Guidance Document to Accompany

SY 2016-2017

Title I, Part A Application

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Improving Basic Programs Operated

By Local Education Agencies

**Introduction:** This Guidance Document was developed to assist Title I Directors as they complete Attachment 7 of the Master Plan Update for SY 2016-2017. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance**.**

**Support for Priority Schools Not Receiving Title I 1003(g) SIG funds**

Maryland has proposed in its ESEA Flex renewal that Priority Schools that do not receive Title I 1003(g) SIG funds may apply for Title I 1003(a) funds in school year 2016-2017 **only**. If these Title I 1003(a) funds are not sufficient, MSDE expects the LEA to set aside up to 20 percent of its Title I Part A allocation to provide between $50,000 and $2 million per school per year for the next three years in order to implement the chosen intervention.

**Support to Low Performing Title I Schools**

Local Discretion: An LEA that does not have Priority Schools, but does have Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]

1. Part I Narrative

Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

1. *STAFF CREDENTIALS AND CERTIFICATION:*

***Section 1119(c) NEW PARAPROFESSIONALS***

(1) IN GENERAL- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION- The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

(d) EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c).

1. **DESCRIBE** the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the licensure and certification of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)
   1. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child’s classroom teacher (known as “Parent’s Right to Know”).

***Section 1111(h)(6) PARENTS RIGHT-TO-KNOW***

(A) QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

(i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

~~(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.~~

(C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

* 1. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet licensure or certification requirements.

* 1. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
  2. Describe how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office and school administration (for a. **and** b. in this section).
  3. Describe how the LEA ensure the certification and licensure status of teachers assigned to Title I schools is maintained.

1. **DOCUMENTATION: Include** sample copies of English and translated letters that will be used to accomplish items (a. and b.) for school year 2016-2017.
2. The LEA certifies that all paraprofessionals in Title I schoolwide schools are qualified.

**Yes  Not Applicable**

This requirement applies to **all** instructional paraprofessionals regardless of funding.

Not Applicable means: there are no paraprofessionals in the schoolwide schools; the LEA has no schoolwide schools; or paraprofessionals are not assigned to instructional duties.

1. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools are qualified.

**Yes  Not Applicable**

Not Applicable means: there are no paraprofessionals paid with Title I funds in the schools, or the LEA has no targeted assistance schools.

If an LEA is found to be out of compliance in the area of Paraprofessionals, one or more of the following corrective actions will be required immediately:

1. The LEA will immediately remove/reassign each non-qualified paraprofessional from instructional assignments in a Title I school until he/she meets the qualifying requirements.
2. The LEA will report to MSDE, and reimburse the Federal Program with State or Local Funds, the amount of Title I funds that have been expended on salaries, wages, fringe benefits, etc. for any paraprofessional identified as not qualified in a Title I school.
3. The LEA will release the paraprofessional from employment.
4. ***SCHOOLWIDE PROGRAMS( SWP):***

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland’s ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See appendix for the list of Maryland’s approved priority and Focus Schools.*

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.**  Reg. 200.25-28 and Sec. 1114.
   1. Consolidating Funds (Check one):

Federal funds

Federal, State, local funds

Not Consolidating Funds

1. Describe how the system will assist schools in consolidating funds for schoolwide programs.
2. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Sec. 1114(a)(1)

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Title I Fiscal Guidance –February 2008: Pages 49-67

* 1. Describe the process to ensure that the *10 Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.
  2. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

**All SWPs must include the following ten components: Specificity and transparency is important.**

1. **A comprehensive needs assessment of the entire school** (taking into account the needs of migrant children) that is based on the achievement of children in relation to state academic content and achievement standards;
2. **A schoolwide reform strategies that—**
   1. provide opportunities for all children to meet the state’s proficient and advance levels of academic achievement;
   2. use methods and instructional strategies 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 underserved populations;
   3. 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 standards;
   4. are consistent with and designed to implement state and local improvement plans;
3. **High quality, ongoing, professional development based on scientifically based research** for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children to meet state academic achievement standards. (Sufficient resources must be used to carry out effectively these activities);
4. **Strategies to attract high-quality teachers** to high need schools;

