



Title I, Part A & LAP Program Guide

Version 1.3

Tools and Tips for Title I, Part A and Learning Assistance Program (LAP) Directors

Introduction

The Title I, Part A Guide is designed to guide local educational agencies' (LEAs) Title I, Part A directors, and staff through the process of creating and maintaining an effective Title I, Part A program. While it is not meant as a substitute for federal law, it does provide instructions for basic program requirements, administration, fiscal procedures, accountability, and other useful information needed to implement the various components of the federal programs found in the reauthorization of the Title I, Part A of the Every Student Succeeds Act (ESSA) of 2015. There is a separate [Title I, Part A & ESSA Fiscal Handbook](#) that should be read in conjunction to this Guide.

This Guide is based on the interpretation of ESSA, the regulations and the guidance issued by the U.S. Department of Education (ED). It includes several samples. Please understand the samples included are not intended to be applicable to every situation. The samples are not official templates, and if used, should be adapted to specific LEA requirements. If there is any doubt as to the applicability of the samples, the Title I, Part A and LAP Departments at the Office of Superintendent of Public Instruction (OSPI) advises each LEA to consult with our office.

This Title I, Part A and LAP Guide will answer many questions; however, OSPI staff are also available to provide individualized technical assistance when needed. LEAs are invited to contact OSPI's staff for personalized assistance as necessary.

“The goal of Washington’s public education system is to prepare every student who walks through our school doors for post-secondary aspirations, careers, and life. To do so, we must embrace an approach to education that encompasses the whole child.”

Superintendent Reykdal’s K-12 Education Vision

The Title I, Part A and LAP Guide is organized into nine sections, along with a section of appendices. The appendices provide sample documents and additional information for program implementation.

Section I	Purpose of Title I, Part A and LAP.
Section II	Provides a list of program staff, their contact information, and their duties.
Section III	Provides new Title I, Part A and/or LAP Directors with instructions, Year-at-a-Glance of program cycles of key activities, technical assistance recommendations to receive program information, and organization and record keeping information.
Section IV	Provides the technical assistance and Title I, Part A and LAP Year-at-a-Glance calendars that indicate a general time of year when technical assistance sessions are offered. The list provides a sample of the types of technical assistance that may be offered and is subject to change from year to year. Information regarding specific meetings including dates and times are provided on the OSPI's Title I, Part A website throughout the year.
Section V	Intends to assist LAP Directors with an overview of the LAP program and provides managing tools to guide their LAP program throughout the school year.
Section VI	Intends to assist Title I, Part A Directors in managing their Title I, Part A program throughout the school year with OSPI's guidance, templates, specific sections of Year-at-a-Glance and other resources.
Section VII	Provides procedures and processes for iGrants Form Packages (FP) 361–Title I, Part A Comparability and FP 200–Title I, Part A Carryover.
Section VIII	Describes requirements to collect and submit data each year related to the outcomes achieved through federally-funded programs. Timely and accurate K–12 data is critical for improved educational planning, policymaking, management, and program outcomes.
Section IX	Addresses the process and critical requirements of Consolidated Program Review (CPR).
Section X	Provides resources for both Title I, Part A and LAP programs, such as glossary of terms, non-regulatory guidance, LAP menu links, and other resources.

NOTE: For terms and acronyms included in this document, please refer to the Glossary of Terms in Appendix A of this Guide

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Section I

The Purpose of the LAP and Title I, Part A Programs

What is the focus of our work?

The Learning Assistance Program and Title I, Part A are sister programs designed to provide additional learning supports to students in need.

Across Washington, LAP and Title I, Part A annually provide approximately \$600 million in federal and state funds provided to LEAs and schools each year. LAP Base Allocations approximate \$290 million and LAP High Poverty School Allocations are about \$120 million. Title I, Part A is approximately \$200 million.

LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness, skill development, or behavior supports. These services address barriers preventing students from accessing core instruction. **The intent is for LAP students to increase academic growth** during the period of time they are provided services. LAP emphasizes research-based best practices designed to increase student achievement.

LAP is a state funded program and its requirements are set in state law, state rules, and the Menus of Best Practice. LAP has state compliance and reporting requirements.

Title I, Part A is a federal program designed “**To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.**” Title I, Part A can support early learning and Kindergarten to grade 12. Title I, Part A programs and services provide customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do. As the oldest and largest federal education program, Title I, Part A programs build equity of opportunity for children whose struggles often keep them on the academic sidelines. One-third of the public schools in Washington State operate Title I, Part A programs, providing academic services to over 350,000 students annually.

Title I, Part A is a federally-funded program. Its requirements are established by federal law, federal non-regulatory guidance, further augmented by state guidance. Title I, Part A has federal compliance, audit, and data reporting requirements.

The Every Student Succeeds Act

ESSA replaced No Child Left Behind (NCLB) on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act (ESEA). As OSPI confirms details about the new law, we will [post them to our ESSA website](#). ESSA will be fully operational in school year 2017–18.

Note: The majority of this Guide explains Title I, Part A procedures.

Section II

Title I, Part A and LAP Contact Information

Deputy Superintendent	Email	Phone Number
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Vacant		
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Samantha Diamond Data Analyst, LAP and CPR Support	samantha.diamond@k12.wa.us	360-725-6101
Student Information Contacts Title I, Part A, LAP & CPR	Email	Phone Number
Lisa Ireland Data Analyst	lisa.ireland@k12.wa.us	360-725-6358
Justin Ward Data Analyst	justin.ward@k12.wa.us	360-725-6317
Private Schools/Rural Education Program Supervisors	Email	Phone Number
Julie Chace Title I, Part A Private Schools/Equitable Services	julie.chace@k12.wa.us	360-725-6167
Tony May Rural Education	tony.may@k12.wa.us	360.725-6231

Note: We will do our best to keep up-to-date with any departures and new hires in this list.

Section III

Title I, Part A and LAP Program Support

Tips for New Title I, Part A/LAP Directors

1. **Read** this Guide and the [Title I, Part A & ESSA Fiscal Handbook](#)
2. **Visit** the [LAP](#) and [Title I, Part A](#) websites and read:
 - Menus of best practice
 - LAP Q&A and LAP Quick Guide
 - Title I, Part A Website and Non-Regulatory Guidance
3. **Review** information contained in your LEA's Targeted Assistance (TA) or Schoolwide (SW) Plans. Read your LEAs most recent Title I, Part A iGrants FP201 application, state required School Improvement Plan (SIP), and supporting materials, including the budget.
4. **Read the accountability reports.** Use the OSPI's website to view LEA and school Report Cards.
5. **Visit your LAP and Title I, Part A schools often.** Familiarize yourself with their LAP Programs, TA or SW plans (if applicable) and procedures for student selection into the program, service delivery models, and PFE policies.
6. **Visit any private schools that are participating in the Title I, Part A program** and any local institutions or homes receiving Title I, Part A funds for neglected or delinquent youth. Familiarize yourself with the services being provided by the LEA for those students.
7. **Read your LEA's policies governing Parent and Family Engagement (PFE),** data collection and use, professional development (PD), and the dissemination of annual notices to parents (e.g., LEA PFE Policy, Parent Compacts, LEA/School Report Cards, Parents' Right-to-Know, etc.).

Tips!

Add the Title I, Part A and LAP Websites to your favorites. These websites have a wealth of resources to guide you throughout the year.

Organization and Record Keeping

1. **Use this Guide** and other resources to develop a calendar and process for collecting information and data throughout the year to ensure compliance and program quality.
2. **Set up your files using the CPR Checklist Monitoring Tool** as an organizational framework. Keep current documents that will serve as evidence for each area. See Section IX for more on CPR.
3. **Keep current copies of SW and TA School program** plans on file at the LEA office. Maintain updated lists of students served in TA programs and preschool programs, including criteria by which students were selected, date of entry into program, date of exit, and reason for exit (e.g., academic exit, moved, dropped by parent request, etc.).

4. **Record retention for Federal and State Programs**—Student records retention is governed by the [Secretary of State \(SOS\) LEAs and ESDs Records Retention Schedule](#). This document has examples of types of student documents to retain and when to dispose; specifically Sections 6.0 through 8.0 focus on student records. Section 6.1 relates to administration of federal and state categorical grant funded programs (page 29 of SOS document). This section indicates records must be retained until the auditor’s examination report OR retain for period required by the grant or program, whichever is later.

Did you know?

Records from a federal grant must be retained for five years, plus the current year, for a **total of six years**. If LEA has a pending audit, retain until audit is settled.

All federal and state program records, supporting documents, statistical records, and all other records pertinent to program regulations on the grant award must be retained for the current fiscal year end, plus five years, for a total of six years. If there is a pending audit, all records must be retained until audit is settled.

In other words, the general five-year retention schedule for records that relate to the use of federal funds comes from a combined reading of GEPA; Title 20 of the United States Code, Section 1232f; EDGAR; and Title 34 of the Code of Federal Regulations, Section 80.42. GEPA requires that “recipients of federal funds keep records related to the use of those federal funds for three years following the completion of the activity for which the funds are used.” EDGAR states that when “grant support is continued or renewed at annual or other intervals,

the retention period for the records of each funding period starts on the day the grantee or subgrantee submits to the awarding agency it’s single or last expenditure report for that period.” Generally, recipients of federal funds have two years to use federal funds, thus the five-year retention period results from the combination of the GEPA three-year requirement and the retention period set out in EDGAR.

“Cloud” Electronic Scanning System—LEAs switching to an electronic/scanning system of records, SOS has a [guide to scan/image record retention requirements](#) for compliance with state law. SOS has a [calendar of trainings](#) that LEAs can attend and a Webinar Training (Self-Service)...[Scanning and Tossing \(Recorded Webinar - December 2014 - 37mins\)](#). SOS are the experts and will give LEAs guidance on the retention process to keep your LEA compliant. For more information on these and other resources for record retention, go to the [SOS Website](#).

Technical Assistance

1. **Make sure to sign up for OSPI’s Title I, Part A and LAP Programs–GovDelivery System** to ensure you receive updates and other information provided from OSPI. Call 360-725-6100, or *subscribe to Title I, Part A and LAP updates* [here](#)
2. **Take advantage of [Regional Network Meetings](#) at the ESDs** by attending the Title I, Part A/LAP–ESD Regional Meetings (contact OSPI for more information-meetings are monthly/quarterly depending on the ESD). Attend Director’s Title I/LAP Workshops/Trainings, National Title I, Part A Conference, and Institute of Educational Leadership (IEL) National Parent and Community Engagement Conference.

Section IV

LAP Basics

LAP offers **supplemental services** for K–12 students scoring below grade-level standard in ELA and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. These services address barriers preventing students from accessing core instruction.

Funding and Grant Application Information

LAP allocations are usually based on the LEAs percentage of student in grades K-12 who were eligible for Free and Reduced-Priced Meals (FRPM) in the prior school year. Eligible LEAs apply for LAP funds via the iGrant system by completing and submitting Form Package 218. LEAs must identify if accepting LAP funds and sign assurances to comply with LAP requirements. In this application, the LEA will briefly identify planned/projected use of LAP funds for student services. The apportionment office posts each year the LAP Calculator, this calculator helps determine an LEA's Base LAP Allocation and High Poverty Schools allocation under the Learning Assistance Program. In addition, this document provides instructions for LAP Directors and Business Managers to work together in updating F-203 and iGrant 218.

Student Eligibility

A student is eligible for LAP services if he/she scores below grade-level standard in ELA or mathematics. Districts must use **multiple measures** of performance in determining student eligibility.

Resources

The following documents will guide LEAs on LAP program requirements, administration, fiscal procedures, accountability, and other useful information needed to implement the various components of this state program. In the [LAP Quick Guide](#), LEAs will find:

- LAP Definition
- Menus and Reports
- Focus First on K–4 Literacy
- Student Eligibility
- LAP Allowable Services
- Readiness to Learn (RTL) and more...

The [LAP Q&A](#) provides LEAs with answers to common questions about their LAP program, such as:

- LAP Base and LAP High Poverty School Allocation
- LAP Allocations Calculation Questions and LAP High Poverty School Eligibility Questions
- High Poverty Schools Fiscal Questions
- LAP High Poverty Schools Program Questions
- LAP in General and more...

Section V

Title I, Part A Guide and Procedures

The *Title I, Part A Guide and Procedures* is intended to assist Title I, Part A Directors in managing their Title I, Part A programs throughout the school year. The Guide does not include all Title I, Part A activities; however, it is intended to provide resources for Title I, Part A Directors in planning and implementing local Title I, Part A programs. The Title I, Part A, Guide is organized into the following categories:

Program Design and Evaluation

- ☐ Lists suggested dates for conducting annual activities related to identifying needs, evaluating efficacy, and coordinating service delivery within schools.

Parent and Family Engagement

- ☐ Contains information related to engaging families as partners in the education of their children, and related timelines for conveying time-sensitive information to parents about accountability, teacher qualifications, and parent and family engagement.

Title I, Part A Funding Application

- ☐ Contains basic information and timelines for procedures that must be completed to submit an application for Title I, Part A funds each year.

Fiscal Procedures

- ☐ Contains timelines related to the maintenance of documentation describing how Title I, Part A funds are spent and key dates related to the Title I, Part A Grant Application process.

Data Collection and Management

- ☐ Contains information intended to assist Title I, Part A Directors in key recordkeeping tasks and data collections due during the year. Provides guidance on iGrants FPs to be completed for closing the school year.

Year-at-a-Glance

The Year-at-a-Glance calendar provides a list of activities by category. **It is a calendar** to guide your LEA throughout the year about program reports, applications and other technical assistance specific to Title I, Part A and LAP.

- ☐ [Title I, Part A Year-at-a-Glance](#)

Title I, Part A Program Design

Overview

Each LEA's Title I, Part A Director needs to ensure that their Title I, Part A schools and district-wide programs focus on high quality, standards-based teaching and learning for public school and eligible private school students. Through the provision of supports for teachers and students in SW schools and TA schools, and the collection of data on the efficacy and impact of those supports, the Title I, Part A Director helps ensure enriched learning experiences for Title I, Part A eligible students.

When	Program Design—Year-at-a-Glance
Ongoing	<ul style="list-style-type: none"><input type="checkbox"/> Collect, analyze and synthesize comprehensive needs assessment data.<input type="checkbox"/> Attend information sessions and PD activities to stay well informed of current policies, practices and research.
October	Review and update needs assessment and program evaluation procedures as needed. If applicable, review and update Schoolwide and Targeted Assistance program plans. Design evaluations for Title I, Part A funded: <ul style="list-style-type: none"><input type="checkbox"/> PFE policy/plans.<input type="checkbox"/> PD activities for impact on student learning. Initiate planning process for new SW programs, if applicable (i.e., yearlong planning process).
November	<ul style="list-style-type: none"><input type="checkbox"/> Review and revise SW Plan or TA Plan as needed.
February	<ul style="list-style-type: none"><input type="checkbox"/> Coordinate with early childhood centers to plan transition of preschool students.
May	<ul style="list-style-type: none"><input type="checkbox"/> Conduct program evaluation and write a summary of that evaluation.<input type="checkbox"/> Conduct needs assessment based on findings of program evaluation.

Title I, Part A Plans

After the LEA has determined a projected allotment for each school, the LEA must collaboratively work with the school to develop a Title I, Part A plan for using the funds to operate one of the following models:

Operating a TA Program—The plan for this model should be based on a needs assessment and aligned to overall school plans. In general, the plan describes how students will be selected for the targeted program and how the program will be implemented (e.g., reading, math, etc.). Again, for most schools in Washington, this can be accomplished as part of the School Improvement Plan (SIP) process. In general, schools with a poverty percentage below 35 percent must operate a TA program, unless they received a waiver from OSPI.

NOTE: TA programs may only serve selected students. Costs associated with the program include, but are not limited to staff salaries, materials and supplies, and PFE activities are only for those students identified and provided with services through the TA program.

Operating a SW Program—This model allows the most flexibility in the use of Title I, Part A funds. The plan should include a description of the comprehensive needs assessment conducted for the school and the nine additional required SW components. An LEA may operate a SW program in the first year of being served if it assures that a year of planning has taken place. For most schools in Washington, the SIP process may meet

this requirement. In general, schools must be at least 40 percent poverty to operate a SW program, unless they received a waiver from OSPI. See the OSPI [Title I, Part A & ESSA Fiscal Handbook](#)—for additional information on combining funds within a SW program.

Scientifically-Based Research

ESSA requires states and LEAs to implement programs and practices with a proven record of accomplishment of improving student academic achievement. The resources below can help school and LEA staff in identifying high quality programs and practices.

- [Using Evidence to Strengthen Education Investments](#) (Non-Regulatory Guidance 2016)
This guidance is designed to help state education agencies (SEAs), LEAs, schools, educators, partner organizations and other stakeholders successfully choose and implement interventions that improve outcomes for students.
- [Education Resources Information Center](#) (ERIC)
Free access to bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. Sponsored by ED, Institute of Education Sciences (IES).
- [Identifying and Implementing Educational Practices Supported by Rigorous Evidence](#)
A user-friendly guide to help educators distinguish practices supported by rigorous evidence from those that are not (December 2003).
- [National Center for Education Statistics](#) (NCES)
Located within the U.S. Department of Education and the Institute of Education Sciences, NCES is the primary federal entity for collecting and analyzing data related to education.
- [Scientifically-Based Research](#)
Transcript of seminar where experts discussed the meaning of “scientifically-based research” and its status across various disciplines (February 2002).
- [What Works Clearinghouse](#)
Reports on the effectiveness of educational programs, products, practices, and policies.
- [OSPI’s ELA, Math, and Behavior Menus of Best Practices](#)
The menus offer research-based best practices for students in grades K–12.

