

Statewide Network Meetings

Title I, Part A and Learning Assistance Program (LAP)

NOVEMBER 2023



Washington Office of Superintendent of
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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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7 generations mindset

"One of our greatest natural resources is our elders. They are our history. Another valued resource is the children. They are our future. It is the privilege and the responsibility of the young adults to see to it that the elders and the children are honored and nurtured. We believe that the Great Spirit is with us in everything we do, and to maintain our relationship to Mother Earth and to achieve physical, mental and spiritual health, we will always need to remember who we are and why we are here."

Excerpt from Squaxin Island Tribe Policies and Procedures

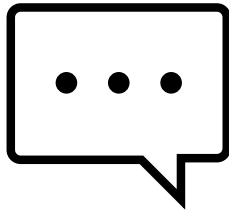
Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

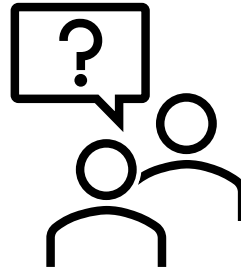


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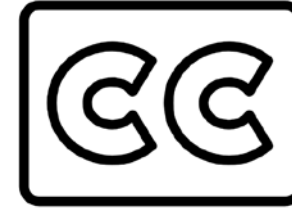
Housekeeping



Use Zoom chat feature for
comments/reactions/links



Use Zoom Q&A
to ask questions



Click the “Live Transcript” button
to enable closed captioning



Slides will be posted to...



Webinar recording will be
posted to...



Goals For Our Time Together



Section 1— Program Development

- Coordination and Policy Process in Parent and Family Engagement
 - Networking Time
- LEA Guest: **Wahluke SD**

Section 2— Title I, Part A | LAP

- Reminders
- Time and Effort in Title I, Part A
- EGMS Updates | Comparability Report

Section 3— Networking Breakout Rooms

- Thematic
- Small, Medium, Large

Parent and Family Engagement (PFE) in Education

Penélope Mena, Title I, Part A Program Supervisor Lead



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PFE: Who have you invited to the table?

Did you make sure there is a chair for them?

- Time and schedules
- Childcare, be aware
- Interpreters
- Online/In-person
- Can they provide input if they can't attend?

What can they bring?

- Everyone's voice is a piece to the full puzzle.
- Do they feel safe and welcome to speak or provide ideas?
- Is everyone's input valued?

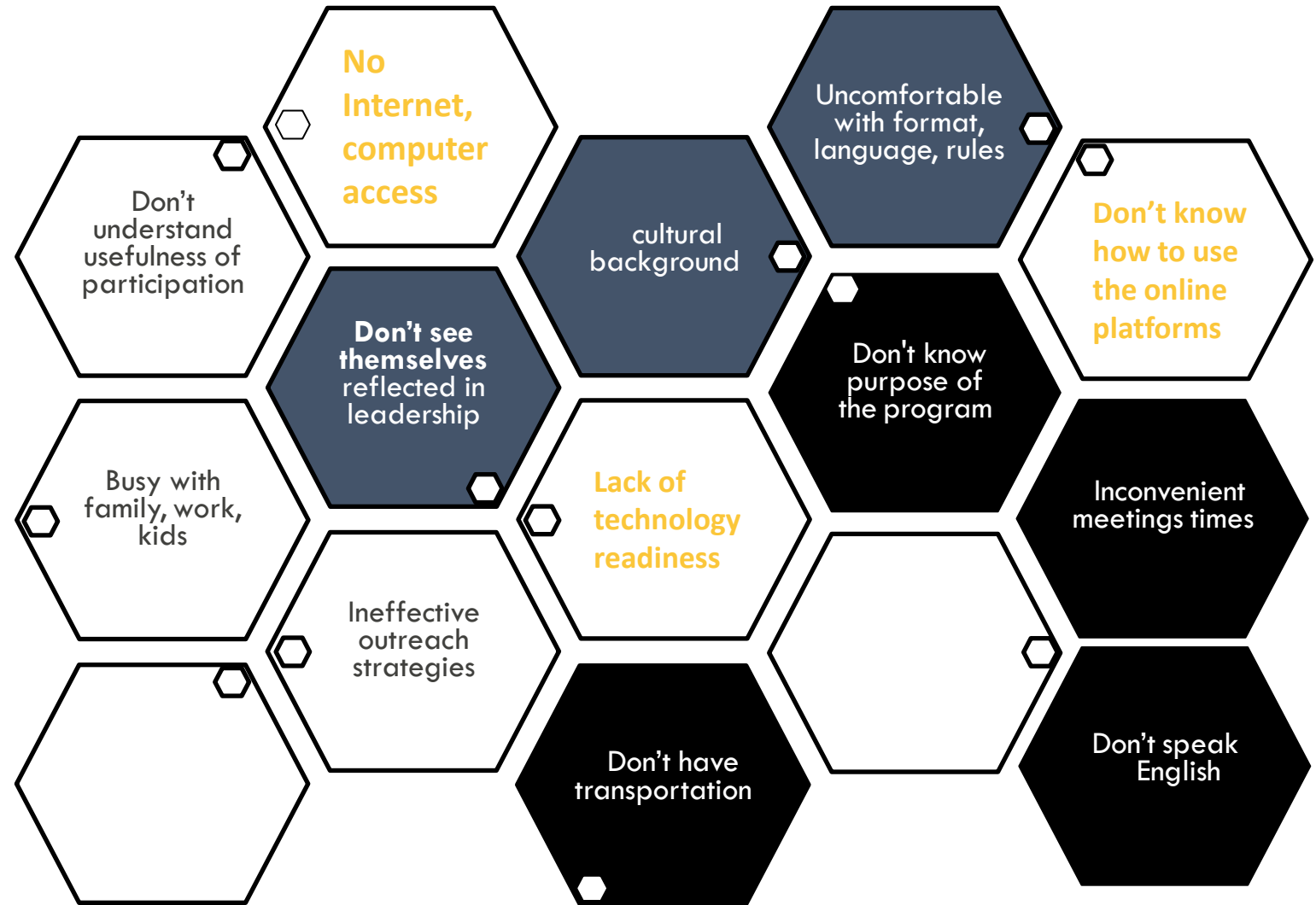
Why don't some families participate?

- **Add it in the chat**



Why Don't Families Participate?