**May incorporate district strategies, but they must be stated in the plan.**

1. **Strategies to increase parent involvement,** such as family literacy services;
2. **Plans/Strategies for assisting preschool children in the transition from early childhood programs,** such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary schools;
3. **Measures to include teachers in decisions regarding the use of academic assessments** described in the state plan in order to improve the achievement of individual students and the overall instructional program;
4. **Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards, shall be provided with effective, timely, additional assistance** which shall include measurers to ensure that student’s difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
5. **Coordination and integration of federal, state, and local services and programs,** including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Plans should include the Title I spending plan (budget) as well as a spending plan for Parent Involvement funds.**
   1. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.
   2. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.
   3. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.
6. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:**  Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools’ models/plans.

*C. TARGETED ASSISTANCE SCHOOLS (TAS):*

If the LEA does not have any Title I Targeted Assistance programs, proceed to Section E- Parent Involvement.

***Section 1115 (c) COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM***

(1) IN GENERAL- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —

(A) use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

(B) ensure that planning for students served under this part is incorporated into existing school planning;

(C) use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —

(i) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

(ii) help provide an accelerated, high-quality curriculum, including applied learning; and

(iii) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

(D) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

(E) provide instruction by highly qualified teachers;

(F) in accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who **work with participating children** in programs under this section or in the regular education program;

(G) provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

(H) coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

(2) REQUIREMENTS- Each school conducting a program under this section shall assist participating children selected in accordance with subsection (b) to meet the State's proficient and advanced levels of achievement by--

(A) the coordinating of resources provided under this part with other resources; and

(B) reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before and after school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

**1. DESCRIBE the step-by-step process including timelines/dates used to** identify eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures. Section 1115(b)(1)(B)

* + - 1. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).  **Small group is described as one-on-one instruction or a student-to-teacher ratio of no more than 8:1.**
  1. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
  2. Helping provide an accelerated, high-quality curriculum, including applied learning.
  3. Minimizing the removal of children from regular classroom instruction for additional services.

**3.** **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

**4.** **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

**5.** **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

**6.** In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

**7.** **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

**8.** If an LEA intends to transition a Title I school implementing a targeted assistance program in 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

List the Title I school(s) by name and assigned MSDE ID number below.

**Reminder:** Please be sure to include the name of the school, proposed timeline for the year of planning.

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| **Performance Measures:**  **Describe the performance measures the LEA will use to demonstrate progress.**  **How often will student progress be measured against these data points?** |

1. ***PARENT INVOLVEMENT:***

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents’ input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system’s Master Plan.

* + 1. **Local Educational Agency** Parent Involvement Policy/Plan Review

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* 1. Date the current LEA Parent Involvement Policy/Plan was reviewed:
  2. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.
  3. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

***Section 1118: District Level Parent Involvement Policy***

a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (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), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

* + 1. **DOCUMENTATION:** Attach a copy of the LEA’s most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission.
    2. **School Level** Parent Involvement Plan Review
  1. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.
  2. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.
     1. **School-Parent Compact**
  3. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.
  4. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.
     1. **Monitoring Parent Involvement**

a. Describe the LEA’s process for monitoring parent involvement requirements in Title I schools.

* 1. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement.**

**6. Distribution of Parent Involvement Funds**

1. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.
2. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.
3. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.
4. Does the LEA reserve more than 1% of its total allocation for parent involvement?

Yes  No

1. If yes, describe *how* these additional funds are used.
   * + 1. **DOCUMENTATION:**  Attach a list of all Title I schools’ individual parent involvement allocations.

***Section 1118: Distribution of Funds***

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is $5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

***Section 1118 School Level Parent Involvement Policy***

**Policy must describe how each of the following in (b) and (c) will occur in the district. If items are not in the policy, then they must be described in an accompanying administrative procedure.**

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) 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; and

(C) 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; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

***Section: 1118 School/Parent Compacts must contain:***

d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

### EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

### [Section 1120]:

* The Local Education Agency must maintain control of the Title I program. It is not the private school’s program. In addition, private schools are not Title I schools.
* Refer to Equitable Services to Private School Students Checklist for detailed guidance and timeline to ensure your LEA will meet all aspects of this requirement.
* Refer to guidance document for Third Party Contracts to Deliver Services to Private School Students.