Targeted Assistance Program

A [Targeted Assistance Program](#) provides supplemental services to identified children who are low achieving or at risk of low achievement.

Prerequisite for Eligibility: Title I, Part A, provides formula grants to LEAs, which then allocate most of these funds to individual Title I, Part A schools based on their number of low-income poor children. The eligible population for Title I, Part A includes: (1) children not older than 21 who are entitled to free public education through grade 12, and (2) children who are not yet at the appropriate grade level for free public education.

Eligibility: The school selects “eligible children” from this larger pool of students by identifying those who are “at risk or not meeting the state’s challenging student academic achievement standards.” The school makes the determination based on multiple, educationally-related, objective criteria established by the LEA and supplemented by the school. Selection is based entirely on low-achievement, not low income.

Program Focus: Supplemental assistance in Reading, ELA, and Mathematics

1. Supplemental services to identified children
2. Based on comprehensive needs assessment (SIP)
3. Research-based practices
4. School and community engagement

Service Delivery Model: Supplemental assistance to core instruction for identified students:

1. In-class supplemental model (push-in)
2. Pull-out class model
3. Before school
4. After school
5. Saturday school
6. Extended school year
 - a. Summer school

Did you know?

Under ESSA, the Targeted Assistance Program has now **six** components instead of eight; and the Schoolwide Program has **four** components instead of ten.

Program Plan: The TA program must reflect on the needs of the identified students. The plan design must be based on the comprehensive needs assessment, identified from the SIP. The program model must be based on evidence of the six components of a TA program.

Responsibilities: The Title I, Part A Administrator and the Title I, Part A teacher/s who are paid with Title I, Part A funds are responsible for making sure regulations are met.

Plan–Do–Study–Act

After your school establishes a TA planning team, review the six components of the TA plan template. Apply the Plan–Do–Study–Act improvement cycle to each component annually to build and update. For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).

Six Components in a TA Program:

- **One:** Needs Assessment
- **Two:** Identification of Students
- **Three:** Title I, Part A Practices and Strategies
- **Four:** Coordination and Transition
- **Five:** Parent and Family Engagement
- **Six:** Professional Development

[Download the Title I, Part A TA Plan Template.](#)

Schoolwide (SW) Program

A [Schoolwide Program](#) plan helps students meet state standards and guide systematic improvement. ESSA provides four new components for SW plans (Section 1114). Note: Schools must revise their Title I, Part A SW Plans to include these new requirements for the 2018–19 school year. This plan template provides reform strategies to help improve student outcomes. Though this template is not required, it is strongly encouraged.

After your school establishes a SW planning team, review the four components of the SW plan template. Apply the Plan–Do–Study–Act improvement cycle to each components annually to build and update. For more information on AI refer to the National Implementation Research Network’s [AI Hub](#).

Prerequisite for Eligibility: Title I, Part A, provides formula grants to LEAs, which then allocate most of these funds to individual Title I, Part A schools, based on their number of low-income children. The eligible population for Title I, Part A includes: (a) children not older than 21 who are entitled to free public education through grade 12, and (b) children who are not yet at the appropriate grade level for free public education.

Eligibility: The school must serve an eligible school attendance area where 40 percent or more of the children are from low-income families.

40 Percent Waiver: Schools can be eligible for a waiver of the 40 percent minimum poverty threshold for the 2018–19 school year. The following bulletin outlines the criteria to waive these requirements:–[B058-16](#).

Program Focus:

1. Accountability for result
2. Research-based practices
3. School and community engagement

Program Plan: An eligible school shall first develop a comprehensive plan. A planning year is suggested prior to becoming a SW program. The plan must be developed in consultation with the LEA and its school support team or other technical assistance provider. It must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals and administrators (including administrators of federal programs).

Responsibilities: The entire staff supports the schoolwide project. There is no one labeled as “The Title I, Part A teacher.” The administrator and the entire Title I, Part A staff who are paid with Title I, Part A funds are responsible for making sure regulations are met.

Service Delivery Model: Supplemental/additional assistance to core instruction for all eligible students, particularly addressing the needs of low-achieving children and those students at risk of not meeting the state’s academic achievement standards:

- a. In-class supplemental model (Push-in)
- b. Pull-out class model
- c. Before school-after school
- d. Saturday school
- e. Extended school year
- f. Summer school

Plan–Do–Study–Act

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the Plan–Do–Study–Act improvement cycle to each components annually to build and update. For more information on AI please refer to the National Implementation Research Network’s [AI Hub](#).

Four Components in a SW

- **One:** Needs Assessment
- **Two:** Schoolwide Reform Strategies
- **Three:** Activities to Ensure Mastery
- **Four:** Coordination and Integration

Download the [Title I, Part A Schoolwide Plan Template](#).

Coordination of Funds in a SW Program

SW programs are optional and are intended to provide flexibility for serving students in eligible school buildings by combining certain federal, state, and local revenues to more effectively address the needs of all academically struggling students. These schools may combine Title I, Part A with certain other federal, state, and local funds in order to improve academic performance of all students, particularly the lowest achieving students. See more in the [Title I, Part A & ESSA Fiscal Handbook](#).

TA and SW Program Evaluation Procedures

Title I, Part A program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the LEA's Title I, Part A program. **All aspects of the Title I, Part A program must be included in evaluation of its impact, including academic assistance provided, PFE activities and effectiveness of related policies, and private school services (if applicable).** Evaluation data—such as periodic and summative student assessment data—and staff and parent/guardian surveys are used to evaluate the strengths and weaknesses of the program's impact on raising student achievement and in productively involving parent/guardians in their children's education. The evaluation must reflect Annual Measurable Achievement (AMO) data for the LEA and all Title I, Part A schools.

The Program Evaluation Procedure describes how each school's Title I, Part A program could annually evaluate for impact on student achievement. This includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement.

The following primary questions are examples to guide program evaluation:

1. Has the Title I, Part A program been effective?
2. What has worked well in the Title I, Part A program?
3. What has not worked well in the Title I, Part A program?
4. How should the Title I, Part A program be refined?

The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

- **Information is collected** in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I, Part A families in Title I, Part A schools. To the extent practicable, the survey is made available in multiple languages.
- **The data are analyzed** by the Title I, Part A Director with the assistance of other staff, as needed.

- **As necessary and appropriate, the results of the analysis are shared with Title I, Part A staff, Title I, Part A building classroom teachers, principals, LEA administrators, parents, and other stakeholders** to determine necessary and important changes that should be made to the Title I, Part A program to better survey its students.
- **The results of the evaluation, including information about any changes to the Title I, Part A program, are shared** with LEA and school officials and distributed to all Title I, Part A families in Title I, Part A schools. To the extent practicable, the evaluation results are made available in multiple languages.

Key Elements of Title I, Part A Program

Extended Learning Opportunities—the LEA’s application must provide the type of and describe the extended learning opportunities that will provide additional academic assistance to students in meeting the Washington State K–12 challenging academic standards. These could be, extended day, pull out, additional in class support, summer school, tutoring, or any other research or evidence based strategy. The LEA also must identify the specific needs of its special populations, if applicable, such as PD, early learning, preschool, homeless and others. The following are the most common uses of Title I, Part A funds.

Professional Development—The academic success of students correlates highly with the qualifications and skills of their teachers. Ongoing PD is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets on state academic assessments. A LEA must ensure that sufficient resources are devoted to carry out PD activities effectively in each Title I, Part A school. A LEA may satisfy its requirement through districtwide PD activities and/or activities implemented by each Title I, Part A school.

Early Learning and Preschool—Title I, Part A can support early learning and preschool. Early learning activities can start at age five. **For more information and ideas about Title I, Part A and Early Learning programs see the [Funding Early Learning with Title I, Part A](#).**

Some LEAs may have to coordinate, integrate and support the regular education programs, which includes services to assist in the transition from early childhood programs to other educational services. If applicable, LEAs may want to coordinate with Head Start and other preschool programs, including the development of plans for transition from these programs to elementary school programs.

1. **Preschool Title I, Part A Program**—A Title I, Part A preschool program is a preschool program for which an LEA or school uses Title I, Part A funds, in whole or in part, to improve cognitive, health, and social emotional outcomes for eligible children below the grade at which an LEA provides a free public elementary education (ESEA section 1115(b)(1)(A)(ii); 34 C.F.R. § 77.1). Such a program is designed to prepare eligible children with the prerequisite skills and dispositions for learning that will enable them to benefit from later school experiences.
2. Any Title I, Part A LEA or school may use Title I, Part A funds to operate, in whole or in part, a preschool program consistent with Title I, Part A requirements (ESEA section 1112(b)(1)(K)). A Title I, Part A LEA or school makes a determination as to whether to use its Title I, Part A funds to operate a preschool program based on the needs of its eligible students and the most effective use of those funds. The use of Title I, Part A funds for a preschool program is a local decision.

Special Populations—If applicable, the LEA must review and assess resources and programs to make sure students identified as English learners (ELs), special education, migrant, neglected, and Native American students have access to Title I, Part A services. The LEA should have a plan in place to make sure these special populations have access to Title I, Part A services in the same way as any other student.

Homeless Education—While many challenges faced by homeless students are addressed within the McKinney-Vento Act, Title I, Part A also plays a significant role in supporting the academic achievement of homeless children and youth. Requirements for coordination between the two programs are included in both statutes; additionally, both Title I, Part A and the McKinney-Vento Act include provisions for grant funds to be distributed by SEAs to LEAs for activities aligned with each program’s goals as established in federal legislation, including supporting the educational success of children and youth experiencing homelessness.

For these reasons, children and youth who are homeless are automatically eligible for Title I, Part A services, whether or not they attend a Title I, Part A school or meet the academic standards required of other students for eligibility (ED, 2004). This automatic eligibility acknowledges that the experience of homelessness puts children and youth at significant risk of academic failure, regardless of their previous academic standing. Additionally, the provisions allow homeless students who are doing well academically to receive additional non-instructional education related support services needed to succeed in school. The following resources provide ideas for ways you can support your homeless students:

- [Dear Colleague Letter](#)
- [NCHE Homelessness and Title I, Part A Brief](#)
- For more information, visit [OSPI’s Education of Homeless Children and Youth website](#).
ESSA Section 1113(c)(3)(C): Reservation of Funds—Homeless Children & Youths

Foster Care—Foster care students are also categorically eligible for Title I, Part A. For more information on Title I, Part A and Foster Care, review the [OSPI Foster Care Frequently Asked Questions](#).

Parent and Family Engagement (PFE)

Overview

Engaging families as full partners in the education of their children is a cornerstone of ESSA. When families support learning, children are more successful in school and school success helps children become successful adults. The LEA provides opportunities for families to be actively involved in the planning, implementation and review of school and LEA Title I, Part A programs, and maintains written school and LEA PFE policies that are developed and annually re-evaluated with, agreed upon, and distributed to parents of participating children. Communication with families should occur in the native language of the family, to the extent practicable, and interpreters utilized as necessary.

[Research tells us](#) that students with engaged parents and families, are more likely to:

- **Learn to read** faster (exhibit faster rates of literacy acquisition)
- Have **higher grades** and test scores
- Be promoted to the next grade and **take more challenging classes**
- Adapt better to school and have **better attendance**
- Have **better social skills** and behavior
- **Graduate** and go on to community/technical college or university

Four Principles for PFE

1. Develop a PFE System

Develop a PFE system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

2. Create the Welcoming Environment

Foster a welcoming environment for families that is responsive to student and family needs.

3. Enhance Communication

Engage in ongoing, meaningful two-way-exchanges of information with families.

4. Include Parents in Decision Making

Include parents in the continuous improvement process, planning efforts and problem-solving meetings.

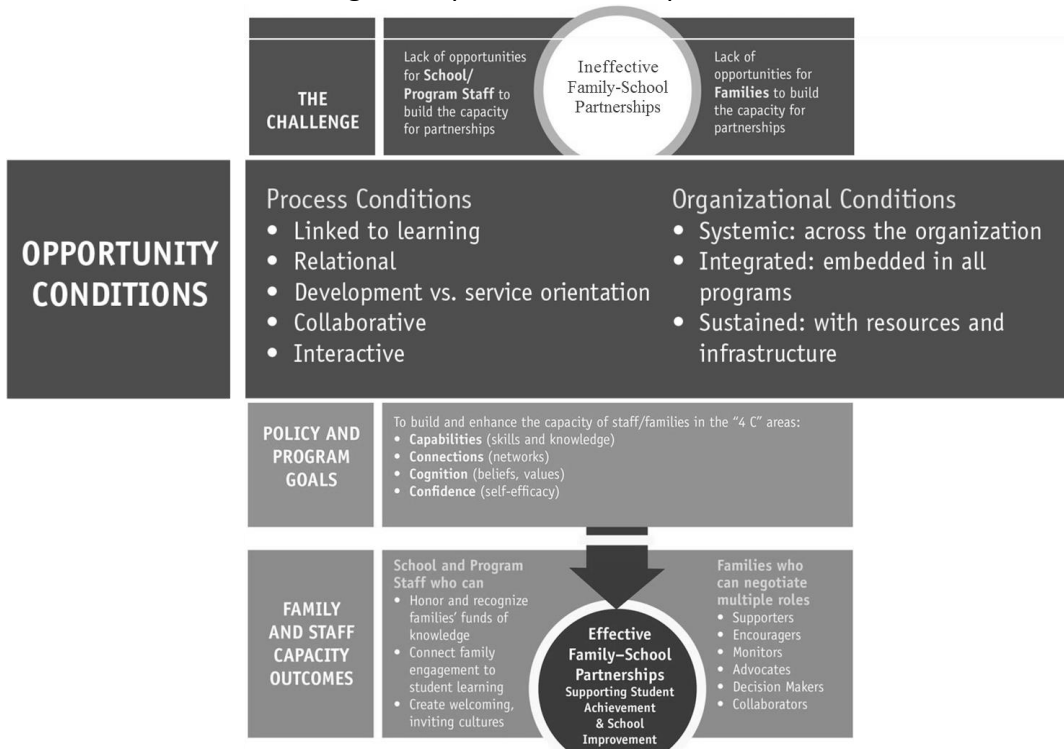
1. Develop a PFE Strategy

[*Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*](#) is a publication of Southwest Educational Development Laboratory (SEDL) in collaboration with ED. It presents a new framework for designing family engagement initiatives that build capacity among educators and families to collaborate with one another around student success. Based on existing research and best practices, this report is designed to act as a scaffold for the development of PFE strategies, policies, and programs. Instead of a roadmap, the framework provides a direction for the development of effective high impact strategies and initiatives. Framework was formulated using research on:

- Effective home-school partnership strategies
- Relational trust
- Parent organizing
- Adult learning and motivation
- Leadership development

Organizational Conditions—As organizations, LEAs and schools struggle to create family–school partnership opportunities that are coherent and aligned with educational improvement goals, sustained over time, and spread across the LEA. Research on the conditions necessary for educational entities to successfully implement and sustain PFE, identifies the following organizational conditions that support fidelity and sustainability. Initiatives must be:

- **Systemic:** Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround.
- **Integrated:** Capacity-building efforts are embedded into structures and processes such as training and PD, teaching and learning, curriculum, and community collaboration.
- **Infrastructure:** Programs operate with adequate resources and infrastructure support.



AUTHORS: KAREN L. MAPP, PAUL J. KUTTNER, LACY WOOD (PRODUCTION COORDINATOR), APRIL WEST (EDITOR), SHAILA ABDULLAH (DESIGNER)

2. Create the Welcoming Environment

Schools are all about relationships. Welcoming environments provide parents with a mutual relationship where not only do they feel that they belong to the school, but the school belongs to them. The interactions among teachers, students, families, principals, other school staff, and visitors set the tone for everything else. Walk into any school and you can feel right away if it is a happy, productive place where people enjoy working and learning or if it is not. Greeting parents and family members warmly and treating them with respect is a big indicator that they will be involved with their school environment.

How Family-Friendly is Your School?

The Georgia Department of Education created a [virtual tour](#) that takes the viewers on a virtual journey of an elementary and a middle-high school to show what makes a school family-friendly.

The intended audience includes educational leaders, school staff, parents, school, parent, or community organizations, and local business partners. There are handout materials on this webpage as a supplemental tool for building family-friendly schools.

3. Enhance Communication

Under state and federal law, all parents have the right to information about their child's education in a language they can understand. These must be implemented before Title I, Part A funds can be used. See the information provided by the Equity and Civil Rights office at OSPI: [Interpretation and Translation](#) | [Title IV Regulations](#) | [Chapter 28A.642 RCW](#) | [Chapter 392-190 WAC](#).

Regular communication with parents, families and the surrounding communities must be relevant and clear to establish a strong foundation for effective PFE. Here are some strategies:

- Create communications content in an understandable, uniform format.
- Make alternative formats available when families make the request.
- To the extent practicable, provide communications in a language that parents/guardians can understand.
- Make sure that communications with disabled parents or guardians are as understandable and effective as the communications other parents receive.

The following are recommendations/strategies from the American Federation of Teachers.

Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate bad news about student performance more often than recognizing students' excellence will discourage parent engagement by making parents feel they cannot effectively help their children.

Parents also benefit from being engaged in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school's PFE. Parents develop a greater appreciation for the important role they play in their children's education. When communicating with parents, consider your remarks in relation to the three categories that influence how parents participate. For example, are you communicating about...?

- Classroom learning activities
- The child's accomplishments
- How the parents can help at home with their child's learning

Good two-way communication between families and schools is necessary for students' success. Not surprisingly, research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. Opportunities for two-way communication include:

- Parent conferences
- Parent-teacher organizations or school community councils
- Weekly or monthly folders of student work sent home for parent review and comment
- Phone calls
- E-mail or school website

Effective communication strategies:

- **Initiation:** Teachers should initiate contact as soon as they know which students will be in their classroom for the school year. Contact can occur by means of an introductory phone call or a letter to the home introducing yourself to the parents and establishing expectations.
- **Timeliness:** Adults should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.
- **Consistency and frequency:** Parents want frequent, ongoing feedback about how their children are performing with homework.
- **Follow-through:** Parents and teachers want to see that the other will actually do what they say they will do.
- **Clarity and usefulness of communication:** Parents and teachers should have the information they need to help students, in a form and language that makes sense to them.

Surprise a Parent

Research shows that school-home communication is greatly increased through personalized positive telephone contact between teachers and parents. Remember, when a phone call from school conveys good news, the atmosphere between home and school improves. When you have good news to share, why wait? Make the call and start a positive relationship with a parent.

Research Shows:

School programs aimed at the following practices predicted higher student outcomes:

- Encouraging shared reading.
- Assigning interactive homework.
- Increasing and improving communication between home and school. ([Jeynes](#), 2012)

4. Include Parent in the Decision Making

At every level of LEA and school improvement efforts, parents should be able to provide feedback and voice their ideas and concerns. When parents have a voice, LEAs will gain a deeper knowledge of how to: 1) empower parents to be involved, 2) solicit input from families in the LEA/school continuous improvement process, 3) jointly develop and review programming for families to support learning and healthy development, and 4) engage parents to participate in problem solving discussions related to their child. Some strategies that LEAs and school personnel can work together to implement are:

1. Establish **relational trust** with families
2. **Build the capacity** of parents so that they may effectively engage in the decision making process
3. **Partner with community** organizations to further empower parents to be involved in the decision making process
4. **Invite parent** opinions on school climate and **include parents** in the continuous improvement process
5. **With families, develop and review programming** for families to support student learning and healthy development
6. **Encourage parents to participate** in any problem solving discussions related to their child

PFE in the Title I, Part A Program

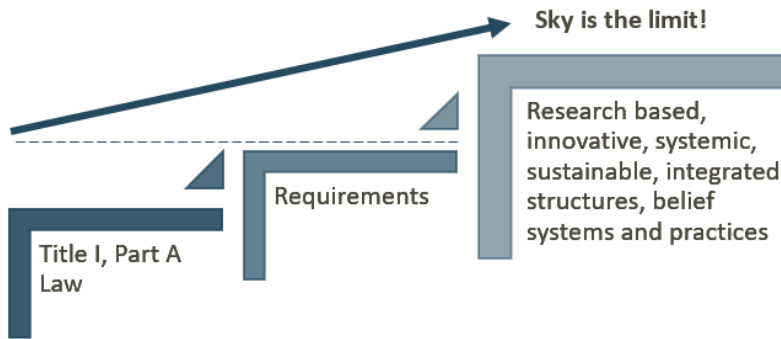
PFE in a child’s education is a greater predictor of academic success than whether or not that family is affluent or poor. That’s why Title I, Part A program regulations insist on robust PFE activities at every school where federal funds support effective teaching and engaged learning.

PFE should be seen as a core component of the **educational strategy** at every level of the system: national, state, intermediate service agencies, LEAs, school classrooms, homes, and communities (Weiss, et. al 2010).

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.” *ED, U.S. Dept. of Health and Human Services Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016*

When	PFE–Year-at-a-Glance
Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in parent/guardian outreach and engagement, and maintain documentation of these activities. <input type="checkbox"/> Implement jointly developed school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. <input type="checkbox"/> Notify parents/guardians when their child has been assigned or has been taught for four or more consecutive weeks by a teacher with limited certification and licensure.
August	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update parent/guardian notification materials (Report cards, Right-to-Know letters, etc.). Distribute no later than the beginning of the school year. <input type="checkbox"/> Review and revise parent and family engagement policies and/or plans in consultation with parents.
September	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute report cards (beginning of the school year, and not later than October). <input type="checkbox"/> Design evaluations for LEA and school PFE activities.
October	<ul style="list-style-type: none"> <input type="checkbox"/> Send parent guardian notification of Parents’ Right-to-Know. <input type="checkbox"/> Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
November	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure <i>School-Parent Compacts</i> are collected. <input type="checkbox"/> Ensure Title I, Part A schools with targeted assistance programs have set up files, notified parents, and implemented targeted assistance services.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct other stakeholder consultations on the development of the Title I, Part A plan (LEA and school).
June	<ul style="list-style-type: none"> <input type="checkbox"/> Review and update LEA PFE policy based on data, e.g., evaluations. <input type="checkbox"/> Review and update school-parent compact.

Title I, Part A's PFE compliance is an essential part of the CPR process. PFE evidence must be meaningful and integrated into the LEA's school improvement efforts. **Compliance is the floor, not the ceiling.**



[PFE Activity Guide/Plan Template](#).

This document helps in planning PFE activities based on the **five opportunity and process conditions** from ED's [Dual Capacity Framework](#), Family–School Partnerships. You can find this document under [Allowable Costs](#) in the LEA Role of the Parent and Family Engagement web page.

This web page provides LEAs and schools with examples of allowable activities in Schoolwide and Targeted Assistance Programs, as well as examples of allowable and unallowable Title I purchases. Most importantly, the website provides the list of evidence or documentation needed for auditing purposes, which this PFE activity guide/plan template helps consolidate.

Essential PFE Components in Title I, Part A

LEAs and schools have a responsibility to promote and strengthen PFE within the Title I, Part A programs. There are requirements that require LEAs and schools to plan and implement PFE activities with ongoing meaningful consultation of the families whose children benefit from Title I, Part A services. The following are key components that must be implemented as part of ESSA's Title I, Part A requirements in Section 1116.

Key items on our [PFE Website](#)—LEA and School Roles, Strategies, and Resources for Meaningful PFE:

- ☐ Communication Strategies
- ☐ Policy Development
- ☐ Coordination, Help and Support to Participating Schools
- ☐ Building Capacity for Staff and Parents
- ☐ Annual Evaluation of LEA and School PFE Efforts
- ☐ School-Parent Compact—Grade Level Goal Oriented Templates
- ☐ Annual Title I, Part A Meeting—Agenda, Meeting Notes, Presentation Templates
- ☐ Funding—Requirements for LEAs and Schools
- ☐ Allowable Costs—How to Make Sure A PFE Expense is Allowable
- ☐ PFE Research and Best Practices
- ☐ Parent Guides (Publications and Videos)
- ☐ Current PFE Bulletin

[Share Your Story!](#)

This website displays best PFE practices from LEAs and schools around Washington State.

Title I, Part A Allocations and iGrants FP 201 Application Process

Title I, Part A Allocations

Title I, Part A grants are formula-based (entitlement) funds for LEAs. Planning allocations are provided to SEAs in the spring prior to the fiscal year for funds. OSPI receives preliminary and final allocations from ED. Preliminary allocations are typically released in March, and OSPI releases preliminary allocations to LEAs by April. Final allocations are typically released in May, and released to LEAs by June or July. Note: the lack of an omnibus appropriations act or Continuing Resolution can delay the release. **Please use these preliminary numbers for planning purposes only.**

The Title I, Part A allocations are based on updated census numbers and LEAs will annually experience significant changes in allocations based on the annual census poverty data update. Allocation numbers will change based on Congressional actions in the future.

To better understand census data, please see: Washington State Poverty Data and Measures (FRPL and CENSUS): [Common questions](#) about poverty measures for K–12 students in Title I, Part A and LAP, and [Data Appendices](#).

Stakeholder Consultation

Title I, Part A Directors should use the preliminary allocation amount to meet with stakeholders to determine how funds will be used to support LEA and school needs in the upcoming school year. Stakeholders should include, but are not limited to, the following:

- **Administrators of Other ESSA Programs**—Plans for the use of Title I, Part A funds should be coordinated with other federal, state, and local resources to ensure that all resources are utilized in the most effective manner (e.g., local homeless liaisons, migrant programs, programs for neglected or delinquent youth, programs for ELs, preschool programs, etc.). In addition, the Title I, Part A funding application is part of an application within the state’s web-based iGrants management system.
- **School Leadership Teams**—Principals and teachers should be included in decisions regarding the use of individual school allotments, as well as LEA reservations.
- **Parents and Families**—LEAs must involve parents in the development of LEA and school planning for the use of Title I, Part A funds including the development of PFE policies and plans.
- **Private School Officials**—LEAs must consult with private school officials during the development of the Title I, Part A plan to inform private schools of ways that federal funds can provide equitable services to students attending private schools.

Title I, Part A Application Process

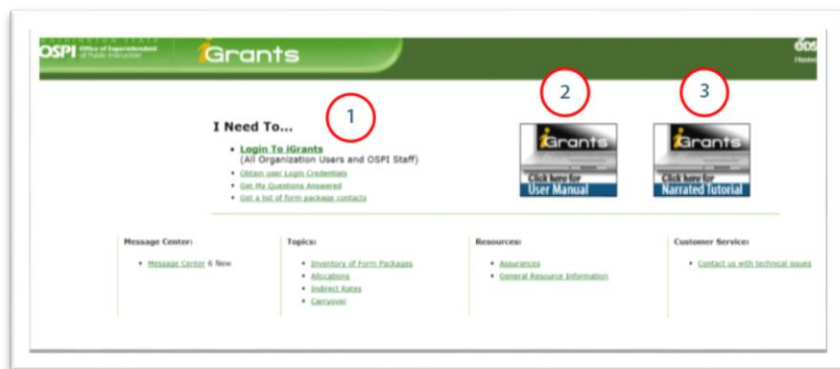
An LEA's Title I, Part A program must be submitted to and approved by OSPI annually. (ESSA Sections 1112 and 1116) LEAs apply for Title I, Part A funds through iGrants FP 201.

Current School Year			
May to August	Starts	Item	Due
	May-June	Substantially Approvable Status (SAS) Application <i>iGrants FP 201, Pages 1–2</i>	July 1
		Last day SAS accepted <i>iGrants FP 201, Pages 1–2</i>	September 13
	July	Full Application for Title I, Part A Grant Funds <i>iGrants FP 201</i>	September 14
		Last Day to Apply for Title I, Part A Grant Funds <i>iGrants FP 201</i>	November 30
	July 1	Transferability Options <i>iGrants FP 821</i>	February 1
Technical Assistance	Start Date for Title I, Part A Grant Awards–SAS <ul style="list-style-type: none"> SAS Enables the Local Educational Agency (LEA) to charge expenses back to the date SAS was submitted, but no earlier than July 1. <ul style="list-style-type: none"> SAS submitted by July 1–July 1 start date. SAS submitted between July 2 and September 14–date SAS submitted. No SAS–date the full FP 201 is submitted. Transferability Options FP 821 –Enables LEA to transfer up to 100% of Title II and Title IV, Part A to other programs including Title I, Part A. If LEA intends to transfer funds to Title I, Part A, please complete FP 821 before completing the full FP 201.		

TAKEN FROM [YEAR AT A GLANCE](#) DOCUMENT

Submitting SAS and Full Title I, Part A Application

OSPI uses [iGrants](#)—an Internet-based system—to collect data from Washington State LEAs for a variety of federal and state grant applications, competitive grants (RFPs), and end-of-year reports. **In this system you will find 1) Login to iGrants, 2) User Manual, and 3) Narrated Tutorial.** The training manual serves as an introduction to the iGrants system. Screenshots are provided to illustrate the various processes.



SCREEN SHOT OF IGRANTS LOGIN PAGE

Note: LEA's will be submitting their SAS and full form package (FP) 201 Title I, Part A iGrants Application through this system, if you are a first time user of iGrants, please see [Procedures for Gaining Access to iGrants](#).

All application pages will be displayed, as well as- the **Budget, Finish** and **Notify buttons** so **iGrants administrators can send the Request for OSPI Approval email.**

OSPI first opens SAS and Assurances portion of iGrants FP 201. When the final allocations are ready, the Title I, Part A office will notify LEAs via GovDelivery email that the full application in FP 201 is open and ready to complete and submit.

Substantially Approvable Status (SAS)

Each year, LEAs that are eligible for funds can submit the SAS application and budget for the use of Title I, Part A funds. SAS enables LEAs to charge expenses back to the date SAS was submitted, but no earlier than July 1.

LEA's SAS Process

- LEAs must turn in the Title I, Part A End-of-Year Report (FP 244) before Title I, Part A–SAS in FP 201 can be approved.
- OSPI will only approve the FP 201 full application, if FP 244 from the previous year has been approved (i.e., any follow-up from FP 244 must be completed).

Application Pages to Complete

Section 1–If the LEA is not requesting SAS approval, follow the steps below:

- Step 1: Make sure “No” is displayed in the drop-down list.
- Step 2: Press the Mark Completed icon.
- Step 3: Wait for final allocations to be announced.

Section 2–If the LEA is requesting SAS approval, follow the steps below:

- Page 1–Select “Yes” from drop-down list.
- Page 1–Complete Budget Overview. Press Save icon.
- Page 2–Title I, Part A Federal Grant Assurances (**cannot submit SAS request without an authorized representative's signature**). Press the Save and Mark Completed icons.
- Go back to Page 1 and press the Mark Completed icon.
- Send email message (displayed after pressing Mark Completed icon on Page 1).

Page 1: Preliminary Budget Overview

The **Budget Overview** must be completed as part of Page 1 Request SAS.

This budget overview is based on the preliminary allocation displayed. **It does not replace the regular budget matrix displaying the final allocation amount in the budget calculator.**

Budget Overview	
NOTE: The budget overview below does not replace the official budget matrix to be completed at a later date when final allocations have been uploaded to iGrants and announced. Both the budget overview based on preliminary allocation amounts, plus completed application pages, will be used to determine SAS approval.	
Preliminary Allocation: \$202,543	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	126,904
Support 1.8 FTE teaching positions	
Object 3 (Salaries Classified)	

Page 1A: Transferability

Transferability is a flexibility authority under ESSA which allows LEAs to transfer up to 100 percent of the funds they receive under Title II, Part A and Title IV, Part A to other programs, to better address the needs of their unique student populations, and to ensure the capacity of delivering a meaningful program.

LEAs are required to complete iGrants FP 821–Transferability, if transferring **Title II, Part A** or **Title IV, Part A** funds into **Title I, Part A**. The amounts will auto-populate to FP 201–Page1A.

Once FP 821 has been completed and approved, the amount to transfer will show in FP 201 in the prepopulated green boxes. The percentage of allocation is based on how much the LEA transferred to Title I, Part A. In this example, 100 percent was transferred from the total amount available to transfer to Title I, Part A.

Transferability Options

Transferability		
Title I, Part A Allocation	\$430,486	
Form Package Transferred From	Amount Transferred	Percentage of Allocation
Title II, Part A (iGrant 239)		0%
Title IV, Part A (iGrant 211)	\$15,300	100%
Revised TOTAL Title I, Part A Allocation	\$445,786	

Requirements for Transferred Funds

Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of those programs. Therefore, the transferred funds should be treated as if they were an increase to the initial allocation of that program. Spend transferred funds in accordance with requirements of the receiving program, including statutory set-asides.

Transferability

Transferred funds are subject to all the rules and requirements of the programs to which the funds are transferred.

Regarding Required Set-Asides and Building Allocations

If there are required set-asides for this program(s) to which you are transferring funds, the transferred funds need to be applied to the required set-asides for those program(s). *For example: If an LEA transfers funding into Title I, Part A, it increases its total allocation. It will also increase funds subject to required set-asides and for ranking and allocating to buildings under Title I, Part A.* Please take such set-asides into account below when answering the questions.

LEAs are required to answer Question 1 and 2 as part of Page 1B-Transferability:

1. How do transferred funds support the overall goals of this program and your LEA's identified needs?
2. To what proposed program activities will these transferred funds be applied?

Any amounts transferred to Title I, Part A will pull to page 4A-Equitable Services, item 5 and Required Set-Asides Page 5, A1 on FP 201.

Page 2 includes the **Title I, Part A Assurances**, please read all 17 items; there are new assurances under ESSA.

An **authorized representative must sign the assurances**. This is usually the LEA person responsible for submitting the application to OSPI.

Page 2

Title I, Part A Assurance Page

Each LEA plan shall provide assurance the LEA will:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this party;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school

Check this box: <input type="checkbox"/>	District has read, understands and agrees with these assurances.
Authorized Representative Name:	<input type="text"/>
Authorized Representative Title:	<input type="text"/>
Date: (MM/DD/YY)	<input type="text"/>



Overview

LEAs are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I, Part A services or other benefits, such as PD, PFE, and materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families.