UNDERSTAND THE BARRIERS TO ENGAGEMENT



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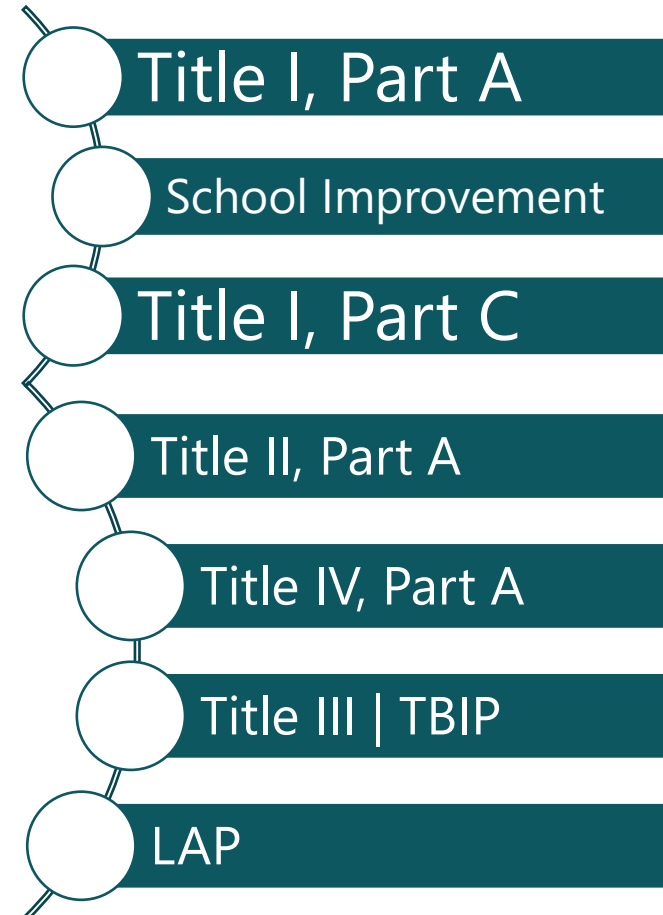
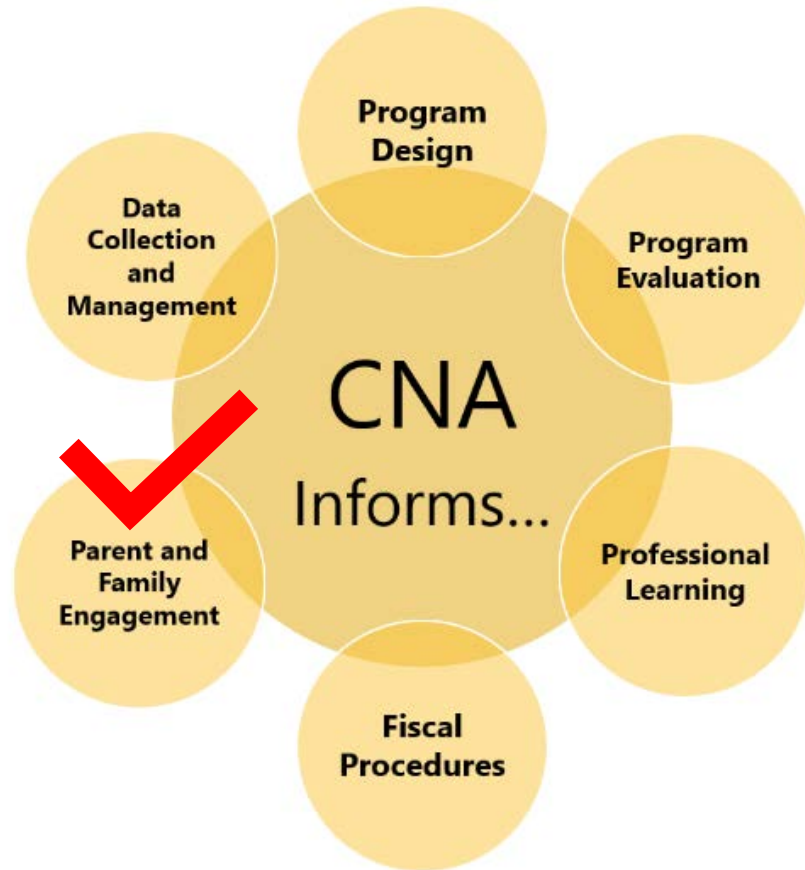
PFE in Title I, Part A

Focus on Coordination, and Policy



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Comprehensive Needs Assessment (CNA) informs program components for numerous federal and state programs...



LEAs must ensure funds are used according to their expressed purposes, conform to all the requirements in each program and support the students for whom they are intended.



A Comprehensive Needs Assessment (**CNA**)

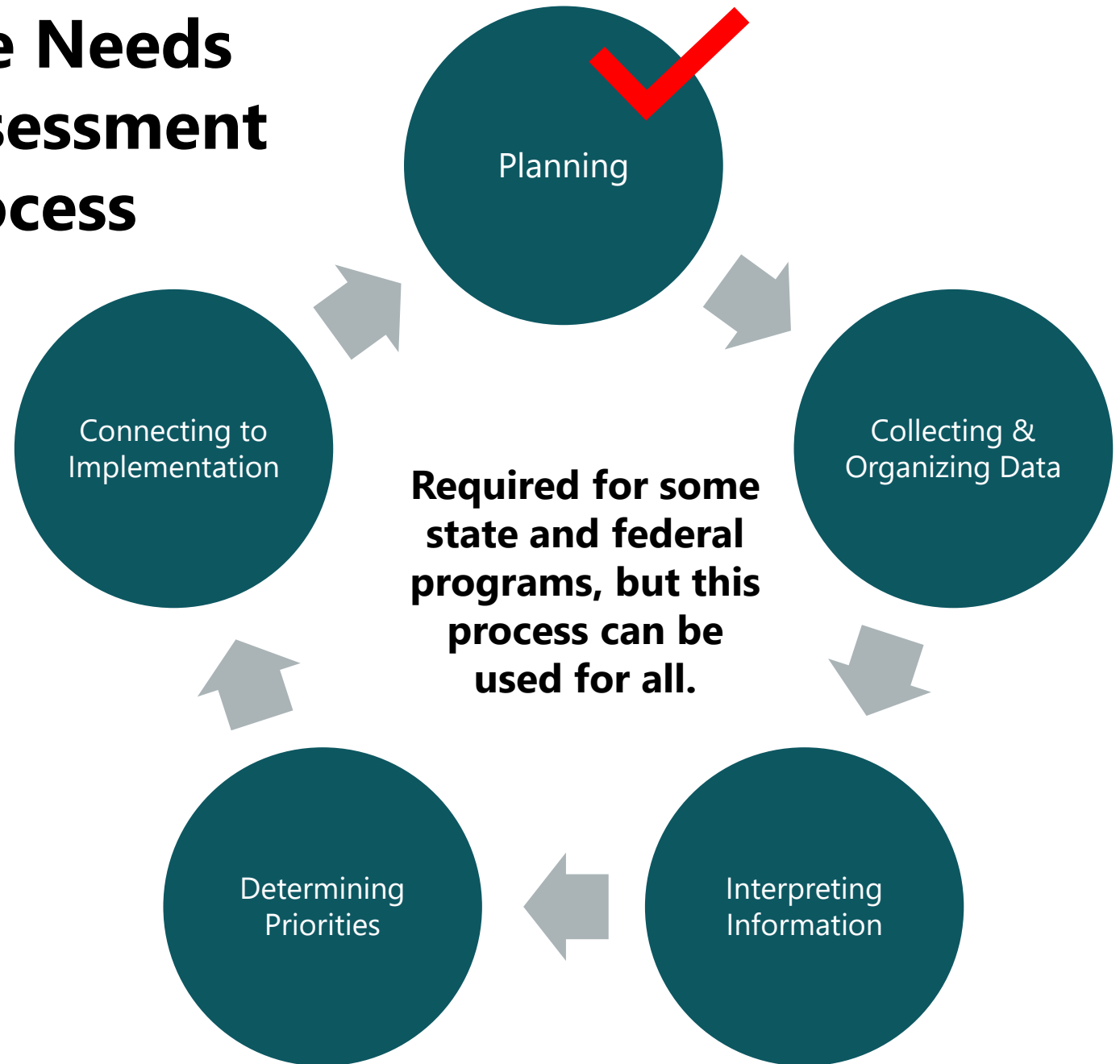
Is a process of examining data to help us identify, understand, and determine priorities that will inform implementation of improvement efforts to address opportunity gaps.

At the school-level **or** district-level this process is implemented across five phases.

Conducting an effective needs assessment is the first step in the improvement process as it is designed to inform goals, as well as identify strategies and action steps leading to success across all programs

(Cuiccio & Husby-Slater, 2018).

