of Impact (Name of Cities and Counties)

The LEA must report the cities and counties to be served by the migrant education program. As indicated by #1, the user should enter the cities and counties to reflect areas of impact from this particular migrant education program. In the event that the user enters a city and county and then determines that will not be an area of impact, the user may type DEL as indicated by #2 to delete an area that will **not** be impacted in this school year. The user may click the **Add New Area** button, as indicated by #3, to enter the name of cities and counties not shown that **will be** impacted or covered by Title I Migrant Education service.

✔ **TIP: This is a required section and must be completed before you can complete the application.**

PROJECT STAFF ASSIGNMENTS SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Project Staff Assignments screen in order to receive migrant education Title I funding.



From the dropdown menu, select the Staff Assignments screen and click **GO**.

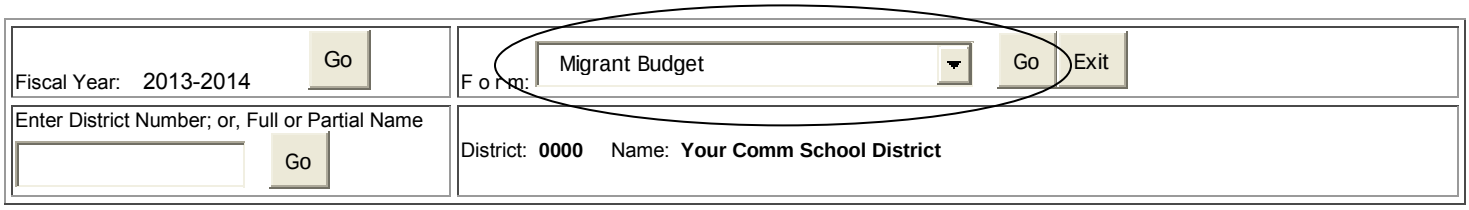
Staff Funded by Combined Migrant Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF			SUMMER TERM STAFF		
	WHOLE NUMBER	FTE	BILINGUAL	WHOLE NUMBER	FTE	BILINGUAL
CERTIFIED	1	.8	1	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
RECRUITERS	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	1	0.80	1	0	0.00	0

On the Project Staff Assignments screen, enter the number of staff assignments for which salary payments will be made from migrant education funds for services to be performed in either the regular and/or summer term. Also complete full-time equivalency (FTE) for staff assignments for the regular and summer terms. The FTE of a staff member must reflect part of a staff member's salary paid by migrant education. Carry this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). If your LEA receives funding for a SEA approved recruiter's salary, please show the appropriate FTE. When reporting migrant education program staff, the user must also indicate how many within each category are Bilingual. See the Project Staff Assignments screen section of this reference manual for definitions of each staff category.

✔ **TIP: Be sure to click Update to save data before moving on to the next screen.**

MIGRANT EDUCATION BUDGET SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Migrant Education Budget screen in order to receive migrant education Title I funding.

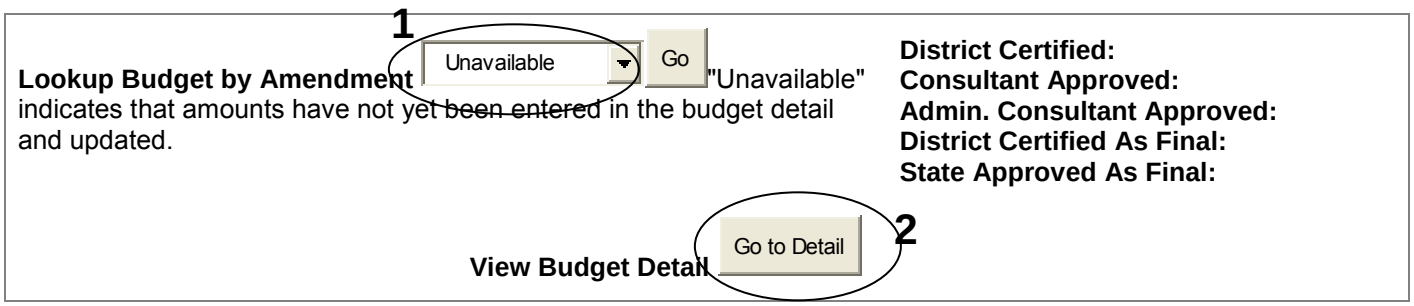


Select the Migrant Budget screen from the dropdown menu and click **GO**.

T I T L E I
2013-2014 Migrant Budget
ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

Add Amendment | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!



NOTE: If "Unavailable," indicated by #1 above, appears in the lookup box on the Migrant Budget screen, it indicates that the LEA has not yet entered amounts in the Migrant Education Budget Detail screen. To access the Migrant Budget Detail screen, click on the **Go to Detail** button indicated by #2 above.

TITLE I MIGRANT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2600	Operation and Maintenance of Plant							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
	TOTAL PROJECT BUDGET (NOT TO EXCEED MIGRANT ALLOCATION)						$	

There are two Migrant Education budget forms with this application: (1) a Title I Migrant Project Budget on the Migrant Budget screen which represents the total amounts requested and (2) a Migrant Detail Budget screen which provides a detailed account of expenditures to be incurred. Enter all expenses on the Detail Budget to be automatically transferred to the Title I Migrant Project Budget. Do not enter any figures in the "Total" fields, as totals will be completed as figures are entered into categories. Round all amounts to the nearest dollar.

NOTE: You are not required to report FTE on the budget detail screen.

Explanation of the expenditure categories in the Migrant Education Project Budget can be found under the General Budget screen section in this reference manual.

To finalize the migrant education budget and generate the final payment on the project, refer to the Finalizing a Title I Project section of this reference manual and follow the same steps as indicated for closing the general budget.

For various reasons, it may become necessary for an LEA to amend the approved budget during the project year. The option for amending the Title I Migrant Budget becomes available electronically once the SEA approves the migrant budget. The following is the amendment process for the migrant education budget:

1. From the Migrant Education Budget screen of the Title I electronic Internet application, click the **Add Amendment** button.
2. Complete the new budget and click "**Update**."
3. Click the **Back to Summary** button to return to the budget screen.
4. Certify the amended budget by clicking the **Certify** button.

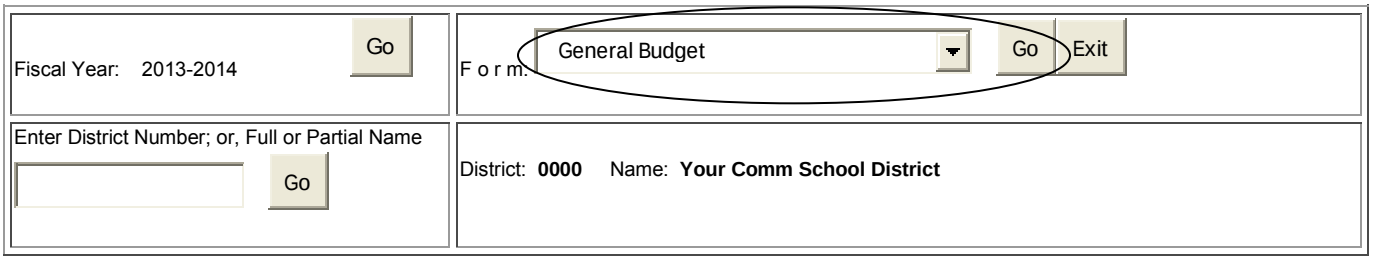
The amended budget will then go through the approval process at the State Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. **NOTE:** The original budget will be available following an amendment process by using the dropdown menu on the migrant budget table.

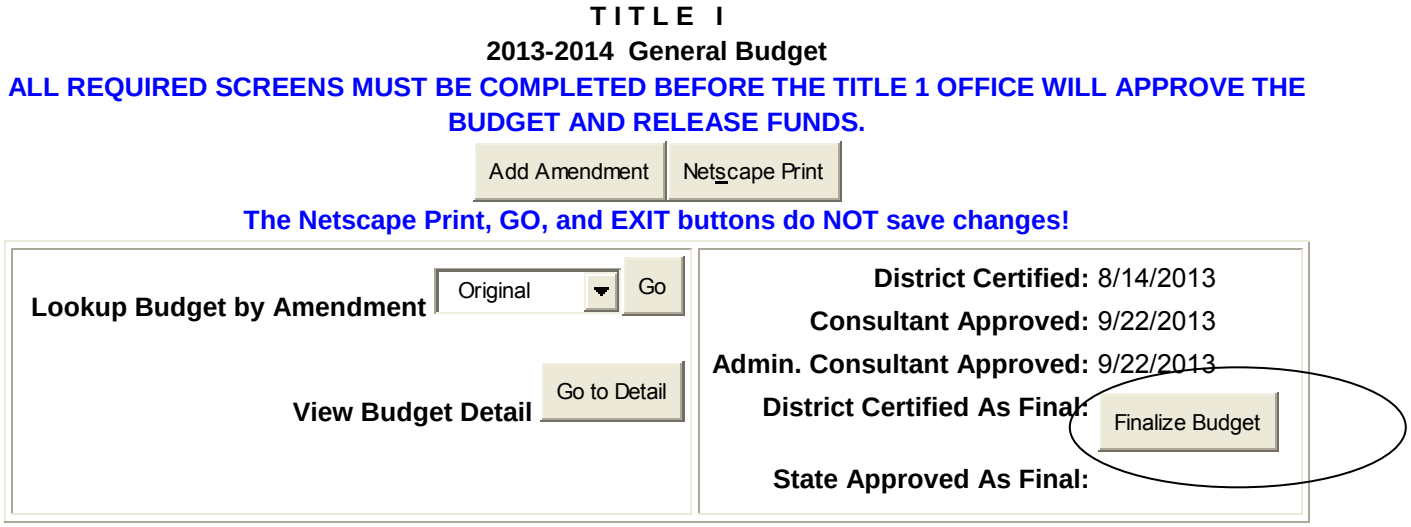
✔ **TIP: The Project Staff Assignments screen must be completed with staff funded from Title I, Part C migrant funds in order to certify the migrant budget and receive funding.**

FINALIZING A TITLE I PROJECT

REPORTING TITLE I EXPENDITURES

At the end of the project year, the district must declare final expenditures and complete the project budget via their Title I electronic Internet application. To initiate the process to report the district's actual Title I expenditures and receive final payment, as applicable, please follow the process outlined for **each** Title I project (general budget, carryover budget, migrant budget, local delinquent budget, SINA budget). Please note that all Title I budgets must be finalized **prior to August 1st** to comply with Generally Accepted Accounting Principles (GAAP).





The **Finalize Budget** button will only appear on the Title I electronic budget after the second and final payment on the Carryover Budget and after the district has received the third payment on the General Budget, and/or Local Delinquent Budget and Migrant Education Budget.

✔ **TIP: The Finalize Budget button should <u>NOT</u> be clicked until the end of the project year when expenditures have been made and the district is ready to close out the project following the process outlined in this section.**

To finalize a budget, go to the budget screen of the Title I electronic application. Work your way through the following flowchart to determine if your district is ready to finalize or needs to complete a budget amendment before finalizing.

#1

Is Title I project expenditures complete? All costs approved on budget have been paid (exception: only salaries and benefits left to pay, which are a fixed amount).

If answer to #1 is "Yes," go to #2.

#2 Is the answer "yes" to all 3 conditions:

1) Total Title I expenditures to be reimbursed equal the approved budget amount (we did not spend less than the approved budget amount); **and** 2) The approved budget includes actual Title I expenditures for this project (we do not want to spend funds for something we did not include in approved budget); **and** 3) Expenditures in any category do not exceed the approved amount by more than 10%

If the answer to #1 is "No," go to #1a.

If you did not answer "Yes" to all 3 conditions, you must complete a budget amendment. See #4 below.

If the answer to all 3 conditions in #2 is "Yes," go to #3.

#1a

Wait until Title I expenditures are complete to do this process and then start over with #1

#3

Go to General Budget screen and click button next to "District Certified as Final" to finalize the project.

NOTE: You may only perform this step, if you answered "yes" to all 3 conditions.

FINALIZE BUDGET

#4

ADD AMENDMENT

1) Go to General Budget screen; 2) Click the "**Add Amendment**" button; 3) Change budget to reflect actual expenditures; 4) Click "**Update**" and "**Back to Summary**" buttons; 5) Click "**Certify**" button next to "District Certified" to submit amendment to State; 6) Once the amendment is State-approved, click the button on the amended budget next to "District Certified as Final" to finalize the project.

FINALIZE BUDGET

*Be sure to repeat this process to finalize **each** Title I project budget.*

If the expenditures on the Title I budget are accurate and final, please select the **Finalize Budget** button. The final Title I payment will be received after the **Finalize Budget** button has been selected. Please be aware that all Title I budgets must be finalized **prior to August 1st** to comply with Generally Accepted Accounting Principles (GAAP).

NOTE: When amending to reflect your actual expenditures, please wait for the amendment to be approved by the State Title I office before certifying the budget as final.

✔ **TIP: You are reminded that the Finalize Budget button should not be selected until the user is certain all project budget expenditures are final and accurately listed in the project budget being certified as complete.**

NOTE: This electronic final completion process replaces a paper filing of the final financial report.

The LEA is required to complete the final project budget completion process for each approved project (i.e. carryover funds, migrant funds, local delinquent funds as well as general budget).

INSTRUCTIONS FOR COMPLETING
TITLE I ELECTRONIC BUDGET AMENDMENT

For various reasons, it may become necessary for a local district to amend an approved Title I budget during the project year. To complete this process, the LEA must submit an electronic amendment to the approved Title I budget of the Title I electronic Internet application.

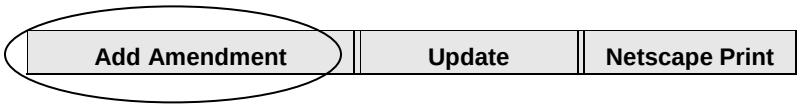
The Title I electronic Internet application may be accessed at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click on the **Title I** button to access the Title I application screens.

✔ **TIP: The password used to access BEDS information will not give access to Title I.**

The option for amending the Title I budget becomes available on the electronic budget screen once the State Title I office approves the LEA's general, general carryover, migrant or local delinquent budget. At that time, the **Add Amendment** button appears just below the header of the budget screen. For example:

T I T L E I
2013-2014 General Budget
You must click UPDATE to save changes...The GO and QUERY buttons do NOT save changes!

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

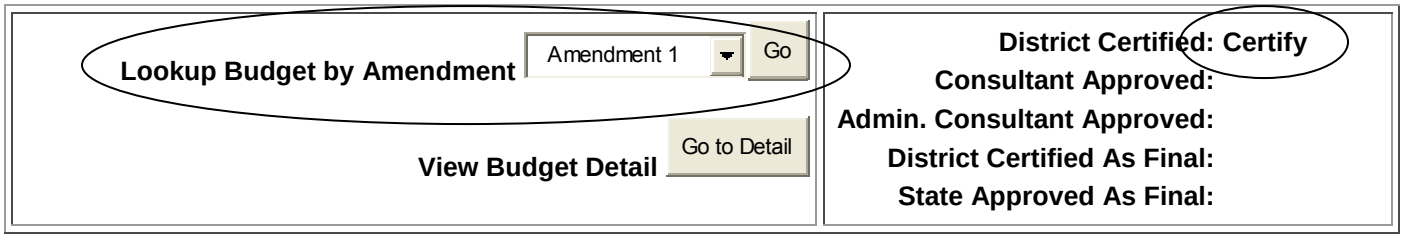


NOTE: Prior to beginning the amendment process, the user will want to have a hard copy of the original budget for Title I files and reference. The following is the electronic amendment process:

1. From the appropriate budget screen, click the **Add Amendment** button. The approved budget figures will be displayed on the detail budget screen.
2. Change the figures that need to be changed by clicking on the appropriate place in the budget and entering the new figure.

✔ **TIP: 1) the category total will change automatically for the specific budget item being amended once the Update button is clicked (NEVER try to enter a figure in a category total); and, 2) only use TAB or mouse clicks to move around in the budget (do NOT use "Enter" or the "Back" button on your browser).**

3. Do not make changes to those figures that remain the same as they appeared on the original approved budget. The amended budget must reflect the total expenditures you plan to have for the amended project budget. (**NOTE:** if the user is amending the general budget and you also have carryover funds, the amended general budget total plus the approved general carryover budget total should equal the expected total Title I reimbursement for the current project year. For example, if the district has an approved general budget of $110,000 and an approved general carryover budget of $25,000, but the total Title I expenditures for the year is only $125,000; the user should amend the general budget to $100,000.)
4. Click the **Update** button to save the new amended budget. Clicking the **Netscape Print** button and the printer icon on the browser will allow the user to print the budget detail screen. Click the **Back to Summary** button to return to the budget screen.
5. Scroll toward the bottom of the budget screen and review the amended budget as displayed in the Budget Project Summary table. The amendment will be submitted to the state Title I office only after you click the **Certify** button in the lookup box at the top of the budget table (see example below).



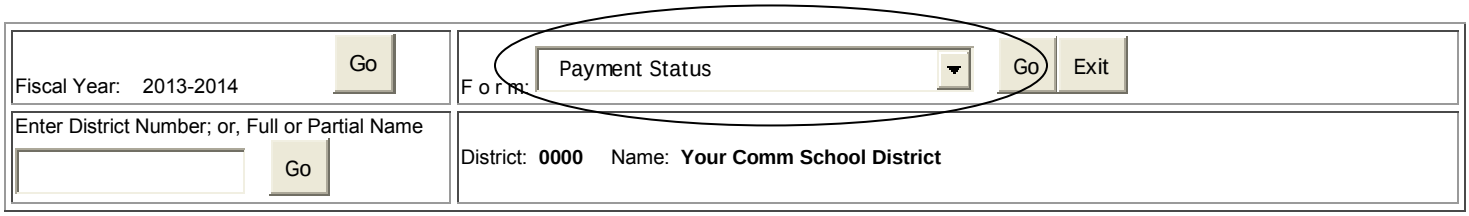
Once the user has clicked the **Certify** button, the current date will be entered and the SEA will be alerted that the LEA has completed the amendment process. The amended budget will go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. If an amendment has been made to the general budget that affects carryover for the coming year, the carryover will be reflected on the Payment Status screen in the difference between the allocation amount and the approved amount; and will be reflected on the next year's allocation notification letter and the LEA's Annual Application screen. You are reminded that, by law, a district with an allocation of $50,000 or more may only carry over 15% of the allocation. Once every three years the SEA is allowed to grant a waiver of the excess carryover. A district must submit a Waiver of Excess Carryover to apply to use the excess funds.

NOTE: The original budget will be available following an amendment process by using the lookup box dropdown menu at the top of the budget table that has been amended, by selecting "Original" where "Amendment 1" is noted and clicking the **GO** button (see example above).

✔ **TIP: Any current year general budget funds approved but not spent are only available as carryover funds in the next school year through the completion of an electronic amendment that reduces the unspent funds out of the current year approved general budget.**

NOTE: When amending to reflect your actual expenditures, please wait for the amendment to be approved by the state Title I office before certifying the budget as final.

PAYMENT STATUS SCREEN



From the dropdown menu, select the Payment Status screen and click **GO**.

T I T L E I
2013-2014 Payment Status

Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The Payment Status screen will allow the user to access Title I payment history for the district throughout the year. Quarterly payments are made approximately November, January, and April and will be entered once payment has been authorized for the LEA. The user will be able to determine at any time if a quarterly payment has been made, the amount paid, and the cumulative total paid for each approved project. The Quarter 4 payment represents the final payment that will be received after the user has performed the Final Project Budget Completion Process as explained in another section of this reference manual.

NOTE: Please notify Stephanie Sissel at 515/281-5315 or stephanie.sissel@iowa.gov if any discrepancy arises regarding the payment history recorded on the Payment Status screen.

Budget Type	Allocation	Approved	Quarter 1	Quarter 2	Quarter 3	Quarter 4	YTD
General Budget	$125,897	$105,346					$0
General Carryover	$15,748	$15,748					$0
Delinquent Budget							$0
Migrant Budget							$0
Total	$141,645	$121,094					$0

SINA Budget Type	Allocation	Approved	Quarter 1	Quarter 2	Quarter 3	Quarter 4	YTD
School Improvement Budget SINA	$18,000	$18,000					$0

Title I, Part A payments (General, General Carryover, Local Delinquent and SINA Budgets) should all use revenue source code 4501. Title I, Part C payments for Migrant Budgets should use revenue source code 4503.

Schedule of Title I Payments				
Budget Type	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
General Budget	25%	25%	25%	Based upon final expenditures
General Carryover	50%	50%	Complete final certification process after expenditures have been made	
Delinquent Budget	25%	25%	25%	Based upon final expenditures
Migrant Budget	25%	25%	25%	Based upon final expenditures
SINA Budget	50%	Final payment after project is certified as final		

Page intentionally blank

INSTRUCTIONS FOR COMPLETING
SCHOOLS IN NEED OF ASSISTANCE (SINA) APPLICATION

NOTE: LEAs having at least one attendance center identified as a school in need of assistance need to complete this application process.

The reauthorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind Act of 2001* continues to emphasize the goal of all students being proficient in reading and mathematics by 2013-2014. Each year LEAs provide the adequate yearly progress (AYP) data of students in Title I schools. When a school fails to make AYP for a single year, it is identified as a school in the "Watch" year. Schools in "Watch" year status do not face sanctions. However, to fulfill Title I Federal requirements (Section 1116) of ESEA, school buildings that do not make adequate yearly progress for two consecutive years are designated as schools in need of assistance (SINA). Buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized Title I legislation requires buildings identified as SINA to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the LEA.

A Statewide Support System for SINA has representatives from each area education agency. These individuals have received training to assist identified schools. The five phases of the assistance design include audit, diagnosis, design, implementation and evaluation. An identified school must develop an action plan within 90 days of notification by the Iowa Department of Education. The following consultants may be contacted for additional information: Susan Selby, 515/281-4732, susan.selby@iowa.gov for technical assistance with compliance issues; Karla Day, 515/281-7145, karla.day@iowa.gov, for Statewide Support System process.

The Iowa Department of Education is required by NCLB legislation, Section 1003, to reserve school improvement funds from the state Title I allocation. These funds must be used at the local level for the purpose of funding school improvement activities designed to improve student achievement in schools in need of assistance (SINA). Through a state allocation process these funds are allocated annually to local school districts for use in identified buildings.

Local education agencies that have received notification for a Title I school in need of assistance (SINA) and have received notification of school improvement grant funds that are available for use in the 2013-2014 school year to fund activities that support the building action plan must complete this application in order to receive those funds. This application may be accessed through the Title I electronic Internet application at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button. The user should click on the **Title I** button to access the Title I application screens.

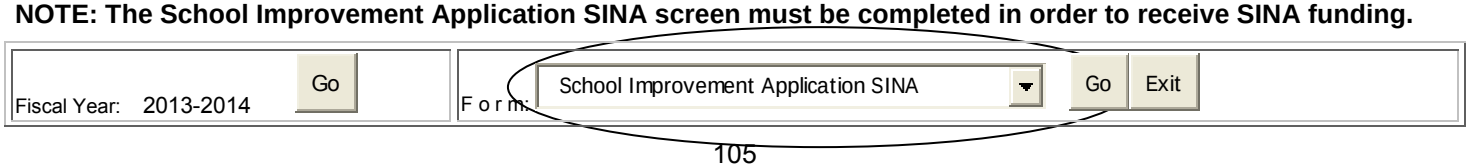
Completion of the School Improvement Application SINA, School Improvement Budget SINA for the district, School Improvement Budget SINA for each identified building, School Improvement Budget SINA detail for each identified building, and School Improvement Assurances SINA screens together with the building Title I SINA action plan encompasses the basic requirements to apply for SINA funds. In addition, the district must complete the Within District Targeting of Funds (WDTF) screen.

NOTE: LEAs receiving Title I SINA funds must complete a budget and participate in the development of the Title I SINA Action Plan for **each** identified school in need of assistance.

T I T L E I
2013-2014 School Improvement Budget SINA

SCHOOL IMPROVEMENT APPLICATION SINA

NOTE: The School Improvement Application SINA screen must be completed in order to receive SINA funding.



Enter District Number; or, Full or Partial Name [ ] Go	District: **0000** Name: **Your Comm School District**

State Only:	Application ID: T1	Login: 0000	Password:

In order to access the School Improvement Application screen, the user must select "School Improvement Application SINA" from the dropdown menu and click the **GO** button. **NOTE:** The School Improvement SINA screens will only be available if your district has a building that has been designated as a school in need of assistance (SINA).

T I T L E I

2013-2014 School Improvement Application SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2012-2013.

Forms Due No Later than November 1, 2013

Update | Netscape Print

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

LEA INFORMATION
Complete the contact information.

Name and Address of Authorized Agency	**Your Comm School District** **Mailing Address** **City, State, Zip** AEA Control Number: 9200
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: IA Zip: - FAX: - - Telephone: - - Extension: Email: yourname@ispservice.com Email Address Examples: yourname@ispservice.com Email Address Examples: your.longname@long.isp.service.com

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this SINA application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number if available, and e-mail address.

✔ **TIP: Click UPDATE often to avoid losing data.**

SINA SCHOOLS
Verify the list of schools that will receive services through the 2013-2014 Title I School Improvement Funds and indicate the instructional area(s) in need of improvement.

School Name, Number (District-Building), and Location Click School Name to Go to School Improvement Budget	School Improvement Funds Available for SINA School	Last Approved School Improvement Budget Total	Instructional Area in Need of Improvement
GO TO SINA School, District Number-Building Number, LEA	000000	$0 Final Certified: Not Done Final Approved: Not Done	Reading: **True** Math: **False**
All Schools Total	**$000,000**	**$0**	

Application Approval (To be Completed by State Educational Agency)
STATE ROLE MESSAGE ONLY: The following section is updateable by the State ONLY, but can be viewed by the district.
The above named local education agency is hereby notified of approval of financial assistance under Title I, Part A of the No Child Left Behind Act of 2001, Title I School Improvement Budget during the 2013-2014 school year, revenue Source Code 4501, CFDA 84.010A.

Agency Code Number	Project Number	Total LEA School Improvement Funds:
00-0000	0000-S-14	$000,000

This section of the SINA application screen will provide a list of the identified buildings for the district and will give the instructional area in need of improvement and the funds allocated for each building and district total. In the application approval section, the LEA will find the project number assigned by the state education agency and the total SINA funds available. For all schools designated as SINA/Delay 3 or above, the LEA must allocate a building allocation to fund Title I services that is greater than or equal to 85% of the previous year per-pupil amount. Refer to the Within District Targeting of Funds screen section in this document.

SCHOOL IMPROVEMENT BUDGET SINA

NOTE: The School Improvement Budget SINA screen must be completed and certified in order to receive Title I SINA funding.

There are three Title I SINA budget forms: (1) the Title I Current School Improvement Budget SINA Project Budget Summary on the School Improvement Budget SINA screen which represents the total **district** amounts requested for specific items found in the Detail Budget for each identified building receiving School Improvement SINA funds; (2) the Title I Current School Improvement Budget SINA Project Budget Summary which represents the total building amounts requested for specific items found in the Detail Budget for the identified building; and (3) the School Improvement Budget SINA Detail screen which provides an **itemized** account of expenditures to be incurred for the identified **building**. The SINA budget is supported with additional Title I dollars allocated to your LEA. The SINA budget is to reflect expenditures that assist with the implementation of your SINA action plan. Therefore, there should be a direct and clearly discernible correlation between your SINA action plan and budget items. SINA funds must be used for activities that have the best possibility to improve and sustain student achievement and foster systemic change within your school. SINA funds cannot be used for expenditures that do not have a direct impact on student achievement (e.g. an extensive technology purchase, furniture, copier). **NOTE:** SINA funds cannot be carried over.

Fiscal Year: 2013-2014 Go	Form: School Improvement Budget SINA Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**

	School: Your Comm School District 0000 Go		
State Only:	Application ID: T1	Login: 0000	Password:

To view the district summary budget data, click on the dropdown menu and select School Improvement Budget SINA screen and click the **GO** button. The screen will default to the Title I School Improvement Budget SINA Project Budget screen for the district.

T I T L E I

2013-2014 School Improvement Budget SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2012-2013.

Forms Due No Later than November 1, 2013

Netscape Print

Summary Records Are Browse Only

Fiscal Year: 2013-2014 Go	Form: School Improvement Budget SINA Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**
	School: Your Comm School District 0000 Go

Your Comm School District 0000-0000

Please complete a supplementary budget page for each school receiving school improvement funds. To navigate between schools, use the standard navigation area, above, and select a school using the School: drop-down menu. See the School Improvement Application for the list of schools with available funds. To view the district's total, navigate to the district, using the School: drop-down menu. The district's total will fill in automatically, using the data from the individual school budgets. **This is the district's TOTAL budget of the combined schools. This form is for display only and cannot be updated.**

TITLE I CURRENT SCHOOL IMPROVEMENT BUDGET SINA -- PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	$0	$0	$0	$0	$0	$0	$0
Instructional Staff and Support Services 2200							$0
Administration Support Services 2300							$0
Student Transportation Services 2700							$0
School Nutrition Services 3100							$0
Community Services (Parent) 3300							$0
Facilities Acquisition and Construction 4000							$0

	$0	$0	$0	$0	$0	$0	$0
TOTAL SCHOOL IMPROVEMENT PROJECT BUDGET (Do Not Exceed Fund/Allocation of $120,000)							$0

No data can be entered on the Title I Current School Improvement Budget SINA Project Budget Summary screen for the district. This is a summary table that displays totals automatically transferred from the School Improvement Budget SINA Detail screen for each identified building. To enter or review the Title I SINA budget for an identified building, from the LEA School Improvement Budget SINA screen use the dropdown menu, select the building name and click the **GO** button.

Fiscal Year: 2013-2014 Go	F o r m: School Improvement Budget SINA Go Exit		
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**		
	School: SINA School 0000 Go		
State Only:	Application ID: T1	Login: 0000	Password:

SINA SCHOOLS
Verify the list of schools that will receive services through the 2013-2014 Title I School Improvement Funds and indicate the instructional area(s) in need of improvement.

School Name, Number (District-Building), and Location Click School Name to Go to School Improvement Budget	**School Improvement Funds Available for SINA School**	**Last Approved School Improvement Budget Total**	**Instructional Area in Need of Improvement**

To go directly to an identified school budget screen and begin entering budget data, click on the school building name under the "SINA Schools" section of School Improvement Application SINA screen.

Your Comm School District, Elementary School 0000-0000

Please complete a supplementary budget page for each school receiving school improvement funds. To navigate between schools, use the standard navigation area, above, and select a school using the School: drop-down menu. See the School Improvement Application for the list of schools with available funds. To view the district's total, navigate to the district, using the School drop-down menu. The district's total will fill in automatically, using the data from the individual school budgets. **This is an individual school form and displays only the school's budget.**

Instructional Area in Need of Improvement

Reading: **True** Math: **False**

- Please complete budget to reflect SINA action plan components.
- 10% must be reserved for professional development within the building.

Lookup Budget by Amendment Original Go	**District Certified:**
	Consultant Approved:
	Admin. Consultant Approved:
View Budget Detail Go to Detail	**District Certified As Final:**
	State Approved As Final:

TITLE I CURRENT SCHOOL IMPROVEMENT BUDGET SINA -- PROJECT SUMMARY							
EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000							
Instructional Staff and Support Services 2200							
Administration Support Services 2300							
Student Transportation Services 2700							
School Nutrition Services 3100							
Community Services (Parent) 3300							
Facilities Acquisition and Construction 4000							
TOTAL SCHOOL IMPROVEMENT PROJECT BUDGET (Do Not Exceed Fund/Allocation of $80,000)							

Once the Current School Improvement Budget SINA Project Budget Summary screen is displayed for the identified building, the user will notice that the summary table is empty of figures. To enter budget data on the School Improvement Budget SINA Detail screen, the user must click the **Go to Detail** button as indicated above. The detail screen will automatically come up for the identified building.

SCHOOL IMPROVEMENT BUDGET SINA DETAIL SCREEN

NOTE: The School Improvement Budget SINA Detail screen must be completed in order to receive Title I funding.

Fiscal Year: 2013-2014 Go	F o r m: School Improvement Budget SINA Go Exit
Enter District Number; or, Full or Partial Name Go	District: **0000** Name: **Your Comm School District**
	School: SINA School 0000 Go

State Only:	Application ID: T1	Login: 0000	Password:

T I T L E I

2013-2014 School Improvement Budget SINA

Detail

Round to the nearest dollar.

Update Netscape Print

✔ **TIP: Click Update often to avoid losing data.**

The SINA budget detail page allows the user to enter the specific breakdown of Title I SINA expenditures claimed on the budget (see #1 below) and, if necessary, to provide a description of expenditures (see #2 below).