When	Private School–Equitable Services Year-at-a-Glance
On Going	<ul style="list-style-type: none"> <input type="checkbox"/> School district conducts consultation with private schools throughout the year to ensure timely, appropriate and meaningful services are provided to eligible students, teachers and families. <p>ESEA programs include: Title I, Part A; Title I, Part C (Migrant); Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B.</p>
January/February	<ul style="list-style-type: none"> <input type="checkbox"/> OSPI Ombudsman for Federal Program Equitable Services distributes Guidance on Private School Participation in Federal Programs bulletin to LEAs and private schools. Bulletin provides detailed information and instructions for LEA and private school participation in federal program equitable services.
March/April	<ul style="list-style-type: none"> <input type="checkbox"/> OSPI Ombudsman for Federal Program Equitable Services provides a webinar regarding the Private School Participation in Federal Programs process. <input type="checkbox"/> Private Participation in Federal Programs Application/Tool–Educational Data System (EDS) <ul style="list-style-type: none"> ○ Opens March through April. ○ Must be completed by an approved private school in order to participate in equitable services. <p>School district responsibilities related to the Private Participation in Federal Programs (EDS) process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact private schools that have not completed the Private Participation in Federal Programs EDS application/tool during the time the EDS tool is open. <input type="checkbox"/> Document multiple contacts in the contact log in EDS. <input type="checkbox"/> After Private Participation in Federal Programs application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year. <input type="checkbox"/> School district in collaboration with the private school, begins to plan for the upcoming year. <p>OSPI responsibilities related to the Private Participation in Federal Programs (EDS) process:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OSPI emails reminders to all LEA and private school administrators about Private Participation in Federal Programs Application submittal deadline.
May/June	<ul style="list-style-type: none"> <input type="checkbox"/> OSPI Ombudsman for Federal Program Equitable Services office provides LEAs with a list of out-of-district schools that choose to participate in Title I, Part A <input type="checkbox"/> School district in collaboration with the private school plans for the upcoming school year.

July/August/September	<input type="checkbox"/> School district completes private school data on federal program iGrants form packages. <input type="checkbox"/> School district enters date of initial consultation with each private school in the Private Participation in Federal Programs (Consultations tab). <input type="checkbox"/> School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab). <input type="checkbox"/> School district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab). <input type="checkbox"/> Private school services begin at the same time as services begin in public schools.
October	<input type="checkbox"/> School district contacts private schools for ongoing consultation regarding services.
November/December	<input type="checkbox"/> School district contacts private schools to monitor services and student progress. Collaborative review of plan for ongoing services and adjust where needed.

Title I, Part A Equitable Services

Choose the appropriate response:

☐ The district does not have any private schools (in-district or out-of-district) participating in Title I, Part A equitable services. (Check and mark page completed.)

NOTE: If the district has private schools listed in Table 2 on this page and there are no eligible private school students to generate services, or if the private school has decided not to participate in equitable services, then for each school listed please click on edit to open the edit page and mark save to indicate no. (The default for each private school listed in Table 2 is "no".)

☐ There are private schools in this district and at least one chooses to participate in Title I, Part A OR there are district students eligible for Title I services who attend out-of-district private schools.

If there are private schools participating in Title I, Part A, please confirm:

☐ **Yes**, the district has uploaded the Affirmation of Consultation and the Title I, Part A Record of Agreed Upon Services documentation into the Private School Participation in Federal Programs Application in EDS. This documentation has been uploaded for all private schools participating in Title I, Part A Equitable Services for the 2018–19 school year.

Districts providing Title I, Part A equitable services in 2018–19 must:

- Update the "Title I Tool for Determining Equitable Services" Excel worksheet with data for determining allocations for the 2018–19 school year. Use this [GUIDE](#) to assist you. For information on where to locate the Title I Tool for Determining Equitable Services worksheet, see the **NOTE** section in this box.
- Upload the 2018-19 version of the Excel worksheet "Title I Tool for Determining Equitable Services." Information from the updated worksheet is required to complete the following sections of this page.

NOTE: If a district provided equitable services in the 2017-18 school year, the district uploaded a worksheet with 2017-18 district data to page 3 of the 2017-18 FP 201. Please download the 2017-18 Excel worksheet and update it with 2018-19 private school participation data to calculate anticipated equitable services for the 2018-19 school year. If the district has private schools in 2018-19 and did not receive a worksheet, please contact Julie Chace in the Private Schools Unit at OSPI at 360-725-6100 for assistance.

Upload the completed Title I Tool for Determining Equitable Services Excel worksheet document(s) here for record retention purposes. (This will make it convenient for future district staff to locate the document).

File names may not include symbols.

District Contact for Private School Title I, Part A Services

Name:

Email:

Phone:

Table 1

Determining Private School Proportionate Share for Equitable Services

1. Enter the total number of low-income children attending Title I, Part A public schools.	<input type="text"/>
2. Enter the total number of low-income children residing in Title I, Part A attendance areas who are attending a participating private school located within the district and/or out of the district. You MUST select SAVE after entering this data.	<input type="text"/>

The following is a breakdown of Page 3 Equitable Services in the Title I, Part A Form Package 201.

School district chooses the appropriate response: 1)

LEA has no private schools in-district or out-of-district who have elected to participate in Title I. Please refer to the "Note" for detailed instructions for a private school that is listed in Table 2 but is not participating due to no eligible students or 2) there are private schools and at least one chooses to participate. **IF YES**, review the section titled "**Title I Tool for Determining Equitable Services Excel Worksheet**". This section provides instructions on how to use the prior year equitable services worksheet for school year 2018–19, and how to obtain a copy if the LEA did not receive a 2017–18 worksheet.

Enter the school district person's contact information for Title I, Part A Equitable Services: name, email and phone.

Table 1–Determining Private School Proportionate Share for Equitable Services. There are 10 items to complete for this table. Follow **SAVE** instructions as each item is completed. Any item with a green box for a response is automatically calculated.

3. Total number low-income students in public and private Title I, Part A schools.	0
4. Proportionate share percentage for private school student equitable services (will round to the nearest thousandth of a percent).	0.0%
5. Title I, Part A District Allocation. (Including transfers, if applicable.) Complete and save page 1A.	6.
6. Total Equitable Share Allocation.	\$0
7. Enter District Set-Aside for Equitable Services Administrative Costs. Select SAVE after amount is entered.	
8. Equitable Services Parent Family Engagement Set-Aside (required for district allocations greater than \$500,000).	
a. Title I, Part A District Allocation: Enter amount from line 5 if greater than \$500,000. If less than \$500,000 you MUST enter \$0. Select SAVE after amount is entered.	
b. 1% of the allocation.	\$0
c. Equitable share of 1% Parent/Family Engagement.	\$0
9. Equitable Services Amount to serve Participating Private School Students.	\$0
10. Formula Calculation for Per Pupil Equitable Share.	\$0

Item 5—Must complete Page 1A and SAVE for the amount to show here.

Item 6— Total Equitable Share Allocation—This amount transfers to page 5 (Required Set-Asides A1).

Item 8a—Follow instructions and **SAVE** as directed.

Item 10 is the per pupil equitable share amount that the school district uses to calculate the level of services for each private school.

Table 2

In-District Private Schools Participating in Title I, Part A

This table has been populated with the list of private schools residing within the district that indicated they intend to participate in Equitable Services in Federal Programs for the 2018-19 school year. The default for the private schools listed in the table has been set to "no" so that if a private school is not participating, minimal editing is required.

Participating private schools: Edit all columns. Additional instructions are provided inside the webform.

Non-participating private schools: Click on edit to open the edit page and then mark save.

Private School Name	Private School Building Number	Private School Participating in Equitable Services	Eligible Pupil Count	Method of Per Pupil Calculation	Per Pupil Equitable Share (amount matches line 10 above if formula)	If Formula, Total Equitable Services Allocation Per Private School	If Other, enter Total Equitable Services Allocation Per Private School
No Records Found							

Table 2— In-District Private Schools

Participating in Title I, Part A—This table is prepopulated with the names of private schools residing in the school district that indicated they intend to participate in Title I Equitable Services for the 2018–19 school year. The district is required to enter data for each private school listed. Use "Edit" button to enter data.

If the school district has no private schools that indicated they want to participate in Title I, this table will show **No Records Found**. If that is not correct, please contact Julie Chace in the Title I office at 360-725-6100.

Table 3

Out-of-District Private Schools Participating in Title I, Part A

Only report if the private school is going to receive Title I, Part A Equitable Services from the district and is located outside of district boundaries.

Select Private School Name and Number from this link [OUT-OF-DISTRICT PRIVATE SCHOOLS](#) and copy to the table below.

This list is sorted by school district and shows private schools residing outside of district boundaries that indicated (1) interest in participating in Title I, Part A Equitable Services and (2) that they may have eligible low-income private school students residing within school district boundaries. This list was generated off of spring data and may have schools that do not have eligible students.

Contact Julie Chace at (360) 725-6100 if you have questions.

Press the "NEW" button to complete information for each new record.
To avoid losing data, press the "SAVE" button after completion of each new record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

New

Out-of-District Private Schools Participating in Title I, Part A

Private School Name	Private School Building Number	District where Private School Resides	Eligible Pupil Count	Per Pupil Calculation	Per Pupil Equitable Share (amount matches line 10 above if formula)	If Formula, Total Equitable Services Allocation Per Private School	If Other, Enter Total Equitable Services Allocation Per Private School
				Select		\$0	

Table 3— Out-of-District Private Schools

Participating in Title I, Part A—Only report if the private school is going to receive Title I, Part A Equitable Services from the district and is located outside of district boundaries. This section contains a list of out-of-district private schools that the LEA can copy to the table. If there is more than one out-of-district private school, press the **NEW** button to complete the information for each new record.

Page 4A–LEA Approaches

ESSA Section 1112(b) outlines the purpose of the LEA plan.

This page has been reduced significantly. The LEA will need to fill out the items as applicable and the ones required by state and federal law. To limit administrative burden for LEAs, wherever possible OSPI provided check boxes for LEAs to identify strategies already required by law (RCW or WAC), identified in our draft ESSA Consolidated State Plan, or provided frequently used research-based strategies. The questions are provided below.

- [Well Rounded Education](#) (Questions 1 through 8)
- [Transitioning Middle School Students to High School](#) (Questions 9 through 16):
Checklist for Effective Transition
- [Transitioning High School Students to Postsecondary and Career](#) (Questions 17 to 21)
- [Student Discipline](#) (Questions 22 to 29): FP 201 Discipline Checklist

Page 4B–LEA Title I, Part A Plan Description

ESEA, as reauthorized by ESSA, includes LEA Title I, Part A plan requirements. LEAs will answer questions on the application page to satisfy the plan description:

- General use of Title I, Part A funds, including LEA’s Schoolwide and Targeted Assistance programming (Section 1112(b)(5))
- Targeted Assistance program identification criteria (Section 1112(b)(9))
- Early childhood programming (Section 1112(b)(8))
- Coordination with schools identified for improvement (Section 1112(b)(3))
- Other information on the use of funds to meet the purpose of Title I, Part A (Section 1112(b)(13))
- Parent and Family Engagement (Section 1112(b)(7) and Section 1116)

Starting 2018–19 Comprehensive Support Schools. LEAs that have Comprehensive Support schools **may** provide students of the identified schools the opportunity to transfer to another public school in the LEA that has not been identified as a Comprehensive Support school. LEAs will mark if Title I funds will be used to provide school choice transportation.

Page 4C–Homeless Needs Assessment for Title I, Part A Set-Aside

Section 1112(b)(6) of ESSA, includes the LEA Title I, Part A plan requirements regarding services for homeless children and youth. The following questions on this page 4C satisfy the plan description for the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

Each Local Education Agency (LEA) is required to upload a completed Homeless Student Needs Assessment as a part of their application for Title I, Part A funds via iGrants Form Package (FP) 201.

- All LEAs must set-side Title I, Part A funds in an amount necessary to serve homeless students in Title I and non-Title I schools and/or shelters and other locations where homeless children and youth may live. ESEA Section 1113(c)(3) and U.S.C. 6313 (c)(3)
- LEA Title I, Part A plans must describe the services it will provide homeless children and youth to support enrollment, attendance, and success. This description must include the coordination of services provided under McKinney-Vento and the services provided with the Title I, Part A set-aside. ESEA Section 1112(b)(6) and U.S.C. 6312 (b)(6)

Please review [Instructions and Templates](#) for completing this assessment. Resources are included in the instructions. As this is a collaborative effort within the LEA, it is provided in Word for printing and completion outside of iGrants.

Items 1 and 2 (boxes shaded in green) are prepopulated with the information provided from page 1A and from this page (4C), Title I Set-Aside, section E.

Items 3 and 4 enter any funds from these applicable grants.

Item 5 through 8 enter information as indicated (items provided are only examples). **The Date**

Assessment Completed should be recent, not more than a year. It is important to check that the LEA has a Liaison. We are asking the LEA to show that the Liaison does perform liaison duties, so **an estimated FTE is required**. The number of Homeless students should give the general idea of the amount of available resources needed in Table E.

A. LEA INFORMATION			AMOUNT
1. Total LEA Title I, Part A, Allocation (Including transfers, if applicable.) Complete and save page 1A.			\$457,430
2. Title I, Part A, Homeless Set-Aside			\$3,000
3. McKinney-Vento Grant (if applicable)			<input type="text"/>
4. Homeless Student Stability Grant (if applicable)			<input type="text"/>
5. DATE ASSESSMENT COMPLETED <input type="text" value="8/20/2018"/>	6. LEA HOMELESS LIAISON (provide name, email and telephone number) <input type="text" value="Jeri Young, young.jeri@evsd90.org, 509-573-7332"/>	7. LEA HOMELESS LIAISON FTE (FTE regardless of funding source - must be greater than 0) <input type="text" value="0.10"/>	8. NUMBER OF HOMELESS STUDENTS REPORTED IN THE PREVIOUS SCHOOL YEAR <input type="text" value="91"/>

B. The name of the Title I Director and Liaison are required. ESSA requires that Title I and the Liaison coordinate efforts to serve students.

B. HOMELESS NEEDS ASSESSMENT TEAM	
1. LEA TITLE I DIRECTOR NAME (required to assist with needs assessment)	<input type="text" value="TEST"/>
2. LEA HOMELESS LIAISON NAME (required to assist with needs assessment)	<input type="text" value="TEST"/>

C. LEAs are not required to have a certain number of people in this table. The purpose of this table is to remind the LEA that it usually takes more people to identify students and their needs.

C. OTHER TEAM MEMBERS (To ensure all homeless student needs are identified, school-level staff should be included in the completion of the needs assessment whenever possible.)						
<p>Press the "NEW" button to complete information for Team Members. To avoid losing data, press the "SAVE" button after completion of record before pressing the "NEW" button again. Allow save to complete before pressing the "NEW" button again.</p> <p><input type="button" value="New"/></p> <table border="1"> <thead> <tr> <th>Team Member Name</th> <th>Team Member Title</th> <th>School Building</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Team Member Name	Team Member Title	School Building			
Team Member Name	Team Member Title	School Building				

D. Answers to the questions on this table should be reasonable and completely answer the question. The LEA should show that effort is put into the assessment of Homeless needs in their LEA.

D. Provide a description for each section below. Include information on how the team works together to determine that the Homeless Title I, Part A set-aside will sufficiently meet the needs of all homeless students in the LEA (in Title I and non-Title I schools.)

1. The process the LEA uses to identify homeless students.

2. The process by which the LEA identifies all needs associated with serving homeless students in the LEA.

E. In Table E, items 1A and 1B are both required. There should be an estimated amount in both cells. 1B includes PD the Liaison participates in and the PD the Liaison provides to their district. If there is \$0 in any particular row, there must be a reasonable explanation in table F. The purpose of Table E is for LEA to show that they have considered the needs and resources in their LEA and are prepared to support the students experiencing homelessness.

		FUNDING SOURCES AND AMOUNTS			
Need	Total Cost	Community Resources	State & Federal Homeless Education Grants *	LEA General Fund	Amount from Title I Set-Aside
Example: Liaison Salary (1. FTE)	\$70,000	\$0	\$15,000	\$0	\$55,000
1.A. Liaison Salary	\$11,000	0	0	11,000	0
1.B. Professional Development	\$4,500	0	0	4,000	500

F. Table F: If the total for any row in Table E is \$0, there must be a reasonable explanation in the corresponding row in Table F.

F. If the LEA indicated a zero in any category's Total Cost Column in Section E (indicating that the category is not an identified need OR that the need has no cost associated with meeting this need) please provide a brief explanation below for that category.

1. Liaison Salary and Professional Development
We do not use any Title I money to fund Jamie Prescott's position. Jamie is an administrator who works 260 days.