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.
2. **DESCRIBE** the LEA’s process for inviting private schools to participate in the Title I, Part A program.
3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.
4. **DOCUMENTATION**: Attach a timeline for consultation and affirmation meetings with private school officials.

**Note:** All consultation must be completed on a timeline that allows for services to start at the beginning of the school year. (Refer to the Federal Tool Kit, *Ensuring Equitable Services to Private School Children: a Title I Resource Tool Kit,* pages 13-19, and MSDE’s Title I Equitable Services Newsletter).

1. **DELIVERY OF SERVICES**
2. Will LEA staff be providing the services directly to the eligible private school students?

Yes  No

If yes, when will services begin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will the LEA enter into a formal agreement (MOU) with other LEA(s) to provide services to private school students?

Yes  No

If yes, identify the LEA(s) involved and the **date the services** will begin.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will the LEA enter into a third party contract to provide services to eligible private school students?

Yes  No

If yes, when will services begin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

*Section 200.62 of the Title I regulations requires that an LEA provide Title I services to its eligible resident children. An LEA may meet this requirement by providing the Title I services  using its own employees, contracting with an individual or company, or having another LEA, usually the LEA in which the private school is located, to provide the services on its behalf. In order to meet equitable service requirements, an LEA must begin the Title I program for eligible private school children at the same time as the Title I program for public school children, unless, it has been decided in consultation that the program would start later.*

*Although LEAs may request that another LEA provide Title I services to its resident children who attend a private school in another LEA, it is important to note that, until the MOU has been finalized and signed, Title I services may not legally be provided by the LEA that has agreed to provide services on behalf of the LEA of residence. Consequently, LEAs should work with each other early enough to allow for the MOU to be in place at the beginning of the school year.* ***Beginning in the 2016-2017 school year, in order to meet Title I equitable services' requirements, in any instances where there is no signed MOU, MSDE will expect the LEA of residence to provide those services until the MOU is finalized.***

1. **DESCRIBE** the LEA**’s** process to supervise and evaluate the Title I program serving private school students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools’ Addendum document for additional directions. (Code 1 schools)

**Services to Private Schools**

Section 9306(a)(5) of the ESEA requires an LEA when submitting a consolidated application to use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA.

Section 443 of the General Education Provisions Act (GEPA) requires each recipient of Federal funds, such as an LEA, to keep records which fully disclose the amount and disposition of the funds, the total costs of the activity for which the funds are used … and such other records as will facilitate an effective financial or programmatic audit.

Section 1120(a)(1) of the ESEA requires that the LEA, after meaningful consultation with appropriate private school officials, provide Title I services to private school children that are equitable to those provided to public school children. The LEA must also ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119. The LEA must be able to demonstrate that the funds generated in accordance with section 200.65 of the Title I regulations were required in the contract to be expended for appropriate activities for teachers and families of participants.

Section 1120(d)(1) of the ESEA requires that the LEA maintain control of the Title I funds, materials, equipment and property. Section 1120(d)(2) of the ESEA requires that the Title I services be provided by an employee of the LEA or by an employee through a contract by the LEA. The statute also requires that the employee shall be independent of the private school and of any religious organization.

For example: **LEAs serving private school children must maintain control of the Title I program for the eligible private school children and inform these LEAs that private school principals are not the supervisors of the Title I teachers and are not permitted to sign their evaluation forms.**

**Third Party Contracts**

Section 1120(a)(4) of the ESEA requires that funds generated by private school children for instructional services must be used for instructional activities. Thus, the LEA must be able to demonstrate that the funds generated for instructional services were required in the contract to be expended for instruction and that all administrative costs of the contractor (for example, supervision, profit, mileage, etc.) are required in the contract to be charged to the funds reserved under section 200.77(f) of the Title I regulations (Administration).

LEAs must include in their contracts and required in contractor invoices expenditures in at least two categories: instructional activities (paid with funds generated by children from low-income families) and administration costs (paid with funds from the section 200.77(f) reservations). Within each category, the contractors must provide detail sufficient to enable the LEA to determine that the requested invoices are in accordance with Title I requirements and the GEPA. Information could include the name and salary of each teacher, the instructional materials purchased, and the specific administrative costs, such as supervisor’s salary, office expenses, travel costs, capital expense type costs, and fees.