The Needs Assessment Process



Coordination, Help, and Support

Regular Communication and Collaboration:

Establish regular meetings and communication channels between Title I staff and school administrators and teachers to ensure alignment and understanding of Title I requirements and objectives.

Data Sharing and Analysis:

Share student data with school staff to identify eligible students, track progress, and tailor interventions. Use data to inform decision-making and adjust strategies as needed.

Program Planning and Alignment:

Collaboratively plan Title I programs and interventions that align with the school's improvement plan and curriculum. Involve school staff in program design and implementation.

Professional Development:

Provide professional development opportunities for school staff to enhance their knowledge of Title I regulations, instructional strategies, and best practices for supporting eligible students.

Monitoring and Evaluation:

Establish systems for ongoing monitoring and evaluation of Title I programs, involving school staff in the assessment of program effectiveness and making data-driven improvements.

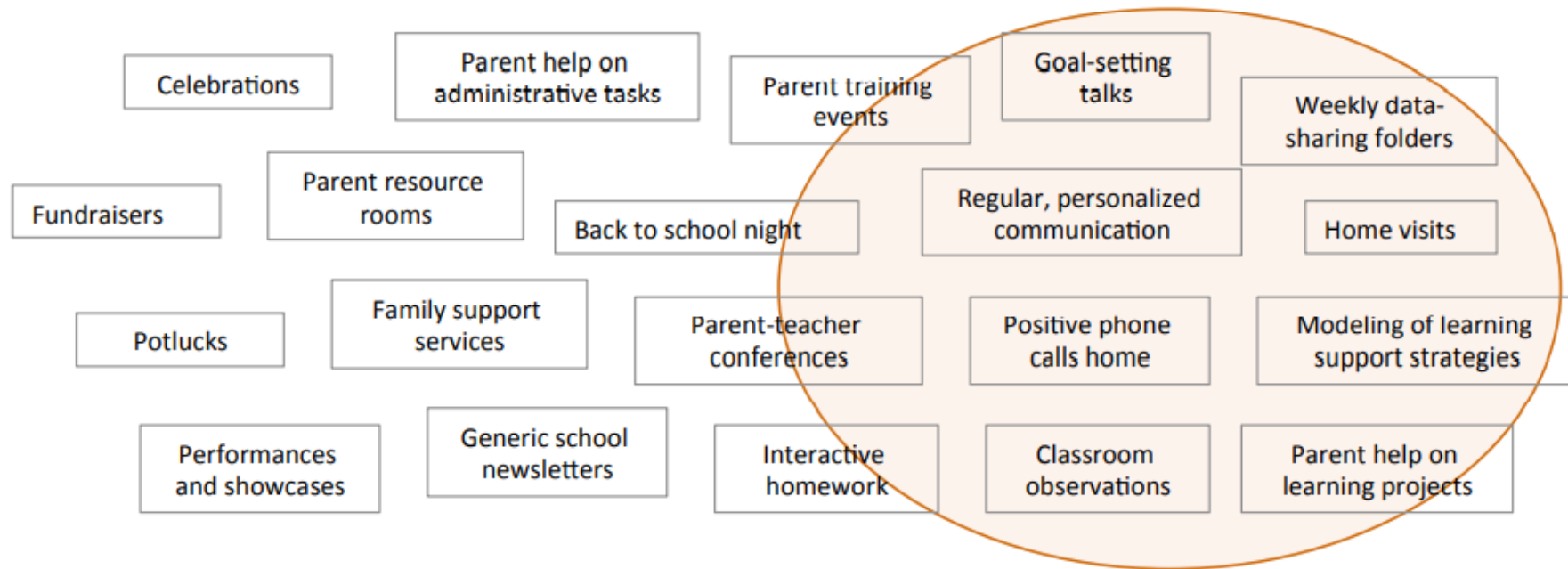
Other?

Add it in the chat



Impact of Family Engagement Strategies on Student Learning

lower impact  **higher impact**



Flamboyant Foundation



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[Flamboyant Foundation](https://www.flamboyantfoundation.org/)

Wahluke School District

Bethany Martinez, Director of Student Programs



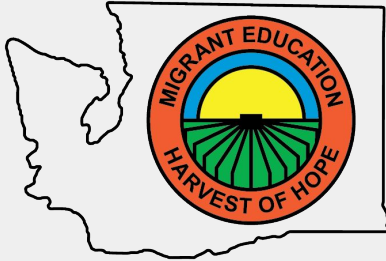
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Wahluke School District

— Bethany Martínez —

Wahluke M2

Migrant & Multilingual Services



Migrant PAC Example

What we talk about

- Needs Assessment
- Core PAC

What we provide

- Remove Barriers
 - Food
 - Childcare
 - Language Access

How we communicate

- Home Visits
- Flyers
- Parent Square
- Personal Phone Calls

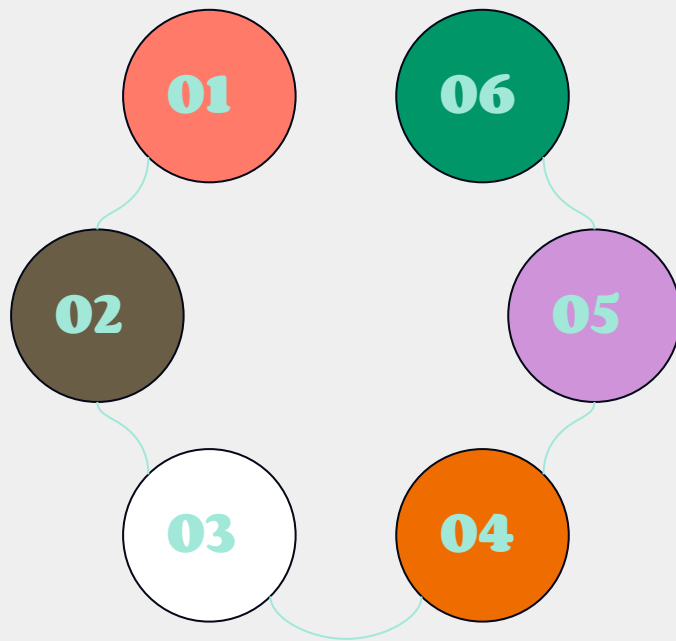


Strategic Plan Example

**Make
them feel
welcome**

**Topics
they care
about**

**Format
that
encourages
discussion**



**Let them
know what
you do with
the info**

**Parents
leading
parents**

**Start
with a
small
group**

Funding

Dos

- Braid funding
- Work with other programs to support each other
- Tap into community resources/events
- Visit other districts, share ideas
- Be creative!!!



Don'ts

- Be afraid to ask!
- Step outside the scope of your grants
- Try to do it alone

Questions?

Thank you!

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Norma Ramírez
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PFE Activity Planning Tool

The PFE Activity Guide/Plan Template

- Helps in planning PFE activities based on the **5 opportunity and process conditions** from ED's [Dual Capacity Framework\(link is external\)](#), Family-School Partnerships.
- Serves as a guide for best practices. May use to coordinated with other state or federal programs.
- May adapt this guide/plan or create your own to meet student and family needs.
- **English and Spanish templates.**



Short Guide/Plan



Long Guide/Plan



Invitation Template



Survey Template



Assess Effectiveness and Efforts

PFE Support Inventory



1. The [LEA-Level PFE Support Inventory Tool](#) can help assess the effectiveness and scope of PFE efforts.
2. If the inventory reveals that efforts are concentrated at one level of the system (*Parenting: Basic Responsibilities of Families, Communicating: Basic Responsibilities of Schools, Learning at Home: Involvement in Academic Activities*), LEAs will know where to direct additional resources and efforts in their future work.
3. Any planning committee or group exploring PFE may complete this form.
4. Parents should be represented in whatever process is used.



with Parents **Developing, Agreeing, Describing**

LEA Level Policy & School Plan



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LEA Policy – Title I, Part A Action Items

USDE Monitoring Issue

- Guidance and resources for LEA parent and family engagement policies clearly indicate that each **LEA must describe how it will meet the requirements under ESEA section 1116(a)(2)** rather than simply reiterating the requirements.