2. School Transportation for Homeless Students
In partnership with the Mercer Island Youth and Family Services (MIYFS) and the Mercer Island Schools Foundation

3. Student Educational Needs

4. Enrollment/Transfer Services

Page 5—LEA Required Set-Asides

Title I, Part A of the Every Student Succeeds Act (ESSA) requires that local educational agencies (LEAs) set aside a certain percentage of funds for eligible private school children, parent and family engagement, homeless children and youth in non-participating schools and neglected and delinquent students. **Set Asides** [Unspent 2016–17 Set-Asides](#) | [Professional Development Set-Aside for 2017–18](#)

Prior to determining school allocations, LEA's **must** reserve Title I, Part A funds for certain activities, and allocate funds based on a LEA's poverty criteria:

LEA Poverty Criteria

LEA Poverty Criteria—The same measure of poverty should be used for the entire LEA. The LEA determines the data to be used, but it must be meaningful and typical. **Data should be used consistently from year to year.**

1. Free and Reduced Lunch Application
2. Aid to Families with Dependent Children Program (AFDC)
3. Medicaid
4. Composite Data
5. Community Eligibility (CEP)
6. Combined Free and Reduced Lunch and CEP

[ED's Non-Regulatory Guidance](#)

The 125 Percent Rule

Example—minimum per-pupil allocation calculation if building below 35 percent poverty is served. **This shows the automated calculation based on this LEA's allocation, total low-income students in public and private school**

Page 5

Title I, Part A Allocation Amount: \$285,294

Allocation/Set-Asides

District Poverty Criteria			
Free and Reduced Lunch Applications <input type="button" value="v"/>			
Total District Enrollment Public and *Private Schools	Total Number Public Low Income	** Total Number Private Low Income	District Poverty Average
1133	783	0	69.11%

The 125% Rule

If the school district serves any schools below 35% poverty, the district must allocate at least 125% of the district's allocation per low-income child. Districts serving only schools at or above 35% poverty are not bound by the 125% rule.

The 125% rule calculation is based on the district's total entitlement, divided by the total number of low-income children in the district, (times 1.25). This amount is determined before set asides are taken out.

Total Entitlement

\$285,294

Total Number
Public and
Private
Low Income

783

125% = Minimum PPE
Per Low-income Child

\$455

Required Set-Asides

Required Set-Asides: LEA must set-aside (allocate) funds to the applicable Title I, Part A activities:

1. Private Schools
2. Parent Engagement
3. Homeless Students
4. Neglected Students

Private School and Homeless set-aside pull automatically from information entered by the LEA on page 3 and page 4C respectively.

A. Required Set-Asides	
(A1) Private Schools (Total Inside and Outside District): <i>This is automatically pulled from page 3, line 6.</i> Refer to page 3 for detailed information.	<div style="border: 2px solid red; padding: 5px;">\$23,163</div>
(A2) Parent/Family Engagement: (1% of district's allocation for districts receiving over \$500,000) NOTE: 90% of the 1% must be allocated to buildings.	<div style="border: 2px solid red; padding: 5px;"> Parent/Family Engagement <div style="border: 1px solid black; padding: 2px;">11,581</div> Equals 90% of the 1% to buildings <div style="border: 1px solid black; padding: 2px;">\$10,423</div> Equals 10% of the 1% to district <div style="border: 1px solid black; padding: 2px;">\$1,158</div> </div>
(A3) Homeless Children: The amount of funds you identified in your comprehensive needs assessment that are necessary for the academic and non-academic supports for homeless students (even if none are currently enrolled) for all buildings in the district; regardless if Title I, Part A funds are in the building. Homeless Children and Youth Website <i>This is automatically pulled from page 4C total cost amount from Title 1 Set-Aside.</i>	<div style="border: 2px solid red; padding: 5px;">\$15,000</div>
(A4) Neglected Children: Estimated amount needed for services to provide educationally related support services to children in local institutions for neglected students. Facilities Link	<div style="border: 1px solid black; padding: 2px;">0</div>
Total Required Set-Asides (Section A):	
	<div style="border: 1px solid black; padding: 2px;">\$39,321</div>

Optional Set-Asides

2018–19 Optional Set-Asides:

B. Comprehensive Schools.
Students have the option to transfer to another public school not identified. LEA may set-aside no more than 5 percent of its allocation for transportation cost for students who transfer.

B. Optional Set-Aside for Title I-funded	
The LEA has a school or schools identified for Comprehensive Supports and is providing students the option to transfer to another public school not identified for Comprehensive Supports. The LEA may spend an amount equal to not more than 5 percent of its allocation to pay for transportation costs for students who transfer. Anticipated transportation costs funded by Title I, Part A are listed below. (Section 1111(d)(1)(D)(v))	
Amount of set-aside may not exceed:	<div style="border: 1px solid black; padding: 2px;">\$0</div>

Other–Optional LEA Allowable Set-Asides

Title I, Part A funds may be used to support Title I, Part A LEA managed activities and any additional school improvement efforts. The LEA may want to add funds to the following:

Administration Costs of Public School Programs, Instructional Programs (Summer School/Extended Day Programs), Early Learning (preschool), Professional Development, Parent and Family Engagement Activities, Foster Care Programs/Activities and other activities, for examples: incentives and rewards to attract and retain

highly effective teachers. Additional assistance in schools in improvement, including Priority or Focus schools, etc.)

Other Optional Set-Asides:

The LEA may allocate to these activities based on their student and local educational needs.

Remember: In C1 – Administration of Public School Programs **must include any indirect funds included on the budget page.**

C. Optional LEA Allowable Set-Asides	
(C1) Administration: Of Public School programs (if applicable, must include the indirects on the budget page in this set-aside)	<input type="text"/>
(C2) Instructional Programs (Summer School/Extended Day Programs)	<input type="text"/>
(C3) Early Childhood Education Programs	<input type="text"/>
(C4) Professional Development (LEA initiative for Title buildings only)	<input type="text"/>
(C5) Parent/Family Engagement Activities	<input type="text"/>
(C6) Foster Care	<input type="text"/>
(C7) Other (list items and amounts) Examples: incentives and rewards to attract and retain qualified teachers, additional assistance in schools in improvement, salary differentials for Title I building staff, etc.)	<input type="text"/>
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
Subtotal Section C:	\$0
TOTAL ALL Set-Asides:	\$0
Total Allocation Less Set-Asides Amount Available to Public School Buildings:	\$0

Remember: Check the box that certifies the LEA budgets, tracks, and monitors all Title I, Part A set-asides.

The district certifies it will:

☐ Budget, track and monitor all Title I, Part A set-asides.

NOTE: It is best practice to (1) create a separate sub-code for each individual set-aside (include in District Chart of Accounts), (2) make a budget entry that matches the required/approved amount in FP 201, (3) track all set-aside expenditures.

If your district currently has an internal tracking mechanism that does not utilize your official accounting records, you must still be able to provide evidence that the set-aside amount was **BUDGETED** and set-aside expenditures were **TRACKED**. Remember to differentiate between district and building-level set-aside requirements.

Note: Indirect Rates—OSPI calculates indirect-rates percentages for local educational agencies (LEAs) each fiscal year based on requirements established by the U.S. Department of Education. Indirect-cost rates are posted on the at OSPI's Web site and are posted in iGrants FP 201—profile page under Fiscal Information and are sent to LEAs.

Page 6 –Public School Breakdown Instructions

This page gives the options to calculate school building poverty data. This method will be used to identify building allocations for ranking and PPE for the **2018–19** school year. Check the box of the form aligned to the selected method and proceed to the form and complete data for all buildings listed.

To guide the selection process for the appropriate method to calculate school building poverty levels, the LEA must first identify if it has OSPI approved [Community Eligibility Provision \(CEP\) schools](#).

CEP affects Non-Child Nutrition State and Federal Programs

The LEAs electing to participate in this program need to understand how their decision impacts Title I, Part A Program, E-rate, and other state programs that use poverty data for allocation purposes.

Family Income Survey

Since schools participating in CEP are no longer required to collect the free and reduced price USDA applications for income data, we are providing a Family Income Survey, translated into multiple languages, for you to use in order to collect this data for other purposes. These surveys have been updated with 2018–19 USDA income guidelines. Without this income data, the loss of E-rate, Learning Assistance Program (LAP), and other state funding could be significant.

[English](#) | [Cambodian](#) | [Chinese](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)

1. Form A: No CEP Schools

- Use For LEAs with No Community Eligibility Provision (CEP) Schools

2. Form B: Combination Calculations for CEP and Non-CEP Schools

- Use Form B if the LEA has OSPI approved Community Eligibility Provision (CEP) schools and Non-CEP schools and is calculating school building poverty levels using data specific to each type of school designation.

3. Form C: SNAP Data without the Multiplier for ALL Schools (CEP & Non-CEP or CEP only)

- Use Form C if the LEA has OSPI approved Community Eligibility Provision (CEP) schools and Non-CEP schools or only CEP schools and is calculating school building poverty levels by **“Supplemental Nutrition Assistance Program (SNAP) Data ONLY without the 1.6 Multiplier”** in ALL schools.

4. Form D: SNAP Data with the 1.6 Multiplier for All Schools (CEP & Non-CEP or CEP only)

- Use Form D if the LEA has OSPI approved Community Eligibility Provision (CEP) schools and Non-CEP schools or only CEP schools and is calculating school building poverty levels by **“Supplemental Nutrition Assistance Program (SNAP) Data ONLY with the 1.6 Multiplier”** in ALL schools.

Introduction to Ranking & Allocating Funds to Eligible Title I, Part A Schools

Intent of the Law

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides federal dollars to schools to help children meet high academic standards. Current appropriation does not provide enough money to serve all eligible children; therefore, the intent of the law is to **concentrate the funds** in schools with the highest percentages of poverty and to provide **sufficient funds** to make a difference in the academic performance of these students.

Ranking Schools and Allocating Funds

- In order to determine which schools will receive Title I, Part A funds, each LEA with **1,000 or more** enrolled students must put its schools in **rank order** from highest to lowest concentrations of poverty. For these LEAs, any building **must** be served if poverty is **greater** than 75%. See ESEA Section 1113.
- In addition to the rank order process, the LEA must determine its **districtwide average** poverty rate. This is automatically calculated in iGrants.

An LEA must annually rank all of its school attendance areas according to their percent of poverty

Priority Group A

- (1) Without regard to grade spans, rank school attendance areas with low-income percentage greater than 75% from highest to lowest.
- (2) Under ESSA 1113 (a)(3)(B)—if the LEA elects, it may lower the threshold to **50% for high schools** served by the LEA.

Priority Group B

Then, with remaining funds—LEA may rank remaining eligible school attendance areas from highest to lowest either by grade span or by LEA average—see illustration on page 3. Read through the law and non-regulatory guidance on this page to gain a full understanding of the requirements of this section.

- LEA Identification and Selection of Schools and Allocation of Title I, Part A Funds to Those Schools [Non-Regulatory Guidance](#) (August 2003)
- ESEA Fiscal Changes and Equitable Services [Non-Regulatory Guidance](#) (November 2016)
- ESSA Section 1113—[Eligible School Attendance Areas](#).

Percentages	Descriptions
75%+	Building must be served if poverty is greater than 75%, if LEA enrollment is 1,000 or more. Anything over 75.0% is included.
35%	Building may be allocated funds, even if below LEA average.
125%	Minimum per-pupil allocation if any building is below 35% poverty is served.

Note: 40% is used to determine if a building is eligible to become a schoolwide program. It does **not** affect allocation

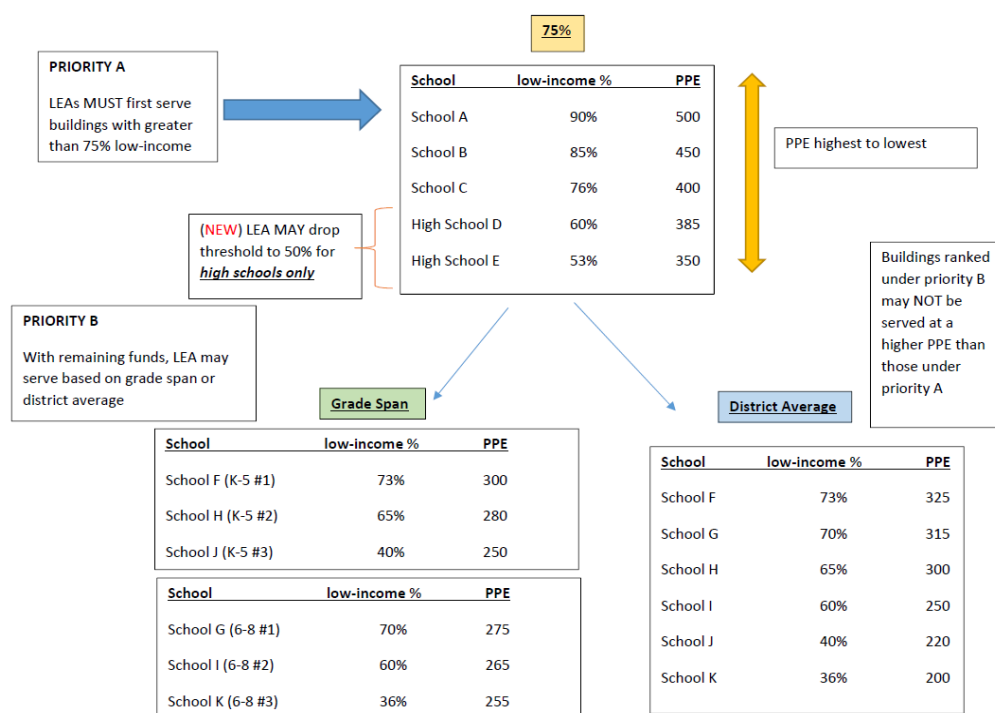
Basis of Allocation	Description
75% Rule	Used for buildings with over 75% poverty.
LEA Average	Used for buildings below 75% poverty (do not use if grade spanning).
Grade Span	Used for buildings below 75% (do not use if using LEA average).
Feeder	Poverty percent based upon school buildings which “feed” into the building.
35% Rule	Used to reach buildings below LEA average but over 35% poverty.
Waiver	Extends eligibility of a building which was both eligible and served in prior year, for one additional year.
Less than 1,000	If LEA student population is less than 1,000, the LEA may allocate in any manner it chooses.
H.S. 50% or +	The High School’s poverty percent is fifty percent or greater and is included in the priority grouping. If a LEA selects this option, all High Schools with 50% or greater poverty must be treated the same.

Skiping a School from Ranking and Allocation

OSPI will allow a LEA to “skip” a school in the Ranking and Allocation process if it is actually a “program” and not a brick and mortar school. However, if a LEA accepts the LAP High Poverty School allocation for a “program” school, it cannot treat that school as a “program” when doing ranking and allocation for Title I, Part A. Previously, OSPI allowed a LEA to “skip” a school if there was LAP funds in the school. This will not be allowed due to HB 2242 (passed 2017).

EXAMPLE of Priority Groupings.

This illustration is a basic display of ranking and allocating. Refer to section 1113 and non-regulatory guidance for more information



Pages 6A, B, C, and C–Public Schools Breakdown

Each Page 6 (A, B, C, D) will be clearly marked.

Each page 6 (A, B, C, D) has additional document links to help LEA complete this application: **Ranking and Allocating Rules Document & A visual Guide to completing FORM A. B, C, & D.**

If the LEA needs to change the building name, number, or grade span, there is a process that must be followed. We provide LEA with the latest link to the OSPI process–bulletin.

Page 6A

Title I, Part A Public Schools - FORM A

Form A is used by districts that do not have OSPI approved Community Eligibility Provision (CEP) schools. School building poverty level is determined through the usual Free-Reduced Meals identification methods used by the district.

If district enrollment is over 1,000 (headcount):

- All schools 75% and above must be served.
- Schools below 75% are ranked using usual methods.

[Ranking and Allocating Rules Document](#)

[Guide to complete FORM A](#)

The 125% Rule

If the school district serves any schools below 35% poverty, the district must allocate at least 125% of the district's allocation per low-income child. Districts serving only schools at or above 35% poverty are not bound by the 125% rule.

The 125% rule calculation is based on the district's total entitlement, divided by the total number of low-income children in the district, (times 1.25). This amount is determined before set asides are taken out.

ATTENTION!
Low Income Data (bldg. enrollment and low income) must be completed for **all buildings** listed on this page.

District Avg Poverty:
46.05%

125% = Minimum PPE:
\$1,280

[Go To Bottom](#)

NOTE: The "Building Name," "Building Number," and "Grade Span" fields below are automatically entered. Please refer to bulletin [8018-16](#) regarding Updating District School Directory Information (Opening, Closing, or Changing a School) and contact OSPI Customer Support at: customersupport@k12.wa.us.

Click on the **edit** button to enter school's information. **Note:** to make sure all eligible schools are part of ranking and allocating process, LEA must fill out pertinent information for any school with building enrollment.

Note: building name, number, grade span are prepopulated from CEDARS.

Depending on the LEAs chosen "method" to calculate building poverty data, the LEA will complete certain green shaded areas on page 6s (A, B, C, D) for each school.

The **total amount to buildings**—from page 5, after required and optional set-asides—**must match the total amount the LEA is allocating to the buildings.**

	Building Name	Building Number	Grade Span	Bldg. Enroll	Free Reduced Meals Low Income Student Count	Bldg. Pct. Low Income	Title I Elig.	Title I Served	Prog Model	Priv Sch	Basis	\$ Title I Bldg. Alloc.	Title I PPE	LAP Served	50% LAP School	Comment
Edit	Franklin Elementary	2587	K-5	458	189	41.27%	Yes	Yes	SW	No	Grade Span Grouping	\$139,342	\$737	Yes	N/A	No
Edit	Jefferson Elementary	3203	K-5	481	184	38.25%	Yes	Yes	SW	No	Grade Span Grouping	\$115,000	\$625	Yes	N/A	No
Edit	Lincoln Middle School	3419	6-8	602	186	30.90%	No	No	Select	No	Select	\$0	\$0	Yes	N/A	No
Edit	Sunnyside Elementary	3614	PK-5	434	129	29.72%	Yes	Yes	SW	No	Waiver Rule	\$80,000	\$620	Yes	N/A	No
Edit	Pullman High School	2499	9-12	845	216	25.56%	No	No	Select	No	Select	\$0	\$0	Yes	N/A	No
District Enroll Total:				2,820												
Low Income Total:				904												
												Sum Title I Building Allocation Total: \$334,342				
												Amt. To Bldgs. (listed on page 5): \$334,342				

NOTE: The dollar amounts in the "Sum Title I Building Allocation Total" and the "Amt. To Bldgs. (listed on page 5)" must match.