Invoices that are for more than one type of service, for example, for services for private school students as well as parental involvement activities for their parents must break out the charges for instruction and parental involvement. LEAs have the authority under the GEPA to require documentation to support requested expenditures.

### Support for foster care students

1. **DESCRIBE** how the LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.
2. **Tables and Worksheets**

**A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]**

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| **Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING**  **THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES**  A Local Educational Agency must use the same measure of poverty for:   * 1. Identifying eligible Title I schools.   2. Determining the ranking of each school.   3. Determining the Title I allocation for each school.   **PUBLIC SCHOOLS:**  **CHECK** the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Unless an LEA is using Community Eligibility Provision (CEP) and FARMS, the LEA must only check one method.**   |  |  |  | | --- | --- | --- | |  | A. | Free Lunch | |  | B. | Free and Reduced Lunch | |  | C. | Temporary Assistance for Needy Families (TANF) | |  | D. | Census Poor (Children ages 5-17 based on 2000 Census Data) | |  | E. | Children eligible to receive medical assistance under the Medicaid program | |  | F. | Community Eligibility Provision(CEP) |   **PRIVATE SCHOOLS:**  A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.** **CHECK (all that apply)** the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78) | | |
|  | A. | Use FARMS to identify low-income students; |
|  | B. | Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families’ identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable. |
|  | C. | Extrapolate data from the survey based on a representative sample if complete actual data are unavailable |
|  | D. | Use comparable poverty data from a different source, such as scholarship applications; |
|  | E. | Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or |
|  | F. | Community Eligibility Provision (CEP) |

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

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| **Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)** |
| Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:   1. The school system must first rank all of its schools by poverty based on the percentage of low-income children. 2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools. 3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings. 4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.   **CHECK** the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.  **Percentages --** schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**  **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**  **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**  **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**  **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may 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 the school. **Complete Tables 7-3 and 4.**  .  NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.  **Baltimore City Schools and/or Prince George’s County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule)** |

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

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| Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2015 to complete this table along with the September 30, 2015 enrollment data.** *Beginning in SY 2007-2008 Pre-K should be included in these numbers***.** | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Total Number of**  **Low-Income Children Attending ALL Public Schools**  **(October 31, 2015)** | **÷** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Total LEA**  **Student Enrollment**  **(September 30, 2015)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **District-Wide Average (percentage)**  **of Low-Income Children** |

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| **Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME**  **CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)**  A school system’s organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings. | | | | |
| district-wide grade span poverty average calculations | | | | |
| Grade Span  Write Grade Spans in Spaces Below. | Total Grade Span Enrollment of Low Income Students. | ÷ | Total Grade Span Enrollment | District-wide grade span poverty average |
| Elementary (\_\_\_\_\_\_\_\_\_) |  | ÷ |  |  |
| Middle (\_\_\_\_\_\_\_\_\_) |  | ÷ |  |  |
| High (\_\_\_\_\_\_\_\_\_) |  | ÷ |  |  |

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| **Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT**  **THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)** | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Local Educational Agency**  **Title I-A Allocation**  **(Taken from Table 7-10)**  **(Should match # on C-1-25)** | **÷** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Total Number Of Low-Income Public and Private Students**  **(Add the total public students presented above and the private student number presented on Table 7-9)** | **=** | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Per Pupil Amount** |
| **Per-Pupil Amount $\_\_\_\_\_\_\_\_\_\_X 1.25 = Minimum Per Pupil Allocation $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **MULTIPLY** the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA’s districtwide average must be below 35%. | | | | |

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

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| Table 7-6.1 CONTINUED ELIGIBILITY | | |
| Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will serve for one additional year.  To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA’s selection in Table 7-2. | | |
| **Name of School(s)** | **Preceding Fiscal Year**  **Percent Poverty** | **Current Fiscal Year**  **Percent Poverty** |
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| **Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS**  **ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS** | |
| The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served | |
| **Name of Priority High School** | **MSDE ID Number** |
|  |  |
| **Name of Priority Middle School** | **MSDE ID Number** |
|  |  |

