

Title I, Part A Year at-a-Glance— By Month

There will be monthly items that a Title I, Part A Directors will need to plan, implement, and monitor to administer a successful program. There are many areas to focus on in a Title I, Part A program including but not limited to, programming (instructional and non-academic), fiscal, monitoring and evaluation. The Year-at-a-Glance is a monthly overview resource and guidance of Title I, A grant responsibilities that Title I, Part A Directors may be responsible for throughout the school year. LAP appears in a minimal capacity.

Contact Us & Find Us Online | Title I, Part A | 360-725-6100 | Email: Title1a@k12.wa.us | [Closing Educational Achievement Gaps \(Title I, Part A\)](#) | [OSPI \(www.k12.wa.us\)](http://OSPI (www.k12.wa.us)) |

Ongoing	
Program Design	<p>Collect, analyze, and synthesize comprehensive needs assessment data.</p> <p>Plan, implement, and monitor to administer a successful program. To include setting up meetings for Title I, A Leads/Interventionists across the district to provide PD, establish expectations of programs, provide a check-list and timelines for must-do items, trouble-shoot amongst peers, etc.</p> <p>Clearly communicate program requirements and expectations.</p> <p>Attend program’s network meetings and virtual office hours to keep up to date with program requirements and technical assistance.</p>
Family Engagement	<p>Incorporate the dual capacity framework to guide your implementation of the process and organizational conditions for family-school partnerships.</p> <p>Use the framework to plan and create strategies to engage in parent/guardian outreach and engagement. Maintain documentation of these activities.</p> <p>Provide Title I, Part A program information, benefits and required notifications as students enter the program.</p>
Early Learning	<p>Coordinate with Head Start programs and, if feasible, other early learning programs that serve children who will attend the LEA, regardless of whether the LEA uses Title I funds to operate an early education program (<i>ESEA section 1119</i>).</p> <p>Develop agreements with Head Start programs and all early learning providers to coordinate services, such as establishing a Memorandum of Understanding (MOU/MOA) outlining a plan to share student information, data reporting and sharing, alignment of standards and curricula, and transition activities for children moving from Head Start into public school programs.</p>
Private Schools	<p>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> <p><i>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, and Carl D. Perkins.</i></p>
Fiscal Procedures	<p>Submit budget redirections as needed in EGMS.</p> <p>Monthly claims in EGMS are due by 11:59 pm on the 15th of each month. If this deadline is missed, reimbursement will not occur until the end of the next month a claim is submitted by the cutoff date.</p> <p>Verify financial status of Title I, Part A programs with fiscal department/business manager (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, payroll lists).</p> <p>Collect signed Time and Effort records (Personnel Activity Reports) for staff who work on multiple cost objectives (monthly). Complete reconciliation of personnel activity report data (quarterly).</p>

Ongoing	
Data Collection	Collect, track, and submit applicable TAS data to the SIS (e.g., year-round data collection) for Title I, Part Reporting. If applicable, complete End of Year Report Private School Student Count Survey . Due in September.

July	
	Collect, analyze, and synthesize comprehensive needs assessment data.
	Update the Educational Grant Management System (EGMS) information and roles. Maintain current staff contact information to update. If not already established, have new staff register for EGMS portal.
	When CGA opens in EGMS, school district completes equitable services pages in EGMS.
	Begin program planning including staffing, materials, professional development, and Title I staff, LEA leadership teams, building team meetings.
	Set up Title I compliance and program files.
	Familiarize and visit Extended Learning Summer programming and any Summer Professional Development sessions.
	Order Title I materials for upcoming year.
	Collect semi-annual certification (2 of 2) for Title I, Part A personnel who work on a single cost objective.
	Plan district parent engagement activities for the year. Begin to have Title I schools plan parent engagement activities for the school year, including a date for a fall annual Title I parent meeting and posting of state assessment information.
	EGMS Consolidated Grant Application Opens

August	
	Meet with district and building administration to review state assessment data and finalize plans. Review/Revise district and building budgets. Maintain record in the LEA if a school plans to become Schoolwide.
	Review and update student selection criteria sheet and student selection procedure for TAS programs. Update contact information with OSPI if needed.
	Review and/or complete a physical inventory of equipment. Reconcile the results against equipment records for items purchased with federal funds, this should be completed at least every two years.
	Review, update, and start distribution of parent/guardian notification materials (Report cards, Right-to-Know letters, school websites, etc.). Distribute no later than the beginning of the school year.
	Review and update required policies for Parent Engagement. Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
	Remind schools to schedule two parent-teacher conferences for the school year once in the fall and one in the spring
	Continue to hire Title I, Part A staff and check on proper licensure, keep records.
	Obtain preliminary information from appropriate LEA staff. Identify LEA Title I, Part A and non-Title I, Part A schools.
	Review district testing notices to parents including, policy regarding student participation, how to request testing information. Notices should be posted and/or distributed.
	Meet with McKinney-Vento liaison to review annual staff training, activities, and compliance requirements.

August

Check to ensure each Title I, Part A-served school jointly developed with parents a school-parent compact. Devise a plan with buildings to distribute compact and parent engagement policy to parents early in the school-year at back-to-school-night or Fall Conferences. Post on district and school website.