OSPI's Title I, Part A website [Policy | Plan](#) has been revised to include addendums to PFE LEA Level Policy to facilitate understanding and implementation of requirements for Section 1116(a)(2). Examples below:

- [Addendum for Title IA LEA Level PFE Policy.docx](#)
- [Addendum for Title IA Combined LEA School Level PFE Policy](#)



PFE LEA Policy

LEA Level Policy

- **LEA Level Policy** + (if applicable) a **Title I, Part A Addendum**
- LEAs may use **OSPI's [LEA template](#)**.
- Any template used must include descriptions of how the components will be implemented.
- During Program Review we will check this item.



LEA Level Policy Process

LEA must describe how it will meet the requirements under ESEA section 1116(a)(2).

Tools: The Title I, Part A Addendum **TEMPLATES** can be used to describe how each component will be implemented.

- LEA does not need to complete the addendum if it has a local policy that incorporates the **components and descriptions** stated in Section 1116(a)(2) of the Every Student Succeeds Act (ESSA).
- LEAs can use the school board meeting to request input from parents.
- Input must be requested at least **annually**. If any is given from parents, the LEA should include it in the actions for implementation.
- The LEA policy components do not change or get revised, only the actions for implementation.



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Addendum for Title IA Combined LEA | School Level Parent and Family Engagement Policy

A district and Local Educational Agency (LEA) with one Title IA school can use the addendum to complete and attach to WSSDA's Policy 4130. This addendum combines the requirements for both the district- and school-level parent and family engagement policy. Please describe how the LEA and school will implement the requirements of the Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA).

- Things to consider:
1. LEA does not need to complete the addendum if it has a local policy that incorporates the **components and descriptions** stated in Section 1116 of the Every Student Succeeds Act (ESSA).
 2. LEAs, in meaningful consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions, that will support effective parent and family engagement and strengthen student academic achievement.
 3. Typically, the process to gather input from parents is done annually during the spring. At the end of this document you will find links to resources. Also, some LEAs delegate the implementation of components directly to the participating schools, if your LEA does that process make sure to describe it in the applicable box.
 4. Select the date when the Addendum is completed: **Click or tap to enter a date.**

Element	Does the LEA Parent and Family Engagement Policy:	Section of Title IA Law	Describe how the LEA will implement the requirement below:
Jointly Developed & Parent Input	Describe the purpose of the LEA and school parent and family engagement policy along with information about the Title I, Part A program.	1116(a)(2) 1116(b)(1)	
	Describe how parents and family members will be involved in the development of the LEA and school parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2)(F) 1116(c)(4)(C)	
	Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child's education.		
	Describe how parents and family members will be involved in the development of the Title I, Part A	1116(a)(2)(A)	
Communications	Describe how the LEA Parent and Family Engagement section in the Consolidated Grant Application (CGA).	1116(a)(2)(A) 1116(c)(3)	
	Describe how parents and family members will be involved in developing school improvement plans (SIP), SWP Plan or Targeted Assistance Protocols.		
	Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format, language the parents can understand and parent friendly.	1116(f) 1116(c)(4)(A) 1116(c)(2) 1116(e)(3)	
	Describe how the school will provide parents with timely information about Title I programs. Describe how the school will offer parents a flexible number of meetings and transportation, childcare, or home visits.		
Technical Assistance	Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and	1116(a)(2)(B)	

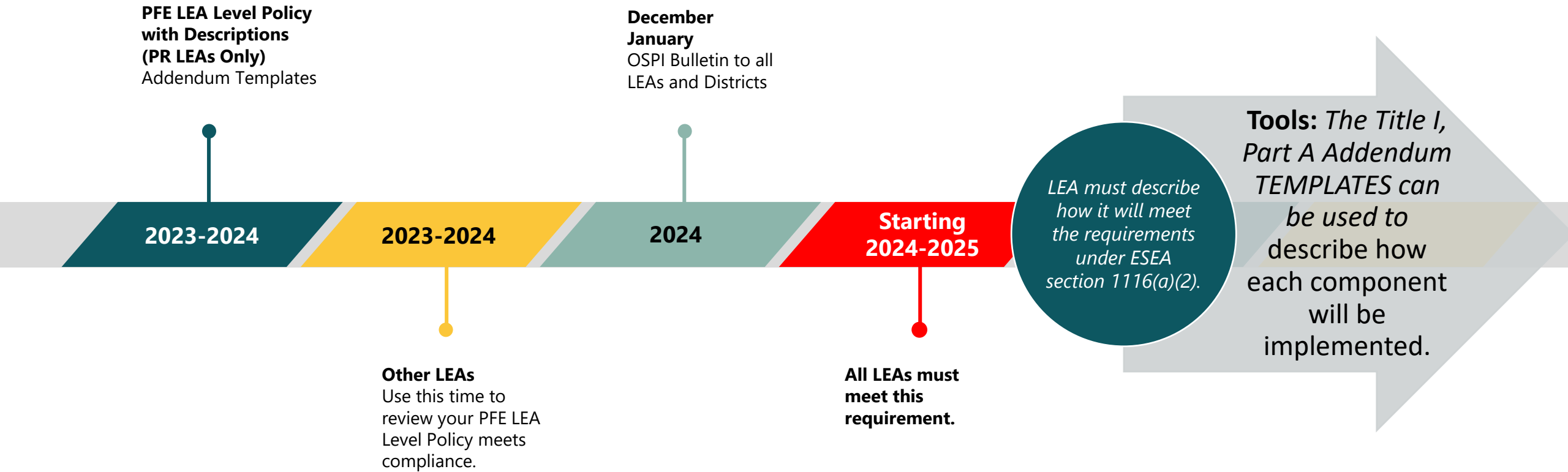
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	Describe how parents and family members will be involved in the development of the LEA and school parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2)(F) 1116(c)(4)(C)	
	Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child's education.		
	Describe how parents and family members will be involved in the development of the Title I, Part A	1116(a)(2)(A)	
Communications	Describe how the LEA Parent and Family Engagement section in the Consolidated Grant Application (CGA).	1116(a)(2)(A) 1116(c)(3)	
	Describe how parents and family members will be involved in developing school improvement plans (SIP), SWP Plan or Targeted Assistance Protocols.		
	Describe how the school will notify parents and family of the parent and family engagement policy in an understandable format, language the parents can understand and parent friendly.	1116(f) 1116(c)(4)(A) 1116(c)(2) 1116(e)(3)	
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	Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and	1116(a)(2)(B)	

PFE LEA Level Policy *with Descriptions* SY Timeline



School Level Policy | Plan

School Level Plan

- Board Approval **Not Required**
- Schools may use OSPI's [School template](#) or create their own with required ESSA components **and** descriptions how the components will be implemented.



School Plan Process

1. Review the school plan **annually** with parents/families.
2. Partner with families to agree on your actions and roles, include these in your plan/policy.
3. Provide opportunities for families to share their concerns, ideas, and opinions.
 - If applicable, use the feedback to revise your action for implementation.
4. Include the date of revision or adoption (most current).
5. Share/disseminate:
 - **SWP Program** disseminate to all parents/families.
 - **TAS Program** disseminate only to participating parents/families.