Your Comm School District, Elementary School 0000-0000		
FUNCTIONS	O B J E C T S	

Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
1 Instruction 1000	**Total $60,640** Certified salary $2,640 Associates salary $4,400 Subs salary $5,455 Other (No Indirect Costs) $48,145 Instructional Coaches or Reading Specialist	**Total $2,705** FICA $1,898 IPERS $807 Ins $0 Other (No Indirect Costs) $0	**Total $11,225** Travel Between Bldgs $0 Prof. Staff Development $11,225 Other (No Indirect Costs) $0	**Total $1,000** Consumables $0 Software $1,000 Title I Books $0 Diagnostic Testing Mat. $0 Other (No Indirect Costs) $0	**Total $0** Computer $0 Chair $0 Service Contract $0 Other (No Indirect Costs) $0 Other Description Computer Cart $0 Printer $0 TV/VCR $0 Tables $0 Bookcase $0 Desk $0 File Cabinet $0 Bookshelf $0	**Total $0** Prof. Dues $0 Other (No Indirect Costs) $0	**$75,570**
Instructional Staff and Support Services 2200			**Total $0** Inservice $0 Travel $0 Other $0				**$0**
Administration Support Services 2300 2	**Total $0** Title I Coord salary $0 Clerical salary $0 Other $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Audit (if eligible) $0 Other $0			**Total $2,680** Indirect Cost $2,680 Other $0	**$2,680**
Student Transportation Services 2700	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Input Total $0				**$0**
School Nutrition Services	**Total $0** Input $0	**Total $0** FICA $0	**Total $0** Input $0	**Total $0**			**$0**

3100	Total	IPERS $0 Ins $0	Total	Input Total $0			
Community Services (Parent) 3300	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Input Total $0	**Total $1,750** Input Total $1,750			**$1,750**
Facilities Acquisition and Construction 4000		**Total $0** Input Total $0	**Total $0** Input Total $0	**Total $0** Input Total $0			**$0**
Your Comm School District, Elementary School 0000-0000						**Total:**	$80,000

You may only enter SINA budget figures on the School Improvement Budget SINA Detail screen and those figures will be automatically placed into both the building and district Title I Current School Improvement Budget SINA Project Summary table on the School Improvement Budget SINA screen each time you click the **Update** button. **NOTE: Do not attempt to enter any figures in the "Total" fields as the total is automatically calculated as you enter specific expenditure figures.** Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current School Improvement Budget SINA Project Budget does not exceed the Title I SINA allocation as noted at the bottom of the School Improvement Budget SINA Detail screen. (**NOTE:** The allocation is not noted in the budget example above but rather on the Title I electronic Internet application. The user will find the allocation in the far bottom right corner of the budget detail table next to the total budget amount as circled above.)

✔ **TIP: Click Update often to avoid losing data.**

The SINA budget is supported with additional Title I dollars allocated to your LEA. The SINA budget is to reflect expenditures that assist with the implementation of your SINA action plan. Therefore, there should be a direct and clearly discernible correlation between your SINA action plan and budget items. SINA funds must be used for activities that have the best possibility to improve and sustain student achievement and foster systemic change within your school. SINA funds cannot be used for expenditures that do not have a direct impact on student achievement (e.g. an extensive technology purchase, furniture, copier). **NOTE:** SINA funds cannot be carried over.

✔ **TIP: Expenditures included in the budget will be approved only if the connection to the action plan is clear.**

The School Improvement Budget SINA Detail screen has as its purpose the providing of detail that is not possible to provide in the Title I Current SINA Project Budget. To assist you with this specific budget development, the following explanation of the Title I Budget will be made by discussing the nine columns moving left to right across the top of the budget.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**

Functions – Each function number represents a broad series of expenditures used in uniform financial accounting.

Expenditure Accounts – These expenditure categories represent the names of expenditure accounts to be used to classify Title I SINA expenditures.

Objects – Salaries – The salary amounts include all payments for services rendered that will be paid directly by the LEA from Title I SINA funds to existing teachers who work beyond the contract day or year for SINA related activities.

Objects – Employee Benefits – Title I SINA funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees employed for the purpose of the SINA

project within the identified building, and other related benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the current percents of 7.65% for FICA and 8.93% for IPERS. **The user must itemize the employee benefits by categories on the Budget Detail screen – FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

Objects – Purchased Services – Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed for the SINA project within the identified building. **NOTE:** Equipment repair is considered a purchased services expense.

Objects – Supplies – Approvable amounts for materials and supplies for the Title I school improvement project are to be entered in the Supplies column. Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I SINA activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I SINA supplies to be purchased must be itemized by category as identified on the SINA Budget Detail screen.**

Objects – Property – Approvable amounts for instructional equipment are to be entered in the Property Column. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I SINA activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I SINA property to be purchased must be itemized by category as identified on the SINA Budget Detail screen.**

Objects – Other Expenses and Other Uses of Funds – The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies or Property. This is the column to use for professional dues and indirect costs.

Objects – Total – This column includes the sum total of amounts recorded in each of the preceding columns.

✔ **TIP: See Function explanations below for proper placement of these costs.**

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I SINA expenses. Each expenditure category is explained as follows:

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Instruction 1000	**Total $60,640** Certified salary $2,640 Associates salary $4,400 Subs salary $5,455 Other (No Indirect Costs) $48,145 Instructional Coaches or Reading Specialist	**Total $2,705** FICA $1,898 IPERS $807 Ins $0 Other (No Indirect Costs)	**Total $11,225** Travel Between Bldgs $0 Prof. Staff Development $11,225 Other (No Indirect Costs) $0	**Total $1,000** Consumables $0 Software $1,000 Title I Books $0 Diagnostic Testing Mat. $0 Other (No Indirect Costs) $0	**Total $0** Computer $0 Chair $0 Service Contract $0 Other (No Indirect Costs) $0 Computer Cart $0 Printer $0 TV/VCR $0 Tables $0	**Total $0** Prof. Dues $0 Other (No Indirect Costs) $0	$75,570

Function 1000 – Instruction – Instruction costs would include salaries and employee benefits that are paid to existing teachers who work beyond the contract day or year for such purposes as additional professional development, student academic assistance, parent engagement planning or presentation, or other activities as appropriate. **NOTE:** Additional staff may not be hired for the purpose of adding additional grade level sections or reducing class size, but they can be hired as instructional coaches. However, substitute teachers or temporary staff may be hired for the purpose of developing, implementing or evaluating the SINA action plan. Title I SINA funds may be used to pay employee benefits under the Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) for salaried

Title I teachers and educational associates as these are mandated by law. **NOTE:** July 1, 2013, the employer share for IPERS increased to 8.93%.

Purchased Services would include stipends paid to non-district employees for such things as professional development activities and material or program development specific to the SINA action plan. Purchased Services can also include rental of instructional equipment or expenses incurred to provide the instructional service of the Title I SINA activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in the purchased services column. The Supplies column includes approvable amounts for *supplementary* materials that are directly connected to the SINA action plan that would not ordinarily be the responsibility of the district. The Property costs would be utilized for approvable amounts for *supplementary* instructional equipment that is directly connected to the SINA action plan that is beyond that typically purchased by the district.

Other Expenses and Other Uses of Funds would include indirect costs and would not be included under Function 1000 Instruction costs.

✔ **TIP: Indirect Costs go under Function 2300.**

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Instructional Staff and Support Services 2200			**Total** **$0** Inservice $0 Travel $0 Other $0				$0

Function 2200 – Instructional Staff and Support Services – Purchased Services includes amounts for inservice and travel.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Administration Support Services 2300	**Total** **$0** Title I Coord salary $0 Clerical salary $0 Other $0	**Total** **$0** FICA $0 IPERS $0 Ins $0	**Total** **$0** Audit (if eligible) $0 Other $0			**Total** **$2,680** Indirect Cost $2,680 Other $0	$2,680

Function 2300 – Administration Support Services – Salaries and Employee Benefits for the administration of Title I programs cannot be paid from Title I SINA funds. There is a notable exception to this rule:

- When summer school activities take place when an administrator is off contract. Again, the SEA makes the final decision. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

Approvable amounts for restricted indirect costs are to be entered on the Title I SINA project budget in the column, Other Expenses and Other Uses of Funds.

Indirect Costs are those costs that are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87.

The Iowa Department of Education annually calculates the indirect cost rates for LEAs from data submitted on their certified annual reports. The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a

given fiscal year. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. For information regarding the indirect cost rate calculation, contact Janice Evans, School Administration Consultant at 515/281-4740 or janice.evans@iowa.gov.

The indirect cost rate percentages for each LEA can be found at the Iowa Department of Education website at http://educateiowa.gov/index.php?option=com_content&view=article&id=1429&Itemid=2971. **The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits approved for Title I SINA staff.**

✔ **TIP: If the indirect cost amount applied for on the budget exceeds the maximum allowed for budgeted salaries and benefits, a RED warning will be received and will need to be corrected prior to proceeding.**

NOTE: For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Student Transportation Services 2700	**Total $0** Input Total $0	**Total $0** FICA $0 Ins $0	**Total $0** Input Total $0				$0

Function 2700 – Student Transportation Services – There would be few instances where Title I SINA dollars could be used for transportation.

NOTE: The district set-aside from Title I general budget project funds cover transportation costs for school choice.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
School Nutrition Services 3100	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Input Total $0	**Total $0** Input Total $0			$0

Function 3100 – School Nutrition Services – Title I SINA funds may be used for providing food and food services only when they are not covered by State or Federal funds received from the Bureau of Nutrition and Health Services of the Iowa Department of Education. The SEA will review each request individually.

FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Community Services (Parent) 3300	**Total $0** Input Total $0	**Total $0** FICA $0 IPERS $0 Ins $0	**Total $0** Input Total $0	**Total $1,750** Input Total $1,750			$1,750

Function 3300 – Community Services (Parent) – Title I SINA funds used for community services (parent) would include all costs incurred for parent/family engagement activities beyond those that are the responsibility of the district such as a nominal amount for food provided as part of a parent meeting or activity; childcare during parent activities; printing for parent activities; books for at-home reading. **NOTE:** Only activities beyond those already funded by Title I general budget project funds would be allowed.

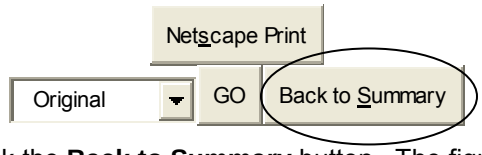
FUNCTIONS	OBJECTS						
Expenditure Accounts	**Salaries 100**	**Employee Benefits 200**	**Purchased Services 300**	**Supplies 600**	**Property 700**	**Other Expenses/Other uses of Funds 800**	**TOTAL**
Facilities Acquisition and Construction 4000			**Total** **$0** Input Total $0	**Total** **$0** Input Total $0	**Total** **$0** Input Total $0		$0

Function 4000 – Facilities Acquisition and Construction – This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I SINA funds may **not** be used for construction expenses.

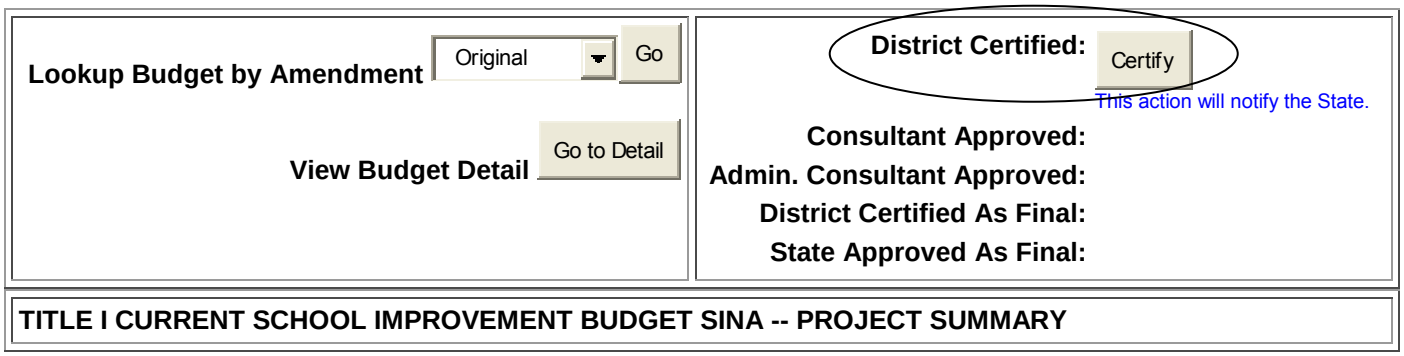
After all detail is completed, the user needs to click the **Update** button one final time. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work.

When all information has been entered and corrected on the School Improvement Budget SINA Detail screen and the "Updated Successfully" message received, the user may return to the building School Improvement Budget SINA screen to see the total budget figures in each category on the identified building Title I Current School Improvement Budget SINA Project summary table.

T I T L E I
2013-2014 School Improvement Budget SINA
Detail
Round to the nearest dollar.



To return to the SINA Budget screen, click the **Back to Summary** button. The figures that have been automatically entered on the building SINA Budget screen were also automatically added to the district School Improvement Budget SINA screen. After verifying the accuracy of the figures entered on the building SINA Budget screen, **the user must click the Certify button before the Title I staff can proceed with processing your application.**



To certify the budget, simply click on the **Certify** button that appears next to the words "District Certified" at the top of the budget table on the building School Improvement Budget SINA screen. The **Certify** button will enter the current date and notify the SEA that the building has completed the application process.

Once the LEA certifies the budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by State Title I staff, the user may remove district certification and make revisions to the budget by clicking on the **Undo Certify** button that appears only after the SINA budget is certified by the LEA.

✔ **TIP: It is advisable to visit with the Title I office prior to using the Undo Certify option.**

If during the course of the SINA budget project year it becomes necessary for the user to amend the identified building budget, please refer to the Amendment section of this reference manual to receive guidance on submitting an amendment to the SINA budget.

At the close of the SINA budget project year, the user should refer to the Finalizing a Title I Project section in this reference manual to comply with the requirements for reviewing the SINA budget and certifying the SINA project budget as final. School improvement funds must be expended by **June 30, 2013**, and final certification of the Title I SINA budget must be filed no later than **August 1, 2013**. There are no carryover funds but if the district spent less than the approved amount on the SINA project, the SINA budget must be amended to reflect actual expenditures.

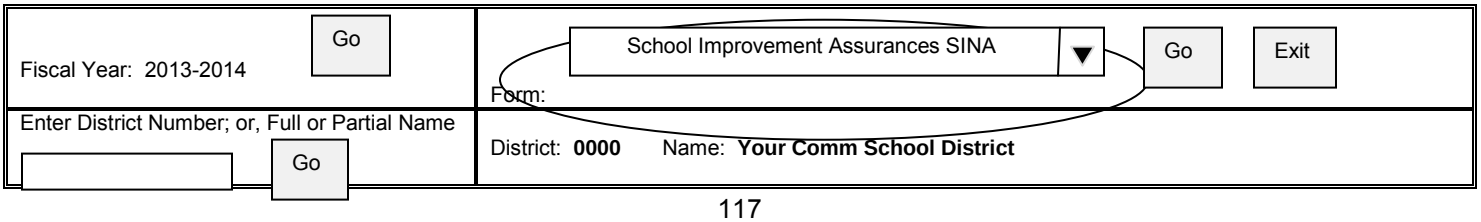
SINA BUDGET TIP SHEET

- There should be a clearly apparent connection between each budget item and the SINA action plan.
- Most budget items for SINA will fit in line item 1000 "Instruction" and line item 3300 "Community Services (Parent)."
- Line item 1000 "Instruction" would include salaries and benefits that are paid to existing teachers who work beyond the contract day or year for such purposes as:
  1. Additional professional development.
  2. Student academic assistance.
  3. Parent engagement planning or presentation.
  4. Other activities as appropriate.

  Note: Additional staff may not be hired for the purpose of adding additional grade level sections or reducing class size. However, substitute teachers or temporary staff may be hired for the purpose of developing, implementing, or evaluating the SINA action plan.
- Line item 1000 "Purchased Services" would include stipends paid to non-district employees for such things as:
  1. professional development activities;
  2. material or program development specific to the action plan.
- Line item 1000 "Supplies" would be used for materials that are directly connected to the SINA action plan that would not ordinarily be the responsibility of the district (Supplement vs. Supplant).
- Line item 1000 "Property" would be utilized for equipment that is directly connected to the SINA action plan that is beyond that typically purchased by the district (Supplement vs. Supplant).
- Line item 2300 "Other Expenses" would include indirect costs. Indirect cost rates are posted annually on the Iowa Department of Education website. District indirect costs are calculated only on budgeted salaries and benefits.
- Line item 3300 Community Services (Parent) would include all costs incurred for parent/family engagement activities beyond those that are the responsibility of the district, such as:
  1. a nominal amount for food provided as part of a parent meeting or activity;
  2. childcare during parent activities;
  3. printing for parent activities;
  4. books for at-home reading.

SCHOOL IMPROVEMENT ASSURANCES SINA

NOTE: The School Improvement Assurances SINA screen must be certified in order to receive Title I funding.



State Only:	Application ID: T1	Login: 0000	Password:

Once the budget application process is complete, the user should select "School Improvement Assurances SINA" from the dropdown menu and click the **Go** button.

T I T L E I

2013-2014 School Improvement Assurances SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2012-2013.

Forms Due No Later than November 1, 2013

Certify Assurances

You must click CERTIFY ASSURANCES to record your response. . . the GO and EXIT buttons do NOT save or record changes!

The School Improvement Assurances SINA screen will be displayed. The assurances should be reviewed and the user should click on the **Certify Assurances** button to certify that the information contained in the SINA application and action plan is correct and that the user has been given the responsibility of acting as the authorized representative for the LEA. In certifying the assurances, the authorized agent also assures the Iowa Department of Education that the Title I school improvement assurances will be implemented and complied with as stated and that it is understood that the LEA must comply with all applicable requirements upon approval of this application and plan by the SEA.

Following the peer review process for the two-year SINA action plan and the Iowa Department of Education approval of the SINA application, half (50%) of the SINA allocation will be distributed to the LEA. The LEA must certify the budget as final upon the completion of the project, which should be no later than August 1, 2013. The remainder of the funds will be distributed after the final certification is approved. All funds must be expended by June 30, 2013. Funds may not be carried over into the following school year. However, schools that remain on the SINA list or have SINA delay status may receive funds as available for the following year.

Iowa schools have worked hard to improve student achievement. On-going efforts and new initiatives are designed to continue this work and to benefit students. Thank you for your work as you proceed with this task. If you have questions, please contact Karla Day, 515/281-7145, karla.day@iowa.gov for technical assistance, compliance issues and questions regarding the Statewide Support System process.

TITLE I SINA/DINA ACTION PLAN

Schools and districts in need of assistance (SINA/DINA) must submit electronically through the Iowa Department of Education web application server a SINA/DINA plan. The action plan may be found at https://portal.ed.iowa.gov under C-Plan. Federal legislation requires technical assistance in developing the action plan and implementing instructional strategies to improve student achievement. All Title I schools in need of assistance must develop the two-year action plan in consultation with parents, school staff, the local education agency, and outside experts.

Each AEA has Statewide SINA Support Team members trained to assist schools in the process as prescribed in NCLB, Section 1117. Local school districts are encouraged to avail themselves of the expertise of these individuals. The action plan should be completed, peer reviewed, and submitted to the state Title I office within 90 days of notification (due by November 1, 2013).

As you prepare to update your **TWO**-year plan in the spring, it is important to focus on data relative to administrators, teachers, students, parents, and other stakeholders. It is imperative that the building/district frequently evaluate the success of actions outlined in the SINA/DINA plan. The system must be flexible enough to make appropriate adjustments to the plan BASED ON DATA to ensure increased student achievement and appropriate professional development of staff. As you monitor the effectiveness of your plan, always ensure that the actions are systemic in nature.

SINA TIMELINE

When a Title I school fails to make AYP, what is required?

Watch year	SINA/Delay 1	SINA/Delay 2	SINA/Delay 3 (Corrective Action)	SINA/Delay 4 (Plan for Restructuring)	SINA/Delay 5+ (Restructuring)
No actions are required	**District Responsibilities:** ✓ Notify parents ✓ Provide outside technical assistance ✓ Conduct peer reviews ✓ Approve building SINA plans ✓ Offer transfer option Reserve funds- ✓ 5% of district Title I allocation for choice-related transportation (unless a smaller amount is needed to comply) ✓ 15% of district Title I allocation for other needs related to choice	**District Responsibilities:** ✓ Notify parents ✓ Provide outside technical assistance ✓ Conduct peer reviews ✓ Approve building SINA plans ✓ Offer transfer option ✓ Offer Supplemental Educational Services Reserve funds- ✓ 5% of district Title I allocation for choice-related transportation (unless a lesser amount is needed to comply) ✓ 5% of district Title I allocation for Supplemental Education Services (unless a smaller amount is needed to comply) ✓ 10% of district Title I allocation for other needs related to choice	**District Responsibilities:** ✓ Notify parents ✓ Provide outside technical assistance ✓ Choose corrective action for each SINA 3 building from following options: o replace the school staff who are relevant to the failure to make AYP o institute and fully implement a new curriculum, including professional development o significantly decrease management at the school o extend the school day or school year o restructure the internal organization of the school ✓ Publicize and disseminate corrective action to all parents, media, etc. ✓ Provide opportunity for comment on corrective action to teachers and parents ✓ Approve building corrective action plans ✓ Offer transfer option ✓ Offer Supplemental Educational Services Reserve funds- ✓ 5% of district Title I allocation for choice-related transportation (unless a lesser amount is needed to comply) ✓ 5% of district Title I allocation for Supplemental Education Services (unless a smaller amount is needed to comply) ✓ 10% of district Title I allocation for other needs related to choice	**District Responsibilities:** ✓ Notify parents ✓ Provide outside technical assistance ✓ Choose restructuring action for each SINA 4 building from following options: o public charter o replace all/most of staff o private management o Other major restructuring ✓ Provide opportunity for teacher and parent participation in development of plan ✓ Provide notice of the restructuring action to teachers and parents and opportunity for comment ✓ Approve building restructuring plans ✓ Offer transfer option ✓ Offer Supplemental Educational Services Reserve funds- ✓ 5% of district Title I allocation for choice-related transportation (unless a lesser amount is needed to comply) ✓ 5% of district Title I allocation for Supplemental Education Services (unless a smaller amount is needed to comply) ✓ 10% of district Title I allocation for other needs related to choice	**District Responsibilities:** ✓ Notify parents ✓ Provide outside technical assistance ✓ Ensure implementation of restructuring action planned in SINA 4 for each SINA 5 building Reserve funds- ✓ 5% of district Title I allocation for choice-related transportation (unless a lesser amount is needed to comply) ✓ 5% of district Title I allocation for Supplemental Education Services (unless a smaller amount is needed to comply) ✓ 10% of district Title I allocation for other needs related to choice

Watch year	SINA/Delay 1	SINA/Delay 2	SINA/Delay 3 (Corrective Action)	SINA/Delay 4 (Plan for Restructuring)	SINA/Delay 5+ (Restructuring)
	Building Responsibilities: ✓ Develop and implement a SINA plan ✓ Align SINA budget and action plan ✓ Define root cause of building missing AYP and identify how plan will improve academic achievement Reserve funds- ✓ Reserve and spend 10% of building Title I allocation for professional development in the area of identification **State Responsibilities:** ✓ Make technical assistance available ✓ If SEA determines that an LEA failed to carry out its responsibilities, take such corrective actions as SEA determines to be appropriate and in compliance with State law ✓ Ensure that academic assessment results are provided to schools ✓ Notify Secretary of major factors that were brought to the attention of the SEA that have significantly affected student academic achievement	**Building Responsibilities:** ✓ Develop and implement a SINA plan ✓ Align SINA budget and action plan ✓ Define root cause of building missing AYP and identify how plan will improve academic achievement Reserve funds- ✓ Reserve and spend 10% of building Title I allocation for professional development in the area of identification **State Responsibilities:** ✓ Make technical assistance available ✓ If SEA determines that an LEA failed to carry out its responsibilities, take such corrective actions as SEA determines to be appropriate and in compliance with State law ✓ Ensure that academic assessment results are provided to schools ✓ Notify Secretary of major factors that were brought to the attention of the SEA that have significantly affected student academic achievement	**Building Responsibilities:** ✓ Develop and implement plan for corrective action ✓ Define root cause of building missing AYP and identify how plan will improve academic achievement ✓ Align SINA budget and action plan **State Responsibilities:** ✓ Make technical assistance available ✓ If SEA determines that an LEA failed to carry out its responsibilities, take such corrective actions as SEA determines to be appropriate and in compliance with State law ✓ Ensure that academic assessment results are provided to schools ✓ Notify Secretary of major factors that were brought to the attention of the SEA that have significantly affected student academic achievement	**Building Responsibilities:** ✓ Develop plan for restructure ✓ Define root cause of building being identified for restructuring and identify how plan will improve academic achievement ✓ Continue to implement corrective action ✓ Align SINA budget and action plan **State Responsibilities:** ✓ Make technical assistance available ✓ If SEA determines that an LEA failed to carry out its responsibilities, take such corrective actions as SEA determines to be appropriate and in compliance with State law ✓ Ensure that academic assessment results are provided to schools ✓ Notify Secretary of major factors that were brought to the attention of the SEA that have significantly affected student academic achievement	**Building Responsibilities:** ✓ Implement restructuring plan ✓ Align SINA budget and action plan **State Responsibilities:** ✓ Make technical assistance available ✓ If SEA determines that an LEA failed to carry out its responsibilities, take such corrective actions as SEA determines to be appropriate and in compliance with State law ✓ Ensure that academic assessment results are provided to schools ✓ Notify Secretary of major factors that were brought to the attention of the SEA that have significantly affected student academic achievement

Note: Please refer to detailed summary on DE website for specific requirements.

Districts in Need of Assistance

Local education agencies that are identified as year 1 or year 2 **Districts** in Need of Assistance (DINA) typically must complete an addendum to their Comprehensive School Improvement Plan (CSIP). However, because all districts are required to enter a CSIP into C-Plan for the first time in the fall of 2012, no CSIP Addendum is required this year. LEAs that are identified as year 3 DINA must seek outside technical assistance and create a corrective action plan. The State Support Team can be selected to provide outside technical assistance for the LEA identified as DINA. Questions regarding districts in need of assistance should be directed to Karla Day at 515.281-7145 or karla.day@iowa.gov.

SINA Set-Asides

Choice-Related Transportation

The law establishes joint funding for choice-related transportation and Supplemental Education Services (SES). Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES, an LEA must spend an amount equal to 20 percent of its Title I, Part A allocation. If an LEA spends less than the amount needed to meet its 20 percent obligation, it must meet the following criteria before it may use unexpended funds from the 20 percent obligation for other allowable activities.

ASSURANCES

The district has met the following criteria:

a. Partnered to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental education services.
b. Ensured that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain supplemental education services by—
    1) Providing timely, accurate notice
    2) If applicable, ensuring that sign-up forms for supplemental education services are distributed to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families
    3) If applicable, providing a minimum of two enrollment "windows," at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting supplemental education services and selecting a provider
    4) If applicable, ensuring that eligible supplemental services providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.
c. Assures that funds will be reverted to the district's general Title I budget and expended in compliance with all Federal and State laws, rules, and regulations regarding Title I programming.

In addition, an LEA that spends less than the amount needed to meet its 20 percent obligation and does not intend to spend the unexpended amount in the subsequent school year must maintain records that demonstrate it has met the criteria above and must notify the SEA that it has met the criteria and intends to spend the remainder of its 20 percent obligation on other allowable Title I activities.

Districts must notify the Iowa Department of Education if they do not intend to spend the total 20 percent set aside.

Please contact Susan Selby at susan.selby@iowa.gov for the form, "NOTIFICATION – Unexpended Funds for Choice-Related Transportation & Supplemental Education Services."

School Choice / Title I Schools

When a school is identified as SINA, what must they do?

Upon identification of status as a school in need of assistance, the district must use an Iowa Department of Education template to provide parents with written information regarding the following:

- Reason for identification.
- What identification means.
- Comparison of building achievement to other buildings in the district.
- Opportunities for parents to become involved in the SINA process and student success.

- School choice/transfer options
    - Including, at minimum, the academic achievement levels at choice option schools.
- Details about actions the school is taking to address low performance.
- Details of what SEA/LEA is doing to assist the identified school.

When must Title I schools identified as SINA offer public school choice to their students?

Title I schools must offer public school choice to their students if the school is:

- In the first year of school improvement,
- In the second year of school improvement,
- In corrective action, or
- In the planning year for restructuring.

The district must report to the Iowa Department of Education, through Student Reporting in Iowa (SRI), the following for each identified building:

- The number of students eligible for choice.
- The number of students requesting choice.
- The number of students granted choice.

[Title I, section 1111(h)(4)(F)].

Which students in a Title I SINA school are eligible for the school choice option?

All students enrolled in the Title I SINA school are eligible for choice.

What if it is not possible to offer the school choice transfer option to all students requesting it?

Priority must be given to the lowest achieving, low income students.

Which schools can receive students through the school choice transfer option?

Any school offered as a choice option must have higher academic performance than the school of origin and may not be identified for improvement.

If more than one school is available as a choice option, the LEA must offer more than one school choice to eligible students.

Which schools in the LEA cannot receive students for the school choice option?

Students may not transfer to any schools that:

- Have been identified for improvement, corrective action, or the planning year of restructuring; or
- Have been identified by the State as persistently lowest-achieving.

How are parents to be notified about the school choice option?

Parents should be notified about the school choice option by using the letter templates provided by the Iowa Department of Education at http://educateiowa.gov/index.php?optoin=com_content&view=article&id=2820%3Aschools-and-districts.

- An LEA must provide a written explanation of the school choice transfer option to all parents of students enrolled in Title I schools that have been identified as having to provide choice. The explanation must assure that parents will understand what services are offered in receiving schools.
- This notification must be in a comprehensive, easy-to-understand format and to the extent practicable, in a language the parents can understand.
- At a minimum, this notification must:
    - Inform parents that their child is eligible to attend another public school due to the less than adequate performance of their current school;
    - Identify each public school, including public charter schools, that the parent can select; and
    - Describe the performance and overall quality of those schools.

How long must a school offer the school choice option?

If an eligible student exercises his or her school choice option, an LEA must permit the student to remain in the new school until the student has completed the highest grade in the school.

The LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action, or in the planning year of restructuring.

What if no receiving schools are available to receive students through the school choice transfer option?

Parents must *still* be notified that their child's school is identified for school improvement and that the child is eligible for the school choice transfer option, but that no choices are currently available.

Such notification **may** also inform parents of the option of supplemental education services for all children who are eligible.

- This may occur when all schools at a grade level are in school improvement. In this case, the LEA shall, to the extent practicable, establish a cooperative agreement with other LEAs in the area.
- Other situations may also exist, such as where there is only one school in the district or when the rural or isolated nature of an LEA prevents the school choice option.

What are the responsibilities of the receiving school?

A school that receives students under the school choice option must ensure that the students are enrolled in classes and other activities in the school in the same manner as all other students in the school.

What about transportation related to the school choice option?

An LEA with a school in need of assistance must pay for, or provide, transportation to the new school as a result of the school choice option.

- An LEA is responsible for transportation until the school of origin is no longer in improvement status.

The following is how an LEA may fund transportation costs for the school choice option:

- Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for supplemental education services, an LEA must spend up to an amount equal to 20 percent of its **Title I, Part A allocation**, before any reservations, for:
    - Choice-related transportation;
    - Supplemental education services; or
    - A combination of choice-related transportation and supplement education services.

If necessary, the LEA must establish priorities in determining who receives services.

- When more students request services than the school district can fund, the district must place a priority on serving students who are the lowest achieving.

Supplemental Education Services

Each summer Local Education Agencies (LEAs) across Iowa complete their Adequate Yearly Progress (AYP) site for their schools. Some Title I schools will be identified as Schools in Need of Assistance (SINA) for two or more years. These SINA 2 or higher schools will need to meet the federal Supplemental Education Services (SES) regulations.

Supplemental education services (SES) is additional academic instruction designed to increase the academic achievement of eligible students in schools in the second year of improvement, corrective action, or restructuring. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by the LEA. SES must be high quality, research-based, and specifically designed to increase student academic achievement.

The Iowa Department of Education (IDE) must approve SES provider applications and post the approved list on the IDE website at: http://educateiowa.gov/index.php?option=com_content&view=article&id=1635&catid=497&Itemid=2441.

Section 1116 of NCLB requires "*the local educational agency* to develop, in consultation with parents (**and the provider chosen by the parents**) a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement" [*Section 1116(e)(3)(A)].*

It is the responsibility of the LEA, not the responsibility of a provider, to ensure that an agreement is completed for each student participating in SES and that each agreement includes the information required under the statute. However, an LEA and a provider may agree that the provider will complete, on behalf of the LEA, the agreement for each student the provider serves. An LEA cannot require a provider to develop the agreements for the students it serves, absent the provider's consent. Ultimately, the LEA is responsible for reviewing and approving all agreements, and for making sure that all agreements, whether developed by the LEA or by a provider on behalf of the LEA, are completed for all students participating in SES and include the required information.

Additionally, LEAs may be contacted by SES providers wishing to discuss their services for students. LEAs should make every attempt to foster a cooperative relationship with SES providers who will be working with students from the identified school.

Full SES guidance can be found at: http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

Understanding Supplemental Education Services (SES):

Supplemental education services must be:

- High quality, research-based tutorial programs.
- Designed to increase the academic achievement of children.
- Explained to parents so they are given the opportunity to select a service from a list of State-approved providers.
- Outside the regular school day.
- Aligned with district content standards and instruction.

NOTE: The district is not required to provide transportation for off-site SES.

Schools identified as a school in need of assistance in year 2 must:

- Offer supplemental education services to all low-income students.
- Offer choices of multiple State-approved supplemental education services providers.
- Set aside funds to pay the per pupil allocation for services provided.
- Assure that the school, parent, and supplemental education services provider work together.
- Work with the supplemental education services provider to design an individual student academic plan.

State Role in Supplemental Education Services:

The Iowa Department of Education will:

- Control the SES provider approval process.
- Assist with the monitoring of services and program implementation.
- Notify districts of changes/updates with Title I legislation regarding supplemental education services.

District Role in Supplemental Education Services:

The local education agency will:

- Collaborate with the Iowa Department of Education in identifying potential providers within the LEA.
- Notify parents at least twice per year of SES availability. There must be at least two enrollment times per year.
- Ensure that parents have current information, in a timely manner, by prominently displaying on district web site:
    - The number of students eligible for and the number of students who receive SES each year;
    - The most current list of approved SES providers;
    - The location of supplemental education services in the district to ensure that parents have current information regarding district SES.
- Establish a process by which parents may sign students up for supplemental education services.
- If requested, assist parents in choosing a provider.
- Develop an individual student plan (ISP) for each student served.
- Enter into a contractual agreement with parent-selected SES providers regarding expectations for service, individual student academic plans and financial arrangements.
- Establish fair and equitable procedures for serving students if all students cannot be served.
- Ensure that eligible students with disabilities and limited English proficiency receive appropriate services.
- Protect the privacy of students who are eligible for or receive SES.