Complete All Required Pages

All tabs in **Required Pages** must be marked completed before the system will allow any form packages to be submitted to OSPI.

Under the drop down menu of the fiscal year, on the left hand side green shaded box, LEAs can find the **Required Pages**.

Fiscal Period: 17-18

Required Pages
Current Form Package Status: **Completed**

Contacts | Assurances | Priv. Sch. Participation | Transferability | REAP Flexibility

Set Back to Draft | Save | Print

All tabs in Required Pages must be marked completed before the system will allow any form packages to be submitted to OSPI. Use Add/Edit button to display a list of available personnel. Contact the District Security Manager if the person is not listed.

Superintendent: [Add/Edit](#)

Name: THOMAS OPSTAD

Address:

Phone: 260.538.2002

Fax: 260.538.2014

Email: topstad@gmail.com

Fiscal Officer: [Add/Edit](#)

Name: Elyssa Louderback

Complete Budget & Submit Application

To create a budget, click the “New” button which will take you to the **Budget Indirect Rate Calculator**.

Help | Contact | Application | Budget | Finish | Notify | Notes

Budget Indirect Rate Calculator

Allocated Budget Amount: \$4,493

Indirect Rate: (rate cap for this program) 0.04270

Maximum Indirect Amount Allowed: \$183

If taking less than maximum indirect, enter amount here:

Budgeted Direct Expenditures: \$4,310
(remainder to distribute within matrix cells)

[Continue](#) [Calculate](#) [Help](#)

Budget Indirect Rate Calculator

If you are taking **less than** the maximum indirect amount displayed in the budget indirect rate calculator, enter the amount in the open field, then use the [Calculate](#) button to recalculate the **Budgeted Direct Expenditures** amount. Click **Continue** to go to the budget matrix.

The math: Budgeted Direct Expenditures + Indirect = Total Allocated Budget Amount.

Budget Matrix

Enter dollar amounts in the desired fields based on the allowable activities identified on the profile page. Save. **Note:** If an error message appears at the top of the page after saving, you must correct the error before the system will let you continue. *If you exit the budget matrix before satisfying the error message, your entries will not be saved.*

		Object of Expenditure								
Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources, & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
15 Public Relations	\$0		XXXX							
21 Superv. - Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$0		XXXX							
28 Extracurricular	\$0		XXXX							
29 Pay to School Dist.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$0		XXXX							
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$0		XXXX							
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
Budgeted Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Budgeted Indirect Expenditures:	0									
Total Budgeted Expenditures:	\$0									
Comments:										

FTE Program Staff	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Remember to add the Program Staff FTE for the applicable activity.

Typical Title I, Part A Activities:

- **21–Supervisor-Instruction**
Examples: program administrators, supervisors, plus benefits and payroll taxes.
- **24–Guidance and Counseling**
Examples: parent and family engagement or homeless liaisons, coordinators. Expenses related to these programs.
- **27–Teaching**
For example, expenditures of salaried certified & classified instructional program staff
- **31–Instructional Professional Development**
Examples: in-service training, workshops, conferences, demonstrations, and other activities related to the ongoing growth and development of instructional staff in the program.
- **32–Instructional Technology**
Examples: computers, other classroom technology, such as printers, projectors, document cameras, etc.
- **33–Curriculum**
Examples: supplemental instructional textbooks, electronic resources, and other instructional materials that are associated with a particular course offering.

For more guidance look at the [Accounting Manual for School/LEAs 2017-18](#), Chapter 6.

Finish Tab

When you have marked all form package pages and the budget (if applicable) is completed, click on the **Finish** tab. You can now move on to the **Notify** tab or set the form package back to draft. Clicking the **Finish** tab will change the form package status to **Finished**.



Notify

Clicking the **Notify** tab brings up an email. Add comments, and click on **Send Message**.

For LEAs, the email will notify the in-house person designated as the iGrants Administrator and will change the form package status to **Under Org Review**. The final step is for the designated iGrants Administrator to go to their **iGrants Administrator Console** to submit the form package to OSPI. This step will change the form package status to **Requested OSPI Approval**.

Ready for Internal Review and Request OSPI Approval: The list of form packages displayed under this status level is ready for internal district review. Review all applicable form package components for completeness, e.g., contact information, form pages, and budget. After reviewing the form package contents, send the request for approval email to the OSPI program office. Press **Send All** if you choose to request approval for multiple form packages.

Form ID	Organization	Form Package	Milestone	Modified By	ModifiedDate	Ready for Sending	Request OSPI Approval
714	Educational Service District 112	Mathematics and Science Partnership Grant (new applicants)	Under Org. Review	Terri Vatne	1/5/2015	Yes	Request OSPI Approval

Send All:

Changing Form Package Data (post-submission/pre-approval)

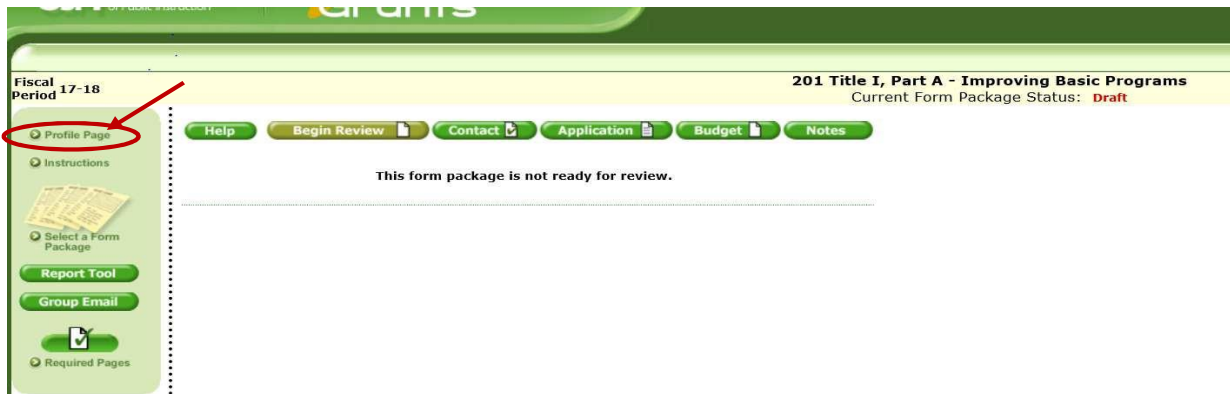
Before an OSPI (Title I, Part A Supervisor) reviewer can approve a form package, they sometimes need to send it back for further work. They will notify the applicant by sending a **Needs More Work email** describing the work that needs to be done. Sending that email will change the form package status from Under OSPI Review to **Needs More Work**. One way to find form packages that have been put under Needs More Work is to use the **Milestone drop-down** on the Form Package Selector page. Select **Needs More Work** and click **Search**. The page refreshes to display only those form packages in Needs More Work status. For more information about the iGrants process look at the [iGrants User Manual](#).

Other iGrant Resources

Title I, Part A and LAP Webinar Recordings, CPR Guides, and other tools will be posted to their respective iGrants application profile pages. See example below.

How to Locate the Title I, Part A Annual Plan Webinar Recording, and other resources

1. Log into iGrants and open Form Package 201.
2. Click on the Profile Page.



3. Click on the link “Webinar-Title I, Part A 2017-18 AnnualApplication”



Purpose:

To help local educational agencies (LEAs) improve teaching and learning in high-poverty schools in particular for children failing, or struggling, to meet challenging State academic achievement standards.

Application Information

Board Approval Required: No

Due Date: Friday, September 15, 2017 5:00 PM

Project Period: 5/1/2017 - 8/31/2018

Reference URLs and Materials

[U.S. Department of Education - Every Student Succeeds Act \(ESSA\)](#)

[Early Learning Guidance \(October 2016\)](#)

[Fiscal Changes & Equitable Services Guidance \(Nov. 21, 2016\)](#)

[Ensuring Educational Stability for Children in Foster Care \(June 2016\)](#)

[ESSA Schoolwide Guidance/Title I, Part A](#)

[ESSA Transition FAQ](#)

[OSPI Title I, Part A Website](#)

[OSPI's Parent and Family Engagement Website](#)

[Preschool Guidance](#)

[Webinar - Title I, Part A 2017-18 Annual Application](#)

Website Addresses

N/A

Section VI

Fiscal Procedures Overview

When	Fiscal–Year-at-a-Glance
Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Submit budget revisions on FP 201 budgeting system as needed. <input type="checkbox"/> Verify financial status of Title I, Part programs with fiscal department/business manager (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, payroll lists). <input type="checkbox"/> Collect signed Time & Effort records (Personnel Activity Reports) for staff who work on multiple cost objectives (monthly). Complete reconciliation of personnel activity report data (quarterly).
August/September	<ul style="list-style-type: none"> <input type="checkbox"/> Identify data collection method for comparability calculations
October	<ul style="list-style-type: none"> <input type="checkbox"/> Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable <input type="checkbox"/> Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI Bulletin Website. <input type="checkbox"/> Submit Comparability Form Package 361 Report in iGrants–Due October 31
January	<ul style="list-style-type: none"> <input type="checkbox"/> Collect semi-annual certification (1 of 2) for Title I, Part A personnel who works on a single cost objective <input type="checkbox"/> Carryover process and Form Package 200–Opens in January
February	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and per pupil expenditures). Determine roles and responsibilities of appropriate LEA representatives to determine comparability requirements. Create a comparability timeline for the upcoming year. <input type="checkbox"/> Carryover process closes – February or March
May	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with LEA financial staff to reconcile fiscal issues prior to end-of-year closeout.
July	<ul style="list-style-type: none"> <input type="checkbox"/> Collect semi-annual certification (2 of 2) for Title I, Part A personnel who work on a single cost objective.

Period of Performance (34 CFR Part 76.707 and 2 CFR Part 200.309)

Federal grant funds can be used only for costs “obligated” during the grant period. Therefore, goods received and services performed may be charged to the grant if: 1) there is a legal commitment in place prior to the end of the grant period (obligated), and 2) subsequently received or performed and paid for during the close out period (liquidated). For example, a contract was signed in August, services performed in September, and payment made in October. Since there was a contract in place prior to September 1, the resulting expenditures can be charged to the grant ending on August 31. For additional information regarding the grant close out period, see the “expenditure reporting” section of Bulletin–[B082-18](#).

The following table shows when an obligation has occurred for various kinds of property and services:

If the obligation is for -	The obligation is made -
(a) Acquisition of real or personal property	On the date the subgrantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee	When the services are performed.
(c) Personal services by a contractor who is not an employee	On the date which the subgrantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services	On the date which a subgrantee makes a binding written commitment to obtain the work.
(e) Travel	When the travel is taken.
(f) Rental of real or personal property	When the subgrantee uses the property.
(g) Approved pre-agreement cost	On the first day of the grant performance period.

In contrast, for **state** grants, all obligations must be fulfilled by the end of the grant period (e.g., all goods must be received and services completed by the grant ending date).

Budget Revisions Overview

Throughout the year, the LEA may submit revisions to ensure resources are allocated to support high student achievement and to report actual expenditures. Budget revisions are submitted for approval on iGrants FP 201 budgeting system. As LEAs create a new budget, these will appear in the budget page as part of the budget history.

Help Begin Review Contact Application Budget Approval Notes										
Status	Milestone	Hist.	Print	Access Budget	Grant Number	Form ID	Form Package	Category	Created	Total
Final (Locked)	Final Approval			2	0202333	201	Title I, Part A - Improving Basic Programs		07/13/2017	\$60,313
Final (Locked)	Revised			Carry Over	0202333	201	Title I, Part A - Improving Basic Programs		01/12/2017	\$60,313
Final (Locked)	Revised			Original	0202333	201	Title I, Part A - Improving Basic Programs		08/25/2016	\$53,333

SNAP SHOT OF BUDGET PAGE WITH HISTORY

Unless prohibited by federal or state statute(s) governing a particular grant program, a subgrantee is authorized to increase/decrease expenditures for any budgeted activity total or object total by an amount of up to 10 percent of the total "Budgeted Direct Expenditures" for that grant award **without submitting a budget revision**. If a budget revision is required due to exceeding that amount, make sure you allow enough time for the request to go through the approval process in iGrants prior to the claim submission cutoff date. You will not be able to submit your claim until the budget revision is approved.

Expenditure Reporting

In order for OSPI to meet federal deadlines, districts are required to liquidate and claim their fiscal year expenditures no later than the 3rd month following the end of the budget period. For example, if your grant budget period is 9/1/17 thru 8/31/18 your final expenditure report is due by November 16, 2018.

Sub-grantees submit claims through the Education Data System (EDS) Grants Claim System automated expenditure reporting process. Monthly claims are due by 4:30 p.m. on the following dates in order to be reimbursed at month end. If this deadline is missed, reimbursement will not occur until the end of the next month a claim is submitted by the cutoff date. **The cutoff dates that are coming: September 18, 2018, October 19, 2018, and November 16, 2018.**

PLEASE NOTE that reimbursements for state grants are paid through the EDS Grants Claim System for all fiscal year expenditure reports submitted by the July 2018 cutoff. In August 2018, the Grants Management Office will send out an email requesting claim data to be sent back by email pertaining to the balances or closure of state grants. This information will be used to compile and record OSPI accruals for the close of the state fiscal year.

If you have questions regarding your reimbursement, contact the grants analyst assigned in the iGrants profile page. For more information go to [B080-17](#) – Bulletin.

Instructions to Complete Form Package 361–Comparability

September to December	Starts	Item	Due
	October 1	Comparability Report <i>iGrants FP 361</i>	October 31

TAKEN FROM [YEAR AT A GLANCE](#) DOCUMENT

As a condition of receiving Title I, Part A funds, districts must show comparability of services. Preschools are not included in comparability calculations. **Comparability Report FP 361 is made up of two parts.**

1. Grade Span Summary Page, to be completed by ALL districts.
2. Grade Span Comparison Sheets, to be completed for EACH applicable grade span. An applicable grade span is one containing more than one school where at least one of the schools receives Title I, Part A funds from Title I, Part A regular, Title I, Part A ARRA or both.

The Grade Span Comparison Sheets contain two options for each grade span.

1. Comparison of schools receiving Title I, Part A with schools which do not receive Title I, Part A funds; or
2. Comparison of schools when all schools in the grade span receive Title I, Part A funds.

Grade Span Summary Page—MUST be completed by ALL LEAs receiving Title I, Part A funds.

1. Enter data collection date—this will usually be October 1 or the date of the October enrollment count.
2. Complete a separate line for each grade span in the district (e.g., K–5, 2–3, 6–8, 9–12, etc.).
3. Enter the grade span.
4. Within each grade span enter the number of schools receiving Title I, Part A funds and the number which do not.

5. Enrollment should generally be left blank. Enrollment numbers ONLY apply to larger districts with several schools of varying enrollments in a grade span. A district may divide the schools in a grade span into groups of smaller or larger schools provided the largest school is at least twice as large as the smallest (e.g., 167-304, 401-762). When a grade span is broken into larger and smaller groups, two Grade Span Comparison Sheets will be needed for that grade span.
6. At the bottom of the summary page, list the name and grade span of any buildings in which there are less than 100 students. These buildings will not be included on the Grade Span Comparison Sheets.

Grade Span Comparison Sheets—Complete for EACH grade span in which there are at least two schools and at least one receives Title I, Part A funds.

1. **Enter the grade span. There are ten possible grade comparison sheets. Use only those needed. Mark the rest “NOT APPLICABLE”.**
2. Choose smaller or larger. ONLY for large districts with several schools of varying enrollments in a grade span. A district may divide the schools in a grade span into groups of smaller or larger schools provided the largest school is at least twice as large as the smallest (e.g., 167-304, 401-762). When a grade span is broken into larger and smaller groups two Grade Span Comparison Sheets will be needed for that grade span.
3. Choose comparability to be calculated; staff to student ratio OR staff salary to student ratio. The same option must be used for the entire district.

IF THE GRADE SPAN CONTAINS SCHOOLS WHICH RECEIVE TITLE I, PART A FUNDS AND SCHOOLS WHICH DO NOT follow steps 4—7. If all schools in the grade span receive Title I, Part A funds proceed to Step 8 and mark page 1 of the Grade Span Comparison “Not Applicable”.

4. List each school receiving Title I, Part A funds and enter the number of students (headcount) enrolled (column 2).
 - a. If choosing staff to student ratio option,
 - I. **Column 3:** Enter full time equivalent (FTE) state and locally funded instructional staff in each school. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE but must be consistent across all grade spans. State funded Learning Assistance Program (LAP), state-funded special education and state funded LEP/bilingual educational staff may be excluded.
 - II. **Column 4:** The staff to student ration will automatically calculate.
 - III. Do not use columns 5 or 6 when selecting this option.
 - b. If choosing the staff salary to student ratio option,
 - I. **Column 5:** Enter the salaries of the instructional staff in each school. Salary differentials for years of employment are not included in comparability determinations and must be backed out. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as

well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE, but must be consistent across all grade spans. State funded LAP, state-funded special education and state-funded LEP/bilingual educational staff may be excluded.