Use PFE funding for Required PFE Strategies to Build Capacity

Provide trainings on:

- How to monitor a child's progress, and
- How to work with educators

Assist parents in understanding the challenging State academic standards.

Your Student's Progress

Provide professional development to teachers, specialized **instructional personnel**, and **other staff** on the value of parents and their communities to increase academic achievement.

Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

Provide materials and training to help parents to work with their children, such as literacy training and using technology **(including education about the harms of copyright piracy)**.

Ensure that **information** related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in **a language the parents can understand**.



Traditional
School Plans can still
be used, please make
sure your policy
includes your actions
for implementation of
the policy components.



1.12.A

Harrah Elementary School
Parent and Family Engagement Policy/Plan and Procedures
2019-2021

Harrah Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Harrah Elementary and home work together to promote high achievement by our children. Neither home nor Harrah Elementary can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Harrah Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Harrah Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. Harrah Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.
 - The parent policy will accept input throughout the year. This will allow all parents to have multiple opportunities to have their voices heard. The policy will be changed in the spring during an annual parent meeting. The parent policy will be available during the initial registration as well as during the year as requested by the patrons.
- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - The annual meeting will be held in the spring (April-June). The meeting will be held in the evening to allow for working parents to attend. The meeting announcement will be in our newsletter in the previous and current month, by auto-call and text to the community, and fliers handed out to all students in the building. Building leadership will also utilize social media outlets to share the message. All students are Title I students and all students will be invited.

Guides

LEA Level |

LEA and

School

Combined



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Guide to Title I, Part A LEA Level Parent and Family Engagement (PFE) Policy

School districts and Local Educational Agencies (LEAs) can use this guide to help with completing the addendum for the PFE components. The LEA must describe how it will implement the requirements of the Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA). This guide walks you through the components in a policy format, includes examples of descriptions for each component.

Things to consider:

1. LEAs, in meaningful consultation with parents, are encouraged to include other relevant and agreed-upon activities and actions, that will support effective parent and family engagement and strengthen student academic achievement.
2. Typically, the process to gather input from parents is done annually during the spring. At the end of this document you will find links to resources. Also, some LEAs delegate the implementation of components directly to the participating schools, if your LEA does that process make sure to describe it in the applicable box.
3. Include a date in any documentation that requires you to get parent input.

Element	Does the LEA Parent and Family Engagement Policy:	Section of Title IA Law
① Jointly Developed & Parent Input	Describe the purpose of the parent and family engagement policy along with information about the Title I, Part A program.	1116(a)(2)
	Describe how parents and family members will be involved in the development of the LEA parent and family engagement policy. This may include establishing a parent advisory board.	1116(a)(2)(F)
	Describe how parents and family members will be involved in the development of the Title I, Part A section in the Consolidated Grant Application (CGA).	1116(a)(2)(A)
	Describe how parents and family members will be involved in developing school improvement plans (SIP).	1116(a)(2)(A)
② Technical Assistance	Describe how the LEA will provide the coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals.	1116(a)(2)(B)
③ Integration	Describe ways the LEA will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs.	1116(a)(2)(C)
④ Annual Evaluation	Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A and use the findings to design evidence-based strategies.	1116(a)(2)(D) 1116(a)(2)(E)

Resources:

- Website: [Title I, Part A Parent and Family Engagement | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/TitleI/PartA/ParentandFamilyEngagement)
 - [Parent and Family Engagement Best Practices | OSPI](#)
 - [Parent and Family Engagement Notification Newsletter Template](#)
- Sample surveys to solicit input about program services, family engagement activities and funding.
 - Title I, Part A survey templates: [Parent and Family Engagement Annual Evaluation | OSPI \(www.k12.wa.us\)](#)
 - Multilingual Program surveys at Family Feedback Surveys: [Multilingual Family Communication Templates | OSPI \(www.k12.wa.us\)](#)
 - The [PFE Budget Survey sample](#), may be used to solicit parent feedback about PFE funding.

LEA's Name School District Parent and Family Engagement Policy

20XX-20XX
Revised Month Day, Year
555 Main Street
Yourtown, WA 12345
LEAwebsite.org
(123) 456-7890



What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities including services.

Guide to the Title I, Part A Combined LEA | School Level Parent and Family Engagement

School districts and Local Educational Agencies (LEAs) can use this guide to help with completing the addendum for the PFE components. The LEA must describe how it will implement the requirements of the Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA). This guide walks you through the components in a policy format, includes examples of descriptions for each component. Things to consider:

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	Describe how parents and family members will be involved in the development of the Title I, Part A section in the Consolidated Grant Application (CGA).	1116(a)(2)(A)
② Communications	Describe how parents and family members will be involved in developing school improvement plans (SIP), SWP Plan or Targeted Assistance Protocols.	1116(a)(2)(A) 1116(c)(3)
	Describe how the school will notify parents and family of the parent and family engagement policy in an	1116(f) 1116(c)(4)(A) 1116(c)(2)

Element	Does the LEA Parent and Family Engagement Policy:	Section of Title IA Law
	understandable format, language the parents can understand and parent friendly. Describe how the school will provide parents with timely information about Title I programs Describe how the school will offer parents a flexible number of meetings and transportation, childcare, or home visits.	1116(e)(5)
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PFE and Program Review & Support (PRS)

PFE Items

1.3 Input for One Percent PFE Funds

1.4 Parents Right-To-Know, Timely
Notice of Limited Certification and
Licensure

1.5 LEA Parent and Family Engagement
Policy

1.6 School Parent and Family
Engagement Policy | Plan



Title IA Notification Newsletter *Templates*

Top 9 Languages

The following key notification requirements are included:

- Annual Title I, Part A Meeting
- Parent and Family Engagement Policy and Plan (LEA and School Level)
- Annual Evaluation of Parent and Family Engagement Program and Services
- LEA and School Report Card
- The National Assessment of Educational Progress (NAEP)
- Citizen Complaint Process
- Parents' Right to Know: Teacher and Paraprofessional Qualifications
- If Applicable, Parent and Family Outreach of Multilingual Students

Considerations before adjusting templates:

- Install font(s) before editing the text to customize to your needs and avoid formatting issues.

The screenshot shows a web page titled "Parent and Family Engagement Communication". It includes sections for "LEA Role", "Contact Information", and "Primary Family Notification Requirements for LEAs". The "Contact Information" sidebar lists "Title I, Part A" with a phone number and a link to "Staff Contacts (PDF)". The "Primary Family Notification Requirements for LEAs" section contains text about PFE communication and a list of links for "Parent Guides in Multiple Languages", including a highlighted link for "Title I, Part A Notification Newsletter Template: English".

Parent and Family Engagement Communication

Title I, Part A integrates parent and family engagement (PFE) at every level of a child's schooling. Relevant, clear, and regular communication establishes a strong foundation for effective parent and family engagement. Learn about the roles Local Education Agencies (LEA) and schools have in communicating with parents and families.

LEA Role

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.

- [Interpretation and Translation](#)
- [Title IV Regulations](#)
- [Chapter 28A.642 RCW](#)
- [Chapter 392-190 WAC](#)

Contact Information

[Title I, Part A](#)
360-725-6100

[Staff Contacts \(PDF\)](#)

Primary Family Notification Requirements for LEAs

PFE communication and notifications should demonstrate a results-oriented effort between LEAs, schools, and OSPI. LEAs, schools, and OSPI all have an obligation to distribute information to the parents/guardians of students who receive services through Title I, Part A programs, and should do so cooperatively.