- Pay the per pupil allocation for services provided.
- Monitor SES program implementation.
- Meet with SES providers regularly.
- The district must report to the Iowa Department of Education the following for each identified building:
    - The number of students eligible for SES
    - The number of students requesting SES
    - The number of students receiving SES
- Meet the 20% SES obligation. If an LEA spends less than the 20%, it must spend the remainder on SES in the following school year in addition to the 20% required in the following school year or complete a Notification of Unexpended Funds. Contact Susan Selby at susan.selby@iowa.gov for the form.

Supplemental Education Services (SES) Notifications:

An LEA should work to ensure that parents have comprehensive, easy-to-understand information about SES *[Section 1116(e)(2)]*. AN LEA's notice to parents must:

- Explain how parents can obtain SES for their child.
- Identify each approved SES provided within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning.
- Describe briefly the services, qualifications and evidence of effectiveness for each provider.
- Indicate providers that are able to serve students with disabilities or LEP students.
- Include an explanation of the benefits of receiving supplemental education services.

The LEA's notice to parents should also:

- Describe the procedures and timelines that parents must follow to select a provider to serve their child, such as where and when to return a completed application.
- Explain how the LEA will notify parents about enrollment dates and start dates.
- Provide LEA contact information.
- Include information, in the parental notification, on how the LEA will set priorities in order to determine which eligible students receive services if there are not sufficient funds to serve all eligible students.

In addition:

- Local education agencies may be contacted by supplemental education services providers wishing to discuss their services for students.
- LEAs should make every attempt to foster a cooperative relationship with SES providers who will be working with students from the identified school.
- Parents must be notified of their child's eligibility for services.
- There are no "preferred" supplemental education services providers.

Supplemental Education Services Providers:

All supplemental education services providers must be approved by the Iowa Department of Education.
SES providers may include:

- Private providers—individuals or corporations.
- The local education agency for identified schools within or outside of the LEA.
- School buildings within the LEA.
- Area education agencies.

Supplemental Education Service Provider Role in Supplemental Education Services:

The SES provider will:

- Ensure that instruction is research based, of high quality and is consistent with local academic standards.
- Be approved by the Iowa Department of Education as a recognized supplemental education services provider.
- Provide academic assistance to students outside of the regular school day in a secular, neutral and non-ideological environment.
- Work collaboratively with the LEA, SINA building principals, and parents.
- Assist each student in meeting specific achievement goals as determined in consultation with LEA, the provider and the student's parents.
- Adhere to timetable for improving student's achievement as determined in consultation with LEA, the provider and the student's parents.
- Measure students' progress and regularly provide written feedback to the parents and classroom teachers regarding individual student progress (ISP reporting).
- Ensure confidentiality for any student eligible for or receiving SES without written permission of student's parents.
- Meet all applicable federal, state and local health, safety, and civil rights laws.

Calculating Supplemental Education Services Costs:

Districts must set aside from Title I Part A funds an equivalent of 20% of the Title I allocation for SES/school choice, unless parent demand for SES/school choice transportation can be met with less.

The 20% of the Title I allocation set aside is reserved as:

- 5% for school choice.
- 5% for supplemental education services.
- Remaining 10% available for supplemental education services and/or school choice as need demands.

Calculating the Per Pupil Allocation:

- Section 1116 (e)(6) requires that each student receiving supplemental education services must get the **lesser** of:
  - The ED calculated per pupil amount for supplemental education services;

    OR
  - The actual costs of Title I supplemental education services the student receives.
- The calculated per pupil amount is available on the Iowa Department of Education web site under Title I allocations for the 2013-2014 school year. The per pupil amount represents the LEA Title I Part A allocation divided by the U.S. Department of Education poverty formula child count.

IOWA Support Team for Schools and Districts in Need of Assistance (SINA/DINA)

The Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) has been developed in response to state and federal legislation under NCLB. The legislation requires that "each state shall establish a statewide system of intensive and sustained support and improvement." Within three months following identification by the Iowa Department of Education, No Child Left Behind requires that a School in Need of Assistance develop a two-year plan that:

- addresses core academic subjects;
- utilizes scientifically researched strategies;
- implements new teacher mentoring;
- includes parent involvement activities; and
- provides for a peer review of the plan.

The purpose of the Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA) is to assist the districts'/schools' achievement of the following:

- Educate all students to high standards;
- Strengthen the internal capacity of each district and school;
- Focus accountability on results; and
- Integrate quality educational practices with local decision making.

The Iowa Support Team consists of representatives from each of Iowa's Area Education Agencies and Iowa Department of Education Title I staff. For a current listing of the Iowa Support Team members, follow this link to the DE web site: http://www.educateiowa.gov/index.php?option+com_content&view=article&id=2820.

GENERAL TITLE I INFORMATION

Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging academic standards. The *No Child Left Behind Act of 2001 (NCLB)* re-authorizes the ESEA and incorporates major reforms for education reform, particularly in the areas of assessment, accountability, and school improvement. NCLB requires the development of standards in reading and math, and assessments linked to those standards for all students in grades 3-8. LEAs and schools must use Title I funds for activities that scientifically based research suggests will be most effective in helping all students meet those standards.

STATE TITLE I POLICIES

Iowa has established a limited number of State policies that are not mandated by Federal regulations. These policies are as follows:

1. The SEA has established a $1,000 minimum for a carryover allocation. Carryover funds are computed by subtracting the approved current budget figure from the current allocation. Title I legislation allows an LEA to carryover, at maximum, 15 percent of the current allocation for allocations of $50,000 or more. However, the SEA may, once every three years waive the percentage limitation. LEAs having allocations of less than $50,000 are limited only to the State established $1,000 carryover minimum. **NOTE**: In order to use currently approved unspent funds as carryover, you must amend the previous year's current budget to the actual expenditures.

2. The SEA withholds funds from LEAs with delinquent participation data forms, equipment inventory and/or disposal record, comparability reports, parent involvement policy/student compacts or school improvement plans not on file as required.

TITLE I GRANT AVAILABILITY AND ALLOCATION PROCESS

Title I, Part A Grants

Title I, Part A funds are allocated to LEAs under four funding formulas. Basic grants represent roughly 90 percent of annual funding. Concentration grants have been appropriated since 1989-90 as additional funds allocated to LEAs with high numbers or percentages of low-income children. Beginning with the 2002-2003 school year, Congress has appropriated two additional supplementary mechanisms. Similar to concentration grants, targeted grants are intended to boost the share of Title I funds received by high-poverty LEAs by specifically focusing funds on the highest-poverty LEAs. Education finance incentive grants (EFIG) rewards states with high levels of school finance equity by giving all LEAs some extra money. Targeted grants and EFIG grants are not separate programs, but simply a way of providing extra aid to LEAs. Once the funds arrive at the LEA, they may be commingled and used for identical purposes. Title I grants to local education agencies provide financial assistance to LEAs for supplemental services to improve the teaching and learning of children at risk of not meeting challenging academic standards, especially those children who reside in areas with high concentrations of children from low-income families.

Title I is forward-funded. This means that funds are appropriated for a given Federal fiscal year (FFY) beginning October 1, but the monies are not available for expenditure until the school year (SY) that begins the subsequent July 1. For example, funds appropriated in the fall of 2012 for FFY 2013 (October 1, 2013– September 30, 2014) are available for SY 2013-2014, which begins July 1, 2013. Funds are available for 15 months (July 1, 2013 – September 30, 2014). The Tydings Amendment of 1969 allows LEAs to carry over for one additional year any Federal education funds that were not obligated in the period for which they were appropriated. Thus, appropriations are available for a total of 27 months. Carryover funds allow LEAs to maintain a reserve to cover unanticipated expenses or cushion the LEA from unexpected declines in Federal funding. In 1988, Congress enacted a 15 percent ceiling on the amount of Title I funds that an LEA may carry over from year to year. However, an LEA receiving an allocation of less than $50,000 is exempt from the 15 percent limit, and states may grant an LEA a waiver to carry over funds in excess of the 15 percent limit once every three years.

Until the 1999-2000 school year, the U.S. Department of Education calculated allocations down to the county level, using several data elements. Counties did not actually receive funds, but were the smallest geographical unit for which the Federal government had all the necessary data. States sub-allocated the county amounts to LEAs within each county, in a separate allocation process.

Beginning in school year 1999-2000, the Title I statute required the U. S. Department of Education (ED) to allocate Title I grants to eligible LEAs rather than counties. ED allocations reflect the list of LEAs as they exist on maps provided to the Bureau of the Census by each state. Children, between the ages of 5 to 17, with the appropriate status (low-income, foster child, etc.) may be counted for the purpose of generating funds. These children are commonly termed "formula children." The U. S. Department of Education determines the eligibility of each of these LEAs for a Title I grant using the number of formula children under section 1124(c) of Title I; that is, updated poverty estimates produced by the Census Bureau, children above poverty in families receiving Temporary Assistance for Needy Families (TANF), foster children reported by the Department of Health and Human Services, and children living in institutions for neglected children reported by each state to the U. S. Department of Education. (**NOTE:** In Iowa, there are no children receiving TANF payments who have family incomes above the poverty line.)

Census poverty data used in the federal allocation formula are derived from the decennial census and statistically updated every two years. In calculating 2004-2005 allocations for LEAs, the U.S. Department of Education used income year 2000 census estimates and Iowa received a total 1.7 million dollar increase over previous year funding. Throughout the last decade, census data was updated at least biennially resulting in overall increases in Title I funding from year to year. Updated income year 2011 census estimated numbers of related children ages 5-17 in families in poverty, estimated total school-age population and the estimated total resident population for each LEA were used by ED to compute school year 2013-2014. It should be noted that the 2011-2012 allocations were revised in October 2011 and January 2012. The January 2012 revision was taken into consideration in the 2012-2013 allocation process.

To be eligible for basic grants, an LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's total school-age population. To be eligible for concentration grants an LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's total school-age population. To be eligible for targeted grants, the number of formula children counted in an LEA for basic grant purposes must be at least 10 and equal or exceed 5% of the LEA's total school-age population. In addition, the funding formula adjusts the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children. The eligibility criteria used to determine whether an LEA qualifies for an education finance incentive grant (EFIG) allocation are the same as for targeted grants. The State's EFIG is allocated to LEAs using a weighted formula similar to the targeted grants formula. The within-state weights used are determined to the degree to which expenditures are equalized across school districts.

Allocations to LEAs that serve an area with a total population of 20,000 or more will be the allocation determined by the U.S. Department of Education, subject only to SEA adjustments for hold-harmless requirements and reservations for State administrative funds. Title I legislation permits a SEA to combine the U.S. Department of Education allocations to LEAs that serve an area of fewer than 20,000 total residents and use an approved alternative method to determine eligibility and redistribute the combined total of funds allocated to those "small" LEAs. In an effort to retain funding for as many Iowa school districts as possible, the Iowa Department of Education and the State Title I Committee of Practitioners examined allocation methods. The Iowa Department of Education is approved by the U.S. Department of Education to use the alternative allocation process that is found to be most equitable.

Prior to the 1999-2000 school year, the Iowa Department of Education used October free lunch counts and the most current year low-income dependent revenue data to determine the eligible formula counts for each LEA by county of residence. The county allocations were then allocated using the appropriate formula count and the county allocations compiled for each LEA to determine the new allocation and adjust according to the hold-harmless requirement.

With the approval of the U.S. Department of Education for the Iowa Department of Education to use an alternative allocation process, the SEA finds the use of free lunch and low-income data continues to be the most equitable method for allocating Title I funds to LEAs under 20,000 population. Therefore, the data elements used in allocating Title I funds in Iowa is <u>free</u> lunch counts as reported by LEAs and private schools annually for October 31 and low-income dependents, ages 5-17, as reported annually by the Iowa Department of Revenue and Finance from income tax returns. This data is compiled to determine low-income children for each LEA. Since this data could represent a duplicated count, an average is computed to determine the formula count for each LEA. From surveys of local neglected institutions, the caseload count representing the number of children from the October caseload who resided in the institution for 30 consecutive days, at least one of which was in October, is added to each LEA formula count as applicable. The population counts are the corresponding LEA enrollment of children ages 5 to 17 multiplied by 0.5. The LEA's eligibility is based upon the number and percent of formula children; and alternative allocations made on the basis of eligible formula children.

Any funds allocated to an LEA for the purpose of serving local neglected children must be identified separately on the General Budget Detail screen and included as part of the LEA's Title I Current Project Budget of the Title I electronic Internet application.

The ED amounts for Title I, Part A grants will also include funds generated by children in locally operated institutions for delinquent children and adult correctional institutions that the SEA retains to make subgrants to LEAs under Part D, Subpart 2 of Title I. Surveys of local delinquent institutions provide October caseload data. Part D of NCLB requires the SEA to retain funds generated by local delinquent children and to make subgrants to LEAs through a formula or competitive grant process for programs that serve local delinquent children or children at risk of dropping out of school. In Iowa, the SEA allocates local delinquent funds to LEAs to provide services within institutions having a caseload of at least 10 children residing in the institution for 30 consecutive days at least one of which is in October. An LEA applies for local delinquent funds on the Delinquent Application, Delinquent Budget and Delinquent Narrative screens of the Title I electronic Internet application.

The Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year—which has been the case virtually from the start—grants will be ratably reduced. However, in the 1974 education amendments (P.L. 93-380), Congress adopted a mechanism to cushion LEAs from radical drops in their Title I allocations from one year to the next. The 1974 amendments created a "hold-harmless" provision that specified that, as long as an LEA was eligible for the program, it would receive a basic grant that was no less than 85 percent of the amount it received in the preceding year. This protected an LEA's allocation regardless of any other variables that might affect the level of the allocation. For FY 96, there was a one-time exception providing eligible LEAs with a 100 percent hold-harmless for both basic and concentration grants. For FY 97 and succeeding years, Congress established a variable hold-harmless system, which was to provide greater security for LEAs with higher levels of poverty. Under this system, LEAs with at least 30 percent low-income children were guaranteed 95 percent of their previous year funds, LEAs between 15 and 30 percent poverty were guaranteed 90 percent, and LEAs below 15 percent were guaranteed 85 percent of their funds.

No hold-harmless was established for concentration grants. However, the FY 1998 Appropriations Act established a 100 percent hold-harmless provision at the LEA level for Basic **and** Concentration Grants for 1998-99, which was intended to limit the impact that the use of the updated census data had on allocations. The 100 percent hold-harmless provision was still in place for the 2001-2002 school year. Beginning in school year 2002-2003 the Title I legislation applied the variable hold-harmless rate of 85% to 95% based on the formula percent of low-income, to the funding formulas for all four grants (basic, concentration, targeted grants, EFIG). For concentration grants under NCLB, the hold-harmless provision applies to an LEA for four consecutive years even if the LEA no longer meets the eligibility threshold. Therefore, an LEA that was last eligible for a concentration grant in SY 2008-2009 but was not eligible in SY 09-10, 10-11, 11-12 and 12-13 will receive the hold-harmless amount in SY 2013-2014. If that LEA, however, fails to meet the concentration grant eligibility thresholds for SY 2013-2014, it will no longer be eligible for the hold-harmless guarantee.

By statute, the hold-harmless provision only applies as far as funding is available. It should be understood that the hold-harmless provision only provides a temporary cushion against a decline in funds; it does not establish a permanent floor for an LEA's federal funding. If a decline in the number of low-income children or a drop in program funding dictates a sharp reduction in an LEA's grant, the hold-harmless system simply allows the LEA to conduct an orderly phase-down of its federally funded activities. Moreover, LEAs that drop below the minimum poverty threshold for program eligibility will experience abrupt termination of their funding, without the benefit of a phase-out period.

All LEA amounts are ratably reduced to cover statutorily authorized set-asides for State administrative costs and school improvement activities. Title I legislation allows the SEA to reserve up to 1% of funds allocated under Part A to carry out administrative duties related to Title I. NCLB also requires the SEA to reserve 4% of Part A allocations to carry out state and local school improvement activities.

Migrant Education Program (Title I, Part C)

Migrant Education is a national program that provides supplemental education and support services to eligible migrant children each year. Migrant Education funds are allocated to SEAs to establish or improve programs of education for children of migratory agricultural workers or of migratory fishers. In compliance with the No Child Left Behind Act of 2001, LEAs systematically identify and serve migrant eligible students who reside within their area/boundaries. Services may vary from one LEA to another, depending upon the numbers of students identified and their needs. These services help children of migrant workers overcome the disadvantages they face, including disruption to their education. Services provided may include preschool programs, individual tutorial in the content areas, before and after school programs, summer school programs, supportive health services in cooperation with other agencies, Parent Advisory Council (PAC), and Spanish translating and interpreting services.

Migrant workers seek temporary or seasonal work in agriculture, fishing or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables and many other food products. Agribusiness in Iowa includes meatpacking plants, grain companies, egg processing plants, poultry processing, crop work, and food processing plants. Many migrant workers have an average income below the national poverty line. The migrant population is made up of diverse ethnic groups. In Iowa, Hispanics make up the largest group, with Southeast Asians, African Americans, Anglos and other racial and ethnic groups completing the remainder of the migrant population. While many migrant families consider Iowa to be their home base, many come from Texas, California, Florida, Mexico and other states and countries.

To qualify for the Migrant Education program, a migrant child must have moved within the past three years across state or school district lines with, or to join, a migrant parent or guardian to enable the child, the child's guardian or member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and grade 12 and must be 3 through 21 years of age (without a high school diploma or equivalent) to qualify to receive services in a migrant education program.

Each State's grant is based, in part, on the full-time equivalent number of migratory children, ages 3-21, who reside in the State, as adjusted to reflect migratory children served in special summer or intercession programs. In Iowa, the SEA allocates migrant education funds to LEAs on the basis of reported numbers of migratory children.

The LEAs must complete the Migrant Education Application, Migrant Budget, Migrant Budget Detail and Migrant Program Narratives screens of the online Title I Annual Application. Funding is allocated by formula to LEAs with 5% of the enrolled students identified as eligible migrant and is based upon the submission of a separate weighted funding application that details priority for services criteria such as mobility, limited English proficiency, and migrant student achievement.

2013-2014 Iowa Title I Migrant Education Programs

Eight Iowa school districts will receive 2013-2014 Migrant Education Program funding to provide supplemental preschool programs, before and after school programs, content area tutorials, health services and instructional resources. These 2013-2014 Migrant education programs will be funded in the community school districts of Columbus, Denison, Marshalltown, Ottumwa, Perry, Postville, Storm Lake, and Williamsburg. For information or assistance with the migrant education program in Iowa, contact Susan Selby at the Title I office at 515/281-4732 or susan.selby@iowa.gov.

Neglected and Delinquent Program (Title I, Part D, Subpart 1 and 2)

Title I, Part D, Subparts 1 and 2 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (H.R. 1/P.L. 107-110) authorizes grants to SEAs for education programs that serve children and youth in State-operated institutions or community day programs for neglected or delinquent (N or D) children and in adult correctional facilities. State allocations are based on the number of N or D children enrolled in a regular program of instruction for at least 1) 15 hours per week if in an adult correctional institution, and 2) 20 hours per week if in an institution or community day program for N or D children. State agencies responsible for providing free public education for N or D children apply directly to the SEA for these funds. In Iowa, the Iowa Department of Corrections and the Iowa Department of Human Services receive allocations that are determined, on the basis of the reported caseloads, by the U.S. Department of Education. The Iowa Department of Corrections provides Title I service at the Anamosa State Penitentiary, Clarinda Correctional Facility, Fort Dodge Correctional Facility, Iowa Correctional Institution for Women in Mitchellville, Mt. Pleasant Correctional Facility and Newton Correctional Facility. The Iowa Department of Human Services provides Title I service at the Iowa Juvenile Home in Toledo, State Training School in Eldora and Independence Mental Health Institute. For information or assistance with the State neglected or delinquent program in Iowa, contact Rick Bartosh at 515/281-0368 or richard.bartosh@iowa.gov.

Subpart 2 creates a program that provides assistance to local educational agencies (LEAs) to serve children and youth who are in locally operated correctional facilities, including institutions for delinquent children, or are at-risk of dropping out of school. State educational agencies (SEAs) award Subpart 2 funds to LEAs to conduct programs that provide a wide array of services to meet the special needs of at-risk children and youth. The U.S. Secretary of Education allocates Part D, Subpart 2 funds for each state based on the October caseload data on the number of children and youth living in local institutions for delinquent children. From funds allocated to the State for Part D, Subpart 2 purposes, the SEA awards subgrants to eligible LEAs. The SEA has the option of awarding subgrants either through a formula or a discretionary grant process based on need. In Iowa, grants are awarded on a formula basis to LEAs for local delinquent institutions with an October caseload of 10 or more. The LEA receiving local neglected and/or delinquent funding must act as the fiscal agent for these funds.

The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth to carry out high quality education programs that prepare youth to complete high school, enter training or employment programs, or further their education; to facilitate the transition from programs in the institutional setting to further education or employment; or to operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities or delinquent institutions.

LEAs receiving local neglected education funds designate program costs as part of the LEA general budget. To complete the local neglected application process, an LEA must complete the Title I electronic Internet application General Budget, General Budget Detail, Staff Assignment, and Local Neglected or Delinquent Narrative screens as appropriate. In addition, an agreement between the LEA and the local neglected institution must be completed and kept on file at the district as well as mailing a copy to the state Title I office. The LEA is also responsible for evaluating the local neglected Title I program.

LEAs receiving local delinquent education funds make application to use such funds on the Delinquent Application, Delinquent Budget, Delinquent Budget Detail, Staff Assignment, and Local Neglected or Delinquent Narrative screens as part of the Title I electronic Internet application. In addition, an agreement between the LEA and the local delinquent institution must be completed and kept on file at the district as well as mailing a copy to the state Title I office. For information or assistance with local delinquent education programs, contact the Title I consultant for your AEA (see Title I Staff and Responsibilities section at the back of this document).

AUDITING TITLE I FUNDS

The U.S. Congress amended the Single Audit Act of 1984 in 1996. The Office of Management and Budget (OMB) has withdrawn Circular A-128 and revised Circular A-133 “Audits of States, Local Governments, and Non-Profit Organizations,” to include governmental entities previously covered by A-128. The revised circular, which regulates the implementation of the Single Audit Act Amendments of 1996, was released on June 24, 1997.

Previously, all LEAs regardless of Federal funding level were required to have their annual audits conducted in accordance with OMB Circular A-128, “Audit Requirements for State and Local Governments,” or its successor. Currently, all Iowa local education agencies that expend a total of $300,000 or more in Federal awards in any fiscal year will have an annual audit conducted in accordance with OMB Circular A-133 as is required by the Single Audit Act Amendments of 1996. LEAs expending less than $300,000 in Federal awards in any fiscal year will not be required to have their annual audits conducted in accordance with OMB Circular A-133. Instead, those agencies will have an audit that follows the requirements of Chapter 11 of the Code of Iowa. SEA staff will review audits for areas of non-compliance and will follow up as appropriate.

The Single Audit Act Amendments of 1996 included language that limited the use of Federal money to pay audit costs. The Act stated that those LEAs expending less than $300,000 in Federal awards in any fiscal year could not charge any of the costs of a Single Audit to Federal programs. LEAs expending at least $300,000 in Federal awards in any fiscal year could charge to the Federal award a reasonable, proportionate share of the cost of the audit, if the audit was conducted in accordance with the Single Audit Act Amendments of 1996.

The exemption from conducting the annual audit in accordance with OMB Circular A-133 will not exempt an agency from compliance with any provision of a Federal statute or regulation that requires the agency to maintain records concerning Federal awards provided to it or that permits a Federal agency, pass-through entity, or the Comptroller-General access to such records. Questions and comments on this process should be addressed to Janice Evans, 515/281-4738 or janice.evans@iowa.gov.

CODING TITLE I ACCOUNTS

Immediately after receipt of a check for Title I funds, the check should be deposited to the credit of the proper Title I expenditure account using the updated Title I accounting codes for Uniform Financial Accounting. The proper codes for Title I are as follows:

4501 – Title I Grants to Local Education Agencies (CFDA 84.010A) including SINA funds

4503 – Migrant Education (CFDA 84.011)

4508 – Title I Grants to LEAs, carryover (Funds become available on July 1 and are coded under 4501 for the first 15 months, July 1 to September 30 of subsequent year; if funds are not completely obligated at the end of the 15 months, they become carryover funding coded to 4508)

NOTE: A word on interest-bearing accounts from the Iowa Department of Education Office of Internal Administrative Services:

Per 20 U.S.C. 1221e-3, 3474, and OMB Circular A-110, interest earned on Federal advances deposited in interest bearing accounts shall be remitted annually to the US Department of Health and Human Services, Payment Management System, Rockville, MD 20852. Please note the CFDA number to which the interest earned applies. On each CFDA number, if the amount of interest earned is $250 or less annually, that amount may be retained by the recipient for administrative expense.

If the funding received is being used to cover an expense incurred prior to the receipt of funds, this provision does not apply.

The approved Title I project budget expenditure category amounts are the controlling figures in determining the need for an amendment. A 10 percent variance is permissible for an expenditure category provided the total approved budget amount is not violated. The two exceptions to the 10 percent variance are:

1. Indirect Cost - This figure cannot exceed the amount approved in budget function 2300, column 8.

2. Employee Benefits - This figure cannot exceed the amount approved if only FICA and IPERS are the itemized approved charges. Salaries paid by Title I will be the controlling figure to use in computing the employee benefits amount. However, if insurance benefits have been approved in the budget, the 10 percent expenditure category variance could then be applied insofar as this cost item would affect the approved Title I expenditure category figure.

   When the LEA realizes that the 10 percent expenditure category variance will hamper the Title I program and penalize the LEA in a financial manner, the proper procedure is for the LEA to file an amendment to the Title I electronic Internet application that will reflect the proper expenditure amounts (see the Amendment Instructions section of this document).

The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall not only keep records of and account for the equipment, but also shall assure itself that the equipment is being used in Title I service delivery.

TITLE I PROGRAM REQUIREMENTS

Maintenance of Effort

An LEA may receive its full allocation of Title I, Part A funds for any fiscal year only if the SEA determines that the LEA has maintained its fiscal effort in accordance with Section 9521 of ESEA. Section 9521 provides that an LEA has maintained fiscal effort for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. In addition to Title I, Part A, the maintenance of effort (MOE) requirement of Section 9521 apply to the following ESEA programs:

- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk;
- Title I, Part F, Comprehensive School Reform;
- Title II, Part A, Improving Teacher Quality State Grants;
- Title II, Part D, Educational Technology State Grants;
- Title III, Part A, English Acquisition State Grants;
- Title IV, Part B, 21st Century Learning Centers; and
- Title VI, Part B, Subpart 2, Rural Education.

If an LEA fails to meet the MOE requirement, the SEA must reduce the amount of funds allocated under the programs covered by the MOE requirements in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of either the combined fiscal effort per student or aggregate expenditures.

For a year in which an LEA failed to maintain effort, the expenditure amount a SEA uses for computing maintenance of effort in subsequent years will be 90 percent of the prior year amount rather than the actual expenditure amount.

The Secretary of Education may waive the MOE requirement if it is determined that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster; or a precipitous decline in the financial resources of the LEA.

In determining whether an LEA has maintained fiscal effort, a SEA must consider the LEA's expenditures from State and local funds for free public education. These include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities.

Expenditures for community services, capital outlay, debt service, or supplemental expenses made as a result of a Presidential disaster declaration are not to be included in the determination. In addition, any expenditure made from funds provided by the Federal government is excluded from the determination.

For purposes of determining maintenance of effort, the "preceding fiscal year" is the federal fiscal year, or the 12-month fiscal period most commonly used in a state for official reporting purposes, prior to the beginning of the federal fiscal year in which funds are available. For example, federal funds first available July 1, 2013, for federal fiscal year beginning October 1, 2012, (current state fiscal year beginning July 1, 2013), the preceding state fiscal year 2012 begins on July 1, 2011, and the second preceding state fiscal year 2011 begins July 1, 2010.

The following table gives an example of the maintenance of effort determination and reduction of funds as used for school year 2013-2014 allocation purposes.

		Aggregate Expenditures	Amount Per Student
1	Amount LEA spent in 2nd preceding fiscal year (state FY 2011, which began July 1, 2010)	$1,000,000	$6,100
2	Amount LEA had to spend in the preceding fiscal year (state FY 2012, which began July 1, 2011) in order to maintain effort (90% of 2nd preceding year's expenditures)	900,000	5,490
3	Actual amount LEA spent in the preceding fiscal year (state FY 2012)	850,000	5,200
4	Amount by which the LEA failed to maintain effort (Line 2-Line 3)	-50,000	-290
5	Percent the SEA must reduce the LEA's allocation (Line 4/Line 2)**	-5.6%	-5.3%
** The SEA uses the percentage that is most advantageous to the LEA			

In this example, which uses state fiscal year (FY) 2011 and FY 2012 as the comparison years, the LEA needed to spend $900,000 in the aggregate during the preceding fiscal year (FY 2012) to meet the 90 percent level, but spent only $850,000. As a result, the LEA failed to meet the 90 percent level by $50,000 or 5.6 percent ($50,000 / $900,000). Similarly, on a per student basis, the LEA needed to spend $5,490 per student during the preceding fiscal year, but spent only $5,200 per student. The LEA failed to maintain effort on a per student basis by $290 or 5.3 percent ($290 / $5,490). Therefore, unless the Secretary of Education grants a waiver, the SEA must reduce the LEA's school year (SY) 2013-14 allocation by 5.3 percent (the reduction most favorable to the LEA).

Both Title I schoolwide and targeted assistance programs are expected to meet Comparability and Maintenance of Effort requirements.

Schoolwide Programs

Title I targeted assistance schools may become a schoolwide program if the poverty level in the building is at least 40% and they spend a year developing a schoolwide program plan based upon building level needs assessment. All children within a schoolwide program school are considered eligible Title I students. Services are integrated into the regular school program with the focus on improving building level achievement while addressing the needs of low-achieving children and those most at risk of not meeting the State student academic achievement standards. A copy of the Title I schoolwide program building plan must be on file at the Iowa Department of Education.

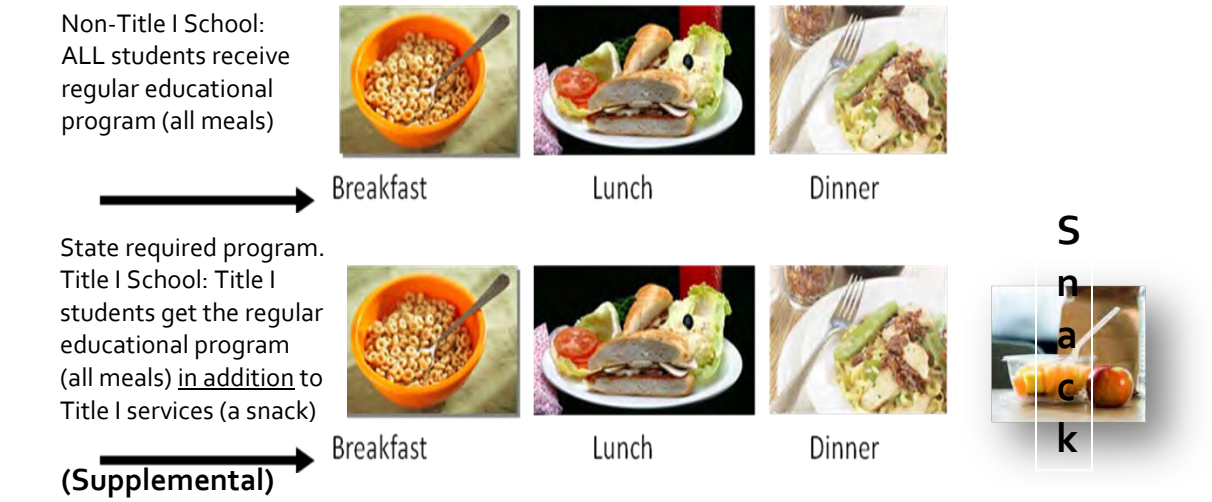
Supplement vs. Supplant in Title I Buildings

Under section 1120A(b)(1) of Title I, funds must be used only to supplement, not supplant the amount of funds that would, in the absence of Title I funds, be made available from non-federal programs. Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special services. Title I funds may not be used in a targeted assistance program building to provide services otherwise required by law to be made available. Title I funds must not be used to supplant local funds in schoolwide program schools (Section 1114(a)(2)(B)).

A determination of supplanting necessitates determining what activities an LEA would conduct with non-federal funds if it had no Title I, Part A funds. Several situations give rise to a presumption of supplanting (i.e., a presumption that the LEA would conduct the activity with non-federal funds if it had no Title I, Part A funds available):

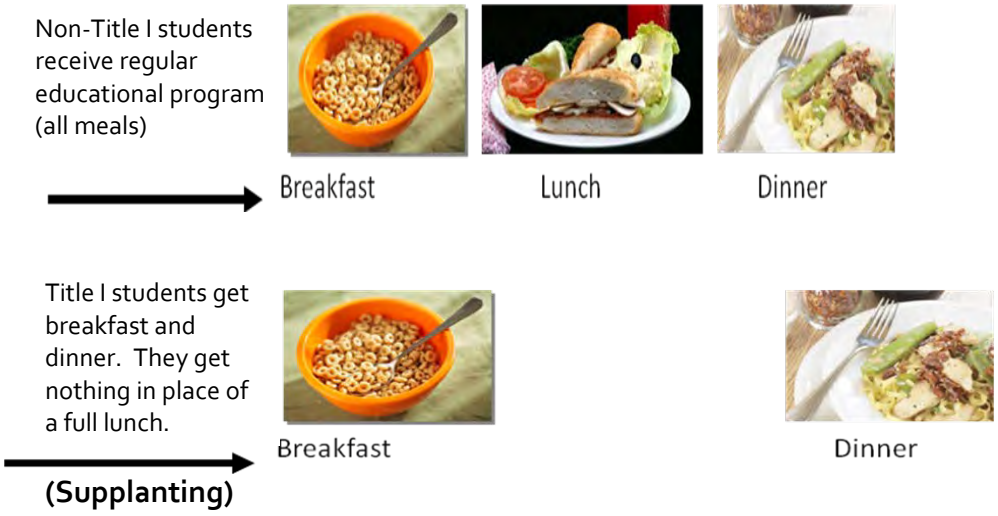
a. the activity is required by local, State, or other Federal law;
b. the LEA conducted the activity in the prior year with non-federal funds; or
c. the LEA uses non-federal funds to provide the same activity for non-Title I students or in non-Title I schools that it provides with Title I, Part A funds for Title I students in Title I schools.