September

Finalize all Title I, Part A staff with Human Resources and fiscal office. Keep records. Begin the Time and Effort Distribution Documentation: Semi-annual certifications or Personnel Activity Reports. (PAR)

Schedule and maintain frequent and regular coordination of the Title I, Part A program at the building and district level. Including regular classrooms, all academic interventions, and other services in the building/community (such as Head Start, preschool, services for children with disabilities and limited English proficiency students, nutrition and housing programs, anti-violence programs, vocational services, career and technical, job training, etc.).

Establish rank order lists, based on multi-criteria, of students most at risk of failing in Targeted Assistance Title I, Part A buildings, create Title I, Part A staff schedules, begin services when all universal screening and data-collection is completed and analyzed.

Begin planned extended learning opportunities such as before/after school supplemental programming.

Typical, Final Expenditure Reports from previous year are due September 30. Limit carryover from previous fiscal year's Title I, Part A grant (original and reallocation) to 15%. Districts may request a carryover waiver in the CGA Funding application once every three years during the fiscal year in which there were excess funds.

Title I, Part A served buildings continue maintaining required documentation for Title I, Part A compliance in filing system.

Identify date and collection methodologies for gathering data needed to complete calculations.

Each Title I, Part A-served school conducts an annual meeting to inform parents of their school's participation in Title I, Part A and to explain Title I, Part A requirements and the right of parents to be involved.

Private school services begin at the same time as services begin in public schools.
After initial consultation takes place, school district enters date of initial consultation with each private school in the Private Participation in Federal Programs application (Consultations tab).
School district completes and uploads Affirmation of Consultation for each participating private school (Consultations tab).
District completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab).

Ensure to identify data collection method for comparability calculations.

October

Collaborate with district child nutrition coordinator and food services director to get report of free and reduced-price meal data (from district food service meal claim). Data will be used in the upcoming fiscal year for CGA Title I, Part A Building Eligibility page 9.

Begin monitoring of district and school plans by attending the LEAs leadership team and building leadership team meetings. Monitoring the completion and impact of strategies and action steps.

Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)

Final day to submit previous year budget revisions is October 15

Request updated monthly fiscal reports to monitor spending. Collaborate with Human Resources and payroll to ensure correct Title I, Part A staff members are being paid out of grant.

October	
	Finalize required policies for Parent Engagement (LEA level and school level). Conduct other stakeholder consultations on the development of the Title I, Part A policy (LEA and school).
	Carryover funds received may be allocated, including for private schools, if applicable.
	Archive all prior year Title I, Part A fiscal and programming documentation for any audit or monitoring purposes
	Ensure district completes and uploads the Title I, Part A Record of Agreed Upon Services for the upcoming school year (Consultations tab).
	Attend district and/or school level parent engagement activities, remind staff to collect invitations, agendas, samples of handouts, sign-in sheets for documentation.
	Comparability Preparation: Collect data. Meet with appropriate staff and calculate comparability. Make corrections to Title I, Part A schools shown not to be comparable. Calculate comparability based on October data and make appropriate adjustments to Title I, Part A schools shown to be non-comparable.
	If applicable, submit Comparability Report EGMS Progress Report–Due by the <i>End of October</i>
	Final day to submit budget redirections is <i>October 15 of each year</i> .
	Review Grant Award Reporting and Processes for Federal and State Grant Received Through OSPI Bulletin Website .

November	
	Review Title I, Part A fiscal reports with business manager office to monitor spending. Share report with district and building administration.
	Comparability planning: reconvene appropriate LEA staff to address any outstanding issues. Maintain all required documentation supporting the comparability calculations and any corrections made to ensure that all Title I, Part A schools are comparable.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Final claims for previous year grant expenditures is November 15 of each year.
	Based on district benchmark data, revise and update any Targeted Assistance rank order lists for service.
	Ensure schools have held parent teacher conferences by the end of this month.
	Assist any new schoolwide schools with the yearlong planning process.
	Make all district and school plans available to parents through website or parent friendly printed version

December	
	Complete Semi-Annual Report at end of the month (for applicable Title I, Part A funded employees) (1 of 2) and continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager’s office to monitor spending. Share fiscal report with district and building administration.
	Continue monitoring of district and school plans by attending LEA leadership team and building leadership teams meetings. Monitoring completion and impact of strategies and action steps.
	Monitor private school services and budgets, visit schools, and consult private schools as needed.

January	
	Conduct Mid-Year evaluation of Title I, Part A programs after mid-year benchmark testing is completed and continue monitoring of district and school plans by attending LEA leadership team and building leadership teams meetings. Monitoring completion and impact of strategies and action steps.
	Collect semi-annual certification (1 of 2) for Title I, Part A personnel who works on a single cost objective.
	Complete Carryover Funds Budget Redirection EGMS Amendment.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Monitor private school services and budgets, visit schools, and consult private schools as needed.
	Preschool Coordination-Meet with Head Start and/or early learning providers to discuss coordination: parent, professional development and transitions for students.
	Collect midyear documentation for Title I, Part A files from district and schools.
	<i>January to April:</i> Engage in LEA-level budget (state and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I, Part A comparability requirements for the upcoming school year.