The [Parent Notification Requirements for LEAs and Schools \(PDF\)](#) document helps clarify the statutory and regulatory requirements that apply to information that LEAs must provide to the parents of students who receive Title I, Part A services. This checklist is not complete, and does not include the consultation, collaboration, technical assistance, training, and other kinds of direct and indirect communication that occurs among school and LEA staff and the families and children they serve.

- [Parent Guides in Multiple Languages](#)
- [Title I, Part A Notification Newsletter Template: English](#) | [Chinese](#) | [Khmer](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Vietnamese](#)



Building Capacity **Authentic Family Engagement Modules**



[Learning Module Playlist](#)



[School Leader Toolkit](#)

We want to help your school team jumpstart authentic family and community engagement. When schools and communities partner together, students and communities thrive.



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Parent and Family Engagement Year at-a-Glance

Back-to-School Nights: Hosting events where families can meet teachers and administrators, learn about the curriculum, and understand expectations for the school year.

Parent-Teacher Conferences: Providing opportunities for one-on-one discussions between teachers and parents to discuss students' progress and set goals.

Regular Updates: Consistently sharing information about students' academic progress, school events, and resources through newsletters, emails, or a parent portal.

Homework Support: Offering guidance and resources to help parents support their children's learning at home.

Family Workshops: Conducting workshops on topics like literacy, math, and technology to empower parents to support their children's education.

Parent Involvement Committees: Encouraging parents to participate in school decision-making through committees or advisory groups.

Accessibility: Ensuring that information and engagement opportunities are available in multiple languages and accessible to parents with disabilities.

Community Partnerships: Collaborating with local organizations to provide resources and support for families.

- Conduct annual evaluation of program efficacy and impact to determine if services are improving student achievement. Include family engagement survey results with evaluation.



Breakout Rooms

- Choose from a thematic breakout room



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Themes

- Planning for PFE Strategies
- LEA Policy Process
- School Plan Process

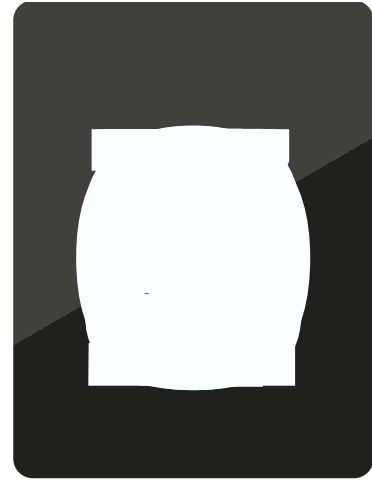
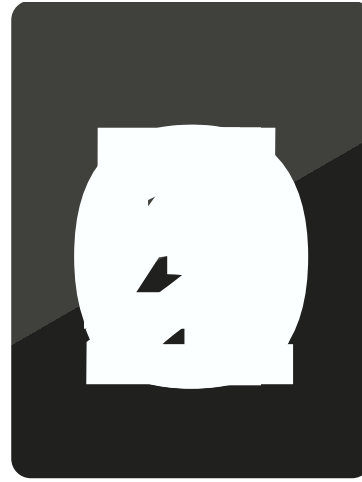
A close-up, low-angle shot of an hourglass. The top bulb is filled with small, dark green beads. A thin stream of these beads is falling from the narrow neck into the bottom bulb. The hourglass is made of clear glass and is set against a plain, light gray background. The lighting is soft, highlighting the texture of the beads and the transparency of the glass.