- II. **Column 6:** The staff salary to student ratio will automatically calculate.
 - III. Do not use columns 3 or 4 when selecting this option.
- 5. Enter the same data using the same option for the schools in the grade span that do not receive Title I, Part A funds.
 - 6. iGrants will calculate the averages for the non-Title I, Part A schools and compare them with each Title I, Part A school. If the school is not comparable the words **“NOT COMPARABLE”** will appear in red in column 7.
 - 7. **Mark page 2 of the Grade Span Comparison “Not Applicable”.**

CONTINUE HERE WHEN ALL SCHOOLS IN THE GRADE SPAN RECEIVE TITLE I, PART A FUNDS. Mark page 1 of the Grade Span Comparison “Not Applicable”.

- 8. Proceed to the second page of the Grade Span Comparison, “Compare Title I, Part Schools Only with Other Title I, Part A Schools”.
- 9. List each school receiving Title I, Part A funds and enter the number of students (headcount) enrolled (column 2).
 - a. If choosing staff to student ratio option,
 - I. **Column 3:** Enter FTE state and locally funded instructional staff in each school. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE, but must be consistent across all grade spans.
 - II. **Column 4:** The staff to student ratio will automatically calculate.
 - III. Do not use columns 5 or 6 when selecting this option.
 - b. If choosing the staff salary to student ratio option,
 - I. **Column 5:** Enter the salaries of the instructional staff in each school. Salary differentials for years of employment are not included in comparability determinations and must be backed out. Decide whether to use instructional staff in Activity 27 only or whether to use instructional staff in other activities as well. The decision is for all grade spans in the district. A district may decide to use only instructional certificated staff or both instructional certificated and classified staff to determine staff FTE, but must be consistent across all grade spans.
 - II. **Column 6:** The staff salary to student ratio will automatically calculate.
 - III. Do not use columns 3 or 4 when selecting this option.
- 10. iGrants will calculate the averages for the non-Title I, Part A schools and compare them with each Title I, Part A school. If the school is not comparable, the words **“NOT COMPARABLE”** will appear in red in column 7.

11. Mark page 1 of the Grade Span Comparison “Not Applicable”.

Complete the process for each grade span meeting the applicability criteria.

When A Building Is Not Comparable—When a building shows as **Not Comparable**, adjustments must be made. This generally requires adding staff funded with state or local funds. Reducing the number of students enrolled may be another option, but is not often used.

LEAs with non-comparable buildings must:

1. Submit the comparability report by the due date.
2. Submit an email detailing how comparability will be achieved and receive approval of the plan by OSPI Title I, Part A staff.
3. Resubmit the comparability report showing comparability has been met. This should be done within the next two months.

Instruction to Complete Form Package 200-Carryover

ESSA permits a maximum 15 percent carryover of Title I, Part A funds from one year to the next for LEAs with an allocation greater than \$50,000. For LEAs with an allocation of \$50,000 or less, there is no restriction to the maximum amount of available carryover funds.

- LEAs with no carryover and a grant reduction are not required to complete a budget revision on FP 201. OSPI Title I staff will complete the process for LEAs that meet this criterion and will notify the LEA of the allocation adjustment upon completion.

January to February	January to May CPR Cycle	Starts	Item	Due
		January	Consolidated Program Review (CPR) Cycle	Concludes in May
		January	Carryover Funds <i>iGrants FP 200</i>	February
		January–February	Carryover Funds Budget Revision <i>iGrants FP 201</i>	February–March
		January– Part 1	Schoolwide Waiver 40% Poverty Threshold <i>iGrants FP 795</i> Part 1–Intent to Apply–Page 1 and 2 Part 2–Complete SW Plan–Page 3	Part 1 –February Part 2 –July
		January–February	Private Participation in Federal Programs–Bulletin and Webinar	January–February

TAKEN FROM [YEAR AT A GLANCE](#) DOCUMENT

Percentage Limitation Waiver

Carryover in excess of 15 percent is permitted not more than once every three years (Section 1127 ESEA). School districts must meet the following criteria to be eligible for a waiver request for carryover funds in excess of 15%:

Standard Waiver Request—The district has not requested a 15% waiver in the last three years.

Future Planning for Title I, Part A Budgets and Carryover Waiver Exceptions

It is highly unlikely that OSPI will request an exception from ED to the three-year waiver request provision for 2016–17 funds carried forward into the 2017–18 school year. The 2017–18 school year is the first year Title I, Part A funds will be released under the Every Student Succeeds Act (ESSA). As such, we do not anticipate ED to reset the three-year waiver exception for districts to begin anew until the 2018–19 school year in which 2017–18 Title I, Part A funds are carried forward. The district’s current waiver request status is included in the link below. Please contact Title I, Part A staff at 360-725-6100 with any questions.

Instructions to Complete Carryover

Step 1: The amount of 2016–17 Title I, Part A funds eligible for carryover and the revised district allocation total for 2017-18 will be provided in the form package—page 1. Please review this information to identify the carryover status of the district and the appropriate procedures to complete carryover.

Step 2: Select ONE of the four scenarios below that specifically identifies the status of the district based on the information in the table.

- **Scenario 1**—No carryover—regardless of the district’s allocation amount.
- **Scenario 2**—District allocation is less than \$50,000 and has carryover.
- **Scenario 3**—District allocation is \$50,000 or more and carryover is 15% or less.
- **Scenario 4**—District allocation is \$50,000 or more and carryover is greater than 15%.

Step 3: Proceed to the scenario that identifies the status of the district and then select the ONE option within the scenario that describes the district’s decision related to carryover funds.

Step 4: Follow the directions of the option within the scenario that reflects the district’s decision.

Scenario 1

District with NO carryover regardless of its original Title I, Part A allocation amount

Option A: District has no carryover and **no allocation reduction**. No additional action is required by the district. OSPI staff will enter information in the Notes Section of FP 200 to reflect no action required and will mark FP 200 “withdrawn”.

Option B: District has no carryover but does have an **allocation reduction**. No additional action is required by the district. However, one of the actions below will be taken by OSPI staff.

1. **Allocation reduction of \$3,000 or less.** OSPI staff will process the required budget revision in FP 201 and notify the district of the update when the budget is approved. A note will be placed in the Notes Section of FP 200 and 201 to reflect this action. FP 200 will be marked “withdrawn”.
2. **Allocation reduction greater than \$3,000.** OSPI staff will contact the district to create a budget revision in FP 201 and assist in the update process. A note will be placed in the Notes Section of FP 200 and 201 to reflect this action. FP 200 will be marked “withdrawn”.

Scenario 2

District with an allocation of less than \$50,000 and has carryover

Option A: District claims **all** available carryover.

1. District completes Section A on page 2 of FP 200 and submits to OSPI.
2. District completes a budget revision in FP 201 and submits for OSPI approval.

Option B: District claims **a portion** of its available carryover.

1. District completes Section A on page 2 of FP 200 and submits to OSPI.
2. Upon approval, OSPI updates the revised carryover amount in the FP 201 Budget Calculator and sends the district an email indicating that a budget revision is required.
3. District completes a budget revision in FP 201 and submits for OSPI approval.

Option C: District **does not claim any of its available** carryover.

1. District completes Section A on page 2 of FP 200 and submits to OSPI.
2. Upon approval, OSPI deletes the carryover amount from the Budget Calculator in FP 201.
3. No budget revision in FP 201 is required of the district.

Scenario 3

District with an allocation of \$50,000 or more and 15% carryover or less

Option A: District claims **all** available carryover.

1. District completes Section A, on page 2 of FP 200 and submits to OSPI.
2. District completes a budget revision in FP 201 and submits for OSPI approval.

Option B: District claims **a portion** of its available carryover. *For example, the district allocation is \$100,000 and has a total carryover of \$15,000, which is within the 15% allowable amount. In this case, the district determines that only \$10,000 is needed to meet its program needs.*

1. District completes Section A on page 2 of FP 200 and submits to OSPI.
2. Upon approval, OSPI updates the revised carryover amount available to the district in the FP 201 Budget Calculator and sends the district an email indicating a FP 201 budget revision is required.
3. District completes a budget revision in FP 201 and submits for OSPI approval.

Option C: District **does not claim any of its available** carryover.

1. District completes Section A, on page 2 of FP 200 and submits to OSPI.
2. Upon approval, OSPI deletes the carryover amount in the FP 201 Budget Calculator.
3. No budget revision is required in FP 201.

Scenario 4

District with an allocation of \$50,000 or more and carryover greater than 15%

Option A: District claims **less than the allowable 15% carryover**.

For example, the district allocation is \$100,000 and has a total carryover of \$40,000. Of the total carryover, \$15,000 meets the 15% allowable amount, and \$25,000 is considered excess carryover. In this case, the district determines that only \$10,000 of the total carryover amount is needed to fulfill program requirements.

1. District completes Section B on page 2 of FP 200 and submits to OSPI.

2. Upon approval, OSPI updates the revised carryover amount available to the district in the FP 201 Budget Calculator and sends the district an email indicating a FP 201 budget revision is required.
3. District completes a budget revision in FP 201 and submits for OSPI approval.

Option B: District claims **ONLY the 15% allowable.**

For example, the district allocation is \$100,000 and has a total carryover of \$40,000. Of the total carryover, \$15,000 meets the 15% allowable amount, and \$25,000 is considered excess carryover. In this case, the district determines that it will only claim the allowable 15% carryover of \$15,000.

1. District completes Section B on page 2 of FP 200 and submits to OSPI.
2. District completes a budget revision in FP 201 for the 15% allowable carryover and submits for OSPI approval.

Option C: District claims **all or a portion of their carryover in excess of 15%.**

For example, the district allocation is \$100,000 and has a total carryover of \$50,000. Of the total carryover, \$15,000 meets the 15% allowable amount, and \$35,000 is considered excess carryover. In this case, the district determines that a total of \$40,000 of the \$50,000 is needed to fulfill program requirements, thus requesting a waiver to claim \$25,000 of the \$35,000 excess carryover in addition to the allowable 15%.

1. District completes Section B on page 2 of FP 200 and submits to OSPI.
2. Upon approval, OSPI updates the revised carryover amount available to the district in the FP 201 Budget Calculator and sends the district an email indicating a FP 201 budget revision is required.
3. District completes a budget revision in FP 201 and submits for OSPI approval.

How to calculate FTE

Headcount—The number of staff funded by Title I, Part A. This figure should be a whole number, even if the person only worked part-time.

FTE—The number of staff, in each category, funded with Title I, Part A funds is expressed in full-time equivalency (FTE) units. Calculation of an FTE is tied to an hour-base figure.

- **Classified and Administrative FTE** is calculated based on 2,080 hours per year (8 hours per day x 5 days per week x 52 weeks per year = 1.0 Classified FTE in hours (2,080).
- **Certificated Instructional Staff FTE** calculations are governed under WAC 392-121-212. A full-time certificated staff is counted as 180 days per year. The length of the work day by hours is determined by the LEA. (hours per day x 180 days = 1.0 Certificated FTE in hours).
- Determination of an FTE is calculated based on the number of hours of Title I, Part A funded services by the school LEA employee divided by the number of 1.0 FTE hours.

NOTE: The maximum FTE that can be generated by any one staff member in a single category is 1.0 FTE. Employees with extended contracts may generate additional time in a different category based on a contract.

Allowable Title I, Part A Categories and Staff Positions and Their Definitions

Administrators (Non-clerical): Persons whose primary assignment is to direct staff members or manage programs and supporting Title I services within a school. This category includes project directors, program managers, or coordinators. (2080 hour base)

Teachers: Certificated staff that provides supplemental instruction or interventions to Title I served students. (1080 hour base) See [Title I, Part A staffing requirements](#).

Paraprofessionals: Classified staff who assist certificated staff with instructional activities for Title I served students. See [Title I, Part A staffing requirements](#).

Counselors/Support Specialists: Persons who provide guidance, counseling, or related supporting services. Staff who conduct student evaluations are also included in this classification. If a support staff person works on a 2080 hour base, include them as a unique listing in the “other” category. (1080 hour base)

Consultant Teachers/Coaches: Staff members with expertise in a specialized field who provide academic support and professional development to other staff members of Title I served students for supplemental instruction/interventions. Includes curriculum consultants and supervisors. (1080 hour base)

Clerical Support Staff: Staff members who perform activities concerned with preparing, transferring, transcribing, systematizing, or filing written communications, records, and transactions related to Title I, Part A. This category includes clerks and secretaries. (2080 hour base)

Section VII

Data Collection and Reporting

Overview

OSPI requires Title I, Part A LEAs to complete program data reporting activities during the year. During the year OSPI staff trains and provides technical assistance to local staff to complete these reports via their Student Identification System(s) (SIS). The data from these reports is processed at the state level in the Comprehensive Education Data And Research System (CEDARS) and ultimately is reported to the U.S. Department of Education in the Consolidated State Performance Report (CSPR).

The Title I, Part A EOY and Summer reports to be completed in the iGrants System are:

- ☐ **FP 244** Title I, Part A End-of-Year Report for regular school year.
- ☐ **FP246** Title I, Part A Summer Program, if the LEA provides summer programs funded by Title I, Part A.

When	Data Collection–Year-at-a-Glance
Ongoing	<input type="checkbox"/> Collect, track, and submit applicable data to your Student Information System (SIS) (e.g. year-round data collection).
August	<input type="checkbox"/> Review & update student selection criteria sheet & student selection procedure for Targeted Assistance programs. <input type="checkbox"/> Update contact information with OSPI if needed. <input type="checkbox"/> Develop a system to collect and organize documentation related to the LEA’s Title I, Part A programs for state monitoring reviews.
May	FP 244 End of Year Report for Title I, Part A –opens on May or June in iGrants and closes on July 1. Report includes Title I, Part A Students receiving services in: <input type="checkbox"/> Schoolwide and Targeted Programs <input type="checkbox"/> Private Schools <input type="checkbox"/> WA state’s Transitional Bilingual Instructional Programs <input type="checkbox"/> Local Neglected Programs <input type="checkbox"/> Parent and Family Engagement Activities <input type="checkbox"/> Subject Matter (ELA, Math, Reading) <input type="checkbox"/> Support Services (IEP, Homeless, Migrant, Counseling, Other, etc.) <input type="checkbox"/> Program Staff Data
June	<input type="checkbox"/> FP 246 Report Summer School Title I, Part A Program–opens in iGrants in May and closes on September.

Closing the Year

Reporting Title I, Part A Students –Student Information System (SIS) to CEDARS

LEAs must report the numbers of students served in instructional programs funded by Title I, Part A during the regular school year. The U.S. Department of Education (ED) requires this information.

Closing the Previous School Year

May to August	Starts	Item	Due
	July	End-of-Year Report iGrants Form Package (FP) 244	August 31
	May	Summer School Report iGrants FP 246	September 14
	Final Day to Submit Current Year Budget Revisions		August 31
	Final Claims for Current Year Grant Expenditures		November

Taken from [Year at a Glance](#) Document

Form Package 244 Title I, Part A—End-of-Year Report

FP 244 Dateline Process That can affect your Submission of the Title I, Part A FP 201 Application

- OSPI will only approve the full Title I, Part A FP 201 application if the FP 244 from the previous year has been approved (i.e. any follow-up from FP 244 must be completed).

The Comprehensive Education Data And Research System (CEDARS) is used to populate specific sections of FP 244. Data is submitted to CEDARS from your student information systems (SIS). CEDARS is found within the Education Data System (EDS), under the “My Applications” list.

Program Sections in FP 244 End of Year Report populated from CEDARS:

- Section I.A.—Targeted Assistance Public Schools
- Section I.D.—Local Neglected Program
- Section I.E.—Students receiving English Language (EL) services also served in Title I, Part A
- Section II—Descriptive Data and Student Support Services
- Section III.A.—Targeted Assistance Public Schools

Targeted Assistance (TAS)—Report students attending a Title I, Part A public school operating a Targeted Assistance program who were selected for Title I, Part A services and actually provided Title I, Part A services.

Students served in this program are to be reported in CEDARS Student Attributes and Programs File (I), Element I06 – using one of the codes listed below:

- 9—Title I, Part A TAS Language Arts
- 10—Title I, Part A TAS Math
- 12—Title I, Part A TAS Science
- 47—Title I, Part A TAS Career Technical Education
- 48—Title I, Part A TAS Other
- 49—Title I, Part A TAS Social Sciences

Schoolwide Programs (SWP) – Schoolwide CEDARS Codes Updates for Title I:

OSPI has determined that LEAs no longer need to individually code students receiving Title I services in Title I Schoolwide Programs for federal reporting purposes.

Code 46 is No Longer Valid:

Though Appendix F of the 2017–18 CEDARS Manual was initially published with a valid value of “46 – Title I Schoolwide Student Participant”, OSPI has since removed this valid value from CEDARS documents. The current versions of the 2018–19 CEDARS documents have been updated to reflect this change.

Because LEAs no longer have to identify students that received Title I services in Schoolwide programs, OSPI does not want to mandate that Student Information System (SIS) vendors offer a CEDARS code that OSPI does not require. Therefore, there are no longer CEDARS codes that pertain to Title I students in Schoolwide schools.