February	
	Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and PPE). Determine roles and responsibilities of appropriate LEA representatives and create a comparability timeline for the upcoming year.
	Begin to check and correct poverty LAP poverty percentages on School Apportionment before finalization.
	Look for a GovDelivery email. Attend the OSPI Ombudsman's online webinar regarding the Private School Participation in Federal Programs process.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager's office to monitor spending. Share fiscal report with district and building administration.
	Begin to plan for summer extended learning.
	Based on district benchmark data, revise and update any Targeted Assistance rank order lists for service.
	Carryover process closes— <i>February or March.</i>
	Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and PPE). Determine roles and responsibilities of appropriate LEA representatives and create a comparability timeline for the upcoming year.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	<i>January to April:</i> Engage in LEA-level budget (state and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I, Part A comparability requirements for the upcoming school year.

March

	Private Participation in Federal Programs Application (Intent to Participate)–Educational Data System (EDS) open in mid-April. Must be completed by an approved private school in order to participate in equitable services. OSPI emails reminders to all school districts and private school administrators regarding application opening and submission deadline.
	Contact all private schools in the district’s boundaries to let them know of the opportunity to participate in federal programs.
	Reallocation Application (select LEAs only) <i>EGMS Amendment</i>
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager’s office to monitor spending. Share fiscal report with district and building administration.
	Continue parent engagement activities at district and school level.
	Begin to plan for parent survey to gather data on parent involvement and seek out input and identify barriers.
	Extended summer learning planning.
	Continue to collect Title I, Part A documentation from district and schools.
	<i>January to April:</i> Engage in LEA-level budget (state and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I, Part A comparability requirements for the upcoming school year.
	Finalize poverty LAP poverty percentages on School Apportionment .

April

	Continue to contact any private school that has not completed the application during the time the application is open to remind and/or assist them in completing the application. Document multiple contacts in the contact log.
	Conduct parent involvement survey, gather results and include with final evaluation data.
	Continue to collect any Time and Effort (PARs) documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Review Title I, Part A fiscal reports with business manager’s office to monitor spending. Share fiscal report with district and building administration.
	Prepare for new fiscal year and planning. Verify methodology used within district with district fiscal office.
	Monitor any open purchase orders to prepare for end of the year budgets. (Including private schools spending.
	Begin to gather final evaluation data for all programming paid out of Title I, Part A funds, including professional development.
	Finalize extended summer learning, order materials and hiring.
	<i>January to April:</i> Engage in LEA-level budget (state and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I, Part A comparability requirements for the upcoming school year.

May

	Learning Assistance Program (LAP) Report 2022–23 Student data is collected in 1) LEA’s Student Information System (SIS), 2) submitted to CEDARS, and 3) finalized, with school and district-level data, in EDS.
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May	
	Acceptance of Funds and Assurances for the 2023-24 School Year are completed in the Fund Allocation Tab in EDS.
	After the application closes, school districts begin contacting private schools in their boundaries regarding participation in federal programs for the upcoming school year.
	Review TAS Data in CEDARS. Private School Title I, Part A EOY Report <i>If applicable</i> , complete End of Year Report Private School Student Count Survey. <i>Due September 1.</i>
	Complete Pre-Application and other grant funding applications in the CGA for new fiscal year by June 30 for substantially approved date of July 1.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	May to July—Comparability Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. Establish participant roles and responsibilities. Establish specific timelines for completion of the calculations. Decide which calculation methodology to use.
	Coordinate transitions from PreK to kindergarten. Meet with local Head Start and/or early learning providers in the district area.
	Register students for extended summer learning and finalize programming and hiring.
	CGA Pre-Application begins opening for entering of federal grant budgets.
	Continue to meet with district and buildings to finalize district and school plans.
	Review and update LEA PFE policy based on data, e.g., evaluations, surveys, parent forums, focus groups. Review and update school-parent compact.
	Begin to finalize Title I, Part A fiscal reports with business manager's office to monitor spending. Meet and share fiscal report with district and building administration to close year.
	Review Title I, Part A staffing needs for upcoming year.

June	
	School district in collaboration with the private school, begins to plan for the upcoming year.
	Complete Pre-Application and other grant funding applications in the CGA for new fiscal year by June 30 for substantially approved date of July 1.
	Continue to collect any Time and Effort documentation. Remind other federal grant managers. (Title II-A, Title III, Title IV-A, IDEA-B)
	Coordinate transitions from PreK to kindergarten. Meet with local Head Start and/or preschools in the district area.
	Register students for extended summer learning and finalize programming and hiring.
	Continue to meet with district and buildings to finalize district and school plans.
	Begin to finalize Title I, Part A fiscal reports with business manager's office to monitor spending. Meet and share fiscal report with district and building administration to close year.
	May to July—Comparability Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. Establish participant roles and responsibilities. Establish specific timelines for completion of the calculations. Decide which calculation methodology to use.
	Review Title I, Part A staffing needs for upcoming year.