Supplement vs. Supplant



If Title I was not here, Title I students would still get all meals. Title I is a **supplementary program.**

Supplanting Instruction NOT Allowed



Title I students would not get what the regular education students receive. This is **supplanting** and constitutes a misuse of Title I funds.

Targeted Assistance Buildings

Schools ineligible to be schoolwide programs or those that choose to not operate a schoolwide program must use funds only for programs that provide services for children identified as in greatest need of assistance. Schools offering this type of Title I service are referred to as targeted assistance schools (TAS). The vast majority of Title I funded buildings in Iowa operate as a targeted assistance program. In school year 2012-2013, there were 426 Title I targeted assistance buildings compared to 192 Title I schoolwide program buildings.

A targeted assistance program targets services on specific, identified children. A student is eligible for services if he/she is failing or most at risk of failing, to meet the State's challenging student academic standards. Identification must be based on multiple, educationally related, objective criteria. Targeted assistance Title I services offered must be supported by a written selection process. For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need. For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation. Economically disadvantaged, disabled, migrant, ELL students and children who at any time in the two preceding years participated in Head Start or Even Start are eligible for Title I service based on the same criteria as other children. Children who at any time in the two preceding years received services in a local neglected or delinquent institution or in a neglected or delinquent community day program or who were considered homeless may also be eligible.

Title I funds must be spent on supplementary services for students most in danger of failing to achieve district reading and/or mathematics standards. Supplementary service is in addition to what would happen in the absence of Title I funds. Title I programs must be designed based on "scientifically based research." In a reading program, this includes phonics, phonemic awareness, vocabulary, fluency and comprehension. The LEA must have a parent notification policy for notifying parents of their child's eligibility to participate in Title I services; and must develop written procedures to enable children to enter and exit the program throughout the school year.

Title I Teacher responsibilities in **Targeted Assistance** Programs:

- Teach teaching by teacher paid with Title I funds;
- Co-teaching by teacher paid with Title I funds;
- Guided reading by Title I teachers as part of the regular class with both Title I and non-Title I students.

Title I Preschools

Local Title I funds may be used for preschool programming. No additional funds are provided for this purpose. A Title I preschool may operate in conjunction with an early childhood special education preschool program, a district-operated preschool, a private pay preschool, or a combination of those programs. Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa preschool programs. For IQPPS information contact Penny Milburn at 515/281-7844, penny.milburn@iowa.gov or Amy Stegeman at 515/725-2273, amy.stegeman@iowa.gov. For more information on programs and services to support early childhood education of Iowa's young children, refer to the web site at http://educateiowa.gov/index.php?option=com_content&view=article&id=1229&Itemid=2113.

Title I Program Evaluation

Federal legislation requires that an LEA have a system in place for annually evaluating the Title I program. The effectiveness of the implementation of, and results achieved by the Title I program, within each school, can be annually evaluated by using either Iowa's QIC-Decide model consisting of questions and the analyzing and sharing of collected data, or by using a series of program evaluation surveys distributed to all Title I families and classroom teachers at Title I schools. The annual review is intended to determine if Title I strategies are contributing to the desired outcomes of improved student achievement, greater parental involvement, and more high quality professional development. Parents and staff should be included in the review process for the purpose of suggesting potential programming needs and/or changes. The Title I school must revise its plan as necessary based on the results of the evaluation to ensure continuous improvement. The Title I program evaluation should focus on utility, relevance, and practicality; remain open to continuous feedback; adjust the program based on the feedback; determine what information is needed to make decisions; and be willing to commit to understanding what is really going on in the program. Title I services to private school students must be evaluated on an annual basis; include parent responses; and the evaluation results should be used for improvement of future services.

An effective LEA Title I Program evaluation should include:

- Information to understand the processes of the program.
- Feedback from students, parents, teachers, support staff.
- Current program outcomes and expectations.
- Instructional decisions made based on achievement data.
- Measures to understand, verify, or increase the impact of services for students.
- Improve delivery mechanisms to be more efficient and effective.
- Identify program strengths and weaknesses to improve the program.
- Verification that you are doing what you say and think you are doing.
- Gathering data to determine if your core program is sufficient. Determining if at least 80% of all students were proficient in reading/math in each grade on the Iowa Assessments.

TITLE I REPORTING REQUIREMENTS

Legislation places the responsibility for administering programs supported by federal funds under Title I on the Secretary of Education, state education agencies, and local education agencies. It is incumbent upon all concerned to use such funds in accordance with the spirit of the legislation.

The LEA must use grant funds in accordance with an approved budget and for the purposes for which the project has been approved. In addition, the LEA must maintain adequate records on all project funds by fiscal year and project number. The Title I budget and financial reports are designed to enable LEA fiscal reporting procedures to keep pace with the Generally Accepted Accounting Principles (GAAP) account structure and federal reporting requirements. If you have any questions about using GAAP procedures for maintaining Title I financial records, call Janice Evans, School Administration Consultant, at 515/281-4740 or janice.evans@iowa.gov.

Annual Progress Report

The Annual Progress Report (APR) is a document that reports on an LEA's yearly progress. This document must be provided to the local community, respective AEA and the Iowa Department of Education. The requirements for this document are found in Chapter 12 of the Iowa Administrative Code. Progress for all buildings receiving Title I funds is included in this report. All schools and school districts are to submit an APR and Participation Rate Matrix annually by September 15. A technical assistance document is found at http://educateiowa.gov/index.php?option=com_content&task=view&id=-298&Itemid=368.

Comparability Report

The Title I Comparability Report is mandated by Section 1120A(c) of NCLB. Comparability reports ensure that Title I funds are not being used to replace district funds (Supplement vs. Supplant). An LEA may receive Title I, Part A funds only if it uses State and local funds to provide services in Title I schools that are at least comparable to the services provided in non-Title I schools. If all schools in an LEA are Title I schools, the LEA must use State and local funds to provide services that are substantially comparable in each school. Because Title I allocations are made annually, this is an annual requirement. Title I schools must receive comparable services each year. LEAs must maintain records and evidence of procedures for compliance of comparability. Records must be kept on file in the district for five years and made available, upon request, to local, state, and federal authorities for auditing and/or program review purposes.

- The LEA may exclude schools that have fewer than 100 students (use official enrollment date).
- A district that has only one school per grade span, with no overlapping grades between schools, does not need to complete a comparability report.
- Only LEAs with two or more buildings of similar grade spans and at least one Title I school must report on comparability.

Because the SEA is ultimately responsible for ensuring that LEAs comply with the comparability requirement, the SEA may establish the method a district uses to determine comparability.

Iowa school districts that are required to report on comparability will be notified by the state Title I office. Approximately 17% of Iowa school districts are currently required to report on comparability.

Comparability Report Forms will be sent to districts that must report on comparability. LEAs will use the official October 1 enrollment information for pupil counts and staff FTEs. The Comparability Report is annually due November 15.

Questions regarding comparability may be directed to Sandy Johnson at 515/281-3965; or sandra.johnson@iowa.gov.

The following districts were required to report comparability in the 2012-2013 school year:

Ames	East Mills	Marion Ind	Pleasant Valley
Ankeny	Eddyville-Blakesburg	Marshalltown	Sioux City
Bettendorf	Fairfield	Mason City	Southeast Polk
Boone	Fort Dodge	Mid-Prairie	Spencer
Burlington	Fort Madison	MOC-Floyd Valley	Union
Cedar Falls	Grinnell-Newburg	Mount Pleasant	Urbandale
Cedar Rapids	Griswold	Muscatine	Wapsie Valley
Charles City	Highland	Newton	Waterloo
Clear Creek-Amana	Indianola	North Cedar	Waukee
Clinton	Iowa City	North Linn	Waverly-Shell Rock
College	Johnston	North Polk	West Central Valley
Council Bluffs	Keokuk	North Scott	West Des Moines
Davenport	Le Mars	Ottumwa	Western Dubuque
Des Moines	Linn-Mar	PCM	
Dubuque	Maquoketa Valley	Pella	

Comprehensive School Improvement Plan

The Comprehensive School Improvement Plan (CSIP) is a multi-year consolidated planning document that LEAs use to integrate programs used within the school district. Title I is incorporated into this document in numerous ways. Ideally, Title I would be infused in the overall document rather than provided as a separate entity. Title I issues addressed are parent involvement, identification of eligible students, staff development activities and an annual review of the program. These requirements are found in Section 1118(a) of P.L. 107-110 (H.R. 1) of the No Child Left Behind Act of 2001 and do not apply to accredited private schools. The SEA provides technical assistance at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=300&Itemid=2722.
.

Financial Reporting

Title I Part A Funds
Although the U.S. Department of Education makes allocations to LEAs, the SEA is the grantee; funds are drawn by the SEA and forwarded to each LEA. To apply for Title I funding, an LEA must submit an application consisting of statistical and fiscal data to obtain funding for a proposed program to help disadvantaged children meet high standards. The Title I Annual Application is an electronic process via the Internet. The benefits of the electronic process include ease in completion of forms and elimination of errors via electronic calculations and error messages; also paper reduction and relief of mail delays as well as quicker response time for approval. The Title I electronic application has undergone some revisions necessary to ensure that the application will bring the SEA and the LEA more in compliance with federal regulations and statutes. Limitations of staff and fiscal resources and the anticipation of the reauthorization of the *No Child Left Behind Act* has delayed the anticipated major overhaul of the Title I application. Title I funds may be used to acquire hardware and proper connections, if necessary.

Title I payment authorization dates are November 1, January 3, and April 1. Title I payment authorization dates designate when the Title I payment process to LEAs will be initiated. It is the intent of the Title I office and SEA accounting unit that the payment will be received by the district at the earliest possible date but no later than the end of the payment authorization month. One month prior to the November and January authorization dates, districts with late reports will receive an email from the Title I administrative assistant to alert the LEA that no payment will be received unless the late report is received within 10 days. Late reports would include, as applicable, participation report (due July 15), parent involvement policy and student compact (due September 15 with Title I application), comparability report (due November 30).

On **November 1** Title I payment will be authorized for all districts that have, at minimum, applied and have a district certified general and/or carryover budget. Payment is 25% of general budget and 50% of carryover budget amount. No local delinquent or migrant budget payment unless they happen to be fully approved; and, then, payment would be 25% of each budget approved amount. Payment held for districts with late reports (i.e. participation report).

The **January 3** Title I payment will be authorized only to LEAs with district certified and State approved budget. Payment is 25% of general, local delinquent and migrant budget approved amount, 50% or 100% of carryover budget approved amount. Payment held for districts with late reports (i.e. participation or comparability report).

An **April 1** Title I payment will be authorized only to districts with certified and approved budgets and no late reports. Payment is 25% of general, local delinquent and migrant budget approved amount; 100% for any carryover budget approved but not paid.

Final payment on the Title I project, not to exceed the balance due on the approved amount, will be made after the project is closed and the Project Budget Completion process has been completed and approved by the State Title I Office. The final payment will be the difference between receipts and approved actual expenditures. Carryover projects are forward funded; then the LEA will be expected to complete the final certification process to close the project. The Payment Status screen on the Title I electronic Internet application will keep the LEA abreast of the allocation, approved amount and payments received to date. When the LEA has a summer school program for its sole Title I program, one check will be sent when the program is completed.

At any time after April 15, an LEA may certify any budget as final provided the expenditures for that project are final or considered fixed, such as salary and/or benefit costs. All projects must be certified as final no later than August 1. Prior to clicking the **Finalize Budget** button, an LEA should review the approved budget to verify that it accurately reflects the way the Title I funds were spent for that project. If an amendment process is necessary, it will be necessary to amend and wait for State approval of the amendment before the project is closed with the **Finalize Budget** button. With prior approval from the Title I administrative consultant, LEAs with budgets over one million dollars will have until August 10 to amend and finalize budgets.

A separate set of ledger cards and/or computer data management system must be maintained according to Generally Accepted Accounting Principles for each approved project. This data management system should include expenditure category account codes, vendor's name, amount paid, invoice number, date paid, and check number. These data records must be available for audit purposes and submission to the SEA upon request.

The final financial reporting process is completed via the Title I electronic Internet application. As soon as possible after all bills have been paid, the Title I Current Project Budget on the General Budget screen, Title I Carryover Project Budget on the General Carryover screen, Migrant Budget on the Migrant Budget screen, and/or Local Delinquent Budget on the Delinquent Budget screen should be reviewed by expenditure category to verify that the approved budget reflects total actual expenditures, to be reimbursed by Title I, at the completion of a project. **If changes need to be made in order for the budget to accurately reflect actual expenditures, an electronic amendment process is completed first and then the final certification takes place following the SEA approval of the amendment.** If the budget is correct, the user simply clicks on the **Finalize Budget** button and the project is complete. The SEA will in most cases, make final payment within two or three weeks of the LEA certifying the budget as final. All Title I budgets are to be finalized no later than **August 1.** Please refer to the Finalizing a Title I Project section of this reference manual for additional guidance on closing out a Title I budget. **By law, Title I records must be kept for a total of 5 years plus the current project year.**

TITLE I PROGRAM FORMS

The following represents an explanation of forms and timelines relating to a normal one-year cycle in the Title I program.

Title I Electronic Internet Application Processes:

1. ***Title I Electronic Internet Application - due in approvable form by September 15 for following school year***
   The Title I electronic Internet application is submitted by LEAs to obtain funding for a proposed program to help disadvantaged children meet high standards. The funds are available for a 27-month period (e.g. 7-1-12 to 9-30-14). The Title I Annual Application is only available in electronic format.

⇒ Any LEA applying for Title I funds for the current school year must complete the Annual Application, Selection of Schools, Staff Assignments, Project Narrative, Homeless Education and General Budget screens. The Within District Targeting of Funds, General Carryover, Statement of Agreement, Migrant Application, Schoolwide Operating Programs, Schoolwide Indication of Planning, and Delinquent Application screens are completed as applicable.

⇒ This reference manual includes an explanation of the application parts and step-by-step instructions for completing the electronic application.

⇒ The Title I electronic Internet application may be accessed at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click

on “Sign In.” On the “Sign In” tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the “Sign In” button.

⇒ The person responsible for the Title I financial records for the LEA needs to have a copy of the approved application and any amended budgets, as well as invoices from teachers, principals, etc. This is especially important when the financial person and the Title I coordinator are not the same person.

⇒ The allocation letter will give the amount of funds available for each type of grant monies for which the LEA qualifies. While the SEA realizes an earlier notification date is desirable, the allocation letter is usually mailed to the district Superintendent’s office in June depending on the release of allocations by the U.S. Department of Education.

⇒ The allocation notification packet will contain the allocation letter, *LEA Title I Electronic Internet Application and Reference Manual* and *Title I Equipment Inventory, Depreciation Schedule and Disposal Record*.

2. Project Budget Completion Final Certification - due after approved expenditures are paid – no later than August 1

⇒ Following receipt of the last automatically scheduled payment, the LEA will have a **Finalize Budget** button appear on the Title I Current Project Budget on the General Budget screen, Title I Carryover Project Budget on the General Carryover screen, Migrant Education Budget screen, Local Delinquent Budget screen and/or Schools in Need of Assistance (SINA) Budget screen of the Title I electronic Internet application.

⇒ This **Finalize Budget** button is to be used to certify the project for final payment.

⇒ This should be done **only after** all approved expenditures for that project have been paid. The difference between the amount paid to date and the expenditures is the final payment that closes the project.

⇒ If a carryover project is being reported and the total approved amount has already been received, the **Finalize Budget** button is used to certify that expenditures have been paid as approved and close the project.

⇒ This process replaces sending in a paper final financial report to close a project.

⇒ Please refer to the Finalizing a Title I Project section in this reference manual, which has a flowchart to guide you in the final certification process.

⇒ **If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project completion final certification.**

⇒ This final certification process should be used by the LEA to report final expenditures on all approved Title I projects.

⇒ The electronic application may be accessed at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight “A&A Account” and click on “Sign In.” On the “Sign In” tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the “Sign In” button.

⇒ The expenditures verified by the LEA through the project budget completion final certification process will be compared with the audit report to verify proper accounting of Title I funds.

3. Amendment to Title I Electronic Internet Application – may be completed as needed

⇒ When a change in budget items or program content needs to be made in the approved Title I budget, the LEA needs to submit an electronic amendment. This process can be completed whenever the need arises prior to completing the project budget completion final certification.

⇒ **Any General Budget funds approved but not spent are only available as carryover funds through an electronic amendment that reduces the approved budget to a budget that reflects only actual expenditures.**

⇒ The ability to amend is part of the Title I electronic Internet application filing process. Please refer to the section of this reference manual that gives detailed instructions on amending a Title I project budget.

⇒ The Title I electronic Internet application may be accessed at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight “A&A Account” and click on “Sign In.” On the “Sign In” tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the “Sign In” button.

4. Title I Participation Report – due by July 15

⇒ The *Title I Participation Report* is the form used by LEAs to report various statistical data to the SEA as it relates to current school year Title I programs and students served.

⇒ The *Title I Participation Report* is forwarded as needed through e-mail to selected Title I coordinators.

⇒ All data relating to public school students served can now be gathered from Student Reporting in Iowa (SRI).

⇒ The public school district should report ONLY private school student data as applicable.

⇒ The *Title I Participation Report* must be completed before the LEA can receive funds on the next year’s Title I project.

⇒ Local neglected or delinquent institutions receiving Title I funding must complete a separate report including statistical and academic performance data.

⇒ LEAs receiving local neglected or delinquent funding must assure the statistical data for local neglected or delinquent children served is reported by the institution.
⇒ Local neglected or delinquent institutions receiving Title I funding should develop a method for collection of the appropriate data to ensure funding is not jeopardized due to a failure to report according to Federal requirements.
⇒ These data are required elements that must be reported by the SEA to the U.S. Department of Education annually.

Paper Forms:

1. Comparability Report – due annually on November 15
⇒ **Iowa school districts containing two or more buildings with similar grade spans must report on comparability.**
⇒ Paper forms will be sent to those LEAs.
⇒ Comparability should be performed annually.

2. Number of Public School Students Qualifying for FREE Lunches - due November 30
Number of Private School Students Qualifying for FREE Lunches - due November 30
⇒ Only report the FREE lunch count of K-12 students aged 5-17, as of October 31.
⇒ Data are used as part of the formula count used to allocate Title I funds.
⇒ LEAs in whole grade sharing agreements report **only their own resident children** regardless of the school district they attend.
⇒ The **receiving** LEA counts open enrolled students.
⇒ Private school students are reported according to their public school district of residence.
⇒ The counts are compared against what is reported for October to the Bureau of Nutrition Programs and Health Services.

3. Request for Title I Reallocation Funds
⇒ Reallocation funds are Title I Part A grant funds that were allocated to LEAs but not used in the previous year and not available to the LEA as carryover funds in the following year. These funds are then reallocated to other LEAs meeting the eligibility criteria.
⇒ An LEA is eligible to receive reallocation funds if the LEA shows a poverty increase over the state average since the most recent decennial census (i.e.: 2000 census data compared to the most recent Iowa Department of Revenue and Finance low-income data). Iowa Department of Revenue and Finance low-income data represents dependents, age 5-17, reported on Iowa income tax returns.
⇒ A *Request for Title I Reallocation Funds* is sent to each eligible LEA to allow the LEA an opportunity to apply for reallocation funds. The award of reallocation funds is based upon greatest need as justified in the LEA request. Once the *Request for Title I Reallocation Funds* is reviewed by the SEA, the LEA is notified of the available reallocation grant, if any.
⇒ Because reallocation funds are from the previous year's funds, the approved reallocation funds for each LEA must be used as a carryover project and is added to the LEA's Title I electronic Internet application as such.
⇒ The timeline for the reallocation process varies. It has recently been January through April; but it is possible for reallocation to take place in October or November.

4. Title I Equipment Inventory and Disposal Record - due by August 15
⇒ It is important for the LEA to maintain title to and control of Title I funds, books, materials, equipment, and property. In exercising that administrative control, the public agency shall keep records of and account for the equipment, but shall also assure itself that the equipment is being used in Title I service delivery. Materials of any kind purchased with Title I funds may be used only by Title I participants and under the direction of Title I paid staff. Each item purchased with Title I funds must be labeled "Property of _____ School District." The labels should not be either easily erased or removable.
⇒ The LEA must locally maintain an inventory of equipment purchased with Title I funds and send a copy of this inventory to the State Title I office.
⇒ An LEA is required to depreciate equipment following the *Depreciation Schedule for Title I Equipment* and report annually on the *Title I Equipment Disposal Record* the equipment deleted from inventory.
⇒ The *Title I Equipment Inventory, Equipment Depreciation Schedule and Equipment Disposal Record* is included in the allocation notification packet annually sent to the district Superintendent's office.

5. Notification of Excess Title I Carryover Funds – sent by SEA annually in March
⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.

⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is $50,000 or more.
⇒ The SEA mails the *Notification of Excess Carryover Funds* in March of each year to notify LEAs of excess carryover funds for the coming school year and the option/s available to the LEA for retaining control of these excess funds.
⇒ The SEA may, once every three years, waive the percentage limitation with respect to carryover.
⇒ All excess funds, not retained by the LEA through an electronic amendment to the current budget or submission of the *Request for Waiver of Excess Title I Carryover Funds*, are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

6. Request for Waiver of Excess Title I Carryover Funds – may be submitted at any time

⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
⇒ The current allocation and current approved amount can be found on the Annual Application, Budget Detail or Payment Status screens of the Title I electronic Internet application.
⇒ The Title I electronic Internet application may be accessed at https://portal.ed.iowa.gov. The Iowa Department of Education Iowa Education Portal site will appear. On the blue navigation menu bar, highlight "A&A Account" and click on "Sign In." On the "Sign In" tab, enter your Account ID (email address) and password to sign into DOE – Education Portal. Click the "Sign In" button.
⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is $50,000 or more.
⇒ The SEA emails the *Notification of Excess Carryover Funds* each year in March to notify LEAs of excess carryover funds for the coming school year.
⇒ With the submission of the *Request for Waiver of Excess Title I Carryover Funds* by the LEA the SEA may, once every three years, waive the percentage limitation with respect to carryover.
⇒ Excess funds that are not retained by the LEA through the approval of the Request for Waiver of Excess Title I Carryover Funds or through an electronic amendment to the current budget are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

7. Local Neglected and Delinquent Agreement for Title I Part D Programs – due by August 15

⇒ The Local Neglected and Delinquent Agreement is required between a local education agency receiving Title I Part D, Subpart 2 funds and the local neglected or delinquent institution generating those funds.
⇒ A sample agreement may be viewed at http://www.educateiowa.gov under Title I Part D.
⇒ A signed copy of the Local Neglected and Delinquent Agreement must be emailed to Rick Bartosh at richard.bartosh@iowa.gov and also kept on file at the district office.
⇒ The Local Neglected and Delinquent Agreement must be reviewed annually.

8. Notification of Unexpended Funds for Choice-Related Transportation & Supplemental Education Services

⇒ In year 1 of identification for SINA or Delay, a district MUST reserve 20% of district allocation for Choice-Related Transportation.
⇒ In year 2 or above of identification for SINA or Delay, a district MUST reserve up to 20% of the district allocation for Choice-Related Transportation and Supplemental Education Services.
⇒ It is up to the district how the split is made, but between the two spots on the budget (line 1000 column 300 and line 2700 column 300) the total must be at least 20% of district allocation.
⇒ An LEA must provide written explanation of the school choice transfer option to all parents even if no choice transfer options are currently available.
⇒ The LEA must annually notify parents, through widely available and accessible means of broad dissemination, about the availability of supplemental education services.
⇒ These parent notices must be provided by the LEA at a minimum of two enrollment windows at separate points in the school year that are of sufficient length to enable parents of eligible students to make informed decisions.
⇒ Once the above has been assured by the LEA, the Notification of Unexpended Funds for Choice-Related Transportation and Supplemental Education Services may be obtained from and submitted to Susan Selby, susan.selby@iowa.gov for the purpose of reverting unused set-aside funds to the district's Title I general budget to be used on other allowable activities.

By law, Title I records must be kept for a total of 5 years plus the current project year.

SUGGESTIONS FOR MAINTAINING TITLE I FISCAL RECORDS

1. Using Generally Accepted Accounting Principles, establish separate ledger cards or a computer data management system for each approved Title I project. Keep obligations and expenditures current in order to have an

unencumbered balance and actual expenditures on each expenditure category at all times. This will alert you when an amendment to a project is needed.

2. At the close of the project, after all bills are paid, the data management system will help determine expenditure totals by expenditure category for the project budget completion final certification. Keep in mind that the project budget completion final certification is very important in that it is the method of reporting actual approved Title I expenditures for the project, which is the basis for the final payment and affects carryover available for the coming school year.

3. The data management system will make it easier for the auditor at the time of the annual LEA audit to determine expenditures of Title I funds. If you also use ledger cards as a back-up system, these records can be used in conjunction with computer printouts.

4. You must be aware of approved project budgets. A copy of the approved Title I application, including attachments, and any amended budgets should be part of the Title I file.

5. Copies of invoices should also be part of the Title I file and should include the project number. Teachers, principals, etc., should be aware of the need for this information. The project number appears at the bottom of the Annual Application screen of the Title I electronic Internet application and consists of the four-digit district number, a letter or combination of letters representing the funding source, and a two-digit number representing the fiscal year.
6. At the time the Title I Application is approved, expenditures for approved equipment should be reflected in the additional items added to the LEA equipment inventory. Equipment purchased with Title I funds should be labeled "Title I."

7. Supporting documentation for entries in the accounting records is very important at the LEA level. Function, expenditure account and object as approved in the Title I budget should identify expenditures applicable to a Title I project. In addition, the assigned project number should reference expenditures to each separate project.

8. Please note that Title I, Part A payments (General, General Carryover, Local Delinquent and SINA Budgets) should all use revenue source code 4501. Title I, Part C payments for Migrant Budgets should use revenue source code 4503.

9. The Payment Status screen of the Title I electronic Internet application will provide a payment history with cumulative payments of all projects for the current school year. This detailed information will allow the LEA to determine if quarterly payments have been made, the balance to be received on a particular project, how the approved budget and actual expenditures are matching up, and the anticipated final payment.

10. Please notify the state Title I office if any discrepancy arises regarding the payment history recorded on the Payment Status screen of the Title I electronic Internet application.

11. All Title I project budgets must be closed by August 1.

12. By law, Title I records must be kept for a total of 5 years plus the current project year.

SUGGESTIONS FOR MAINTAINING TITLE I PROGRAM RECORDS

With an enhanced focus on compliance monitoring, the U.S. Department of Education is requiring states to audit LEAs on a regular basis. The Iowa Title I office is in the process of designing a desk audit procedure for LEAs with smaller allocations. To facilitate the flow of the desk audit and verify compliance, the LEA Title I program records should include documentation of the following major areas of program review.

- Eligible building selection;
- Financial management (within district targeting of funds);
- Title I program plan;
- Highly qualified staff;
- Paraprofessional certification;
- Comparability;
- Parent Involvement;
- Program evaluation;
- Coordination of services;
- Standards, assessment and accountability;
- Identification and selection of eligible participants in targeted assistance programs;
- Title I funded personnel;

- Schoolwide programs plan, program and activities;
- Private school consultation, identification and selection, program, control of funds processes;
- Schools in need of assistance action plan, peer review process, parent involvement, technical assistance, corrective action processes, professional development.

Please refer to the LEA Review document in the Appendix section of this reference manual for specific review documentation information and options.

By law, Title I records must be kept for a total of 5 years plus the current project year.

SCHOOLS IN NEED OF ASSISTANCE

The reauthorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind Act of 2001* continues to emphasize the goal of all students being proficient in reading and mathematics. Each year LEAs provide the adequate yearly progress (AYP) data of students in Title I schools. When a school fails to make AYP for a single year, it is identified as a school in the "Watch" year. Schools in "Watch" year status do not face sanctions. However, to fulfill Title I Federal requirements (Section 1119) of ESEA, school buildings that do not make adequate yearly progress are designated as schools in need of assistance (SINA). Buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized (ESEA) Title I legislation requires buildings identified as SINA to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the LEA. The school choice requirement does not apply if the identified building is the **only building** within the district with the same grade span grouping.

A Statewide Support System for SINA has representatives from each area education agency. These individuals have received training to assist identified schools. The five phases of the assistance design include audit, diagnosis, design, implementation and evaluation. An identified school must develop an action plan within ninety days of notification by the Iowa Department of Education. A copy of the action plan template that schools in need of assistance must submit electronically can be found in the SINA section of this reference manual. For further information regarding SINA issues or the Statewide Support System process, contact Karla Day at 515/281-7145; karla.day@iowa.gov.

SCHOOL CHOICE REQUIREMENTS

Any local education agency with Title I schools identified as in need of assistance must, as the Federal law requires, "provide all students in a school identified for school improvement with the option to transfer to another public school within the local education agency (LEA) that has not been identified for school improvement." For additional information regarding school choice requirements, contact Susan Selby at 515/281-4732 or susan.selby@iowa.gov.

TITLE I SUPPLEMENTAL EDUCATION SERVICE PROVIDERS

Under Title I, Part A, of the *No Child Left Behind Act of 2001* (Elementary and Secondary Education Act), low-achieving, disadvantaged students attending schools that do not make adequate yearly progress for three consecutive years (i.e., schools that are in their second year of improvement) may receive Supplemental Education Services.

States are responsible for identifying eligible supplemental education service providers (SSPs) that offer high quality, research-based tutorial programs designed to increase the academic achievement of children. State education agencies must develop and apply objective criteria to create approved lists of SSPs. States must also consult with parents, teachers, school districts and interested members of the public to identify a wide array of SSP options for students. States must update this list of approved SSPs on at least an annual basis, provide a list for school districts of the approved providers in their geographic area, and assist with the monitoring of services and program implementation.

School districts are required to arrange for the provision of Supplemental Education Services (SES), offered outside of the regular school day, that align with district content standards and instruction, and must provide parents with information on the availability of Supplemental Education Services, the identity of approved service providers, and, at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider. While school districts are to

pay the per pupil allocation for services provided, districts are not required to provide transportation for Supplemental Education Services. A school district with schools identified for Supplemental Education Services, must set aside an equivalent of 20% of the LEA Title I allocation as follows: 5% for school choice, unless parent demand for school choice transportation can be met with less; 5% for Supplemental Education Services; and the remaining 10% available for Supplemental Education Services and/or school choice as need demands.

Parents choose the SSP for their children from among the providers approved by the State for their school district.

A private provider, the school district unless identified in need of improvement, schools from within the LEA that are not identified as SINA, and area education agencies may be approved to provide Supplemental Education Services. Supplemental Education Service providers must ensure that instruction is research based, of high quality and is consistent with local standards. SSPs must provide academic assistance to students outside of the regular school day; work collaboratively with the school district, principals, and parents, and provide written feedback to the parents and school district regarding student progress. To be on the approved list of State Supplemental Education Service providers, SSPs must meet all applicable federal, state and local health, safety and civil rights laws. *The Application for Supplemental Education Service Providers* can be found on the Iowa Department of Education web site at educateiowa.gov/index.php?option=com_content&view=article&id=1635&catid=497&itemid=2441. You will find the SES Providers Application under the SES Provider Information section. The site will also provide a SES toolkit, a listing of current SES providers, a code of ethics for SES providers and a presentation covering the federal requirements for SES implementation within school districts with schools in need of assistance. For additional information regarding supplemental education service providers, contact Susan Selby at the Title I office at 515/281-4732 or susan.selby@iowa.gov.

TEACHER LOAN CANCELLATION

The SEA has the responsibility of annually compiling a listing of Iowa low-income schools that becomes part of a national online directory of low-income schools for the purpose of providing teacher student loan cancellation or forgiveness for borrowers of Federal Stafford Loans, William D. Ford Direct Subsidized and Unsubsidized Loans, Federal Consolidation and Direct Consolidation Loans, and Federal Perkins Loans. To be eligible to be listed, the LEA must be eligible for Title I funding and the low-income percentage for the attendance center must exceed 30 percent. The source for the low-income information is free and reduced eligible meal student data. The schools with a low-income percentage exceeding 30% in the current school year will provide full-time teachers the opportunity to apply for loan cancellation benefits. The actual benefits vary by individual circumstances. To apply for loan cancellation benefits, request the appropriate forms from the office that administers the loan program at the college or university that holds the loan. The State listing for the coming school year is submitted annually and is normally published online sometime in December. To verify the eligibility of a school within the state of Iowa, contact Sue Olson at 515/281-5314 or sue.olson@iowa.gov.

The national directory may be searched at www.tcli.ed.gov.

The Iowa Department of Education annually designates “teacher shortage areas” for the State. Educators teaching full-time in a designated teacher shortage discipline may be eligible for up to three years of deferment on Stafford Student Loan and/or Supplemental Loans for Students (SLS). The teacher shortage areas and information regarding the deferment process are available at www.iowa.gov/educate. Educators teaching in these shortage areas may also qualify for cancellation benefits under the Federal Perkins Loan Program. Refer to the U.S. Department of Education web site for more information (www.studentaid.ed.gov).

A change to the Teacher Loan Program in 2005 authorized up to $17,500 in loan forgiveness to eligible highly qualified math, science and special education teachers through the Taxpayer-Teacher Protection Act (P.L. 108-409). This increase above the previous loan limits is meant to ease the shortage of teachers in key subject areas. The additional loan forgiveness will provide substantial relief for existing teachers and an incentive for prospective teachers to teach in subjects and schools that have difficulty hiring highly qualified candidates. For detailed information on the program and to find out if you qualify for the loan forgiveness, call the Federal Student Aid Customer Service hotline at 1-800/433-7327. More information on the loan forgiveness limits is posted at www.ifap.ed.gov/dpcletters/GEN0414.html.