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| **Table 7-7 TITLE I SKIPPED SCHOOLS**  **LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.**  **Follow the directions in the Skipped School Addendum** | | |
| Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:   1. The school meets the comparability requirements of section 1120(A)(c). 2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115. 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I. | | |
| **Number of Skipped Schools :** |  | **Note:** The completed 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7 submission. |

### B. BUDGET INFORMATION

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| Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION |
| Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.  **LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.** |

**Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION[[1]](#footnote-1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Total Title I 2016-2017 Allocation | | | **$ \_\_\_\_\_\_\_\_\_\_\_ (Taken from the C-1-25)** | | |
| **Reservations Requiring Equitable Services for**  **Non-Public Schools**  **Use these numbers in Table 7-9.** | ACTIVITY | | **RESERVATION** | | **DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)** |
| 1a | **District-wide Title I Instructional Program(s)** Reservation, 34CFR Sec. 200.64 |  | | **LEAs may reserve funds for district-wide instructional programs for Title I schools such as:**   * District-wide Summer school that supplements the instructional program. * Transportation, salaries and materials are allowable costs. Special learning opportunities, such as environmental summer programs are allowable if students who attend Title I schools are the only participants. * ESOL services that are above and beyond what the Local Education Agency provides for all schools. * Expansion of pre-K programs to full-day programs if the LEA only provides half-day programs. * Expansion of pre-K programs to serve 3 year olds.   **Please note:**  In order to be considered a district-wide reservation, **all** Title I schools in the LEA or **all** Title I schools in a particular grade span **must participate in the activity.** |
| 1b | **District-wide Professional Development**  34 CFR Sec. 200.60  Sec. 9101 (34) of ESEA |  | | **LEAs may reserve funds for district-wide professional development programs for Title I schools such as:**   * Professional development for Title I schools that is above and beyond what the Local Education Agency program provides for all schools.   **As a reminder – USED guidance prohibits using Federal funds to provide food at professional meetings, including those that you may have with LEA staff**  **Please note:**  In order to be considered as a district-wide reservation, **all** Title I schools in the LEA or **all** Title I schools in a particular grade span **must participate in the activity** |
| 2 | **Parent Involvement** (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditure) |  | | * Spending plans align with the district and/or school level Parent Involvement Plan, and provide detail about the purpose of the activity and any necessary supplies/materials to support activity; * Use the following USDE guidelines as it relates to expenditures for food for parent meetings:   + USDE agrees that providing food for parents as an incentive for them to attend trainings, meetings, etc. is appropriate. However, food cost must be ***reasonable and necessary***. The following will be per person “rule of thumb” for purchasing food for parent meetings:     - Light snacks: $2 - $3 or less;     - Breakfast: $3 - $5 or less,     - Lunch: $5 - $8 or less     - Dinner: $8 - $11 or less |
| 3 | ~~Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1)~~ **~~If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and~~**  ~~Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.~~ | **Not Applicable.** | | |
| 4 | **TOTAL** reservations requiring equitable services. Lines1a,1b & 2 **(Present this number in Table 7-10 LINE 2)** |  |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reservations Not Requiring**  **Equitable Services**  **vations Not Requiring**  **Equitable Services** | 5 | **Administration** (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants  34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration) | |  | | **Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation.** |
| 6 | **Support for Title I Priority Schools**  (Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only)  MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between $50,000 and $2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students.  [ESEA Flexibility Plan: Principle 2.D.iii]  **Include the intervention plans with budget narratives for each Priority School as an appendix.**  If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.  [ESEA Flexibility Plan: Principle 2.E.iii] | |  | | **NOTE:** Maryland has proposed in its ESEA Flex renewal that Priority Schools that do not receive Title I 1003(g) SIG funds may apply for Title I 1003(a) funds in school year 2016-2017 **only**. If these Title I 1003(a) funds are not sufficient, MSDE expects the LEA to set aside up to 20 percent of its Title I Part A allocation to provide between $50,000 and $2 million per school per year for the next three years in order to implement the chosen intervention.  MSDE will notify LEAs if such funds become available.  20% of LEA allocation = \_\_\_\_\_\_  List each Priority School served with these funds, the amount of funds each school will receive and the intervention model that each school will implement. |