Take a 5 Minute Break

5 MINUTE BREAK TIME LEFT



MINUTES

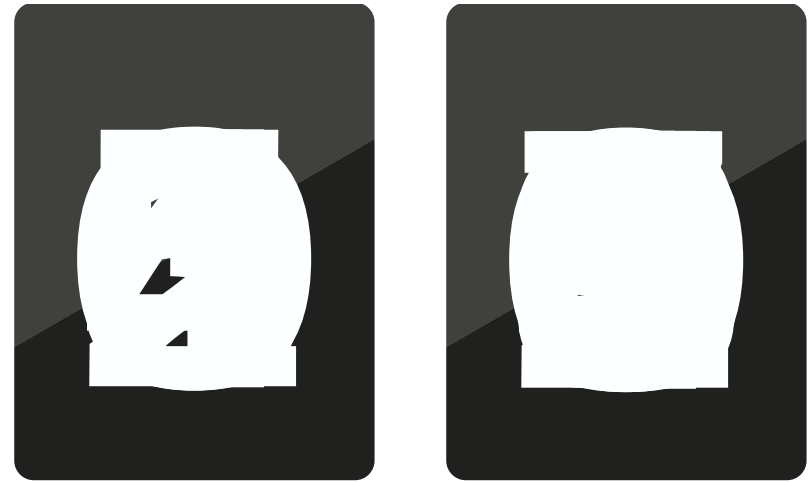


SECONDS

SAMPLE TEXT



MINUTES

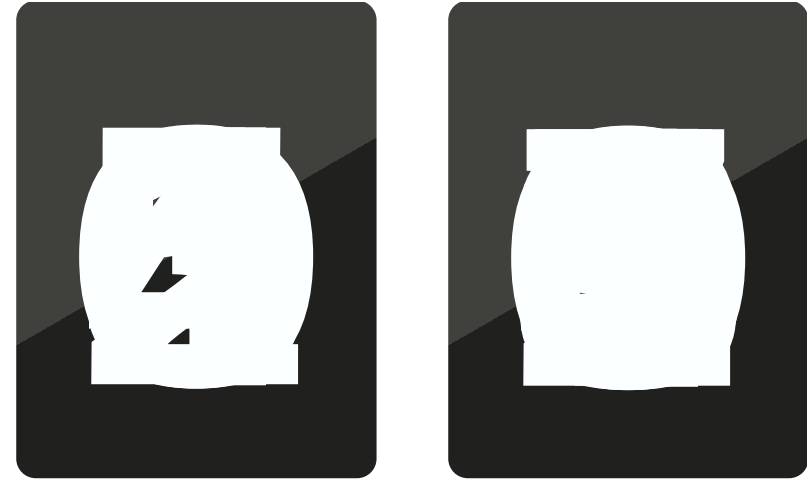


SECONDS

SAMPLE TEXT



MINUTES

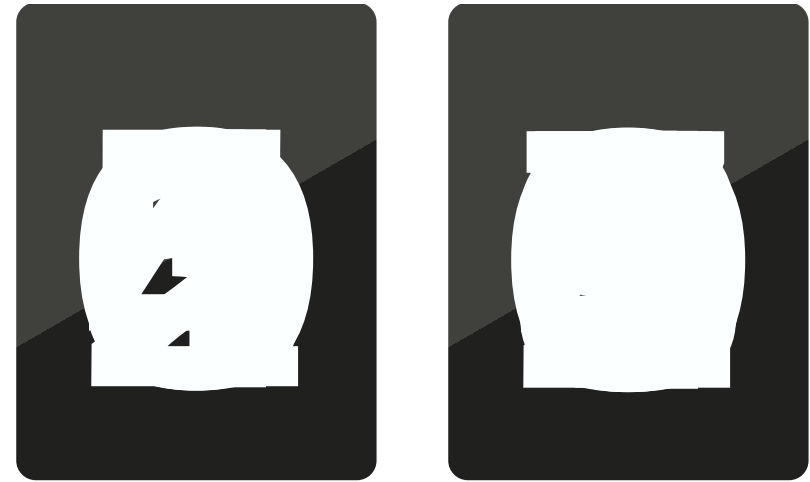


SECONDS

SAMPLE TEXT



MINUTES

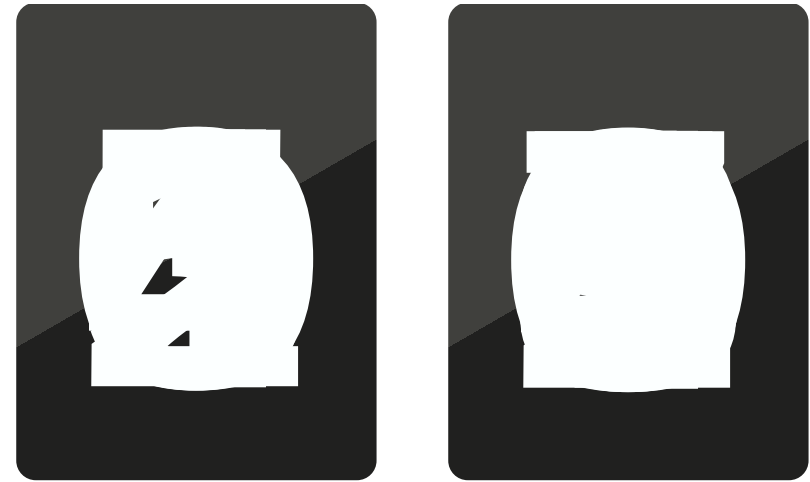


SECONDS

SAMPLE TEXT



MINUTES



SECONDS

Updates | Reminders

LAP and Title I, Part A



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Committee of Practitioners (COP) is **Looking for Members**

Purpose of the Committee of Practitioners:

“IN GENERAL.—Each State educational agency that receives funds under this title shall create a State committee of practitioners **to advise the State in carrying out its responsibilities under this title*.”**

ESSA Sec. 1603(b)



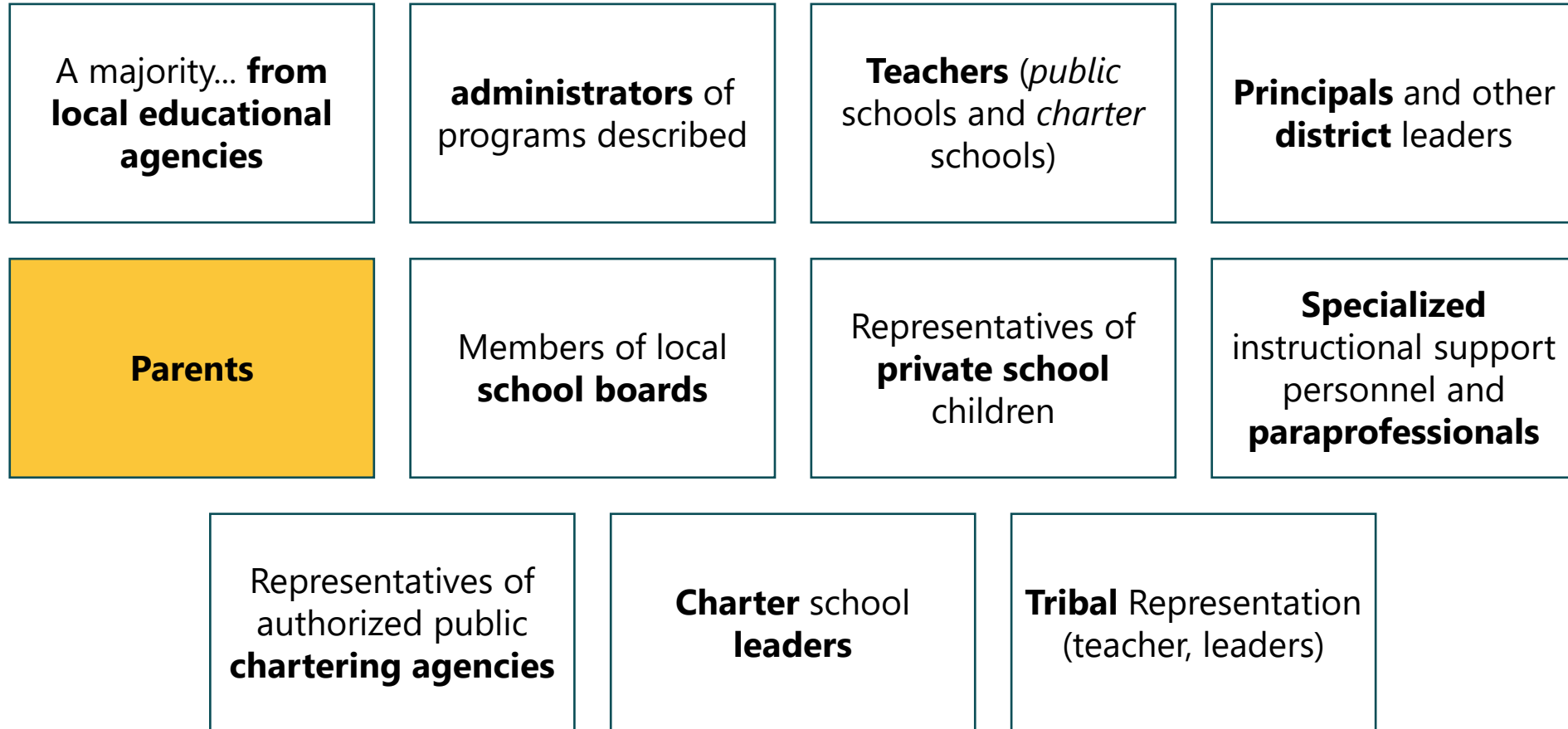
COP Membership Eligibility

To be eligible for membership on the Title IA Committee of Practitioners, one must

- **Have a meaningful connection to a Title IA school through:**
 - Employment at the school level (teacher, paraeducator)
 - Employment at the LEA level (district Admin, Superintendent, School leader)
 - Employment at Private School (or related)
 - Parent of student in a Title I school
 - Charter School Commission
 - School Board
 - Etc.



Membership



Are You Ready to Participate!

Have Questions

What to
include in
your email

A letter explaining
how candidates are
eligible, and why
they want to be
member of COP.

Jason.miller@k12.wa.us

Melinda.Oum@k12.wa.us



Program Review and Support

- Checklist
- Self Assessment

Tools



Title I, Part A's Program Review and Support (PRS) webpage provides technical assistance for LEAs going through the federal review process. The webpage has examples of items we have approved before and useful resources to help you decide what to upload and how much. Even if the LEA is not scheduled for a Program Review, the checklist and resources in the webpage can be helpful to regularly self-evaluate and review various requirements under Title I, Part A.



Comparability Report

The Title I Comparability Report is due on November 30.

- It will launch in EGMS as a pending task for all LEA users when the district's Consolidated Grant Application is approved.
- For support with the Comparability Report, contact your title1a@k12.wa.us or attend [EGMS Office Hours](#).

The Comparability Report **is only required** for your LEA if:

- In at least one grade span with more than one school, one or more schools receive a Title I allocation.

If the Comparability Report is required, open the progress report, navigate to the Forms and Files tab, open the form, and follow the instructions within the form.

The Comparability Report is **not required** in the following situations:

- The LEA has one school, or one school per grade span.
- The LEA has more than one school in a grade span and none of the schools in that grade span receive a Title I allocation.

If the Comparability Report is in your Pending Tasks list, but it is not required for your district, respond "Not Required" in section 2, sign off at the bottom of the form, and submit.



Digital Navigation Grant FP 280 Opportunity

This funding goal is to increase the *capacity and sustainability* of digital navigation for students and student's families in school districts. See our website below for project ideas or attend our webinar on Wednesday, November 15th at 3:30 pm to discuss your potential projects and ask questions: [Digital Equity & Inclusion Grant Program Overview November 15th 3:30pm](#) This will also be a joint webinar discussing the Adaptive and Inclusive Technology grant out this month as well! Also check out our FAQ's here: [Digital Navigation Grants](#) Applications are due by December 20, 2023.