The state of Iowa also offers cancellation benefits to teachers. The Iowa College Student Aid Commission (ICSAC) is an excellent resource regarding loan cancellation benefits for educators. The web site is www.iowacollegeaid.gov and provides a wide variety of assistance and information as well as an eligibility flowchart, applications and links to other sources educators will find helpful. The ICSAS can be contacted by phone at 1-877/272-4456 or email at info@iowacollegeaid.gov.

The Teacher Career Establishment Grant helps new classroom teachers in state-designated subject shortage areas. Each recipient will be awarded up to $2,000 to help with the costs related to establishing a new career. Go to www.studentloan.org for an application and more details. Iowa Student Loan can be contacted by phone at 1-800/243-7552, ext. 7656 or 515/273-7656 or email to mbrown@studentloan.org.

TITLE I PARENTAL INVOLVEMENT

Section 1118, of the *No Child Left Behind Act of 2001* requires each district and school with a Title I program to have a parent involvement policy that is jointly developed, agreed upon, and distributed to parents of participating children. This policy must be on file in the district, but need not be approved by the school board. The parent involvement policy must be reviewed annually and plans for its review must be included in the Comprehensive School Improvement Plan (CSIP), that is part of C-Plan. An annual Title I parent meeting must be held at a convenient time. A parent compact must be provided to every parent in a schoolwide program building and to Title I parents in targeted assistance program schools. The law does not require a parent signature; however, effort should be made to encourage parents to sign the compact. Although sample documents are included in the Guidance section of this document, schools are encouraged to create compacts that are useful to them and reflect the beliefs of the school and community.

For the 2013-2014 school year, local parent policies and compacts must be reviewed, updated and sent to the Title I office for review. The parent involvement policy must incorporate all required components, include parents in the review process, and be labeled "Reviewed and Updated for the 2013-2014 School Year." The parent involvement policy and parent-school compact must be submitted by electronic mail to ruth.jones@iowa.gov or mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 no later than September 15, 2013. The Project Narratives screen of the Title I electronic Internet application contains a question regarding the updating of the parent policy and compact for the current school year. Final approval of the local Title I application is conditional upon the receipt of these documents and affirmation by the LEA on the Project Narratives screen that this requirement of the Title I legislation has been met.

Title I funds may be used for activities associated with Parent Involvement. LEAs receiving allocations of $500,000 or more must reserve and spend 1 percent of the allocation for parent involvement activities, including family literacy and parenting skills. At least 95 percent of the 1 percent reservation must be allocated by formula to Title I funded schools. This reservation needs to be conducted separately from Title I building level allocations. If the district serves private school students, LEAs must correctly calculate and provide for equitable services for private school students regarding parental involvement requirements. The parent involvement requirement can be met either through independent parent involvement activities or in conjunction with the LEA's activities. If they are done independently, there must be an equitable distribution of funds for these activities. The LEA is required to document on the General Budget detail screen expenditure totals to reflect the situation in their district. If applicable, the 1 percent reservation must be included in the general budget before approval will be given to the district application. To remain in full compliance, the required 1% set-aside for parent involvement must be spent during the current school year. **NOTE:** The district should have on file the background information for this budget detail expenditure, but is not be required to include this on the electronic application itself. For example:

Parental Involvement Reservation under Section 1118 of *ESEA*

In **participating** public school attendance areas:

No. of private school children from low-income families		Total no. of children from low-income families		Proportion of Reservation
_____	divided by	_____	=	_____
Proportion of Reservation		**Reservation**		**for Equitable Services**
_____	X	$_____	=	$_____

In general, parent involvement refers to strategies intended to increase the involvement and contributions, in both school-based and home-based settings, of parents that are designed to support classroom instruction and increase student achievement. Title I places considerable emphasis on parent involvement. Section 1118 of the Title I statute contains many provisions concerning an LEA's responsibilities for carrying out parent involvement activities. Research shows that parental involvement in the education of the child is a critical factor in improving academic achievement. If a child is to attain and maintain grade level proficiency and achieve high academic standards, parents must support their child's learning.

Parent involvement is more than just surveying parents or bringing them together for a meeting to listen—they also must be given opportunities for meaningful participation and active involvement. Parent involvement activities must be designed and implemented to meet the needs of the parents—not the needs of the LEA. Parents should receive training and materials to help them work with their child to improve academic achievement.

Examples of mechanisms that can encourage parental involvement include the following:

- Establishment of organized parent groups.
- Holding public meetings involving parents to review school performance and help develop school improvement plans.
- Using surveys to gauge parent satisfaction and support for the school.
- Implementing complaint procedures for parents.
- Coordinating with local social and health service providers to help meet family needs.
- Parent education classes (including GED, adult literacy, and ESL programs).

IowaParents.org, a joint effort between the School Administrators of Iowa (SAI), the Iowa Department of Education (DE), and Area Education Agency 267 (AEA 267), provides Iowa Statewide Parent Information Resource Center (Iowa PIRC) to promote student success. This website (http://www.iowaparents.org) is designed to provide information and support to a wide-range of parents and educators throughout Iowa.

Local education agencies may find guidance on meeting the parent involvement requirements under Title I Part A on the DE web site at http://educateiowa.gov.

WAIVERS, TITLE I, PART A

The Iowa Department of Education has received permission from the US Department of Education to grant waivers to Iowa's local school districts. Local school districts may now apply for the waivers directly from the Iowa Department of Education. Information regarding the LEA waiver application process is available on the Iowa Department of Education website (www.iowa.gov/educate) under Title I, Part A. Sample letters for each waiver request are provided there.

LEAs interested in applying for any waiver should "personalize" the waiver letter and submit on district letterhead. Forward the waiver application letter to ruth.jones@iowa.gov or the address on the letter by November 16, 2013.

WEBSITE REFERENCES FOR TITLE I RELATED TOPICS

CSIP web-based application
https://portal.ed.iowa.gov

Designing Schoolwide Programs
www2.ed.gov/policy/elsec/guid/designingswpguid.doc

Homeless Education under the McKinney-Vento Homeless Assistance Act
educateiowa.gov/index.php?option=com_content&task=view&id=422&Itemid=654

Identifying Eligible Title I Schools and Attendance Areas
www2.ed.gov/programs/titleiparta/wdag.doc

Indirect Cost Rates
educateiowa.gov/index.php?option=com_content&view=article&id=1429&Itemid=2971

LEA and School Improvement
www2.ed.gov/policy/elsec/guid/schoolimprovementguid.doc

Low-income schools Directory (Teacher loan cancellation)
https://www.tcli.ed.gov/CBSWebApp/tcli

NCLB Policy Guidance
www2.ed.gov/policy/elsec/leg/esea02/index.html

Para educators/Paraprofessionals
educateiowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297

Parental Involvement: Title I
www2.ed.gov/programs/titleiparta/parentinvguid.doc

Private School Toolkit
www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf

Public School Choice
www2.ed.gov/programs/choice/index.html

School Profiles
http://www.iowaschoolprofiles.com

Serving Preschool Children Under Title I, Non-Regulatory Guidance
www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf

Supplemental Educational Service Guidance
www2.ed.gov/policy/elsec/guid/suppsvcsguid/doc

Supplemental Education Service Providers
educateiowa.gov/index.php?option=com_content&view=article&id=1635&catid=497&Itemid=2441

Teacher Shortage Areas
educateiowa.gov/index.php?option=com_content&task=view&id=799&Itemid=1

Title I Application
http://portal.ed.iowa.gov

Title I Information
educateiowa.gov/index.php?option=com_content&task=view&id=1286&Itemid=2270

Title I Legislation
www2.ed.gov/programs/titleiparta/legislation.html

Title I Paraprofessional Guidance
www2.ed.gov/policy/elsec/guid/paraguidance.doc

Title I Part A Non-Regulatory Fiscal Guidance
www2.ed.gov/programs/titleiparta/fiscalguid.doc

Title I Program Evaluation
educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650#evaluation

Title I Services to Private School Children
www2.ed.gov/programs/titleiparta/psguidance.doc

United States Department of Education
www.ed.gov

PAGE INTENTIONALLY BLANK

MAINTAINING CONTROL OF THE TITLE I PROGRAM

INVENTORY AND DISPOSAL OF TITLE I EQUIPMENT

It is important for the LEA to maintain title to and control of Title I funds, books, materials, equipment, and property. Materials of any kind purchased with Title I funds may be used only by Title I participants and under the direction of Title I paid staff. Each item purchased with Title I funds must be labeled "Property of _____ School District." The labels should not be either easily erased or removable.

The Title I statute clearly states that the LEA must have a method to track materials, equipment, and property purchased with Title I funds and located in the private school. The Title I program must be conducted in space used (at the time) exclusively for Title I instructional services and the control of title I funds and title to materials, equipment, and property purchased with Title I funds must be with the LEA. Title I equipment and materials may only be used by Title I eligible students and under the direction of Title I paid staff.

The Depreciation Schedule for Title I Equipment is to provide guidance to the user in updating the Title I Equipment Inventory and Disposal Record.

The Title I Equipment Inventory form is for use in maintaining, as part of the LEA Title I records, an inventory of equipment purchased with Title I funds. One copy of the Title I Equipment Inventory form must be mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 by **September 15, 2013**.

The Title I Equipment Disposal Record is to be used to list any equipment purchased with Title I funds in the last or previous school years. Title I equipment must be depreciated each year using the schedule below and reported accordingly on the Title I Equipment Disposal Record. One copy of the completed Title I Equipment Disposal Record should be mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 by **September 15, 2013**.

✔ **TIP: Failure to submit the Title I Equipment Inventory and Disposal Record will result in new Title I funds being withheld.**

Depreciation Schedule for Title I Equipment

FURNITURE:

Library tables, bookcases, school desks, file cabinets, chairs, etc., -- 10 years

AUDIO-VISUAL:

TV/VCR - 5 years

Carts, all types – 5 years

Computers (keyboard, monitor, disc drive, etc.) – 5 years

Computer tablets - 3 years

Printers - 5 years

OTHER:

Items not covered should be referred to this office. **All books, kits, tapes, software, etc., are considered materials and supplies;** therefore, these items should be removed from the equipment inventory of the LEA.

Page intentionally blank

Due Date: September 15, 2013

TITLE I EQUIPMENT INVENTORY

LEA: _____

County/District Number: _____

Signature of Person Certifying Accuracy of This Report: _____

Signature Title

Date of Submission: _____ Date of SEA Approval: _____

Date Acquired	Description of Equipment	Quantity	Cost			Location of Equipment
			Original	Adjust	Total	

Due Date: September 15, 2013

TITLE I EQUIPMENT DEPRECIATION RECORD

For Equipment to be Deleted from the Last Complete Inventory

LEA: _____

County/District Number: _____

Signature of Person Certifying Accuracy of This Report: _____

Signature Title

Date of Submission: _____ Date of SEA Approval: _____

Date Acquired	Description of Equipment	Quantity	Cost			Location of Equipment
			Original	Adjust	Total	

TITLE I QUESTIONS AND ANSWERS

ALLOCATION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS AND SCHOOLS

Q. How does an LEA handle funds that are carried over from one year into the next when allocating funds to school attendance areas?

A. Although an LEA may not use carryover funds to provide services in an ineligible school, an LEA has considerable discretion in handling carryover funds. Some of these options include:

- Allow each school to retain its carryover funds for use in the subsequent year.
- Add carryover funds to the LEA's subsequent year's allocation and distribute to participating areas and schools in accordance with allocation procedures.
- Designate carryover funds for particular activities that could best benefit from additional funding. (e.g. parental involvement activities; schools with the highest concentrations of poverty.)

Regardless of the option an LEA elects, the LEA may not carry over more than 15 percent of its allocation from one year to the next. This percentage limitation does not apply to an LEA that receives an allocation of less than $50,000 under subpart 2 of Part A. A SEA may, once every three years, waive the percentage limitation if it determines that the request of an LEA is reasonable and necessary or if supplemental appropriations become available.

Q. May an LEA allocate a greater per-pupil amount, for example, to schoolwide program schools than to targeted assistance schools since schoolwide programs serve all children in the school?

A. The Title I statute requires allocations to be based on the total number of low-income children in a school attendance area or school. Therefore, poverty is the only factor on which an LEA may determine funding. In other words, an LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor. Because Part A places the responsibility for selecting participants and designing programs on schools rather than on the LEA, the LEA will not necessarily be in a position to know in advance the instructional model or educational need when determining allocations.

Q. May an LEA reserve funds from its Part A allocation before distributing funds to school attendance areas?

A. Yes. Before allocating funds an LEA must reserve funds to—

- Provide services comparable to those provided to children in participating school attendance areas and schools to serve—
  - ♦ Children in local institutions for neglected children; and
  - ♦ Where appropriate—
    - ⇒ Eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters.
    - ⇒ Children in local institutions for delinquent children.
    - ⇒ Neglected and delinquent children in community day school programs.
- Meet the requirements for choice-related transportation and supplemental education services in Section 1116(b)(10) and 1116(e)(6) of the Title I statute unless the LEA meets these requirements with non-Title I funds. The Title I statute requires that, unless a lesser amount is needed, an LEA spend an amount equal to 20 percent of its Title I, Part A allocation for this purpose. Of this amount, 5 percent must support choice-related transportation, 5 percent must support providing supplemental education services, and the remaining 10 percent may support the costs of providing either choice-related transportation or supplemental education services.
- Meet the professional development requirements of—
  - -- Section 1116(c)(7)(A)(iii) of the Title I statute if the LEA has been identified for improvement. An LEA must reserve at least 10 percent of its Title I, Part A allocation for this purpose; and
  - -- Section 1119 of the Title I statute to meet the needs of teachers who are not highly qualified. An LEA must reserve an amount for this purpose that ranges from at least 5 percent of its Title I, Part A allocation.

- Meet the requirements for parent involvement. An LEA that receives more than $500,000 under Title I, Part A subpart 2 must spend at least 1 percent of its allocation for parental involvement activities. The LEA must distribute not less than 95 percent of the amount reserved for parent involvement to schools receiving Title I services.

- Administer Part A programs for public and private school children, including special capital expenses, if any, incurred in providing services to eligible private school children such as—
  -- the purchase and lease of real and personal property (including mobile educational units and neutral sites);
  -- insurance and maintenance costs;
  -- transportation; and
  -- other comparable goods and services, including non-instructional computer technicians.

- Conduct other authorized activities such as preschool programs, summer school and intercession programs, additional professional development, school improvement, and coordinated services.

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

An LEA must also ensure that it provides equitable services to private school children from Title I funds reserved "off the top" for district-wide instructional programs.

Q. Is there a maximum amount that an LEA may reserve?

A. No. An LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student achievement standards that all children are expected to meet.

Q. How do funds that an LEA transfers into Part A of Title I under the transferability provision in Section 6123 of ESEA affect the specific percentages an LEA must reserve for choice-related transportation and supplemental education services, professional development, and parent involvement?

A. If an LEA transfers funds from another federal education program into Title I, Part A under the transferability provision in Section 6123, then the additional amount transferred is added to the LEA's Title I, Part A allocation, and the combined amount becomes the base for calculating the specific reserves required for choice-related transportation and supplemental education services, professional development, and parent involvement.

Q. How may an LEA reserve funds for activities such as parental involvement and professional development?

A. An LEA may reserve funds at the LEA level for activities such as parental involvement and professional development or the LEA may require its Title I schools to carry out these activities from their allocations. For example, an LEA that is required to spend at least 1 percent of its allocation for parental involvement activities may reserve the full 1 percent from its Part A allocation, require each school to spend a requisite amount from its Part A allocation, or use a combination of these approaches.

Q. May an LEA consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas?

A. Yes, this is an allowable option for the LEA. The statute requires that Part A funds be allocated to school attendance areas and schools on the basis of the number of children from low-income families in each area or school. This provision assumes, for example, that two schools with the same number of low-income children need similar amounts of funds to provide comparable educational programs to participating children. An inequity may occur, however, if schools with similar allocations offering similar instructional programs need to spend different amounts because of the salary and fringe benefit costs of the staff providing the instruction. To address this situation, an LEA may consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas or schools. The LEA would pay the differential salary and fringe benefit costs from its administrative funds taken off the top of the LEA's allocation. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

Q. Is there any flexibility in how an LEA may count children from low-income families in middle and high schools?

A. Of the four measures of poverty the statute permits an LEA to use for identifying eligible school attendance areas and allocating funds to those areas, eligibility for free or reduced-price lunch is by far the measure most frequently used. Yet, we know from experience that high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students. Hence, those schools often may not be identified as eligible for Title I services, or, if eligible, may not receive as high an allocation as their actual poverty rate would require. In order to address the situation, an LEA may use comparable data collected through alternative means such as a survey. Also, an LEA may use the "feeder pattern" concept. This concept allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school.

When an LEA elects to use the feeder pattern, the LEA determines the district-wide average of poverty based on all of the schools for which the district is using actual poverty data; and uses this district-wide average to rank all of the attendance areas or schools in the LEA. If an LEA serves attendance areas or schools below a 35 percent poverty rate, the LEA's allocation per low-income child must be based on the actual number of low-income children in the feeder schools, and the projected number in the feeder pattern receiving schools.

Q. How are funds made available to provide services to eligible private school children?

A. Title I continues the requirement that an LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires an LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. An LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives an LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, an LEA may use:

1. The same poverty data it uses to count public school children.

2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.

3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.

4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.

5. An equated measure of low income correlated with a measure of low income used to count public school children.

Although funds are allocated based on the number of low-income children, private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in Section 1115(b) of the Title I statute. To provide equitable services to eligible private school children, an LEA must reserve the amounts generated by low-income private school children who reside in participating public school attendance areas. In consultation with private school officials, an LEA may choose one, or a combination of, the following options for using the funds reserved for private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.

- Combine the funds generated by low-income private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children who reside in participating public school attendance areas and are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by low-income children in the school.

CARRYOVER FUNDS PROVISIONS

Q. What actions must a SEA take with respect to an LEA that exceeds the 15 percent carryover limitation?

A. Unless it grants the LEA a waiver of the carryover limitation, a SEA must reduce that LEA's allocation by the exact amount it exceeds its 15 percent carryover limitation.

Q. On what amount is the 15 percent limitation on carryover based?

A. The percentage limitation is applied to the amount allocated to the LEA for Title I, Part A under Subpart 2 for the current year. It does not include carryover funds from the preceding year, excess funds that the SEA reallocated to the LEA under Section 1126(c) of Title I, school improvement funds received under Section 1003, or funds received under the State Academic Achievement Awards program.

Q. Does an LEA include funds carried over from the previous fiscal year in the current year's allocation base to determine statutory reservations?

A. No. Title I of the ESEA requires an LEA to reserve certain percentages of its Title I allocation for specific purposes. For example, under Section 1118(a)(3), an LEA must generally reserve at least one percent of its allocation for parent involvement activities. The base for calculating any of the reserves required under Title I is only the current year amount allocated to the LEA for Title I, Part A under Subpart 2. The LEA would not include carryover funds from the preceding year when determining current year reservations.

Q. May a SEA waive the 15 percent limitation on carryover funds?

A. Yes. Section 1127(b) of Title I provides that a SEA may, once every three years, waive the 15 percent carryover limitation if--

- The SEA determines that the request of an LEA is reasonable and necessary; or
- Supplemental appropriations for Title I, Part A become available.

Q. Does the percentage limitation on carryover funds apply to all LEAs?

A. No. The percentage limitation does not apply to an LEA that receives an allocation of less than $50,000 in Title I, Part A, Subpart 2 funds.

Q. What happens to excess funds carried over by an LEA?

A. If an LEA does not have a waiver of the carryover limitation, the excess funds become available to the SEA to reallocate to other LEAs in accordance with the criteria it has established under Section 1126(c) of Title I.

Q. Does the carryover limitation apply to school improvement funds an LEA may receive from the four percent a SEA reserves under Section 1003 of Title I?

A. No. The carryover limitation applies only to funds an LEA is allocated under Subpart 2 of Title I, Part A.

Q. How does the carryover provision apply to equitable services to private school children?

A. In general, if an LEA provided equitable services for private school students in the first year, any carryover funds would be considered additional funds for the entire Title I program in the subsequent year and would be part of the LEA's Title I resource base in the next year. Those funds would be used, along with any other carryover funds, for serving both public and private school students on an equitable basis. This situation might occur, for example, if private school students did not fully participate in the Federal program in the first year, even though an equitable program was planned and offered for those students.

However, there may be a circumstance in which equitable services were not provided. For example, there was a delay by an LEA in implementing an equitable program for private school children because of consultation and notification issues between private school officials and the LEA. As a result, the LEA could not spend all the funds it had available for providing equitable services to private school children and needed to carry over those funds and use them to provide services to private school children in the following year. These carryover funds would be in addition to funds that the LEA would otherwise be required to use to provide equitable services for private school students out of the LEA's current year allocation.

Under either situation, the LEA retains control of the Federal funds carried over into the following year. No funds are provided directly to private schools.

COMPARABILITY

Q. Must an LEA determine comparability every year?

A. Yes. Demonstrating comparability is a prerequisite for receiving Title I funds. Because Title I allocations are made annually, comparability is an annual requirement.

Q. When should comparability be determined?

A. The comparability process must enable an LEA to identify, and correct during the current school year, instances in which it has non-comparable schools. An early determination of comparability would allow an LEA to make adjustments with the least amount of disruption.

Q. Are all LEAs required to make comparability determinations?

A. No. The SEA will notify LEAs that are required to complete comparability determinations.

CONSOLIDATING FUNDS IN SCHOOLWIDE PROGRAMS

Q. Which Federal education program funds may be consolidated in a schoolwide program?

A. A schoolwide program school may consolidate funds from any federal education program whose funds can be used to carry out activities in a public elementary or secondary school including services, materials, and equipment purchased with those funds and provided to a schoolwide program school.

A school that operates a schoolwide program may **NOT** consolidate Reading First (Title I, Part B, Subpart 1) funds, which establishes reading programs for students in kindergarten through grade 3.

Consistent with Section 1306(b)(4) of Title I, before a school operating as a schoolwide program consolidates funds received under Part C of Title I, ESEA for the education of migratory children, the school, in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle and those other needs that are necessary to permit those students to participate effectively in school, and must document that these needs have been met.

Q. May a schoolwide program school consolidate funds it receives under the Individuals with Disabilities Education Act (IDEA)?

A. Yes. A school that operates as a schoolwide program may consolidate funds received under Part B of IDEA. However, the amount of funds consolidated may not exceed the amount received by the LEA under Part B of IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the schoolwide program. A school that consolidates funds under Part B of IDEA may use those funds in its schoolwide program for any activities under its schoolwide program plan but must comply with all other requirements of Part B of IDEA to the same extent it would if it did not consolidate funds under Part B of IDEA in the schoolwide program.

Q. May a schoolwide program school consolidate funds it receives from discretionary grant programs?

A. In general, a schoolwide program school may consolidate funds it receives from discretionary (competitive) grants as well as from formula grants, except for Reading First. However, if a school operating a schoolwide program

consolidates funds from discretionary grant programs, the school must still carry out the activities described in the application under which the funds were awarded. Although not required, it is preferable that the applicant LEA or school indicates in its application for discretionary funds that some or all of the funds would be used to support a schoolwide program and describe its activities in a schoolwide program school. A schoolwide program school would not need to account separately for specific expenditures of the consolidated federal funds.

Q. How may a school that is operating a schoolwide program meet the intent and purposes of the programs for which it consolidates funds?

A. A school that consolidates and uses, in a schoolwide program, funds from any other federal education program, except Reading First, is not required to meet most statutory or regulatory requirements of the program applicable at the school level, but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. The school must be able to demonstrate that its schoolwide program contains sufficient resources and activities to reasonably address the intent of the included programs, particularly as they relate to the lowest-performing students.

Q. What fiscal record-keeping requirements apply to an LEA or a school with respect to federal funds that are consolidated in a schoolwide program?

A. A school operating a schoolwide program that consolidates in a single account and uses, in a schoolwide program, funds from other federal education programs, except Reading First, is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those program funds. The school must, however, maintain records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the federal education programs whose funds were consolidated to support it.

An LEA must be able to show the amount of funds from each federal education program for each grant year that was consolidated in the single schoolwide program account the LEA allocated to a schoolwide program school and may use any reasonable method to demonstrate how the federal funds in that schoolwide program have been expended. For example, the LEA could allocate expenditures of federal funds consolidated in a schoolwide program school in proportion to the amount of funds allocated to the school under each federal program.

Q. May a SEA require an LEA to account separately for each federal program whose funds are consolidated in a schoolwide program?

A. According to Section 1114(a)(3)(C), a schoolwide program is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds. However, a SEA has the authority to establish necessary accounting procedures to ensure proper use of federal program funds.

HOLD-HARMLESS PROVISIONS

Q. If an LEA loses eligibility for any of the four Title I Part A grants in 2009-2010, does the hold-harmless provision apply?

A. All four funding formulas provide for a variable hold-harmless guarantee for each LEA of 85, 90, and 95% of the previous year's allocation. The hold-harmless percentage depends on the formula child rate of each LEA.

- To be eligible for a basic grant, an LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's school-age population.
- To be eligible for concentration grants an LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population.
- To be eligible for targeted grants, the number of formula children counted in an LEA for basic grant purposes must be at least 10 **and** equal or exceed 5% of the LEA's total school-age population. In addition, the funding formula adjusts the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children.
- The eligibility criteria used to determine whether an LEA qualifies for an education finance incentive grant (EFIG) allocation are the same as for targeted grants. The State's EFIG is allocated to LEAs using a weighted formula similar to the targeted grants formula.

For Basic, Targeted, and EFIG, an LEA must meet the eligibility criteria in order for hold-harmless protection to apply. For Concentration Grants under NCLB, the hold-harmless provision applies to an LEA for four consecutive years even if the LEA no longer meets the eligibility criteria.
However, for all Title I Part A grants, the hold-harmless provision only applies as far as funding is available.

Q. Is there an LEA hold-harmless provision for Concentration Grant funds?

A. Yes, the hold-harmless provision applies to an LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year, grants will be ratably reduced.

Q. Is an LEA that received Title I, Part D, Subpart 2 funds in 2010-2011 entitled to receive a hold-harmless allocation for 2011-2012?

A. No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Part D, Subpart 2.

LEA IDENTIFICATION AND SELECTION OF SCHOOL ATTENDANCE AREAS

Q. If an LEA applies the "35 percent rule," must all school attendance areas with at least 35 percent poverty be served?

A. No. However, school attendance areas to be served must be selected in rank order.

Q. Section 1113[b][1][D][ii] allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the attendance area or school is receiving supplemental funds from other state or local sources that are "spent according to the requirements of Section 1114 or 1115." What is meant by "according to the requirements of Section 1114 or 1115?"

A. Under Title I regulations, a supplemental state or local program meets the requirements of Section 1114 if the program:

- Is implemented in a school that meets the minimum 40 percent poverty threshold required to operate a schoolwide program;
- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the challenging academic achievement standards that all students are expected to meet;
- Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards; and
- Uses the State's assessment system described in the Title I regulations to review the effectiveness of the program.

A supplemental state or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the challenging student academic achievement standards; and
- Uses the State's assessment system described in the Title I regulations to review the effectiveness of the program.

Q. How may preschool children be served under Part A?

A. There are several ways in which preschool children may be served under Part A. For example—

- A participating school may use part of its Part A funds to operate a preschool program.
- An LEA may reserve an amount from the LEA's total allocation to operate a Part A preschool program for eligible children in the district as a whole or for a portion of the district.

Children served in the Title I preschool program must qualify educationally. To be eligible, preschool children—like school-aged children—must be failing, or most at risk of failing, to meet the local school district's performance standards. Preschool children may be selected for Title I services on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Children who participate in a Head Start or Even Start program at any time in the two preceding years are automatically eligible for Title I services.

LOCAL NEGLECTED CHILDREN

Q. If an LEA is unable or unwilling to provide services to children in local institutions for neglected children, may it retain the funds that were allocated on the basis of these children?

A. No. If an LEA is unwilling or unable to provide services to neglected children, the SEA must reduce the LEA's allocation by the amount generated by the neglected children.

Q. May the SEA transfer these funds to another LEA?

A. Yes. These funds may be assigned to another state agency or LEA that agrees to assume educational responsibility for the neglected children.

Q. May the SEA retain these funds?

A. Yes. If the SEA assumes educational responsibility for the neglected children, it is entitled to the funds generated by these children.

Q. If neither the SEA nor another agency is willing to assume educational responsibility for neglected children, what happens to the funds?

A. The SEA must reduce the LEA's allocation by the amount that was based on neglected children. These funds would lapse and not be available for reallocation to other LEAs.

Q. If an institution closes and the children are transferred to an institution in another LEA, must the SEA transfer the funds to the LEA in which the children now reside?

A. Yes. The SEA must adjust the allocations of the two LEAs to reflect the transfer.

MAINTENANCE OF EFFORT

Q. When a SEA determines maintenance of effort for its LEAs, must the SEA use the same measure for all its LEAs?

A. No. For example, a SEA must determine maintenance of effort using the measure most favorable to each LEA. AN LEA has maintained fiscal effort if it meets either of the two tests—aggregate expenditures or expenditures per pupil.

PARENT INVOLVEMENT

Q. Is the Parent Involvement requirement of Title I the same for both Targeted Assistance Programs and Schoolwide Programs?

A. Yes. The No Child Left Behind Act of 2001 requires that parents are involved in the development of the local LEA's plan for Title I. Other requirements include the following:

1. A written parent involvement policy.
2. A school-parent compact for each participating building. For a schoolwide program, all students would be included.
3. A parent meeting must be held annually.
4. LEAs receiving allocations of $500,000 or more must budget at least 1% to support parent involvement activities that may include family literacy and parenting skills.

PRIVATE SCHOOL SERVICES - CONTACTS AND ACTIVITIES IN PRIVATE SCHOOLS

Q. Is it permissible for Title I teachers to use private school facilities other than the Title I classroom, such as the restroom, teachers' lounge, cafeteria, or the parking lot?

A. Yes. There is no prohibition against reasonable use of private school facilities by a Title I teacher or other Title I personnel.

Q. May Title I teachers and other public school personnel meet or have discussions with private school teachers and administrators?

A. Yes. Consultation and communication are essential to implementing an effective Title I program. Therefore, Title I personnel may have necessary discussions or meetings with private school officials concerning the design and development of the Title I program, as well as communications concerning the needs and progress of individual children. (For the Title I requirements regarding consultation with private school officials, see section 1120(b) of the Title I statute.)

PRIVATE SCHOOL SERVICES - LOCATIONS AND TYPES OF SERVICES

Q. Do Title I services have to be provided in private schools?

A. No. However, LEAs are required to provide Title I services for private school children that are equitable in comparison to the services and other benefits provided for public school participants and to consult with private school officials on important issues such as the location of any services.

Q. May Title I instructional services be provided in private schools before and after regular school hours and during the summer?

A. Yes. These are additional, permissible options for providing services for private school children so long as the equitability and consultation requirements are met. In fact, the Title I statute requires, with respect to public and private school children, that LEAs use effective instructional strategies that give "primary consideration to providing extended learning time." These options may be useful particularly in situations where there is no space available in the private school during the regular school day.

Q. Do Title I services for private school children need to be in the same subject areas or grade levels as public school students?

A. No. The needs of the private school children determine what Title I service is appropriate. However, because eligibility for services is determined by residence in a participating public school attendance area, private school students being served need to reside in an eligible participating public school attendance area. Therefore, for example, if a public middle school attendance area is not participating in Title I, Title I service may not be provided to private school students in middle school grades who reside in the area.

Q. Does space used in private schools for Title I instruction need to be free of any religious symbols?

A. In its decision in Agostini, in ruling that Title I instructional services can be provided in private schools, the Court relied on the safeguards in New York City's pre-Aguilar program, including the fact that the Title I services were provided in space that had no religious symbols. While the Supreme Court did not specifically indicate whether the removal of religious symbols was required, it is a significant factor a Court is likely to take into account in reviewing the constitutionality of services in private schools and LEAs are strongly encouraged to provide Title I instruction in space that is free of any religious symbols.

Q. May space used for Title I instruction in a private school be used for non-Title I purposes at other times?

A. Yes. The LEA should have the exclusive use and control of the Title I space during the time period in which Title I services are being conducted, but the space may be used for other purposes at other times.

Q. May Title I service be provided in the regular private school classrooms through aides or joint teaching efforts?

A. It is recommended that LEAs not provide these types of services. In holding that Title I instruction may be provided in private schools, the Court in Agostini emphasized that the Title I program was totally separate from the private school's educational program and under the sole control of the LEA. Providing Title I instruction as a part of private school classes raises significantly different issues that increase the risk that the services would be held unconstitutional.

Q. Are private schools required to make space available in their schools for Title I services?

A. No. If space is not available in a private school, or if the private school chooses not to make its facilities available to the LEA for this purpose, Title I services have to be provided in another location. The LEA still has the responsibility of providing equitable Title I services for private school children under these circumstances, although the services would be at a location outside the private school. The extra costs of providing services at a location outside the private school would be taken "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children.

PRIVATE SCHOOL SERVICES - NEW PRIVATE SCHOOL CHILDREN

Q. Can an LEA serve eligible private school children who previously declined Title I service?

A. Yes. An LEA may provide services to these children to the extent possible in the current school year, but the LEA will have met its responsibility to offer equitable services to private school children for the upcoming school year if it contacted representatives of these children on a timely basis in the normal course of designing the Title I program and services were declined. However, we strongly encourage these LEAs to contact representatives of these children to see what arrangements or modifications can be made for the upcoming school year and to make those adjustments unless it would seriously disrupt the already-planned program. With respect to future years, LEAs should make renewed efforts to contact representatives of private school children that may have declined services because they could not be provided in the private school.