| 7 | **Support for Focus Schools in LEAs Serving Priority Schools**  (Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only)  Note: This line item will only be completed by LEAs that meet the requirement of line item #6.  List any Focus School served with these funds, the amount of funds each school will receive.  **Include a separate budget narrative for each Focus School as an appendix.** | |  | | LEAs should list each Focus school, and the amount of funding that it will receive in this section. LEAs should include a separate detailed narrative for each Focus School as an appendix.  ***For those Focus Schools identified because of the achievement gap with either the students with disabilities or English Learners subgroups, strategies should disproportionately benefit those students.***  For those Focus Schools identified because of the achievement gap with a racial or ethnic subgroup, ***an LEA should consider the needs of the lowest-performing students in targeting interventions and supports***  ***— based on an assessment of the specific academic needs of the school and its students — regardless of the particular subgroup or subgroups to which the students belong*.** |
| 8 | **Support to Low Performing Title I Schools**  **Any** LEA with Focus Schools (**except** Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools).   1. **Optional:** LEAs with Focus ~~or approaching target~~ ~~Title I~~ schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii] | |  | | Local Discretion: An LEA that does not have Priority Schools, but does have Focus ~~and/or approaching target~~ schools may set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]  **Option a**: Identify Focus Schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.  **For those Focus Schools identified because of the achievement gap with either the students with disabilities or English Learners subgroups, strategies should disproportionately benefit those students.**  For those Focus Schools identified because of the achievement gap with a racial or ethnic subgroup, the LEA should consider the needs of the lowest-performing students when targeting interventions and supports. Interventions must align with the identified academic needs of the school and its students, regardless of the particular subgroup or subgroups to which the students belong. |
| 9 | **Services to Neglected Children**  Sec. 1113(c)(3) (B)(C) of ESEA  Must reserve funds if N & D programs exist. | |  | | **List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.**  **Note: Subpart D Grant Program should be coordinating with Title I.** |
| 10a | **Required: Services for Homeless Children** **(must)**  Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.  Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. | |  | | **All** LEAs must follow the requirements of the McKinney-Vento Act, whether or not they have a McKinney-Vento subgrant.  ESEA section 1113(c)(3)(A) requires an LEA to reserve Title I funds, as necessary, to provide instructional and related services to homeless children and youth who attend *non-Title I schools* that are comparable to those services the LEA provides to children in Title I schools.  An LEA must reserve off the top of the LEA’s Title I, Part A allocation under 34 C.F.R. § 200.77 to provide additional services to homeless children and youth in Title I and non-Title I schools—e.g., tutoring in a homeless shelter or to provide allowable services not ordinarily provided to Title I participants.  Refer to Federal Non-regulatory Guidance for the Education for Homeless Children and Youth 2009. |
|  | **Optional: reservation for Services for Homeless Children in 10b and 10c** (allowable use of Title I funds were only approved in the appropriation bill for FY16 funds and FY15 carryover. If carryover funds are used, report cost in the carryover report.) | | | | |
| 10b | **Optional:** Cost associated with Homeless Liaison position **(funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).** |  | | (Report FTE, salary and fringe job description must be attached for this position)  The Title I funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento. | |
| 10c | **Optional**: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). |  | | **Attach:** 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.  Costs that may be charged to Title I are the incremental costs to transport a homeless child or youth to his or her school of origin that are above what the LEA would otherwise provide to transport the student to his or her assigned school. | |
| 11 | **Total** Reservations **Not requiring Equitable Services,** lines 5-11  **(Use this number in Table 7-10 LINE 4)** | |  | |  |
|  | 12 | **Total of Equitable and Non-Equitable Reservations minus Administration.**  **(Present this number in Attachment 4-A System-wide Program and School System Support to Schools)** | |  | | Total Non-Equitable LINE 11 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Plus**  Equitable Reservations LINE 4 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Equals**  $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Minus**  Administration – LINE 5 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Equal**: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