- Questions? Contact Ana Ketch, Digital Navigation Grant Program Manager, at ana.ketch@k12.wa.us or (564) 999-0503.

Whereas these grants will be awarded to districts in both urban and rural areas, **there will be some priority status given to rural/remote districts, districts with high percentages of FRP (Free and Reduced Price) and districts with high readiness to implement.**





Time and Effort in Title I, Part A

Typical **Time Frame for Time and Effort**

Semi-annual certifications must be completed twice a year and after the work has been completed. Typically done:

- September Through February
- March Through June



Time and Effort Requirements for Federal Programs

Schoolwide Program

Staff funded by federal/state/local funds that are combined in a schoolwide program can meet reporting rules by certifying their time and effort every six months individually or all together.

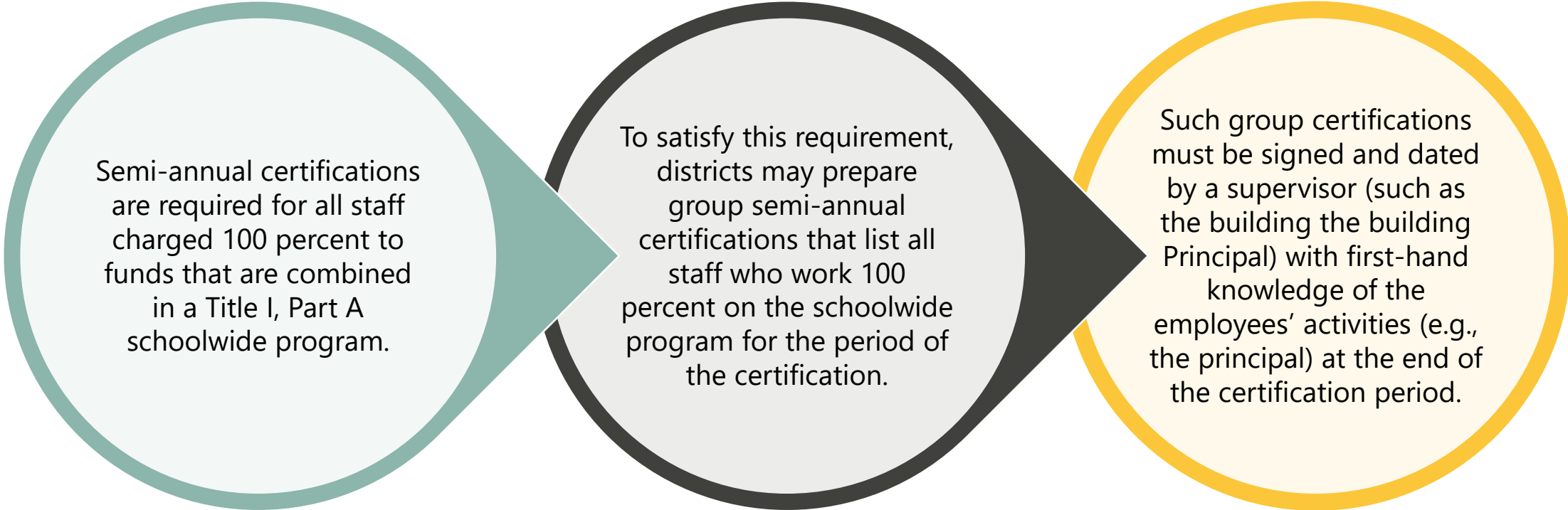
For staff funded partly by a schoolwide program and partly by another funding source, they must submit monthly reports called Personnel Activity Reports (PARs).

Targeted Assistance

For any building employee(s) charged, in whole or in part, to federal/state/local programs that have not been combined in the schoolwide program, time and effort must be reported using monthly PAR.



Type of Employee to Include in T&E



Semi-annual certifications are required for all staff charged 100 percent to funds that are combined in a Title I, Part A schoolwide program.

To satisfy this requirement, districts may prepare group semi-annual certifications that list all staff who work 100 percent on the schoolwide program for the period of the certification.

Such group certifications must be signed and dated by a supervisor (such as the building Principal) with first-hand knowledge of the employees' activities (e.g., the principal) at the end of the certification period.



State Funded Staff in a Schoolwide Program

Under the assumption that state basic education funds are combined in the schoolwide program. ED guidance regarding Title I, Part A schoolwide programs provides that fund sources combined in a schoolwide lose their individual identities and are considered a single cost objective for time and effort reporting purposes.

Employees working entirely on activities related to programs combined in the schoolwide program, even though charged only to BEA funds, must comply with time and effort requirements, but may do so using a group semi-annual certification.



LAP | Title I, Part A and T&E



Title I, Part A and LAP are considered single cost objectives because all LAP allowable activities are also allowable under the Title I, Part A regulations and both programs have the same general intent and purposes.



Time and Effort –LAP in a Schoolwide

LEAs may combine their LAP base or high poverty funds with Title I, Part A in a schoolwide program.

When combining funds within a schoolwide program, the intent and purpose of LAP, which is to provide supplemental instruction and services to LAP-served students, must still be met.

Even though LAP activities may meet the same intent and purposes as Title I, Part A, LEAs need to ensure LAP-served students are identified and reported when combining funds within a schoolwide program.



LAP Funded Staff T&E Requirements

Monthly Time and Effort or Semi-Annual Certification

Semi-Annual

The employee is paid 100 percent out of LAP funds. However, if LAP is combined in a schoolwide program, a semi-annual certification is required.

Semi-Annual

The employee is paid partially out of LAP funds, partially out of Title I, Part A funds. Semi-annual certification still required.

Monthly

The employee is paid partially out of LAP funds, partially out of non-Title I, Part A federal funds. Monthly Time and Effort is required.

Note: OSPI requires all LEAs to document any staff that are paid for out of funds that have been combined in a schoolwide program. For additional information about Time and Effort, please review the information available on the apportionment webpage: [Tools and Forms | OSPI](#).

AND

The Title I, Part A, [Fiscal Requirements](#) webpage.



Administrators and Time and Effort

Federal program directors may charge time to federal programs if they maintain monthly time and effort documentation reflecting actual time worked on each federal and state program under their supervision.

Chief Executive Officials are considered a general government cost and generally may not charge time to federal awards (pursuant to the supplement, not supplant provision).

The only exception to this rule is when any such official has specific program administration or direct student service duties **and** documents actual time spent in the performance of those duties by completing monthly time and effort records.

Chief
Executive
Officer

- Superintendents
- Assistant Superintendents
- Building Principals
- Assistant Building Principals
- Support staff for these positions





Breakout Rooms

- Choose from a thematic breakout room

OR

- Based on LEA's size— use this time to network.



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Themed Breakout Rooms

- Fiscal Requirements
- LAP | Integrated Student Supports
- Equitable Services

Size Breakout Room

- Small LEAs <1000
- Medium LEAs 1000-5000
- Large LEAs >5000

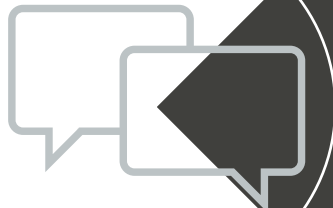
Q&A Protocols for Breakout Rooms



No
questions
are off-limits



Tell us your
name and
district



Unmute



If we don't
have an answer,
we will get back
to you





We are here to help!

- GovDelivery, sign-up for our Newsletters and topics of interest [here](#)
- Email us, title1a@k12.wa.us and LAP@k12.wa.us





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