PRIVATE SCHOOL SERVICES – "OFF-THE-TOP" REQUIREMENTS

Q. Does the "off-the-top" requirement apply?

A. Yes. Section 200.27 of the Title I regulations requires that LEAs reserve funds as are reasonable and necessary for certain purposes, including administration of programs for public and private school children, before funds are allocated to school attendance areas or schools. Therefore if an LEA continues to provide Title I services, these costs would come "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children. The "off-the-top" costs of providing Title I services for private school children outside their own schools has been reduced greatly as a result of the Court's decision in Agostini.

Q. Must an LEA ensure that equitable services to private school children are provided from Title I funds reserved "off-the-top" for district-wide instructional programs?

A. Yes. If an LEA reserves Title I funds "off-the-top" for district-wide instructional programs, the equitable services requirement applies. Section 200.64(a)(2)(i)(A) of the Title I regulations requires that, if an LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The LEA bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas.

Q. How does an LEA determine the amount of funds to be used for parent involvement activities for parents of participating private school students?

A. Section 1118 of the Title I statute requires an LEA to reserve funds "off-the-top" of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the Title I regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Q. How does an LEA determine the amount of funds to be used for professional development activities for teachers of private school Title I participants?

A. If an LEA reserves funds under Section 1119 "off-the-top" of its Title I allocation for carrying out Title I professional development activities, the LEA must provide equitable services to teachers of private school participants from this set-aside. As required under Section 200.65 of the Title I regulations, an LEA calculates these equitable services from the reserved funds in the proportion to the number of private school children from low-income families residing in participating public school attendance areas. Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers.

PRIVATE SCHOOL SERVICES - SCHOOLWIDE PROGRAMS

Q. Can schoolwide programs be operated in private schools?

A. No. Schoolwide programs may not be operated in private schools because private schools, as opposed to private school students, are not themselves eligible for Title I service.

REALLOCATION

Q. How does a SEA reallocate funds?

A. Section 1126[c] of Title I requires that a SEA reallocate Part A funds on a timely basis to LEAs in the State that need additional funds in accordance with criteria established by the SEA. Funds available for reallocation may include:

- Excess Part A funds available from an LEA that: (1) is eligible for a Title I allocation but has chosen not to participate in the Title I program; (2) has had its allocation reduced because it failed to meet the maintenance of effort requirements in Section 14501 of ESEA; (3) has carryover funds that exceed the 15 percent limitation in Section 1127 of Title I; or (4) has excess funds for other reasons; or
- Funds that a SEA has recovered after determining that an LEA has failed to spend Part A funds in accordance with the law.

SUPPLEMENTAL EDUCATION SERVICES

Q. Do public school options include only schools in the same district?

A. There may be situations where children in Title I schools have school options outside their own school district. For instance, an LEA may choose to enter into a cooperative agreement with another LEA that would allow their students to transfer into the other LEA's schools. In fact, the law requires that an LEA try "to the extent practicable" to establish such an agreement in the event that all of its schools have been identified as needing improvement, corrective action or restructuring.

Q. Is transportation available for children who exercise their right to attend another school?

A. Subject to a funding cap established in the statute, LEAs must provide transportation for all students who exercise their school choice option under Title I and priority must be given to the lowest-achieving children from low-income families.

Q. What are Supplemental Education Services?

A. Supplemental Education Services are additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for increasing student achievement (adequate yearly progress) for three or more years. These services may include tutoring and after-school services. They may be offered through public or private sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies and faith-based organizations. Private sector providers may be either nonprofit or for-profit entities. SEAs must maintain a list of approved providers across the state organized by the school district or districts they serve, from which parents may select. SEAs must also promote maximum participation by Supplemental Education Services providers to ensure that parents have as many choices as possible.

Q. When are children eligible to receive Supplemental Education Services?

A. Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental education services.

Q. Are parents notified about Supplemental Education Services?

A. Yes. LEAs are required to provide annual notice to parents of eligible children about the availability of services and information on the approved providers.

Q. Can parents choose providers for tutoring and other Supplemental Education Services?

A. Yes, parents of eligible children can choose from the list of State-approved providers. Most states have approved a diverse list of providers. Upon request, the LEA will help parents determine which provider would best fit their child's needs. When parents have made their selection, the LEA must then contract with that provider to deliver the services.

Q. What action can parents take if their child is eligible for tutoring or other Supplemental Education Services, but their school or LEA does not offer them?

A. LEAs receiving Title I funds must offer free tutoring and other extra help to eligible students. If eligible students are not being offered these services, parents are encouraged to contact the state Title I office.

Q. How are Supplemental Education Services providers held accountable?

A. SEAs must develop and apply objective criteria for evaluating providers and monitor the quality of services that they offer. In addition, Supplemental Education Services providers must give to parents, as well as to the school, information on their children's progress.

TITLE I FUNDED STAFF

Q. Is it allowable for a Title I funded teacher to substitute occasionally for elementary staff?

A. The Federal guidance states that Title I paid personnel may—
"Assume **limited duties that are assigned to similar personnel** paid with other funds, including duties beyond classroom instruction or that do not benefit Title I participants, as long as the amount of **time spent** on the limited duties **is the same proportion of total work time as that for similar personnel at the same school."**

Additionally it states, "The provision **is not meant to result in Title I staff being assigned a disproportionate share of special duties** at a school. In assigning Title I staff to such duties, a school and LEA should **ensure that the Title I program in not harmed."**

To summarize, it is allowable if it is not on a regular basis, if Title I staff are treated the same as similarly situated personnel, and if it does not impair the Title I program.

Q. May a Title I funded teacher work with a small group mix of students in the regular classroom as part of our targeted assistance building's new reading program?

A. As it is stated, no. Please remember that a targeted assistance school differs from a schoolwide in the following ways:

- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as **having the greatest need** for special service.
- Title I funds must be used for services that **supplement, and do not supplant,** the services that would be provided in the absence of Title I funds, from non-federal sources.

Records must be maintained that document that Title I funds are spent on activities and services for only Title I participating students.

NCLB
Paraprofessional Requirements
for Iowa Schools

1. Definition of paraprofessional:
For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds.

This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)].

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

2. Requirements:
Title I paraprofessionals whose duties include instructional support must have (1) completed two years of study at an institution of higher education; or (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness); or (4) obtain a voluntary certification course offered through the Board of Educational Examiners.

Title I paraprofessionals must have met these requirements by the end of the 2005-2006 school year.

All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. This includes paraprofessionals who serve as translators or who conduct parental involvement activities.

3. Paraprofessional Assessment:

- LEAs should carefully choose an assessment that will measure the knowledge of and ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness). The criterion established for approval as a paraprofessional under No Child Left Behind Act must be rigorous and defendable. Examples of measures available to LEAs include Work Keys (which has been normed for paraprofessionals), Parapro Assessment from ETS, and COMPASS from ACT. Many Iowa LEAs have established a COMPASS score cut-off at 150. The score of 150 was obtained by determining that a Reading score of 57, a Writing score of 50 and a Math score of 43 were appropriate sub scores for passing the COMPASS. **The assessment chosen must ensure that more than just basic skills are being assessed.**

4. Recommendation:

- All LEAs should encourage their paraprofessionals, even those who have already been approved using an assessment, to go through the voluntary certification course offered through the Board of Educational Examiners. For information regarding this certification course, contact the Iowa Board of Educational Examiners at 515/281-3245. Federal funds, including Title I funds, can be used to assist paraprofessionals complete this coursework.

► No good faith extensions. All paraprofessionals must be qualified at the time of employment.

Useful resource: "Paraprofessional Requirements for Iowa Schools" at educateiowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297.

Paraprofessional Requirements
No Child Left Behind Act (NCLB)

Are Title I funds (Part A) used in this school building?

YES
Is the Title I program a Targeted Assistance Program or a Schoolwide Program?

Refer to Chart A and Chart B.

NO
No further action is required. If the LEA does not receive Title I funds, the requirements do not apply. Similarly, if the LEA receives Title I funds, but a school does not receive Title I funds, the requirements do not apply to paraprofessionals working in that school.

Chart A
Targeted Assistance Program (TAP)

Are the paraprofessionals funded by Title I dollars?

YES
The paraprofessional(s) must meet NCLB certification requirements.

NO
No further action is required.

Chart B
Schoolwide Program (SWP)

NCLB paraprofessional requirements apply to all paraprofessionals that provide instructional support duties in a schoolwide program without regard to the source of funding that supports the position.

Complaint Resolution Process for NCLB Programs

Introduction

Among the new requirements of the Federal No Child Left Behind Act of 2001 is one that provides for "written procedures for the receipt and resolution of complaints alleging violations of law in administration" of the following programs:

- Title I, Part A (Improving Basic Programs Operated by Districts)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected, Delinquent, At-Risk Children and Youth)
- Title II (Professional Development Program)
- Title III, Part A, Subpart 2 (School Technology Resources)
- Title VI (Innovative Education Program Strategies)
- Title VII, Part C (Emergency Immigrant Education)

Contents of a Complaint

A complaint must be in the form of an affidavit. That is, the parent/guardian's signature must be notarized or the parent/guardian must use substantially the following form:

I certify under penalty of perjury and pursuant to the laws of the state of Iowa that the preceding is true and correct.

_____ _____

Date Signature

The complaint must include all of the following:

1. A statement that an identified Iowa school district or the Iowa Department of Education (herein called "IDE") has violated a requirement of federal law applicable to one of the above-named programs.
2. A statement identifying the sections(s) of federal law that is alleged to have been violated.
3. The facts on which the complaint is based.
4. Details of any discussions, meetings, or correspondence involving the parties regarding attempts to resolve the matter raised in the complaint.

5. Contact information regarding the individual who filed the complaint, which at a minimum must include the person's mailing address and daytime phone number.

Procedure for Filing a Complaint against a School District

1. A complaint as defined above must be filed with the IDE within ninety (90) days of an adverse decision of the school district (administration or school board). For purposes of this process "filed" means mailed with a *postmark* within the 90 day period to the Division Administrator, ECESE, Iowa Department of Education, 2nd Floor – Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 or faxed within the 90 day period to the Division Administrator, ECESE, at 515/281-7700.

2. Within ten (10) days of receipt of a complaint, the Division Administrator shall notify the superintendent of the school district named in the complaint that a complaint has been filed. A copy of the complaint shall be provided to the school district with a directive to respond in writing to the complaint within twenty (20) days of notification. The district's written response shall be signed by the superintendent or his/her designee. The original shall be provided to the Division Administrator with a copy sent to the individual who filed the complaint.

3. After receiving the district's response, the Division Administrator shall determine whether further information is required, and may seek additional information from either party.

4. Unless, *in the sole discretion of the Division Administrator*, the Division Administrator determines that a hearing is necessary, the matter will be considered fully submitted to the Division Administrator in writing. If the Division Administrator determines that a hearing is necessary, the procedures in 218---IAC 6.12 shall apply.

5. Once the Division Administrator is satisfied that s/he has sufficient information to prepare a final report and decision, the Division Administrator shall issue a written decision to the parties. The decision may consist of one of the following options:
    a. Dismissal of the complaint for failure to state a complaint that meets the requirements of this process and the No Child Left Behind Act.

b. A finding on the merits of the complaint that the district did not violate any provision of pertinent federal law.
c. A finding on the merits of the complaint that the district did violate a provision of pertinent federal law, and a specific resolution of the complaint to be undertaken by the district.

The decision of the Division Administrator is *not* a final decision of the IDE, and therefore, is not subject to a petition for judicial review pursuant to Iowa Code chapter 17A. Nothing herein shall be construed to render this complaint process a "contested case" proceeding under that chapter.

6. Absent the existence of exceptional circumstances or the agreement of both parties to an extension, the decision of the Division Administrator shall be issued no later than ninety (90) days of the receipt by the Division Administrator.

7. When, in the sole discretion of the Division Administrator, s/he determines that public interest requires the same, the Division Administrator may utilize the provisions of any of the following administrative rules:
   281—IAC 6.7 (Disqualification)
   281—IAC 6.10 (Consolidation – Severance)
   281—IAC 6.19 (Default)

8. All time periods listed herein mean calendar days.

9. Either party may appeal the decision of the Division Administrator to the United States Secretary of Education.

<u>Procedure for Filing a Complaint against the Iowa Department of Education</u>

1. A complaint as defined above alleging that the IDE has violated a requirement of federal law applicable to one of the above-named programs must be filed with the IDE within ninety (90) days of an adverse decision of an employee or agent of the IDE.

2. All procedures for filing such complaint as apply to a complaint against a school district apply here, except that if the adverse decision is from the Administrator of the Early Childhood, Elementary and Secondary Education Division of the IDE, the complaint shall be filed with the Director of the IDE.

School District Requirement

All Iowa school districts shall provide a copy of this process, free of charge, to interested residents and parents of students both upon the request of the resident or parent and when the district has been working with the resident or parent to resolve a complaint. This process allows an individual to file a complaint alleging violations of law in administration of the following programs only:

- Title I, Part A (Improving Basic Programs Operated by Districts)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected, Delinquent, At-Risk Children and Youth)
- Title II (Professional Development Program)
- Title III, Part A, Subpart 2 (School Technology Resources)
- Title VI (Innovative Education Program Strategies)
- Title VII, Part C (Emergency Immigrant Education)

There is no parallel complaint process for any program not listed above.

Complaint Resolution Process for Private School Programs

Improving the consultation process and opening the lines of communication should result in Title I programs that are designed to better meet the needs of the private school participants. Effective and ongoing consultation may deter formal complaints to the state education agency (SEA) by private school officials; however, private school officials have the right to complain to the SEA if they do not believe their eligible children, teachers, or families are receiving equitable services. Updated information about the complaint process may also be found on the Title I, Part A page of the Iowa Department of Education web site.

If the private school official does not believe that the local education agency (LEA) engaged in timely and meaningful consultation, or that the LEA did not give due consideration to the views of the private school official, or disputes the low-income data on private school children, or for another reason does not believe that the private school children are receiving fair and equitable Title I services, the private school official may file a complaint with the SEA. The decision of the SEA may be appealed to the U.S. Secretary of Education.

Under Title I, an LEA is required to provide to eligible private school children, their Title I teachers, and their families Title I services or other benefits that are equitable to those provided to eligible public school children, their Title I teachers, and their families. Private school officials have recourse through the complaint process if they do not believe their eligible children, Title I teachers, or families are receiving equitable services. Aspects of the complaint process that the private school officials should know:

- A private school official has a right to complain to the state education agency (SEA) that the LEA did not engage in a timely and meaningful consultation process or did not give due consideration to the views of the private school officials.
- Any dispute regarding the accuracy of low-income data for private school students also can be the subject of a complaint.
- The SEA is required to have complaint procedures in place as required by Sec. 34 *CFR 299.10-12*. Included in these procedures is a reasonable time by which the SEA must respond in writing to the complaint.
- No later than 30 days following the written response by the SEA, or in the event the SEA fails to resolve the complaint within a reasonable period of time, the private school official may appeal the decision of the SEA to the Secretary of the U.S. Department of Education. Such appeal must be

accompanied by a copy of the SEA's written response, if available, and a complete statement of the reasons supporting the appeal.

- The Secretary must complete an investigation of the complaint and resolve the appeal within 120 days after receipt of the appeal.

Please see the previous section, *Complaint Resolution Process for NCLB Programs,* for information regarding this process.

TITLE I

GUIDANCE

DOCUMENTS

This page intentionally blank

Private School Guidance –Title I, Part A Program

Guidance in this document is based on the following resources:

- *Title I Services to Eligible Private School Children Non-Regulatory Guidance – http://www.ed.gov/programs/titleiparta/psguidance.doc*
- *Ensuring Equitable Services to Private School Children A Title I Resource Tool Kit –* http://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf
- *Title I Statute – Elementary and Secondary Education Act of 1965, Title I, Part A, as amended by the No Child Left Behind Act of 2001 Public Law 107-110, Section 1120*
- *Title I Regulations EDGAR 34 CFR Part 200.62-200.67*

INTRODUCTION

The Title I program provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance under Title I, a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards.

Under Title I, local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public school students. In particular, §1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private elementary and secondary schools, their Title I teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their Title I teachers, and their families.

CONSULTATION

The Title I services for private school students must be developed in consultation with officials of the private schools. NCLB strengthened these requirements by, among other things, requiring meetings with private school officials and a written affirmation signed by private school officials that the required consultation has occurred. (The requirements for consultation are in §1120(b) of the Title I statute and §200.63 of the Title I regulations.)

What is consultation?

Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school students to participate equitably in Title I programs. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation establishes positive and productive working relationships that make planning easier and ensure that the Title I services provided meet the needs of eligible students.

A unilateral offer of services by an LEA with no opportunity for discussion is not adequate consultation. Only after discussing key issues relating to the provision of Title I services should the LEA make its final decisions with respect to the Title I services to be provided to eligible private school children, their Title I teachers, and their families.

How do LEAs begin the consultation process?

Federal guidance indicates that annually an LEA must contact officials of private schools with children who reside in the LEA regardless of whether the private school they attend is located in the LEA. One way to accomplish this is for the LEA to extend an invitation to officials of the private schools and convene a meeting with them at which LEA officials explain the intent of Title I and the roles of public and private school officials and provide opportunities for the private school officials to ask questions. It is not adequate consultation merely to send a letter to officials of the private schools explaining the intent of Title I.

Note: Iowa practice has often been for the district which includes the private school to contact the private school regarding eligible students who may reside in another public district.

When does an LEA consult with private school officials?

Consultation by an LEA must include meetings between the LEA and appropriate private school officials and must occur <u>before</u> the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. For example, if the LEA signs teacher contracts or orders supplies and equipment for the Title I program in the spring, the LEA must consult with the appropriate private school officials before signing those teacher contracts with Title I teachers or ordering supplies and equipment to provide Title I services for private school students.

Who participates in the consultation process?

Consultation includes appropriate public school officials and representatives of private schools and their central administrative offices, if appropriate. Private school officials can facilitate consultation by informing the LEA of which private school officials should be included in the consultation process and their roles and authority.

How long does consultation continue?

An LEA must meet with appropriate private school officials throughout the implementation and assessment of Title I services. This consultation must include early discussions to prepare for the next school year so that there is a timely start of the Title I program at the beginning of each school year, and throughout its implementation and assessment of services.

What are the regulatory requirements for consultation?

Under §200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where, and by whom the LEA will provide services to eligible private school children.
- How the LEA will assess academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that

the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations.

- The method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.
- The services the LEA will provide to teachers and families of participating private school children.
- Discussion of service delivery mechanisms the LEA will use to provide services.

What records on consultation must an LEA maintain?

Each LEA must maintain and provide to the State educational agency (SEA) a written affirmation, signed by officials of each private school with participating children or appropriate representatives of the private school officials, that the required consultation has occurred. The *Statement of Agreement* screen on the revised (2012-13 school year) Iowa Title I electronic application meets this requirement.

What should an SEA do when an LEA has not provided it with written affirmations from private school officials?

When an LEA has not obtained a written affirmation signed by private school officials, an SEA may request that the LEA provide a reason for the lack of affirmation. In some cases, the reason may be that the private school officials did not want Title I services. However, if the reason is that there is a disagreement between the LEA and private school officials, the SEA may facilitate resolution of their differences.

Do private school officials have the right to complain?

Private school officials have the right to complain to the SEA if they believe that an LEA did not engage in timely and meaningful consultation or did not consider their views.

COMPLAINT PROCESS

Improving the consultation process and opening the lines of communication should result in Title I programs that are designed to better meet the needs of the private school participants. Effective and ongoing consultation may deter formal complaints to the state education agency (SEA) by private school officials; however, private school officials have the right to complain to the SEA if they do not believe their eligible children, teachers, or families are receiving equitable services. Updated information about the complaint process will be found outlined in the *2012-13 Title I Reference Manual* and on the Title I, Part A page of the Iowa Department of Education web site.

If the private school official does not believe that the LEA engaged in timely and meaningful consultation, or that the LEA did not give due consideration to the views of the private school official, or disputes the low-income data on private school children, or for another reason does not believe that the private school children are receiving fair and equitable Title I services, the private school official may file a complaint with the SEA. The decision of the SEA may be appealed to the U.S. secretary of education.

Under Title I, a local education agency (LEA) is required to provide to eligible private school children, their Title I teachers, and their families Title I services or other benefits that are equitable to those provided to eligible public school children, their Title I teachers, and their families. Private school officials have recourse through the complaint process if they do not believe their eligible children, Title I teachers, or families are receiving equitable services. Aspects of the complaint process that the private school officials should know:

- A private school official has a right to complain to the state educational agency (SEA) that the LEA did not engage in a timely and meaningful consultation process or did not give due consideration to the views of the private school officials.
- Any dispute regarding the accuracy of low-income data for private school students also can be the subject of a complaint.
- The SEA is required to have complaint procedures in place as required by Sec. 34 *CFR* 299.10–12. Included in these procedures is a reasonable time by which the SEA must respond in writing to the complaint.
- No later than 30 days following the written response by the SEA, or in the event the SEA fails to resolve the complaint within a reasonable period of time, the private school official may appeal the decision of the SEA to the secretary of the U.S. Department of Education. Such appeal must be accompanied by a copy of the SEA's written response, if available, and a complete statement of the reasons supporting the appeal.
- The secretary must complete an investigation of the complaint and resolve the appeal within 120 days after receipt of the appeal.

DETERMINING EQUITABLE SERVICES

An LEA must, after timely and meaningful consultation with appropriate private school officials, provide Title I educational services to private school children who live in participating public school attendance areas and are identified by the LEA as at risk of failing. These services must be equitable in comparison to services and benefits provided to public school participants (§1120(a) of the Title I statute).

ALLOCATIONS An LEA must allocate Title I funds to public school attendance areas, identified as eligible and selected to participate, in rank order on the basis of the total number of children from low-income families residing in each area (§1113(a) of the Title I statute and §200.78 of the regulations). The amount of Title I funds allocated to each participating public school attendance area is determined mainly on the basis of the total number of low-income students – both public and private – residing in each area. Expenditures for private school students in each area generally are determined based on the proportion of students from low-income families residing in that area who attend private school.

Funds generated by private school children from low-income families who reside in participating public school attendance areas shall be used only for instructional costs associated with providing Title I instructional services to private school children who are failing or at risk of failing and reside in participating public school attendance areas. Instructional expenses include such costs as teachers' salaries, fringe benefits, books, workbooks, computers and computer software. The number of private school children from low-income families, upon which the generation of funds is based, does not need to be the same as the number of at-risk private school children being served, nor do the private school children served need to be those who generated funds.

The LEA officials, in consultation with private school officials, may pool funds for instruction in private schools or groups of private schools, such as schools of one religious denomination. The pooled funds are used to serve those private school students most at risk, as determined in consultation, who reside in participating public school attendance areas. When funds are pooled, the most at-risk children, as determined in consultation, receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school.

ELIGIBLE CHILDREN To be eligible for Title I services, a private school child must reside in a participating public school attendance area and must meet the requirements in §1115(b) of Title I, which requires the LEA to use multiple, educationally related, objective criteria in selecting children to participate in the Title I program. Under that section, certain children may be identified as eligible solely by virtue of their status: for example, homeless children and children who in the preceding two years had participated in Head Start, Even Start, Early Reading First, a Title I preschool program, or a Title I, Part C (Migrant Education) program.

DELIVERY OF INSTRUCTIONAL SERVICES

After consultation with appropriate private school officials, the Title I services provided by the LEA for private school participants must be designed to meet their educational needs and that not only supplements but also is well coordinated with the educational services provided by the private school. The LEA is responsible for planning, designing, and implementing the Title I program and may not delegate that responsibility to the private schools or their officials. Consistent with §1115(c) of the Title I statute, the LEA provides a Title I program to private school children, employing methods and instructional strategies for improving academic achievement that have been shown to be effective through scientifically based research. The LEA must also give primary consideration to providing extended learning time and a high-quality curriculum. Title I services should complement classroom instruction, should not be a separate instructional program, and must be secular, neutral, and non-ideological.

MAINTAINING CONTROL OF THE TITLE I PROGRAM

Private school officials have no authority to obligate or receive Title I funds. The statute clearly states that the LEA must maintain control of Title I funds, materials, equipment, and property. No Title I funds may be paid to a private school.

BOOKS, MATERIALS, AND EQUIPMENT NECESSARY TO IMPLEMENT THE TITLE I PROGRAM The LEA retains title to the books, other materials, and equipment purchased with Title I funds. Materials, etc. purchased with Title I funds may be used only by Title I participants and under the direction of Title I paid staff. Each item purchased with Title I funds must be labeled “Property of _____School District.” The labels should not be either easily erased or removable.

Title I funds may only be used to meet the educational needs of participating private school children (Sec. 200.66 of the Title I regulations). The LEA may not use Title I funds for the needs of the private school or the general needs of the children in the private school. The LEA must have control of the Title I funds at all times and the LEA must have the title to materials, equipment, and property purchased with Title I.

It is important that the LEA have a method to track materials, equipment, and property purchased with Title I funds and located in the private school.

The Title I program must be conducted in space used (at the time) exclusively for Title I instructional services and the control of Title I funds and title to materials, equipment, and property purchased with Title I funds must be with the LEA. Title I equipment and materials may only be used by Title I eligible students and under the direction of Title I paid staff.

PARENTAL INVOLVEMENT

A proportional share of the LEA's allocation for parental involvement activities funds must be made available for parental involvement activities that benefit the families of private school Title I participants.

Title I places considerable emphasis on parental involvement. Section 1118 of the Title I statute contains many provisions concerning an LEA's responsibilities for carrying out parental involvement activities. Research shows that parent involvement in the education of their children is a critical factor in improving academic achievement. If students are to attain and maintain grade-level proficiency and achieve high academic standards, parents must support their children's learning.

Parent or family involvement is more than just surveying parents or bringing them together for a meeting to listen—they also must be given opportunities for meaningful participation and active involvement. Parent involvement activities must be designed and implemented to meet the needs of the parents of Title I participants—not the needs of either the LEA or the private school. Parents of Title I participants should receive training and materials to help them work with their children to improve their children's achievement. These activities can be independent or provided through the LEA.

The district should have on file the background information for this budget detail expenditure, but would not be required to include this on the electronic application itself. For example:

Parental Involvement Reservation under Section 1118 of ESEA

In **participating** public school attendance areas:

No. of private school children from low-income families		Total no. of children from low-income families		Proportion of Reservation
_____	divided by	_____	equals	_____
Proportion of Reservation		Reservation		for Equitable Services
_____	multiplied by	$_____	equals	$_____

PROFESSIONAL DEVELOPMENT

Professional development is another major emphasis in Title I. When an LEA reserves funds from its total Title I allocation for carrying out Title I professional development activities, the LEA must provide equitable services to teachers of private school participants from this reservation and any other reservation for professional development not associated with districts or schools

in improvement (under Sec. 1119). As required under Sec. 200.65 of the Title I regulations, LEA officials determine the amount of these equitable services based on the reserved funds in proportion to the number of private school children from low-income families residing in participating public school attendance areas.

Professional development activities should enrich teacher knowledge and provide opportunities for both the Title I teachers and private school teachers of Title I participants to increase their skills and knowledge regarding providing instruction to Title I children. Activities must be secular, neutral, and non-ideological. All decisions regarding professional development activities for private school teachers of Title I participants are made through timely and meaningful consultation. The final decision is the responsibility of the LEA officials. LEA and private school officials should be aware that some professional development activities allowed under Title II, Part A of ESEA are not allowed under Title I.

STANDARDS, ASSESSMENT AND PROGRAM MODIFICATION

An LEA must annually assess the progress of the Title I program toward enabling private school Title I participants to meet the agreed-upon challenging academic standards and how the results of that assessment will be used to improve services. The LEA may use the State's assessment system (under §1111(b)(3) of Title I) or other assessment measures that more accurately reflect the progress of the private school participating students toward meeting the standards that the LEA, in consultation with private school officials, has determined is appropriate. The LEA officials have the authority to make the final decision on what assessments will be used. An appropriate assessment may be the one already in use at the private school.

The Title I program also must be assessed. The assessment should evaluate the effectiveness of the program against the agreed-upon standards, as discussed in consultation, so that the public and private school officials can determine if the needs of the private school participants have been met, gaps in knowledge have been closed, and achievement in the regular private school classroom has improved. This information also should be used to plan an effective Title I program for the next school year. It should be noted that the LEA officials, after consultation with private school officials, determine the standards and assessments for the Title I program provided to private school children.

Every year the LEA and private school officials must consult on what constitutes annual progress for the Title I program. In measuring annual progress, the LEA has the flexibility to group children in a manner that will provide the most accurate information about their progress. For example, the LEA may decide to group children by instructional method, grade level, school, or other appropriate basis. If the Title I program for the private school participants does not make the expected annual progress, the LEA must annually make modifications to the Title I program. While LEAs are required to assess progress of Title I students annually, they should also consult with private school officials/teachers regularly about the progress the Title I private school participants are making in their regular classrooms, and make modifications more often, if needed. In addition, the assessment data will assist the public and private school officials in determining the professional development needs of the private school teachers who teach participating Title I participants and determining the most appropriate activities for their parents.

Program Coordination for Children Receiving Services from Title I, Part A, and/or Services from Title X, Part C

Questions and Answers

Title I, Part A, Subpart 1 – Basic Program Requirements:

Eligible children include those who are economically disadvantaged, children with disabilities, migrant children, limited English proficient children, Head Start children, Even Start children, Early Reading First children, neglected or delinquent children, and homeless children.

They are identified by the school as failing or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

However, funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described above but may be used to coordinate or supplement such services.

Title X, Part C – Education for Homeless Children and Youth

Children eligible for these services are children who lack a fixed, regular, and adequate nighttime residence [within the meaning of Section 103(a)(1)]; and include

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youth who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of Section 103(a)(2)(C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii) indicated above.

A child who is homeless and attending **any** school (operating a Title I schoolwide delivery model, operating a Title I targeted assistance model, or not operating as a Title I school in the district) is eligible for Title I services. Homeless children attending either a school operating as

a schoolwide or as a targeted assistance Title I school may received Title I services from said program. However, the school district must reserve (set aside) a portion of Title I funds needed to provide services for homeless children attending a non-Title I school. Services for students experiencing homelessness in a non-Title I school must be comparable to the Title I services received by eligible children (homeless and non-homeless) in a Title I school.

In addition, a school district receiving Title I, Part A, funds must describe how the district will coordinate with the Title X, Part C, McKinney-Vento Homeless Assistance Act when filing its annual consolidated or Title I application with the SEA. [USED Guidance M-1; *No Child Left Behind Act of 2001*(NCLB), Title I, Part A, Section 1111(a)(1) and Section 1112(a)(1)]

Questions and Answers

1. Are homeless children and youth eligible to receive Title I, Part A, services?

Yes. Homeless children and youth are automatically eligible for services under Title I, Part A, of the *No Child left Behind Act of 2001* (NCLB), whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. [Section 1115(b)(2)(E)] Homeless children and youth may receive Title I educational or supportive services from schoolwide and targeted assistance school programs and through the reservation of funds for homeless children enrolled in non-Title I schools.

Although supportive services such as medical, dental, and clothing may be provided to children participating the Title I program and to children classified as homeless, the school district must first explore the availability of these services from other existing resources within the school district and community. If funds are not available from other public or private sources to provide such services, then Title I funds may be used as a last resort. [Title I, Part A, Section 1113(c)(3)(a); USED Guidance M-1]

2. Are homeless children and youth who attend non-Title I schools eligible to receive Title I, Part A, services?

Yes. School districts must reserve Title I, Part A, funds in order to provide comparable services to homeless students who do not attend Title I schools. They may, for example, provide educationally related support services to children in shelters and other locations where homeless children live. These services should be provided to assist homeless students to take advantage of educational opportunities. [Section 1113(c)(3)(A)]

If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs may receive services. [Section 1113(c)(3)(C)]

The school district must coordinate its local annual consolidated application or local individual Title I, Part A, application with the plan developed by agencies under the Title X,

McKinney-Vento Act. A school district may develop a formula for reserving the appropriate amount of Title I funding for homeless students. [Section 1112(a)(1); Section 1113(c)(3); USED Guidance M-3]

3. Who decides how the Title I, Part A, reservation for homeless students in a non-Title I school will be calculated and how the funds will be used?

Determining the amount of the Title I, Part A, reservation and how the funds will be used should be a coordinated process involving the local homeless education liaison, the Title I coordinator, and other appropriate school district personnel. If all identified homeless children attend schools receiving Title I, Part A, funds, in a given year, an additional amount does not need to be reserved. However, if homeless children become enrolled in a non-Title I schools, later in the school year, an amount as necessary shall be reserved. The Title I coordinator and the local homeless education liaison should discuss the services provided.

When determining how funds will be used, the needs assessment found in Appendix F of the *Local Homeless Education Liaison Toolkit* may be used to promote a discussion of unmet needs and determining the most appropriate local use of Title I, Part A, funds to assist in meeting these needs.

4. What types of services may school districts provide to homeless students with funds reserved under Section 1113(c)(3) of Title I, Part A?

School districts may use funds reserved under this section to provide services to eligible homeless students in both Title I and non-Title I schools. Services provided to the homeless students must be comparable to services provided to other eligible students receiving Title I services. This includes providing educationally related support services to children in shelters and other locations where these children may live. Services provided should assist such children in meeting challenging, academic content and achievement standards.

Services do not need to be the same as those typically provided with Title I funds, but they must be comparable. School districts have the discretion to use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and *that are not available from other sources*. The following activities are examples of appropriate uses for Title I, Part A, funds that school districts may consider when serving children and youth experiencing homelessness:

a) Tutoring, extended day and summer activities, and other educational services that help homeless children and youth reach the same challenging content and student performance standards to which all children in Iowa are held. As clearly specified in NCLB, all academic enrichment programs for disadvantaged students, including programs for homeless students, must be aligned with State standards and curricula.

b) Programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Act, and the special needs such children and youth have as a result of their homelessness.
c) School supplies or items of clothing needed to meet a school's dress or uniform requirement so that students may effectively take advantage of educational opportunities. [USED Guidance M-4, L-1]

5. Can Title I, Part A, funds be used to serve homeless students in middle or high school if the school district typically uses these funds for elementary schools?