### BUDGET INFORMATION

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| **Table 7-9**  **COMPLETE** the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers. | | | | | | |
| **1a. District-wide Instructional Program(s) Reservation** | | | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area.  **(Use the total number reported in the Title I Allocation Worksheet Column N.)** | | **÷** | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of public school children from low-income families in Title I public schools plus private school children from low-income families.  **(Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)** | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation | | **x** | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  reservation  **(Use # from Table 7-8, Line 1a)** | = | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportional monies available for equitable services to private school participants |
| **1b. District Professional Development Reservation** | | | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area.  **(Use the total number reported in the Title I Allocation Worksheet Column N.)** | |  | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of public school children from low-income families in Title I public schools plus private school children from low-income families.  **(Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation | |  | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  reservation  **(Use # from Table 7-8, Line 1b)** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportional monies available for equitable services to private school participants |
| **Parental Involvement Reservation** | | | | | | |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of private school childrenfrom low-income families including those going to schools in other LEAs residing in Title I School attendance area.  **(Use the total number reported in the Title I Allocation Worksheet Column N.)** | **÷** | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Total # of public school children from low-income families in Title I public schools **plus** private school children from low-income families.  **(Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)** | | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportion of reservation | x | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  reservation  **(Use # from Table 7-8, Line 2)** | | **=** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Proportional monies available for equitable services to parents of private school participants |
| **TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement**  **(Total from Table 7-9 report on Table 7-10 LINE 3) Total $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |

**B. Budget Information**

|  |  |  |  |
| --- | --- | --- | --- |
| Table 7-10 | | | |
| BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA) | | | |
| 1 | Total Title I Allocation **(Use amount shown on C-1-25)** | ----- |  |
| 2 | Total reservations **requiring** equitable services **(Present final figure in Table 7-8, LINE 4)** | minus |  |
| 3. | Equitable share **Total** reported in **Table 7-9** | minus |  |
| 4. | Total Reservations **not requiring** Equitable Services **(Use number presented in Table 7-8 LINE 11)** | minus |  |
| 5. | **Total Title I LEA allocation minus all reservations**: Title I allocation **(LINE 1 above)** **minus** all Reservations **(LINES 2, 3 & 4 above)**. LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA. **This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.** | equals |  |
|  | | | |
| 6. | Total **PPA** Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. Column R. | ---- |  |
| 7. | **Total Nonpublic Cost** equals line 6 plus line 3, **also present this number in Attachment 4-A Nonpublic Cost.** | ---- |  |

##### C. CARRYOVER INFORMATION

|  |
| --- |
| **Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)** |
| Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2015 - September 30, 2016)  **LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA’s subsequent year’s allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)**  1. Total amount of Title I 2015-2016 allocation: $ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  2. The estimated amount of Title I funds the school system will carryover: **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. The estimated percentage of carryover Title I funds as of **September 30, 2016** \_\_\_\_\_\_\_\_\_\_ **(THIS IS A PROJECTION.)**   4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation?  Yes  No |

### 

### III. BUDGET INFORMATIOn- Submit this information after SECTION II

#### PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2016-2017

#### Complete a detailed budget on the MSDE Title I, Part Aproposed budget form *(C-1-25)*. The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE Bridge to Excellence Master Plan* web site at: [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

**2.** **Provide** a **detailed budget narrative**. The budget narrative should:

* 1. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
     1. Include a separate and complete justification for each line item.
     2. Identify each activity.
     3. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
     4. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
  2. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
  3. Sample budget template for the detailed narrative is available on the Title I web page on [www.marylandpublicschools.org](http://www.marylandpublicschools.org)

**3**. **Attach** the signed required assurance page with the final submission.

**4**. **Attach** the allocation worksheets (both PDF and excel sheet required).

### IV. REQUIRED documentation

Attach ALL required documentation (when applicable) after Section III. Please number each page and include a Table of Contents for this section of this submission.

Title I Excel Worksheet

Title I Schools in SY 2014-2015 removed from Title I in SY 2016-2017

Parent Involvement: District Plan and list of schools’ parent involvement allocations

Targeted Assistance Selection Criteria

Equitable Services to Private School Documentation

Homeless Liaison Job Description (if applicable)

Skipped Schools Addendum and Allocation Worksheet

Signed Assurance Page

Signed C-1-25

Detailed Budget Narrative

For Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools:

Each Priority School’s intervention plan with budget narrative

Each Focus School’s budget narrative

1. **References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland’s 2012 ESEA Flexibility Plan.** [↑](#footnote-ref-1)