If an LEA wishes to have the ability to code their students as receiving Title I services in their Schoolwide schools for internal use, the LEA will need to need to work with their SIS vendor to create a code for this purpose. Should an LEA elect to create/track these students, this data should not be submitted to CEDARS.

Using Title I Funds to meet the LAP K-4 Focus:

If the Title I Schoolwide school is using Title I funds instead of Learning Assistance Program (LAP) funds to meet the LAP K-4 literacy focus, these students will continue to be coded as LAP-served students.

Note: Please refer to the instructions for reporting those students in the CEDARS Student Attributes and Programs File (I), valid values for Learning Assistance Program and CEDARS Student Growth File (Q), Additional information regarding Title I, Part A programs may be found at the [Title I, Part A Website](#).

Private School students:

Report only the number of students attending a private school who were selected for Title I, Part A services and provided Title I, Part A services by the LEA.

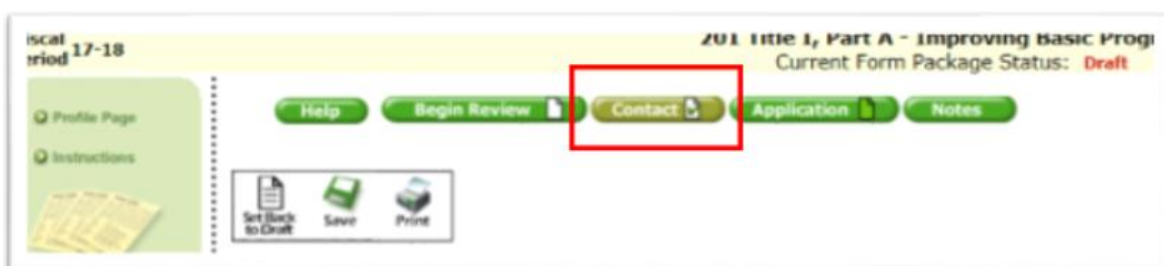
Local Neglected Program students:

Report only the number of students in locally operated institutions for neglected children who were provided Title I, Part A services. The approved [institution list](#) is provided each year to LEAs in Form Package 201, Page 4B Question 7C.

Note: Do not include students served under [Title I, Part D](#)– Institutional Education: In Washington state provides K-12 basic education services to incarcerated and previously incarcerated juveniles.

Viewing CEDARS Data

Your CEDARS LEA administrator can assist you in viewing the CEDARS reports. The LEA can find the name of the CEDARS administrator in the Title I, Part A FP 201 under contacts.



What reports should I ask for?

Ask for the reports pertinent to the program/funding your schools receive.

Reports Found in CEDARS



Each report allows you to view LEA or school-level data by summary or student detail count, by all programs or by specific programs, such as Reading or Math.

- ☐ If student data populated within FP 244 is incorrect, corrections must be made within the SIS and resubmitted to CEDARS.
- ☐ Data resubmitted to CEDARS will then flow through, or re-populate, the information contained in FP 244.
- ☐ Reports are available in CEDARS that will allow you to review the summary and student-level Title I, Part A data submitted by your LEA.

Form Package 246 Title I, Part Summer Report

If the LEA did not operate a summer school program with Title I, Part A funds, this form package is NOT REQUIRED.

Report the number of public school students served in instructional programs **funded by Title I, Part A** targeted assistance program(s) for the **[current school year]** summer school. These figures are unduplicated counts. Each student is counted only once regardless of the number of days of service, number of subjects, or number of times the student enters or leaves the program.

NOTE: If your LEA operated a LEA-wide summer school with Title I, Part A funds for students who attend a

combination of schoolwide, targeted assistance, and non-title buildings, please report these students as targeted assistance.

Section I. Student Data (Pages 1-2)

Section I requires student counts by grade, gender and race/ethnicity within the following programs:

- Targeted Assistance public schools (I.A.)
- Schoolwide (I.B.)
- Non-Public school (I.C.)
- Local Neglected (I.D.)
- Transitional Bilingual Instructional Program (I.E.)

Complete each program subsection for which the LEA provided Title I, Part A funded services during the summer.

Section II. Descriptive Data and Support Services (Page 3)

Section II requests the number of Title I, Part A served, summer school students who are also identified as students receiving services in other programs. This section has two (2) parts. For both parts, enter the student count by targeted assistance, schoolwide or nonpublic school programs.

- **Part 1 Descriptive Data:** Complete data for students served by Title I who also have an Individualized Education Program (IEP), are identified as homeless, are identified as receiving foster care services, and/or served in Migrant (Title I, Part C).
- **Part 2 Supplemental Support Services funded by Title I, Part A:** A student may be counted more than once (duplicated count) where that student has received more than one type of support service (guidance/counseling, health services, or other support services). For purposes of this report, participation is defined by any amount of time, no matter how brief, that a student received Title I, Part A support services.

Sections II.A. and II.B. Instructional Programs (Page 3)

Sections II.A. and II.B. request information related to the duplicated count of Title I served students in each of the instructional programs provided by the LEA during the summer. This data is separated out by the type of school program: targeted assistance or nonpublic. Enter the number of students served at each grade level in reading, language arts (other than reading), mathematics, and science.

Section III. Program Staff Data (Page 3)

Section III. collects information about staff employed full or part-time in the Title I, Part A Targeted Assistance (Columns 1 & 2) and Schoolwide (Columns 3 & 4) Programs.

For each of the staff job classifications, indicate the number of persons involved (headcount) in Column 1 and Column 3. This figure should be a whole number. Each person is counted once, even if they only worked part-time in the program.

In Column 2 and Column 4, the number of persons supported in each category with Title I, Part A funds is expressed in full-time equivalency (FTE) units.

Section VIII

Federal Program—Citizen Complaint Process

LEAs must disseminate the federal program's citizen complaint process to parents of students participating in the Title I, Part A program. Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs. LEAs have a responsibility to disseminate this information to parents and families of participating Title I, Part A students. Find this WAC [online](#).

Complaints that Allege Discrimination, please go to- [Equity and Civil Rights](#)

Complaints Related to Federal Programs

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

The Following Federal Programs Are Part of the Citizen Complaint Process

Title Programs

[Title I, A](#) Programs and services for struggling learners

[Title I, C](#) Migrant Education

[Title I, D](#) Institutional Education

[Title I, G](#) Advanced Placement

[Title II, A](#) Teacher & Principal Quality

[Title III](#) Limited English Proficient & Immigrant Students — Language Instruction

[Title IV, B](#) 21st Century Community Learning Centers

[Title VI](#) Rural Education Achievement Program

[Title VII](#) Indian, Native Hawaiian, Alaska Native Education

File a Citizen Complaint Against a School District, Educational Service District (ESD) or Other School Service Provider (Sub grantee)

This printable handouts below outline the 5-step process through which a citizen can file a complaint against a school district or other school service provider.

[English](#) | [Russian](#) | [Spanish](#) | [Vietnamese](#)

File a Citizen Complaint against OSPI

The printable handouts below outline the 4-step process through which a citizen can file a complaint against OSPI.

[English](#) | [Russian](#) | [Spanish](#) | [Vietnamese](#)

Other Resources & Organizations

Who to contact if you have questions related to [discrimination and professional practices](#).

Section IX

State and Federal Monitoring – Consolidated Program Review (CPR)

[Consolidated Program Review](#) (CPR) monitors multiple federally funded programs under the Every Student Succeeds Act (ESSA). This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200). The CPR process consists of an OSPI team reviewing Local Educational Agencies' (LEA) federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the Every Student Succeeds Act (ESSA) using available resources and flexibility provisions.

Programs Include:	
1. Title I, Part A—Improving Academic Achievement	10. Title X—McKinney-Vento (Homeless)
2. LAP (Learning Assistance Program)	11. Highly Capable
3. Title I, Part C—Migrant Education	12. Perkins/CTE (Career and Technical Education)
4. Title I, Part D—Neglected and Delinquent	13. Private Schools
5. Test Fee Reduction	14. Civil Rights
6. Title II, Part A—Teacher and Principal Quality	15. Fiscal Cross-Cutting
7. Title III/TBIP (Transitional Bilingual Instructional Program)	16. OSSI (Office of System and School Improvement)
8. Gun-Free Schools Act	17. Foster Care
9. Title V, Part B—Rural Education Initiative	18. Title IV, Part A

Why do we monitor?

1. Building Relationships—We're in this together. OSPI's main objective is to raise student achievement for Washington's public school children. Through cooperative assessment of the federal programs between the State and the local education agencies (LEAs), the quality of services to students will be strengthened and improved.

2. Technical Assistance—We're here to help. State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

3. Compliance—it's the law. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the state and LEAs and public charter schools to ensure compliance with the Every Student Succeeds Act.

CPR Review Cycle

Most LEAs are monitored by ESD on a 5-year cycle. The 4 largest LEAs and selected other LEAs are monitored annually.

2018–19: Districts in ESDs 123 and 189

2019–20: Districts in ESDs 101 and 114

2020–21: Districts in ESDs 121 and 171

2021–22: Districts in ESDs 105, 112, and 113

Did you know?

Total allocation and not enrollment is the basis to selecting the four largest LEAs for annual CPR monitoring.

How can we help?

The staff at the CPR team, Title I, Part A and LAP programs provide technical that contribute to the success of students in Washington each year. If you have questions about any of these programs, we provide a list of staff at the beginning of this Guide.

Please note that in Washington State charter schools operate as part of the local education agencies (LEAs).

[CPR Monitoring Tools](#)

Information regarding the monitoring process and resources for LEAs that will be monitored in the 2017–18 school year.

1. [Complete Checklist \(2017-18\)](#)
2. [Individual Sections \(2017-18\)](#) (ZIP)
3. [Title I, Part A CPR](#)
4. [CPR Action Plan Template](#)

Resources

- [95% Participation Rate Improvement Plan Summary](#) (Word)
- [Online Program Monitor Tool](#)
- On-site Monitoring Sample Agendas: [One-day visit](#) (PDF) | [Two-day visit](#) (PDF)
- [CPR Action Plan Template](#) (Word)

Appendix A: Glossary of Terms and Acronyms

Item	Description
125% Rule	A school or school attendance area whose student population is below 35% poverty may still be eligible for Title I funds. If using this rule, the LEA/charter divides its total allocation per low-income child by the number of low-income children in the LEA/charter. Then multiply this per-child amount by 125%. When applying this rule, the LEA/charter completes this calculation <i>before</i> reserving any funds (See Set-Asides).
35% Rule	A school or school attendance area whose student population is at least 35% poverty is eligible for Title I, Part A funds. School attendance areas must be served in rank order.
75% Rule	School or school attendance area whose student population is at or above 75% poverty must be served in rank-order first when building eligibility of per-child amount allocations.
Allocation	An allocation is the amount of state or federal funds allocated by the State to the LEA to spend on a particular grant or specific use of funds.
Bilingual Student	<p>The term “limited English proficient”, when used with respect to an individual, means an individual:</p> <ul style="list-style-type: none"> A. who is aged 3 through 21; B. who is enrolled or preparing to enroll in an elementary school or secondary school; C. (i) who was not born in the United States or whose native language is a language other than English; <ul style="list-style-type: none"> (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual– <ul style="list-style-type: none"> (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.
Budget	The budget provides details on how the LEA or school will spend its allocation. The budget is also a necessary part of the federal fund processing and is transmitted via the iGrants system for the federal claim process.

Item	Description
Budget Revisions	Budget revisions or amendments to the funding application can be made before or after successfully submitting an application.
Child	The term “child” means any individual aged 3 through 21.
Community Based Organization	The term “community-based organization” means a private nonprofit organization of demonstrated effectiveness, Indian tribe, or tribally sanctioned educational authority, that is representative of a community or significant segments of a community and that provides educational or related services to individuals in the community. Such term includes a Native Hawaiian or Native American Pacific Islander native language educational organization.
Community Eligibility Provision (CEP)	Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.
CEDARS	The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data warehouse of educational data. Districts report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.
ESEA	The federal Elementary and Secondary Education Act (ESEA), enacted in 1965. It is the nation’s national education law and shows a longstanding commitment to equal opportunity for all students.
ESSA	The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act (ESEA).
Family Engagement	Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.”— <i>U.S. Dept. of Education, U.S. Dept. of Health & Human Services Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016</i>
Federal Funds	Those funding sources which come from the federal government, with each grant as a separate funding source. Transactions for these funds are always posted to the current fiscal year, as the federal funds have no prior year reporting.
ED	ED was created in 1980 by combining offices from several federal agencies. ED's 4,400 employees and \$68 billion budget are dedicated to: <ul style="list-style-type: none"> ▪ Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds. ▪ Collecting data on America's schools and disseminating research. ▪ Focusing national attention on key educational issues. ▪ Prohibiting discrimination and ensuring equal access to education.
FTE	A Full Time Equivalent (FTE) is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. On an annual basis, an FTE is considered to be 2,080 hours, which is calculated as: 8 hours per day.
FY	The Fiscal Year is the period of time between July 1 and June 30 of any given year.

Item	Description
iGrants	The Office of Superintendent of Public Instruction (OSPI) uses iGrants—an Internet-based system—to collect data from Washington State school districts for a variety of federal and state grant applications, competitive grants (RFPs), and end-of-year reports.
Grade Span	When an LEA opts to serve schools below 75% poverty, the LEA may choose to serve particular grade spans, e.g., K–5, K–8, etc., as long as the grade span is served in rank order.
Homeless Student	<p>The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:</p> <ul style="list-style-type: none"> • Children and youth sharing housing due to loss of housing, economic hardship or a similar reason • Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations • Children and youth living in emergency or transitional shelters • Children and youth abandoned in hospitals • Children and youth awaiting foster care placement • Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc) • Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations • Migratory children and youth living in any of the above situations
Implementation Science	Implementation science is the study of methods that influence the integration of evidence-based interventions into practice settings. Dissemination is the process of spreading knowledge and information to these settings.
Migrant Student	<p>A child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1. The child is not older than 21 years of age; and 2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; and 3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and 4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; and 5. With regard to the move identified in paragraph 4, above, the child: <ol style="list-style-type: none"> a. Has moved from one LEA to another; or b. In a State that is comprised of a single LEA, has moved from one administrative area to another within such LEA; or c. Resides in a LEA of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)
PPE	Per Pupil Expenditure of funds determines the amount of funds generated by a school based on the number of low-income children. NOTE: The minimum PPE calculated on the

Item	Description
	Set-Asides page is based on the TOTAL number of low-income students in the LEA, not just of those low-income students in the schools served.
RLIS	The Rural Low-Income Schools program is a part of the Rural Education Achievement Program (REAP) and provides additional funds to help rural LEAs serving low-income.
Evidence Based Intervention	(from section 8101(21)(A) of the ESEA) “...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that – (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Set-Asides	Reservations of funds earmarked for specific services and programs that serve at-risk youth are identified on the set-asides page. Some examples include: <i>local institutions for neglected children; homeless children in non-participating Title I, Part A schools; local institutions for delinquent children; community day programs for neglected and delinquent children; family and community involvement</i> (if total allotment is \$500,000 or more); <i>financial incentives; Early Ed.; LEA administration; LEA-wide initiatives; and professional development.</i>
Schoolwide Program	Schoolwide means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
Student Information System	Student Information System (SIS) is a web-based application software designed to introduce a conducive and structured information exchange environment for integrating students , parents, teachers and the administration of a school or college.
Stakeholder	In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.
Targeted Assistance Program	Targeted Assistance makes it possible to provide the additional learning supports, but only to selected students based on academic need.
Two-Way Communication	“Through two-way communication, families and teachers can be informed of what is expected related to child behavior, achievement, and discipline. This sets the stage for establishing shared goals, mutual decision-making, avoiding misunderstanding, and helping families understand how to reinforce learning and reading in the home.” (Esler et al., 2008, p. 927).

Guidance Resources for Title I, Part A

Laws, Non-Regulatory Guidance, and other resources from the U.S. Department of Education

1. [The Full Text of the Elementary and Secondary Education Act](#), as amended by the Every Student Succeeds Act
2. [ESSA Transition FAQ](#)
3. [ESSA Schoolwide Guidance/Title I, Part A](#) (September 2016)
4. [Title II Guidance](#) (October 2016)
5. [Title III Guidance](#) (September 2016)
6. [Early Learning Guidance](#) (October 2016)
7. [Student Supports and Academic Enrichment Grants](#) (October 2016)
8. [Ensuring Educational Stability for Children in Foster Care](#) (June 2016)
9. [Homeless Student Guidance](#) (July 27, 2016)
10. [Dear Colleague Letter on Tribal Consultation](#) (Sept. 26, 2016)
11. [Fiscal Changes & Equitable Services Guidance](#) (Nov. 21, 2016)
12. [Using Evidence to Strengthen Education Investments](#) (Sept. 16, 2016)

Guidance Resources for LAP

Menus of Best Practices

- [ELA Menu](#)
- [Math Menu](#)
- [Behavior Menu](#)

LAP Data Tips:

1. [Family Engagement](#)
2. [Professional Learning](#)
3. [Graduation Assistance](#)
4. [Readiness to Learn](#)
5. [Academic Growth & Progress Monitoring](#)
 - i. [LAP Tips In-Depth: Examples & Non-Examples of AGPM](#)
6. [Extended Learning Time vs. Tutoring](#)

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