Yes. The purpose of the homeless reservation of funds is to serve students experiencing homelessness who are *not* attending Title I schools. Targeting grade levels not served by Title I is also an appropriate use of this reservation of funds.

6. Can Title I, Part A, funds be used to provide transportation to the school of origin for students experiencing homelessness?

No. Transporting students to or from their school of origin while they are homeless is a requirement under the McKinney-Vento Act. Title I, Part A, funds cannot be used for this service because it would be considered supplanting one source of federal funds for another source of federal funds. USED guidance states that transportation becomes an option once the homeless student is permanently housed, making the use of Title I, Part A, funds allowable.

7. If a homeless child becomes permanently housed during a school year, is that child eligible to receive Title I, Part A, services for the remainder of that school year?

Yes. In general, a homeless child or youth who becomes permanently housed during a school year continues to remain eligible for Title I, Part A, services for the remainder of that school year. This helps ensure educational stability for formerly homeless children. For example, it may be appropriate in certain circumstances for a school district to use Title I, Part A, funds to transport *formerly* homeless students to or from their school of origin for the remainder of the school year in which they become permanently housed.

8. Does a State's academic assessment system need to include homeless students?

Yes. The final regulations that implemented changes to the standards and assessment requirements of Title I, Part A, require states to include homeless students in their academic assessment, reporting, and accountability systems. Assessments of homeless students are to be included in the school district of enrollment for participation rate if enrolled at the time of testing and for proficiency if enrolled for a full academic year. [Section 1111(b)(3)(C)(xi)]

States are not required to disaggregate, as a separate category, the assessment results of homeless students. However, the option of a flag can be used to identify the results of the homeless students and track their performance on the Iowa Assessments. The McKinney-Vento subgrantee school districts must report the Iowa Assessments performance of students experiencing homelessness as part of their annual report.

As homeless children and youth fall at the low end of the poverty continuum, school districts and the states should include the assessments of homeless students in the economically disadvantaged category of disaggregation, in addition to other applicable categories (e.g., the "all student category"). [USED Guidance M-5]

9. Must Title I, Part A, funds be reserved if no homeless children have been identified by the school district?

If the school district has not identified homeless children and youth it is not required to reserve Title I, Part A, funds **provided** the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 requirement for outreach and identification have been met:

- The local school district has appointed a homeless liaison.
- Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens.
- The liaison collaborates with local services providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth.
- The school district has established a process to identify homeless students in its local student data record system.

10. What are some strategies that facilitate coordination and collaboration between Title I, Part A, and the Title X, Part C?

The following suggestions were generated during the 2001 Symposium on Homeless Education and Title I that was hosted by U.S. Department of Education and the National Center for Homeless Education:

- Include local homeless education liaisons at Title I conferences and in-services, and Title I coordinators at homeless education conferences and in-service professional development events.
- Ensure collaboration between local Title I coordinators and local homeless education liaisons to identify ways that Title I will serve children and youth experiencing homelessness as described in the local district Title I application.

- Ensure collaboration between the state Title I director and the state McKinney-Vento coordinator on the state Title I plan or the state consolidated plan.
- Share Title I, Part A, and Title X, Part C, education handbooks, when available, and other resources with program staff serving Title I and homeless students.
- Collect and share within and across school districts concrete data on the needs of children and youth in homeless situations.
- Initiate school district efforts to make organizational accommodations for eligible students, as necessary, in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school.
- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue.
- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students.
- Consider local homeless education liaison representation on the State Committee of Practitioners.
- Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.

Adapted from:

United States Department of Education. (July 2004). Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, As Amended by the *No Child Left Behind Act of 2001*: Draft Non-regulatory Guidance. Washington, DC: Author.

The *No Child Left Behind Act of 2001*, Public Law 107-110-January 8, 2002

TITLE I
PARENT INVOLVEMENT
REQUIREMENTS

State of Iowa
Iowa Department of Education
Title I
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146
2013-2014

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Diane Crookham-Johnson, Oskaloosa
Sister Jude Fitzpatrick, West Des Moines
Michael L. Knedler, Council Bluffs
Valorie J. Kruse, Sioux City
Mike May, Spirit Lake
Max Phillips, Woodward
LaMetta Wynn, Clinton
Edgar Thornton Student Member, Iowa City

Administration

Duane Magee, Interim Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of Learning and Results

David Tilly, Deputy Director

Bureau of School Improvement

Amy Williamson, Chief
Geri McMahon Title I Administrative Consultant
Susan Selby, Title I Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Key Title I, Part A Parental Notice Requirements

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). *[Section 1111(h)(1) and (2), ESEA.] Guidance, B-5 (SEA) and C-7 (LEA).*	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in all schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards*). [Section 1111(b)(3)(C)(xii), ESEA.]*	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school). *[Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.] Guidance, B-7 (SEA) and C-20 (LEA)*	Annually	✓	✓	
LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). *[Section 1116(c)(1) and (6), ESEA.]* Guidance, B-8.	Promptly upon identification	✓		
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA*). [Section 1116(c)(10)(E), ESEA.] Guidance, B-9.*		✓		
Schools identified for school improvement, corrective action, or restructuring (LEAs provide to parents of each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as	Promptly following identification		✓	

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
applicable, restructuring, and other information). *[Section 1116(b)(6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).] Guidance, C-21, C-22, and C-23.*				
Schools identified for corrective action – supplemental services notice (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information). *[Section 1116(e)(2), ESEA.]*	Annually (at a minimum)		✓	
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). *[Section 1116(b)(8)(C), ESEA.] Guidance, C-27.*	Promptly after school misses AYP following 1 full school year of being in corrective action		✓	
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school's written parental involvement policy). *[Section 1118(a)(2) and (b)(1), ESEA.] Guidance, C-3 and C–4 (LEA), and D-1 (school).*	Determined by LEA		✓ (LEA policy)	✓ (school policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs). *[34 CFR Section 200.11(d).]*	Determined by SEA		✓	
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child). *[Section 1111(h)(6)(A), ESEA.] Guidance, C-6.*	Annually, at beginning of school year		✓	
Parents' right to know – student achievement (schools provide to each individual parent, information on the achievement level expectations and the level of achievement of the parent's child in each of the State academic assessments). *[Section 1111(h)(6)(B)(i), ESEA.] Guidance, D-10.* NOTE: This requirement may be covered by the	Determined by LEA.			✓

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
SEA's individual student assessment report indicated above.				
Parents' right to know - non-highly qualified teachers (schools provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified*). [Section 1111(h)(6)(B)(ii), ESEA.] Guidance, D-3.*	Timely			✓
Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). *[Section 1118(c)(1) and (2), ESEA.] Guidance, D-5.*	Annual			✓
Title I, Part A information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). *[Section 1118(c)(4), ESEA.] Guidance, D-6.*	Timely			✓
Limited English proficient students - general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). *[Section 1112(g)(4), ESEA] Guidance, C-9.*	Regular (meetings)		✓	
Limited English proficient students - language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational program (IEP*)). [Section 1112(g)(1)(A) and (3), ESEA.] Guidance, C-9 and C-10.*	Annually, not later than 30 days after the beginning of school year for children ID'd before beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.		✓	

Key Title I, Part A **Parental Notice Requirements***	When	By whom		
		SEAs	LEAs	Schools
Limited English proficient students - insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). *[Section 1112(g)(1)(B), ESEA.]*	Not later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP*). [Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v)]*	Determined by SEA	✓		

Parents Right to Know

Notification to Parents Concerning Highly Qualified Teachers and Paraprofessionals.

Part 1

All districts receiving Title I funds must notify parents of all students in Title I funded schools that they may request information on their child's teacher's qualifications.

Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher.

The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included on the next page.

If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon

Part 2

Parents must be notified if their child has been assigned, or will be taught for four or more consecutive weeks by a teacher who is not highly qualified.

The school must provide a statement to parents (in a newsletter or other form of communication) that ensures notification will occur should a child be taught for four or more consecutive weeks by a teacher who is not highly qualified.

When any child is provided a substitute teacher for four consecutive weeks in a school that receives Title I funds and the substitute does not meet the highly qualified teacher definition, the school must notify parents of this situation. Sample wording is provided on the following page.

The superintendent must notify the Iowa Department of Education of all non-highly qualified teachers, send a notice home to parents of students in that teacher's class and send a copy of that notice to Mary Beth Schroeder Fracek. marybeth.schroederfracek@iowa.gov.

Information about licensure of Iowa teachers can be found at http://www.state.ia.us/boee/.

Sample Parent Notification

No Child Left Behind Requirement
Parents'/Guardians' Rights Notification

Parents/Guardians in the _____ Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program. Parents/Guardians may request this information from the Office of the Superintendent by calling _____ or by sending a letter of request to the Office of the Superintendent, Street Address, State, Zip.

The _____Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

SAMPLE
Parent Notification Letter

Non-Highly Qualified Teacher
(Includes Substitute for More than Four Weeks)

Date

Dear Parents and Guardians:

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered ―highly qualified‖ for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is ―highly qualified‖ in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to inform you that Mr./Mrs. _____ is not considered ―highly qualified‖ under NCLB in one or more subject areas being taught to your child.

Please be assured that this does not mean that this teacher is not qualified for this assignment. Mr./Mrs. _____ does meet the state requirements for this position. Given his/her professional preparation and experience, we believe that your child is receiving a high-quality education in his/her class. (Additional information may be added at the districts discretion.)

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please contact _____ at _____ if you have any questions.

Sincerely,

Superintendent

Title I Parent Involvement Policy Self-Checklist

Title I Parent Involvement requires each Title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118. The School must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ❑ Developed jointly with and agreed on by parents of Title I children;
- ❑ Written in an understandable format and provided in a language parents can understand;
- ❑ Distributed to all parents of Title I children; and
- ❑ Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.		
2) The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3.) The Policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. *Applies only to Title I schools operating a Schoolwide Program.*		
7) The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. *Applies only to Title I schools identified for School Improvement.*		
8) The Policy describes how the school will provide parents of participating children with timely information about the Title I program.		
9) The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.		
10) The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.		
11) The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.		
12) The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.		
13) The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.		

<u>Sample</u> Parent Involvement Policy

2013-2014

_____ Community School District

It is the policy of _____ Community Schools that parents of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in schoolwide buildings through the Parent Handbook which is distributed to every family at the time of registration.

2. Two annual meetings are held, for all parents of participating children, both public and private. Additional meetings with flexible times shall be held throughout the year and be determined by parent suggestions. All _____ elementary buildings will hold two annual meetings, one in the fall and one in the spring. Notification will be sent in the building newsletter.

3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences.

4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.

5. In targeted assistance buildings parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meetings.

6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.

7. Parents will be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the schoolwide program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.

8. A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings.

9. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the _____ Elementary building.

10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade will be provided to parents at _____ Elementary at the annual spring meeting.

11. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all _____ Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
(Sample Template)

[Note: The Districtwide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The **name of school district** will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under Section 1112 of the ESEA:

   (List actions.)

2. The **name of school district** will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

   (List actions.)

3. The **name of school district** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

   (List activities.)

4. The **name of school district** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

   (List activities.)

5. The **name of school district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

6. The **____name of school district_____** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

   A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

   - the State's academic content standards,
   - the State's student academic achievement standards,
   - the State and local academic assessments including alternate assessments,
   - the requirements of Title I, Part A
   - how to monitor their child's progress, and
   - how to work with educators:

   (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

   B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

   (List activities.)

   C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in

the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List activities.)

DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

Note: The Districtwide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

ADOPTION
(Sample Template)

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the **__name of school district_____**on **__mm/dd/yy_** and will be in effect for the period of the **_____20 - 20____** school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

_____
(Signature of Authorized Official)

_____
(Date)

This sample template of a Districtwide Parental Involvement Policy is not an official document. It is provided only as an example.

SAMPLE

Council Bluffs Community School District
Longfellow Elementary
Student/Parent/Teacher/Principal Compact

20__-20__

Parent/Guardian agreement:
As a parent(guardian), I_____will do my best to:

- See that my child is punctual and attends school regularly
- Set a time for homework and review it
- Stay aware of what my child is learning
- Encourage my child to read 15 minutes daily in the Just Read program
- Talk with my child about his/her school activities

Student agreement:
As a student, I _____ will do my best to:

- Read daily
- Participate in the schoolwide Just Read program – reading 15 minutes per day
- Attend school daily ready to learn
- Follow the Code of Conduct
- Complete all homework assignments and then turn them in on time

Teacher agreement:
As a teacher, I _____ will do my best to assist each student to achieve and therefore:

- Help each child grow to his/her fullest potential
- Provide instruction utilizing research based strategies that will meet all students' instructional needs
- Provide meaningful and appropriate homework activities
- Maintain open line of communication with each student and his/her parents
- Support the independent reading program – Just Read

Principal agreement:
As a principal, I _____ will try to do my best to encourage:

- Parental involvement
- Provide the students with highly professional, qualified staff
- Provide an environment that allows for positive communication between the students, parents and staff
- Enforce the Code of Conduct
- Support the independent reading program – Just Read

WASHINGTON STUDENT/PARENT/TEACHER/PRINCIPAL COMPACT

GRADE: _____ **YEAR: 20__-20__**

STUDENT

As a student, I will…

***Respect myself, other students, my parents, teachers, school staff and principal;**
***Always try to do my best in my work and behavior;**
***Follow rules at school;**
***Come to school with my supplies and completed homework;**
***Show respect for school equipment and materials.**

_____
student signature

PARENT/GUARDIAN

As a parent/guardian, I will…

***Respect and support my child, the staff, and the school;**
***Support the rules and policies of the Council Bluffs Schools;**
***Establish a time and quiet place for my child to do homework and review homework for completion;**
***See my child attends school daily and arrives on time;**
***Read with my child and let my child see me read;**
***Talk with my child about his/her school day.**

_____
parent/guardian signature

STUDENT SUCCESS

Alone we can do little.
Together we can do so much.

-Helen Keller

Together… we CAN make a difference!

TEACHER(S)

As a teacher(s), I/we will…

***Respect and support students, parents, staff, and school;**
***Support the rules and policies of the Council Bluffs Schools;**
***Encourage each child to do his/her personal best;**
***Provide a safe, drug-free, positive and healthy learning environment;**
***Share information regarding each child's needs and progress;**
***Seek ways to involve parents with school and their child's education.**

_____
teacher(s) signature

PRINCIPAL

As a principal, I will…

***Respect students, parents, staff and school;**
***Support the rules and policies of the Council Bluffs Schools;**
***Provide a safe, drug-free, positive, and healthy learning environment;**
***Maintain open lines of communication;**
***Encourage parents to be partners in education.**

_____
principal signature

Parent Involvement Survey
-Sample School-
20__-20__

The following statements will encourage you to reflect on family issues at your school. Please rate your school in the following areas. Circle your responses.

1	2	3	4
rarely	sometimes	regularly	always

***Your school or school district*:**

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.

1	2	3	4
rarely	sometimes	regularly	always

2. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.

1	2	3	4
rarely	sometimes	regularly	always

3. Holds an annual meeting to inform parents of children in Title I programs about the Title I program.

1	2	3	4
rarely	sometimes	regularly	always

4. Provides resources such as books, videos, and newsletters that help with better parent participation at home.

1	2	3	4
rarely	sometimes	regularly	always

5. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.

1	2	3	4
rarely	sometimes	regularly	always

6. Schedules varied meeting times to accommodate parents' work and childcare schedules.

1	2	3	4
rarely	sometimes	regularly	always

7. Provides parents with ideas on how to help their children with homework.

1	2	3	4
rarely	sometimes	regularly	always

8. Thinks of the community as an extension of the family.

1	2	3	4
rarely	sometimes	regularly	always

9. Provides opportunities for parents to have input in the operations of the school.

1	2	3	4
rarely	sometimes	regularly	always

10. Staff sees how diversity may be used to enrich learning experiences for students.

1	2	3	4
rarely	sometimes	regularly	always

11. Uses information from parent and family surveys to design or change school procedures and programs.

1	2	3	4
rarely	sometimes	regularly	always

Please comment on each of these issues.

I would recommend the following changes for how the school communicates with families:

I would recommend the following changes for the Title I services my child is receiving:

I would recommend these changes for the Title I parent involvement policy:

Please list other ways that the district can help support you in your efforts to support your child's academic and social success:

Please list other comments or concerns here:

Title I Parent Survey
-Sample Elementary School-
20__-20__

Please circle your response to each of the following items.

1. Do you have a clear understanding of how your child qualified for Title I assistance?

1	2	3	4
not much	some	mostly	very much

2. Do you have a clear understanding of the purpose and goals of the Title I program?

1	2	3	4
not much	some	mostly	very much

3. Do you have a clear understanding of the instruction and activities your child experiences in the Title I program?

1	2	3	4
not much	some	mostly	very much

4. Do you have a clear understanding of what your child must accomplish in order to exit the Title I program?

1	2	3	4
not much	some	mostly	very much

5. Has your child's progress in Title I been clearly communicated to you?

1	2	3	4
not much	some	mostly	very much

6. Have you been given opportunities to discuss your child's progress with the Title I teacher?

1	2	3	4
not much	some	mostly	very much

7. Has your child shown an increased interest in reading as a result of Title I instruction?

1	2	3	4
not much	some	mostly	very much

8. Did you attend Title I Parent Teacher Conferences?

No Yes

9. Did you attend Title I Parent Night?

No Yes

10. Would you be willing to serve on the Title I Advisory Committee?

No Yes

If so, please write your name and contact information.

_____

Name Phone number E-mail

My suggestions for improving the Title I program:

Comments or suggestions for the Title I teachers:

APPENDIX

OF

TITLE I

DOCUMENTS

Page intentionally blank

APPENDIX A:

LEA

REVIEW –

ALL TITLE I

SCHOOLS

P.L. 107-110
ESEA
Title I Audit

District: _____

School: _____

Date: _____

Audit Level: ❑ Title I Desk Audit ❑ On-Site Title I Visit
❑ Collaborative Site Visit w/ State Accreditation Team ❑ Title I Site Visit to Intermediate Size LEA ❑ Title I Site Visit to UEN LEA

Targeted Assistance School ❑ (pages 6-7) Schoolwide Project ❑ (page 8-9)

Grade levels served: _____

Title I Staff: Number Certified _____ FTE:_____ Number Paraprofessionals _____FTE:_____

Area(s) Supported by Title I: ❑ Reading ❑ Math ❑ Reading Recovery ❑ Title I Preschool

Type of Title I Service: ❑ Pull out ❑ In-class ❑ Combination
❑ Extended Day ❑ Summer School

Private School(s): ❑ No ❑ Yes (page 9) Number: _____ Number participating: _____

School name(s): _____

District/School:_____ **P.L. 107-110**
Date: _____ **ESEA**

ALL TITLE I SCHOOLS

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	ELIGIBLE BUILDINGS			
§1113(3)(A)(B)	Only eligible buildings are being served. Applicable to districts w/total enrollment over 1000 or w/more than one building per grade span.	• Documentation demonstrating selections of schools for Title I by rank order of poverty • District eligibility data for free and reduced lunch for public and private school students	**Y N NA**	
	FINANCIAL MANAGEMENT			
§1113(c)(1)	**WITHIN DISTRICT TARGETING of FUNDS** District must appropriately allocate Title I funds to eligible buildings in rank order of poverty (required for districts with 1,000 enrollment or private schools).	• Documentation (e.g. spreadsheet) describing flow of Title I funds from LEA to eligible building • Use of formula from the current Title I Reference Manual (per pupil formula); include any carryover funds. See Worksheet in reference manual. • Accounting records and applications	**Y N NA**	
1118(a)(3)(A)	If Title I grant is $500,000 or more, the district has reserved 1% for parent involvement activities.	• Title I Budget / Expenditures	**Y N NA**	
§1120A(b)(1)	Title I funds are used only to supplement, not to supplant the amount of funds available from non-federal sources Split funded or part-time personnel	• **REQUIRED:** Time sheets or work logs are maintained for ALL staff paid from federal sources. • Split-funded time sheets (if applicable) • Student and teacher schedules • Most recent comparability forms	**Y N**	
	Title I PROGRAM PLAN			
§1115	Application narratives reflect current Title I program practices	• Teacher interviews • Copy of Title I program plan	**Y N**	
	HIGHLY QUALIFIED STAFF			
§1114(B)(1)(C)	Highly qualified staff provides instruction.	• Current Iowa teaching license • Iowa Reading Endorsement for Title I reading teacher • Has met HOUUSE requirements **or** • PRAXIS I for level I teachers	**Y N**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PARAPROFESSIONAL CERTIFICATIONS – Highly Qualified			
§1119	**Targeted Assistance Buildings:** Paraprofessionals funded through Title I in Targeted Assistance buildings must hold proper paraprofessional certification **Schoolwide Buildings:** All paraprofessionals in schoolwide buildings must hold proper certification regardless of their funding source.	• Certification documentation • No grace period for certification • All paras in schoolwide buildings meet the ESEA certification requirements, documentation available.	**Y N NA**	
	COMPARABILITY			
§1120A(c)	District must have evidence of compliance with the comparability requirements on file.	• Comparability worksheet • Personnel records to validate FTE and funding source	**Y N NA**	
	PARENT INVOLVEMENT			
§ 1118(b)(1)	The district has a Title I parent involvement policy that meets the requirement of legislation	• Title I Parent Involvement Policy	**Y N**	
§ 1118(b)(1)	The Title I school has a policy that meets the requirements of legislation. (Note: the school and district policy may be one and the same if the requirements of both sections are included.	• Title I Parent Involvement Policy is distributed to all Title I parents annually • Policy has been submitted to the Iowa Department of Education, Title I Office for the current school year	**Y N**	
§ 1118(d)	Parent-School Compacts have been jointly developed with parents	• Title I Parent-School compact • Compact has been submitted to the Iowa Department of Education, Title I Office for the current school year.	**Y N**	
§ 1118(c)(1)	Convene an annual meeting to which **all** parents of participating children shall be invited and encouraged to attend. The meeting will inform parents of their school's participation in Title I and parents' right to be involved.	• Annual Title I meeting agendas • All parents of Title I students invited • Meeting sign-in sheets. • Meeting is held at multiple times or at a time convenient for parents. • Meeting may be held in conjunction with other school meetings with time dedicated to the Title I requirement	**Y N**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
§ 1111(h)(6)	**Parents Right-to-Know** District provides annual notification of their "right-to-know" about teacher qualifications.	• Documentation of this notification • Copies of newsletter where notification is given annually	**Y N**	
	District provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.	• A statement provided to parents in a newsletter or other form of communication that ensures notification will occur should a child be taught for four or more weeks by a teacher who is not highly qualified	**Y N**	
	Parents are notified if their child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.	• Documentation of notification of child taught by teacher who is not highly qualified	**Y N NA**	
§ 1118(f) §1118(e)(5)	Information has been provided to parents in a language and form they can understand.	• Samples of communication • Newsletters to parents • Bilingual communications • Communication free of educational jargon	**Y N**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PARENT INVOLVEMENT			
§ 1118(e)(1)	Assistance is provided to parents in understanding topics such as local academic standards and assessments, monitoring their child's progress and how to work with educators to improve achievement of their child.	• Report cards • Annual Progress Report (APR) • Newsletters • Information provided to parents concerning standards and assessments	**Y N**	
§ 1118(e)(2)	Materials and training provided to help parents work with their children to improve achievement.	• Parent Literacy Night • Open House for all parents • Parent Information • Parent/Student Activity sheets • Brochures for Parent about working with their children at home	**Y N**	
§ 1118(e)(3)	The school educates staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	• Parent Night (All school or Title I) • Parent Involvement on School Improvement Advisory Committee (SIAC)	**Y N**	
§ 1118(e)(4)	Where appropriate, the school coordinates and integrates parent involvement programs and activities with Head Start, Even Start, the Home Institution Programs for Preschool Youngsters, and public preschool and other programs, that encourage and support parents in more fully participating in the education of their children.	• Use of multiple funding sources to support a coordinated parent involvement program • Communication with other programs	**Y N**	
	PROGRAM EVALUATION			
§ 1118(a)(2) § 1112(d) § 1112(e)(3)	District has a system in place for annually evaluating the Title I program. Parents and staff are included in the review process for the purpose of suggesting potential programming needs and/or changes.	• A process for analyzing data • Surveys (student, teachers, administrators) • A documented evaluation process • List of participants in evaluation process • Process reflects CSIP statements • Copy of previous program evaluation	**Y N**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	COORDINATION OF SERVICES			
§1115(c)(1)(D)	Title I Services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.	• District practices and procedures	**Y N NA**	
§1112(b)(O)	Homeless Students: LEAs with non-Title I buildings are required to set-aside funds to assist homeless students in these non-Title I buildings.	• Documentation of Title I funds are set-aside to assist homeless students in non-Title I buildings. • Homeless Education Screen on Title I application.	**Y N NA**	
	STANDARDS, ASSESSMENTS AND ACCOUNTABILITY			
§1115(c)(1)(D)	Title I Services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.	• District practices and procedures	**Y N NA**	
§1111(b)(1)(B) §1111(b)(1)(e)	Students receiving services in Title I are held to the same standards and expectations as all other students.	• Alignment documents • Curriculum mapping • Lesson plans	**Y N**	
§1111(b)(3)(c)(i)	Students receiving services in Title I are assessed with the regular population without accommodations.	• District policy on assessment accommodations. (only appropriate for students with IEPs)	**Y N**	
§1115(a) §1115(b)	**Summer School** follows all regulations pertaining to eligibility and student participation in Targeted Assistance programs. Coordinates with regular Title I program.	• A written selection process is available • Written procedures for assessment • Parent notification, acceptance or refusal of service • Teacher and student schedules	**Y N NA**	

TARGETED ASSISTANCE SCHOOL

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	IDENTIFICATION & SELECTION -ELIGIBLE PARTICIPANTS			
§1115(a)	Services offered are supported by a needs assessment.	• Documentation demonstrating selections of schools for Title I by rank order of poverty	**Y N NA**	
§1115(b)(1)(B)	For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need.	• A written selection process is available for K-2 students	**Y N NA**	
§1115(b)(1)(B)	For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation.	• A written selection process is available for grades 3 and above.	**Y N NA**	
§1115(b)(1)(B)	Eligible children are children identified as failing, or most at risk of failing, to meet the State's (local) challenging student academic achievement standards.	• Written procedures • Interviews	**Y N NA**	
§1115	Parents are notified of child's eligibility to participate in Title I services. Title I, Part A Policy Guidance	• Parent notification	**Y N NA**	
§1115(c)(2)(B)	Procedures have been developed to enable children to enter and exit the program throughout the school year.	• Written procedures for both entering and exiting the program	**Y N NA**	
	TITLE I FUNDED PERSONNEL			
§1115(d)(2)	Title I funded personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties.	• Duty roster or schedules	**Y N NA**	
§1115(a)	Resources such as staff, materials and equipment funded by Title I are generally used only for children participating in the Title I program.	• Inventory	**Y N NA**	
§1115(b)(2)(D)	Instruction provided through Title I is coordinated with the regular classroom.	• Coordination of services	**Y N NA**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
§1115(b)(3)	Title I funds are not used to provide services otherwise required by law to be made available.	• Description and schedules of services • Instruction is supplemental to the required classroom instruction • Title I services remain supplemental to regular LEA/school program.	**Y N NA**	
§1115(c)(1)(C)	The district implements instructional strategies that are based on Scientifically Based Research (SBR) that: Give primary consideration to extended learning time; Help provide an accelerated, high quality curriculum; and Minimize the removal of students from the classroom during regular hours/instructional time	• List of criteria used • Students do not miss any of the regular classroom instruction.	**Y N NA**	
§1120A(b)(1)	Title I funds are used only to supplement, not to supplant the amount of funds available from non-federal sources	• Program description reflects that Title I services remain supplemental to regular LEA/school program. • Student s' schedules demonstrate that students do not miss any of the required classroom instruction. • Teachers' schedules reflect FTE indicated on Title I application. • Split-funded personnel time sheets • Most recent comparability forms	**Y N**	

TITLE I SCHOOLWIDE PROJECTS (SWP)

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	SCHOOLWIDE PROGRAMS			
§1114(b)(1)(A)	A comprehensive needs assessment of the entire school based on student performance has been conducted.	• Needs assessment results or school profile • Component #1 in SWP	**Y N NA**	
§1114(b)(1)(B)	Effective methods and strategies that are based on scientific based research and proven to be effective in raising student achievement are used	• References for SBR • Component #2 SWP plan	**Y N NA**	
§1114(b)(1)(D)	High quality and continuous professional development is provided for teachers, Para educators, and where appropriate, for other staff and parents.	• Record of professional development activities • Component #4 SWP	**Y N NA**	
§1114(b)(1)(E)	The program provides strategies to attract highly qualified teachers	• Hiring incentives • Mentoring programs • Component #5	**Y N NA**	
§1114(b)(1)(F)	The program provides for meaningful involvement of parents and local community in planning and implementation	• Parent and community involvement communications • Component #6	**Y N NA**	
§1114(b)(1)(G)	Strategies and activities assist preschool children to transition from early childhood programs Transitions strategies for other levels as appropriate for this building such as Preschool to Elementary grades Elementary to Middle School Middle School to High School	• Evidence of transition activities • Plans for assisting preschool children in the transition from early childhood programs such as Head Start, State-funded preschool program, etc. • Other district transition strategies, before kindergarten round up, home visits, placement programs. • Transition strategies from Preschool to Elementary grades, Elementary to Middle School, or Middle School to High School. (where applicable to this building) • Component #7 SWP	**Y N NA**	
§1114(b)(1)(H)	Teachers are included in the decisions regarding academic assessment results leading to the improvement of student achievement	• Building practices and procedures • Component # 8 SWP	**Y N NA**	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
§1114(b)(1)(I)	Intensive Programs: Timely, additional assistance is provided at the school level to students who are experiencing difficultly mastering the local standards.	• Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance. • Building practices and procedures • Description of intensive programs • Teachers & students schedule • Component #9 SWP	**Y N NA**	
§1114(b)(1)(J)	Resources from various sources are used to support the schoolwide plan. Must specifically address the educational needs of and coordination with other services for homeless students, such as housing programs, etc.	• Coordination with other programs • Schoolwide program plan addresses the educational needs of and coordination with other services for homeless students • Accounting/budget records • Component # 10 SWP	**Y N NA**	
§1114	An annual evaluation process takes place each year for the purpose of planning, developing, revising, and review of the Title I Schoolwide program.	• Description of the evaluation process • Date(s) of review • List of participants • Meeting minutes	**Y N NA**	
§ 1114 **§ 1118**	Parents are a part of the planning and review committee.	• List of team members • includes administrators, Title I staff, classroom teachers, and parents	**Y N NA**	
§1114 **§1118(d)**	Parent-School Compacts have been jointly developed with parents. Compacts are used with **all** students in a Title I Schoolwide Building (ALL students)	• Title I Parent-school compact used with all students in the school • Meeting minutes • Parent-School compacts are mailed to the Iowa Department of Education, Title I office annually.	**Y N NA**	
§1114 **§1118(d)**	Title I Parent Involvement Policy for the building level is distributed to **all** parents. (ALL parents) Parents are a part of reviewing the Title I Parent Involvement Policy annually.	• Dates of review • List of parents participating in the review. • Title I Parent Involvement policy is mailed to the Iowa Department of Education, Title I office annually.	**Y N NA**	

TITLE I PRIVATE SCHOOL SERVICES

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PRIVATE SCHOOLS			
§1120(b)(2)	Prior to the submission of the Title I application, a face-to-face meeting of the public and private school administrators must be held to discuss services to be provided to the private school, private student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required.	• Records of meetings, correspondence including who was present • Written documentation if services declined • Title I Administrator interview • A documented evaluation process • List of participants in evaluation process • Title I app reflects services provided	**Y N NA**	
§1120(b)(2)	The identification and selection of students to receive services uses criteria appropriate to the private school.	• Private or public school needs assessment	**Y N NA**	
§1118(a)(1)	Parents of private school students are included in Title I parental involvement activities.	• Announcements, notices of meetings	**Y N NA**	
§1120(d)	Title I teachers serving private school students are employees of the public school.	• Accounting records, teacher rosters • Teacher contract	**Y N NA**	
§1120(d)	The control of funds and materials and equipment purchased with Title I funds is with the public agency.	• Title I inventory, financial records	**Y N NA**	
§1120(b)(2)	Services, materials and equipment are in a secular, neutral and non-ideological location if provided in a private school building.	• Lease agreement, if appropriate	**Y N NA**	
§1120	Only eligible students receive services. Students receiving Title I service reside in eligible attendance center. Documentation of low-income student information from private school buildings	• Targeting Funds to Buildings worksheets. • Records document participating nonpublic students are residents of an eligible school attendance center. • Record of method for documenting poverty data.	**Y N NA**	
§1113(c)	Funds used for private Title I services have been appropriately calculated using the updated Within District Targeting of Funds formula provided in the Title I Reference Manual for the current year.	• Documentation demonstrating use of the Title I Reference Manual (per pupil formula) – updated formula • Records showing number of students residing in eligible attendance centers	**Y N NA**	

Homeless Education – McKinney-Vento Act

A. Local Homeless Liaison and Duties

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION		COMMENTS
	Homeless Liaison & Duties			
§722(g)(6)	LEA has designated a local homeless liaison to assist homeless students in enrolling, attending, participating & succeeding in school.	• Indicated on Title I application screen • Person designated is aware of the appointment	**Y N NA**	
§722(g)(6)(B)	LEA has informed school personnel, service providers, community agencies & advocate with the duties of the local liaison	• Documentation of trainings • Examples of materials distributed • Lists of homeless shelters; community agencies • Locations of posters; and other postings	**Y N NA**	
§722 (g)(1)	Liaison ensure that homeless children & youth are located, identified & referred by school personnel to liaison	• Documentation of referral & identification forms	**Y N NA**	
§722(g)(1)	Liaison provides assistance & support to homeless students to ensure they receive all educational services for which they are eligible	• Documentation of referral forms & programs in which homeless students are participating	**Y N NA**	
§722(g)(6)	Liaison informs parents of the educational rights of their children & provides them with meaningful opportunities to participate in their children's education.	• Documentation of services utilized by families. • Records of such assistance.	**Y N NA** **Y N NA**	
§722(g)(6)(A)	Liaison informs homeless families/youth of school transportation services & assists them in accessing these services	• Documentation of transportation forms/records	**Y N NA**	

B. School Selection for Homeless Students

9. Sec. 722 (g)(3)(B)	Homeless students are served in school of origin unless it is against parent/guardian wishes	• Enrollment forms; policy & procedure documents	**Y N NA**	
10. Sec. 722 (g)(3)(B)	Written explanation is provided to parents of homeless students if they are sent to a school other than school of origin or the school requested by the family; includes notification of right to appeal decision	• Written documentation of notification • Copy of appeal process	**Y N NA**	

C. Enrollment of Homeless Students

11. Sec. 722 (g)(3)(C)	Homeless students are immediately enrolled in school even if they lack records normally required for enrollment	• Enrollment records; policy & procedures documents • Evidence of dates of student enrollment	**Y N NA**	
12. Sec. 722 (g)(3)(C)	Liaison assists homeless students in obtaining records from students' previous schools as soon as possible	• Written documentation of communication with other school districts •	**Y N NA**	
13. Sec. 722 (g)(4)	Homeless students are automatically qualified for participation in free school nutrition programs	• List of homeless • students participating in school lunch • program	**Y N NA**	

D. Dispute Resolution Procedures –Homeless Education

15. Sec. 722 (g)(3)(E)	A written process for the prompt resolution of disputes regarding the educational placement of homeless students is provided to parents/youth	• Copy of dispute resolution policy	**Y N NA**	
16. Sec. 722 (g)(3)(E)	Homeless students are immediately enrolled in school of choice pending the outcome of dispute resolution	• Copy of dispute resolution policy	**Y N NA**	

E. Student Assistance – Homeless Education

19. Sec. 722 (g)(3)(B)	Liaison assures that homeless children have equal access to preschool programs administered by the LEA/SEA	• Documentation of assistance with enrollment of homeless children in such programs	**Y N NA**	
20. IDEA, Part B-34 CFR, Sec. 104.33 (b)(2)	Homeless children with disabilities have the same right to FAPE under Part B as non-homeless children with disabilities	• Records of homeless students evaluated for and placed in special education or related services	**Y N NA**	

F. Coordination with Title I, Part A

21. Sec. 1112 (a)(1); Sec. 1112 (b)(1)(O)	LEA has plan for coordinating services provided from Title I, Part A to homeless students • LEA reserves specified amount of Title I, Part A funding to provide comparable services for homeless students not attending Title I funded schools, including children in shelters and other eligible locations	• Documentation of set aside funding, method/formula used to determine amount & details of services provided with Title I, Part A funds • Title I application- Title I Budget-Homeless Set Aside Homeless Screen • Documentation of Title I services provided to homeless students **NOTE:** Title I, Part A Homeless set asides may <u>not</u> be used to transport homeless students to and from school	**Y N NA**	

APPENDIX B:

TEACHER

STUDENT LOAN

CANCELLATION AND

FORGIVENESS

PROGRAM

There are two types of loan forgiveness programs for teachers:

- Teacher Loan Forgiveness for Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans, and Unsubsidized Federal Stafford Loans
- Teacher Cancellation for Federal Perkins Loans

For information go to studentaid.ed.gov/repav-loans/forgiveness-cancellation/charts/teacher.

Main U.S. Department of Education web site on the Federal Teacher Loan forgiveness Program (5-year, $5,000 or $17,500):
studentaid.ed.gov/repay-loans/forg iveness-cancellation/charts/teacher#teacher-loan-forgiveness

Reviewing the web links of and/or calling **FedLoan Servicing** could be a very helpful starting point to organizing your initial steps: **www.myfedloan.org** or 1**-800-699-2908;** Monday through Thursday 8:00 am to 11:00 pm (ET), Friday 8:00 am to 9:00 pm (ET).

If a borrower does not have all federal loans through the Direct Loan Program, then a Direct Loan Consolidation is an important step to ensure all federal loans could be considered for the Public Service Loan Forgiveness Program. The online application is available at www.loanconsolidation.ed.gov/.

Basically, full-time employees in public service fields may be able to have federal loans limited to a 10-year repayment period, a benefit if such employees qualify for reduced federal loan payments under the Pay As You Earn or Income-based Repayment plans.

I. A good starting point to learn about the Pay As You Earn Repayment Plan, including a way to estimate potential eligibility: studentaid.ed.gov/repav-loans/understand/plans/pay-as-you-earn
II. Main Public Service Loan Forgiveness Program web site: studentaid.ed.gov/publicservice
III. Main FEDERAL Loan Consolidation website: www.loanconsolidation.ed.gov.
IV. Another good source of information on the Public Service Loan Forgiveness Program web site is the following: www.mvfedloan.org/schools/training/index.shtml. Scroll down to find the heading "Training Topics" and then click on the button to expand information for "Public Service Loan Forgiveness" (PSLF) Program to access the following resources:
    - TAKE 5 Video
    - Sign up for a PSLF Webinar
    - Presentation Handout (PDF)
    - PSLF Toolkit for Schools
    - PSLF Information for Borrowers
    - Dear Colleague Letter on PSLF

What schools qualify as low income? The U.S. Department of Education web site at https://www.tcli.ed.gov allows borrowers to search for low-income schools in Iowa and throughout the nation. In order to search by location, you must enter the name of the county the district is located in and the name of the school district (e.g. Clinton Co/Camanche CSD). To search for the school name, abbreviate El, MS, HS, etc., or you may simply search by state name and you will view all listed buildings.

How can I find information on my student loans? The U.S. Department of Education's National Student Loan Data System (NSLDS) allows you to access information on your Federal student loans, including loan status, outstanding balances, and loan holder information. The web site address is http://www.nslds.ed.gov.

How do I apply for loan cancellation? The Application for Federal Teacher Loan Cancellation available at http://ifap.ed.gov/dpcletters/attachments/GEN0502Attach2.pdf may be used by both FFEL and Direct Loan borrowers. Your completed cancellation application should be mailed to your loan holders.

Do I qualify for any benefits while I am teaching for five consecutive complete academic years? Your lender may grant you forbearance, which postpones your payments while you are teaching to ensure that you receive the maximum federal cancellation benefits.

For example, suppose you are currently teaching first-grade in a low-income school and have $3,000 outstanding in Federal Stafford Loans. Since $3,000 is less than the $5,000 maximum cancellation benefit, forbearance will stop your student loan payments so that you can potentially have your current balance of $3,000 cancelled.

Another example: suppose you are currently teaching Special Education in a low-income school and have $20,000 outstanding in Federal Stafford Loans. Since $20,000 is more than the $17,500 maximum cancellation benefit, you will need to continue to make payments until your current balance is equal to or less than $17,500. At that point, forbearance will stop your student loan payment so that you can potentially have your current student loan balance cancelled.

Where can I find additional Federal information? The Federal Student Aid website (www.studentaid.ed.gov) provides additional information on Federal Teacher Loan Cancellation.

If you have a loan from the Federal Perkins Loan Program, you may be eligible for Perkins Loan Cancellation for full-time teaching at a low-income school or in certain subject areas.

If you have a Stafford Loan and you're teaching full-time in a subject shortage area, you may be eligible for deferment (postponement of repayment) if you borrowed **before July 1,1993.**

Are there any specific circumstances when I might receive cancellation of my student loans? FFELP and Direct Loan discharge and cancellation benefits are available for specific circumstances. Refer to the Cancellation of Student Loans chart in this section that describes conditions when these loans may be discharged or cancelled. You should contact your loan holder or servicer to determine eligibility for these benefits when you begin repayment.

Is there repayment help for Federal Student Loans? Defaulting on your student loans is a huge deal. Like any other debt, student loans are important financial and legal obligations that should not be taken lightly. If you every experience difficulties making on-time payments, you should immediately contact your loan holder to discuss your options rather than miss a payment. Deferment and forbearance are tools that allow a borrower to postpone payments. Discharge or cancellation is the release of a borrower's obligation to repay a loan, either in whole or in part, under special circumstances. For an explanation of these tools you need to avoid a serious financial mistake, go to www.iowacollegeaid.gov.

Federal Perkins Loan Teacher Cancellation

You qualify for cancellation (discharge) of up to 100 percent of a Federal Perkins Loan if you have served full time in a public or nonprofit elementary or secondary school system as a

0 teacher in a school serving students from low-income families; or
□ special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
□ teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

Eligibility for teacher cancellation is based on the duties presented in an official position description, not on the position title. To receive a cancellation, you must be directly employed by the school system. There is no provision for canceling Perkins Loans for teaching in postsecondary schools.

Note that you also qualify for deferment while you're performing teaching service that qualifies for cancellation. Contact the school that holds your loan for information on applying for deferment.

Definition of Teacher

A teacher is a person who provides students direct classroom teaching, or classroom-type teaching in a non-classroom setting, or educational services directly related to classroom teaching (for example, school librarian or guidance counselor).

It's not necessary for you to be certified or licensed to receive cancellation benefits. However, your employing school must consider you to be a full-time professional for the purposes of salary, tenure, retirement benefits, etc. If you are a supervisor, administrator, researcher, or curriculum specialist, you are not considered a teacher unless you primarily provide direct and personal educational services to students.

Definition of Full Time for a Full Academic Year

You must teach full time for a full academic year or its equivalent. There is no requirement that you must teach a given number of hours a day to qualify as a full-time teacher; the employing school is responsible for making that decision.

An "academic year or its equivalent" for teacher cancellation purposes is defined as one complete school year or two half years that are (1) from different school years, excluding summer sessions; (2) complete, and (3) consecutive. The two half years also must generally fall within a 12-month period.

Teaching Part Time at Multiple Schools

You can receive cancellation if you are simultaneously teaching part time in two or more schools if an official at one of the schools where you taught certifies that you taught full time for a full academic year.

Teaching in a Private School

You may receive teacher cancellation for services performed in a private academy if the private academy has established its nonprofit status with the Internal Revenue Service (IRS), and if the academy is providing elementary and/or secondary education according to state law.

Teaching in a Preschool or Prekindergarten Program

You may receive teacher cancellation only if the state considers such a program to be a part of its elementary education program. A low-income-school-directory designation that includes prekindergarten or kindergarten does not suffice for a state determination of program eligibility.

Teaching in Low-Income Schools

A cancellation based on teaching in a school serving students from low-income families may be granted only if you taught in an eligible school as determined by the state education agency. To be considered a "low-income school," the school must be in a school district that qualified for federal funds in the year for which the cancellation is sought. Also, more than 30 percent of the school's enrollment must be made up of children from low-income families.

To find out if the school that employs you is classified as a low-income school, you can check the online database for the year(s) that you have been employed as a teacher at www.tcli.ed.gov. Questions about the inclusion or omission of a particular school should be directed to Sue Olson at 515.281.5314 or sue.olson(S)iowa.gov.

Low-Income School Search

The Secretary of the U.S. Department of Education considers all elementary and secondary schools operated by the Bureau of Indian Affairs (BIA)—or operated on Indian reservations by Indian tribal groups under contract with BIA—to qualify as schools serving low-income students.

NOTE: If you have had a portion of your loan cancelled for teaching at a low-income elementary or secondary school in one year, you can continue to have portions of your loan cancelled for teaching at that school even if it is not listed as a low-income school in later years. Under certain circumstances, the institution that holds your Perkins Loan may permit retroactive cancellation if you can demonstrate that you qualified for cancellation in a prior year. However, the institution may not refund payments made during such a retroactive period.

Teaching in Special Education

You must have an official at the public or other nonprofit elementary or secondary school certify that you are teaching handicapped or learning disabled students, either on the Federal Perkins Loan postponement/cancellation form or on an official letter from the school bearing the school's seal or letterhead. For Perkins Loans made on or after July 23, 1992, this cancellation includes special education teachers.

If you provide one of the following services, you qualify as a teacher only if 1) you are licensed, certified, or registered by the appropriate state education agency for that area in which you are providing related special educational services, and 2) the services you provide are part of the educational curriculum for handicapped children:

- speech and language pathology and audiology;
- physical therapy;
- occupational therapy;
- psychological and counseling services; or
- recreational therapy.

Teaching in a Designated Subject Shortage Area

This cancellation is based on full-time teaching if there is a shortage of teachers in your subject area. Each year the Iowa Department of Education determines any subject shortage areas in the elementary and secondary schools within the state. The designated shortage areas may be found atwww.iowa.ed.gov. If you teach full time in science, mathematics, foreign language, or bilingual education, you qualify for cancellation even if the state has not designated one of these subject areas as a shortage area.

For a borrower to be considered as teaching in a field of expertise, the majority of classes taught must be in that field of expertise.

Applying for Teacher Cancellation

You must request the appropriate forms from the office that administers the Federal Perkins Loan program at the school that holds your loan. You must also provide any documentation the school requests to show that you qualify for cancellation. It is the school's responsibility to determine whether you qualify, and the school's decision cannot be appealed to the U.S. Department of Education. Schools may not cancel any portion of a loan for teaching services you performed either before the date the loan was disbursed or during the enrollment period covered by the loan.

Cancellation Amounts for Years of Service

If a borrower is eligible for teacher cancellation under any of the categories listed above, up to 100 percent of the loan may be canceled for teaching service, in the following increments:

- 15 percent canceled per year for the first and second years of service,
- 20 percent canceled for the third and fourth years, and
- 30 percent canceled for the fifth year.

Each amount canceled per year includes the interest that accrued during the year.

Stafford Loan Forgiveness Program for Teachers

The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, individuals who teach full time for five consecutive, complete academic years in certain elementary and secondary schools that serve low-income families and meet other qualifications may be eligible for forgiveness of up to a combined total of $17,500 in principal and interest on their FFEL and/or Direct Loan program loans. (Note: As of August 14, 2008, an otherwise eligible borrower may qualify for forgiveness if the borrower has provided qualifying teaching services at one or more locations that are operated by an educational service agency.)

Eligibility Requirements

- You must not have had an outstanding balance on a FFEL or Direct Loan program loan as of October 1, 1998, or on the date that you obtained a Direct Loan Program loan or a FFEL Program loan after October 1, 1998.
- If you are in default on a FFEL and/or Direct Loan program loan(s), you are not eligible for forgiveness of that loan(s) unless you have made satisfactory repayment arrangements with the holder of the defaulted loan(s).
- The loan(s) for which you are seeking forgiveness was made prior to the end of your five academic years of qualifying teaching service.
- You have not received benefits through the AmeriCorps Program under Subtitle D of Title I of the National and Community Service Act of 1990 for the same teaching service for which you are seeking forgiveness on your FFEL and/or Direct Loan program loan(s).
- You must have been employed as a full-time teacher for five consecutive, complete academic years, at least one of which was after the 1997-1998 academic year, in an elementary or secondary school that:
  - Is in a school district that qualifies for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended; o Has been selected by the U.S. Department of Education based on a determination that more than 30 percent of the school's total enrollment is made up of children who qualify for services provided under Title I; and o Is listed in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. If this directory is not available before May 1 of any year, the previous year's directory may be used. Note: All elementary and secondary schools operated by the Bureau of Indian Education (BIE) or operated on Indian reservations by Indian tribal groups under contract with the BIE qualify as schools serving low-income students. These schools are qualifying schools for purposes of this loan forgiveness program. Note: If your school meets the above requirements for at least one year of your teaching service, but does not meet these requirements during subsequent years, your subsequent years of teaching at the school may be counted toward the required five consecutive, complete academic years of teaching.

If your five consecutive, complete years of qualifying teaching service began ***before October 30,2004:***

- You may receive up to $5,000 in loan forgiveness if, as certified by the Chief Administrative Officer of the school where you were employed, you were:
  1. A full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or
  2. A full-time secondary school teacher who taught in a subject area that was relevant to your academic major.
- You may receive up to $17,500 in loan forgiveness if, as certified by the Chief Administrative Officer of the school where you were employed, you were:
  1. A highly qualified full-time mathematics or science teacher in an eligible secondary school; or
  2. A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities, and you taught children with disabilities that corresponded to your area of special education training and have demonstrated knowledge and teaching skills in the content areas of the curriculum that you taught.

If your five consecutive, complete years of qualifying teaching service began ***on or after October 30, 2004:***

- You may receive up to $5,000 in loan forgiveness if you were a highly qualified full-time elementary or secondary school teacher.
- You may receive up to $17,500 in loan forgiveness if, as certified by the Chief Administrative Officer of the school where you were employed, you were:

1. A highly qualified full-time mathematics or science teacher in an eligible secondary school; or
2. A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities, and you taught children with disabilities that corresponded to your area of special education training and have demonstrated knowledge and teaching skills in the content areas of the curriculum that you taught.

If you were unable to complete an academic year of teaching, that year may still be counted toward the required five consecutive, complete academic years if:

» You completed at least one-half of the academic year; and

- Your employer considers you to have fulfilled your contract requirements for the academic year for the purposes of salary increases, tenure, and retirement; and
- You were unable to complete the academic year because:
    1. You returned to postsecondary education, on at least a half-time basis, in an area of study directly related to the performance of the teaching service described above; or
    2. You had a condition covered under the Family and Medical Leave Act of 1993 (FMLA*); or
    3. You were called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces**.

Note: Absence due to a period of postsecondary education, a condition covered under the FMLA, or active duty service, including the time needed for you to resume teaching no later than the beginning of the next regularly scheduled academic year, does not constitute a break in the required five consecutive, complete years of qualifying teaching service.

Low-Income School Search

Each year, the U.S. Department of Education publishes a list of low-income elementary and secondary schools. To find out if a school is classified as a low-income school, check our online database for the year(s) you have been employed as a teacher. Questions about the inclusion or omission of a particular school must be directed to the **state education agency contact** in the state where the school is located and nor to the U.S. Department of Education.

How to apply

You apply for teacher loan cancellation after you have completed the five-year teaching requirement. Click here to print a copy of the Teacher Loan Forgiveness Application. The Chief Administrative Officer of the school at which you performed your qualifying teaching service must complete the certification section. If you taught at more than one school during the same academic year, the Chief Administrative Officer from one of the schools may complete the certification section. If you taught at different schools during different academic years, the Chief Administrative Officers from all of the schools must certify your eligibility. If you need more than one Chief Administrative Officer's certification, the additional certifications may be provided on a separate piece of paper and submitted with your completed form. Return the completed form to the address shown in Section 9 of the application. If you are applying for forgiveness of loans that are held by different loan holders, you must submit a separate form to each loan holder.

Postponing repayment while under consideration for cancellation

You can get forbearance for up to 60 days while you're completing the loan discharge application which includes the time it takes for the lender and guarantor to review it.

The loan holder or guaranty agency must notify you within 135 days of their decision on your application. If your application is approved, new repayment terms based on any remaining loan balances will be provided to you. The lender may cancel up to $17,500 of the aggregate loan amount that is outstanding after you've finished your fifth year of teaching. (The aggregate loan amount includes both principal and interest.) However, the lender cannot refund the payments you made before you completed the fifth year of teaching service.

Your lender can grant forbearance for each year of your qualifying teaching service if the expected cancellation amount will satisfy the anticipated remaining outstanding balance on the loan at the time of the expected cancellation. Unless you give your lender or loan servicing agency other instructions, your unsubsidized Stafford Loan balance will be cancelled first, followed by any outstanding subsidized Stafford Loan balance, and then any eligible outstanding Consolidation Loan balance. The lender may cancel only the outstanding portion of the Consolidation Loan that was used to repay subsidized or unsubsidized Stafford Loans that qualified for loan forgiveness.

Definitions:

- "Academic year" means one complete school year at the same school, or two complete and consecutive half years at different schools, or two complete and consecutive half years from different school years (at either the same school or different schools). Half years exclude summer sessions and generally fall within a 12-month period. For schools that have a year-round program of instruction, 9 months is considered an academic year.
- "Elementary school" or "secondary school" means a public or nonprofit private school that provides elementary education or secondary education as determined by state law (or by the U.S. Department of Education if the school is not in a state).
- "Full-time employment as a teacher" is determined by the state's standard. For a borrower teaching in more than one school, the determination of full time is based on the combination of all qualifying employment.
- "Teacher" means a person who provides direct classroom teaching or classroom-type teaching in a non-classroom setting, including Special Education teachers.
- To be a highly qualified teacher a public elementary or secondary school teacher must:
    1. have obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in that State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
    2. have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

  In addition —

  An elementary school teacher who is new to the profession is considered highly qualified if s/he also:

    1. holds at least a bachelor's degree; and
    2. has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum).

    A middle or secondary school teacher who is new to the profession is highly qualified if the teacher also:

    1. holds at least a bachelor's degree, and
    2. has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by-

  o passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or o successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing. An elementary, middle, or secondary school teacher who is not new to the profession is highly qualified if the teacher also:

    1. holds at least a bachelor's degree; and
    2. meets the applicable standards of an elementary, middle, or secondary school teacher who is new to the profession; or
    3. demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
        - is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
        - is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
        - provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
        - is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
        - takes into consideration, but is not based primarily on, the time the teacher has been teaching in the academic subject;
        - is made available to the public upon request; and may involve multiple, objective measures of teacher competency.

Download a summary of this information

You can download and print out information in a convenient trifold *Stafford Loan Forgiveness Program for Teachers* http://studentaid.ed.gov/students/attachments/siteresources/StaffForgive.508.

TEACH Grant
Teacher Education Assistance for College and Higher Education Grant

The TEACH Grant is a federally-funded program created to help college students who plan to teach, pay for college. These grants are available to eligible undergraduate, post-baccalaureate, and graduate students who agree to serve as full-time teachers in high-need fields at schools that serve students from low income families.

Applicant Qualifications:
A grant recipient must:
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled as:
  - ✓ An undergraduate student; or
  - ✓ A graduate student; or
  - ✓ A post-baccalaureate student in a program required by the State to obtain a teaching credential at a college that does not offer a baccalaureate degree in education.
- Be enrolled in or plan to enroll in coursework that is necessary to begin a career in teaching. *Note: Not all colleges or universities participate in the TEACH Grant program. A list of TEACH Grant eligible colleges and universities may be accessed at www, iowacollepeaid. gov. If you are interested in the TEACH Grant, please contact the financial aid office at your school.*

Academic Standards:
Applicants must meet one of the two following academic achievement requirements:
- Maintain a cumulative 3.25 GPA on 4.0 scale.
  - > Eligibility for first-year college students is based on high school cumulative GPA.
- Score above the 75th percentile on at least one of the battery in an undergraduate, post-baccalaureate or graduate program admissions test.

Note: The academic achievement requirements described here do not apply to graduate degree candidates who are current teachers or retirees from another occupation with expertise in a high-need field.

More information on how to locate percentiles for test batteries can be accessed at www.iowacolleqeaid.gov/commissioncentral/schqrants /federal.html.

IMPORTANT

If you don't fulfill the required teaching service, your TEACH Grant will become unsubsidized Direct Stafford Loans that must be repaid with interest accrued from the original award date!

Application Process:
An applicant must:
- File a Free Application for Federal Student Aid (FAFSA).
- Complete a TEACH Grant Agreement to Serve (see additional information below).

A recipient must:
- Participate in TEACH Grant counseling before each annual award and graduation.

Award Amounts:
- Maximum of $4,000 per year—amount is reduced for students enrolled less than full time in accordance with a schedule established by the U.S. Department of Education (USDE).
  - > TEACH Grant plus other financial aid may not exceed cost of attendance (COA).
- Undergraduate and post-baccalaureate (non-graduate) combined aggregate total maximum of $16,000.
- Graduate aggregate total maximum of $8,000.

Additional Information:
- **High-Need Fields**
  The high-need fields recognized for the TEACH Grant are as follows:
  - ✓ Bilingual Education and English Language Acquisition
  - ✓ Foreign Language
  - ✓ Mathematics
  - ✓ Reading Specialists
  - ✓ Science
  - ✓ Special Education
  - ✓ Other teacher shortage areas identified at the time you begin teaching.

Note: You may access the current teacher shortage areas for Iowa through the A-Z index at www, iowa.gov/educate.
- **USDE-Designated Low-Income Schools** The U.S. Department of Education's *Annual Directory of Designated Low-Income Schools for Teacher Cancellation* designates schools that serve low-income students. Those schools meet the TEACH Grant requirement to teach at public or private elementary or secondary schools that serve low-income students.
- You can access this directory at www.tcli.ed.

TEACH Grant Information:
Federal Student Aid - 800-433-3243
studentaid.ed.qov/tvpes/qrants-scholarships/teach
www.teachqrant.ed.qo teach-ats. ed. qov/ats/faq .action

Cancellation of Student Loans

FFELP and Direct Loan discharge and cancellation benefits are available for specific circumstances. The following chart describes conditions when these loans may be discharged or cancelled. You should contact your loan holder or servicer to determine eligibility for these benefits when you begin repayment. In addition, there are forgivable loan programs for teachers.

Situation	Amount Forgiven	Notes
Total and permanent Disability or death	100%	Total and permanent disability requires a physician to certify that you are unable to work and earn money because of a condition that is expected to continue indefinitely or result in death.
Full-time teacher for 5 consecutive years in a designated school serving low-income families. (Only available for Stafford Loans and the portion of a Consolidation Loan that repays Stafford Loans.) See www.iowacollegeaid.gov "Home/Students/High School Students/Paying/Student Loan Forgiveness/Iowa Teacher Loan Forgiveness for more information on teacher forgivable loans.	Up to $5,000 of the aggregate loan amount that is outstanding after completion of the fifth year of teaching. [1 & 2] Up to $17,500 of the aggregate loan amount that is outstanding after the fifth year of teaching as a highly qualified teacher in Special Education or secondary Science or Math.[2]	For loans received on or after 10/1/98 by a borrower with no outstanding FFELP or Direct Loan balance as of that date. [1]If your teaching service begins on or after October 30, 2004, you must also meet the definition of "highly qualified" teacher. [2] In Iowa, "highly qualified" means to hold an endorsement in the subject area that you teach.
Bankruptcy (in rare cases)	100%	Cancellation is rare and only if the bankruptcy court rules that repayment would cause undue hardship.
Closed school (before student could complete program of study) or false loan certification by a school, or identity theft.	100%	For loans received on or after January 1, 1986.
School does not make require return of loan funds to the lender.	Up to the amount that the school was required to return.	For loans received on or after January 1, 1986.

From Iowa College Student Aid Commission website: www.iowacollegeaid.gov

Iowa Teacher Shortage Loan Forgiveness Program

Overview:
The Iowa Teacher Shortage Loan Forgiveness Program is a state-funded program established in July, 2007, that will provide student loan repayment assistance to Iowa teachers repaying Federal Stafford Loans. This program is designed to increase the number of teachers in Iowa schools teaching in instructional shortage areas designated by the Iowa Department of Education. The Iowa Teacher Loan Forgiveness Program is administered by the Iowa College Student Aid Commission. State of Iowa teacher loan forgiveness program web site: http://www.iowacollegeaid.gov/LoanForgivenessPrograms/teacherloanforgiveness.html.

Eligibility Requirements:

- Must be a fully licensed teacher* whose first teaching position in Iowa began no earlier than July 1, 2007.
- Must be teaching in a shortage subject area, as designated by the Iowa Department of Education [see the Iowa Teacher Shortage Areas following].
- Must owe a balance on an eligible federal student loan (Stafford or Consolidation). If outstanding loan balance is less than the maximum forgiveness award, the amount awarded will not exceed the applicant's outstanding principal and interest.
- Must be in good standing will all federal student loan accounts. Borrowers interested in postponing repayment on federal student loans should contact their current loan holder.

  ** For the purposes of this program, a "teacher" is defined as an individual holding a practitioner's license, issued by the Iowa Board of Educational Examiners, who is employed in an instructional, non-administrative position by a school district or area education agency.* ***K-12 Counselor and K-12 Principal are not considered instructional positions***

Priority for Awards:
If funding does not permit all eligible applicants to receive repayment benefits, criteria for selection of recipients will be prioritized as follows:

- Renewal status;
- Instructional shortage area being served, with the highest need areas as ranked by the Iowa Department of Education being served first (DE currently does not rank this data, this element was not used in 2011-2012 to determine who received an award);
- Geographic shortage area being served, with the highest need areas as ranked by the Iowa Department of Education being served first (DE currently does not rank this data, this element was not used in 2011-2012 to determine who received an award);
- Iowa residency status;
- Full-time employment status;
- Total indebtedness; and
- Date of application

Award Amounts and Limits:

. The maximum annual award is 20% of the recipient's total eligible federal student loan balance, including principal and interest

- The maximum award cannot exceed the average resident tuition rate established for students attending Iowa's Regent Universities for the first year following the recipient's graduation

- For 2011 graduates, the maximum award is $7,534

How to Apply:

Recipients must reapply annually** by completing the Loan Forgiveness portion of the Iowa Financial Aid Application. The application will be available online beginning January 1 and applications must be submitted by March 31 to guarantee consideration.

- Complete the online Iowa Financial Aid Application (select role of "college graduate")
- Iowa College Aid will verify an applicant's qualified teaching service by contacting their school's administrator. An administrator must certify the applicant's teaching service in order for the applicant to receive an award.

IOWA TEACHER SHORTAGE AREAS

Iowa teacher shortage areas are designated annually by the Iowa Department of Education. Data used to calculate the shortages include the numbers of Class B licenses (conditionals) issued, the number and frequency of job postings on *Teach* /owa(Department of Education statewide teacher recruitment web site), and the number of projected graduates in each teaching discipline.

Teachers in shortage areas may be eligible for college student forgivable loans through both state and federal programs. Information regarding application for forgivable loans is available at the Iowa College Student Aid Commission web site at: http://www.iowacollegeaid.gov.

Iowa Teacher Shortage Areas -

GENERAL EDUCATION:

- **Early Childhood**
- **« English as a Second Language (K-12)**
- **Family and Consumer Sciences**
- **Guidance Counselor (K-8 and 5-12)**
- **Health (5-12)**
- **Industrial Technology (5-12)**
- **Mathematics (5-12)**
- **Middle School Certification (5-8)**
- **Science - All Areas (5-12)**
- **Talented and Gifted (K-12)**
- **Teacher Librarian (K-8 and 5-12)**

SPECIAL EDUCATION:

- **Early Childhood Special Education (PreK and K)**
- **Instructional Strategist I Mild/Moderate**
- **Instructional Strategist II Behavior Disorder/Learning Disabilities**
- **Instructional Strategist II Mental Disabilities**
- **Instructional Strategist II Physical Disabilities**
- **Itinerant Hearing Impaired (Birth to Age 21)**
- **Itinerant Visually Impaired (Birth to Age 21)**

NOTE: Until the list is updated, the last designated positions qualify.

TITLE I STAFF AND RESPONSIBILITIES

Consultant Staff:	**Area of Responsibility:**
Geri McMahon, Title I Administrative Consultant Bureau of School Improvement 515/281-3944 Email: geri.mcmahon@iowa.gov	Major responsibility for the overall coordination of the Title I program in the State of Iowa. Serves as the State contact for Title I issues and School Improvement grants. Contact for private school Services. Story County, Des Moines CSD
Rick Bartosh, Title I Consultant Bureau of School Improvement 515/281-0368 Email: richard.bartosh@iowa.gov	Serves as contact for Local and State Agency Neglected or Delinquent Institutions. AEA 1, 9, 10
Karla Day, Title I Consultant Bureau of School Improvement 515/281-7145 Email: karla.day@iowa.gov	Serves as contact for SINA/DINA, C-Plan, RtI Healthy Indicators, Statewide Support System Prairie Lakes AEA
Sandy Johnson, Title I Consultant Bureau of School Improvement 515/281-3965 Email: sandra.johnson@iowa.gov	Serves as Homeless Education State contact; Schoolwide Programs and Comparability Reports contact. Green Hills and Great Prairie AEA
Carolyn Paulaitis, Title I Consultant Bureau of School Improvement 515/281-6131 Email: carolyn.paulaitis@iowa.gov	Serves as primary contact for School Improvement Grants (SIG) Northwest AEA, Waterloo CSD
Susan Selby, Title I Consultant Bureau of School Improvement 515/281-4732 Email: susan.selby@iowa.gov	Serves as contact for Parent Involvement, Migrant Education, Supplemental Services, School Choice AEA 267, AEA 11 except Story County, Des Moines CSD and Waterloo CSD
Support Staff:	
Ruth Jones, Secretary 515/281-5313 Email: ruth.jones@iowa.gov	Responsible for telephones, correspondence and various duties associated with the position
Sue Olson, Administrative Assistant 515/281-5314 Email: sue.olson@iowa.gov	Responsible for Title I fiscal matters: allocations, amendments, and budgets. Teacher loan cancellation Federal Directory contact
Stephanie Sissel 515/281-5315 Email: stephanie.sissel@iowa.gov	Responsible for remitting payments to LEAs

Title I FAX number: 515/242-5988
Title I Web site: educateiowa.gov/index.php?option+com_content&task=view&id=659&Itemid=1650

SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES

FORM	DUE DATE
Annual Title I Electronic Internet Application *Local Delinquent Education Application* *Migrant Education Application* *Schoolwide Program*	September 15, 2013
Title I Equipment Inventory and Depreciation Record	September 15, 2013
Title I Schools in Need of Assistance (SINA) School Choice And or Supplemental Education Services Parent Notification	August – prior to beginning of local school year
Title I Participation Data 2012-2013 School Year	July 15, 2013
Schoolwide Program Plan and Checklist	September 15, 2013
Title I Schools in Need of Assistance (SINA) Electronic Internet Application and Action Plan	November 1 through C-Plan (90 days from Iowa Department of Education notification as a School in Need of Assistance)
Comparability Report	Completed annually by eligible LEAs and kept on file locally; submitted annually to SEA by November 15
Number of Public School Students Qualifying for FREE Lunches	November 30
Number of Private School Students Qualifying for FREE Lunches	November 30
Project Budget Completion Final Certification	Due after approved expenditures are paid (by electronic certification) – to be completed no later than August 1, 2013
Electronic Amendment	Should be completed as needed