Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Title I, Part A Handbook

Tools and Tips for NC Title I Directors and Support Personnel
REVISED September 2017

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Federal Program Monitoring and Support Division (FPM&S)

The North Carolina Department of Public Instruction (NCDPI), provides oversight to all 115 Local Education Agency and all Public Charter Schools in the state. The intention of this handbook is to provide a general overview of the Title I, Part A program. This resource should be used in conjunction with Title I guidance provided on United States Department of Education's website (www.ed.gov). If contradictions are found between this document and the regulations and guidance outlined in the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), ESSA regulations and guidance take priority and authority.

What is the focus of our Division's work?

The Federal Program Monitoring and Support Division administers more than $500,000,000 in federal funds provided to LEAs and Charter Schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance needed to ensure not only compliance, but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

Why do we monitor?

1. Building Relationships - We're in this together.
   The North Carolina Department of Public Instruction's main objective is to raise student achievement for North Carolina'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 review visits and throughout the year. It is not the State's intent to dictate how the LEA will 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 Elementary and Secondary Education Act as amended by the Every Student Succeeds Act.

How can we help?

The staff of the Federal Program Monitoring and Support Division provides oversight for several programs and initiatives that contribute to the success of students in North Carolina each year. If you have questions about any of these programs or initiatives, please let us know.

Federally-funded Programs

- Title I, Part A (Improving the Academic Achievement of the Disadvantaged) – PRC 050
- School Improvement Grants (SIG)– PRC 117
- Priority School / Comprehensive Support and Improvement (CSI) Funds – PRC 105
- Migrant Education Program (MEP) – PRC 051
- Title I, Part D (Neglected, Delinquent, or At Risk Youth) – PRC 047
- Title II, Part A (Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders) – PRC 103
- Title IV, Part A, Subpart 1 (Student Support and Academic Enrichment) – PRC 108
- 21st Century Community Learning Centers (21st CCLC) – PRC 110
- Rural Low-Income Schools (RLIS) – PRC 109
- Small Rural Schools Achievement Program (SRSA) – PRC 091
- McKinney-Vento Homeless Education Program – PRC 026

Federal Initiatives

- National Title I Distinguished Schools Program
- Federal Teacher Loan Forgiveness Program
- Comparability Reporting
- Prayer Certification
- Consolidated Federal Data Collection System (CFDC)
- Migrant Student Interstate Exchange Initiative (MSIX)
- 21APR
- Committee of Practitioners (COP)
- Section 504
- Family and Community Engagement
- Private School Ombudsman
- Education Flexibility Partnership Act (Ed-Flex Authority)

State Initiatives

- NCStar
- School Improvement Planning
- Afterschool Quality Improvement Grant Program
- Extended Learning and Integrated Student Supports Competitive Grants Program

Please note that in North Carolina, public charter schools operate independent of other Local Education Agencies (LEAs). **For the purpose of this handbook, the term "LEA" refers to both school districts and public charter schools.**

Contact Information

If you have questions about a program, please contact program staff as identified:

Area / Program	Contact Name/Email	Phone Number
Federal Programs Division Director	Donna Brown	919-807-3957
Section Chief – Consolidated Federal Programs	Dr. Chris Vecchione	919-807-3911
Administrative Secretary	Paula Langill	919-807-3812
Administrative Assistant	Sylvia Moore	919-807-4009
Program Assistant	Richard Trantham	919-807-3964
21st CCLC Program Administrator	Deborah Prickett	919-807-3949
21st CCLC Program Administrator	Dr. Ed Bell	919-807-3926
21st CCLC Program Administrator	Johanna Chase	919-807-3955
21st CCLC Program Administrator	Tammorah Mathis	919-807-3374
21st CCLC Program Administrator	Brandon Patterson	919-807-3959
Comparability	Regional PA	
Consolidated Federal Data Collection	Allison Yarboro	919-807-3644
Consolidated Federal Program Administrator – Charter Schools (East)	Elaine Ellington	919-807-3894
Consolidated Federal Program Administrator – Charter Schools (West)	Elaine Ellington	919-807-3894
Consolidated Federal Program Administrator – North Central Region	Lindsey Fults	919-807-3647
Consolidated Federal Program Administrator – Northeast Region	Freda Lee	919-807-3292
Consolidated Federal Program Administrator – Northwest Region	Talbot Troy	919-807-3792
Consolidated Federal Program Administrator – Piedmont-Triad Region	Alex Charles	919-807-3915
Consolidated Federal Program Administrator – Sandhills Region	Susan Brigman	919-807-3830
Consolidated Federal Program Administrator – Southeast Region	Vacant	919-807-3962
Consolidated Federal Program Administrator – Southwest Region	Timothy Dryman	919-807-4049
Consolidated Federal Program Administrator – Western Region	Alex Charles	919-807-3915
Fiscal Monitor/ Data Quality	Anita Harris	919-807-3234
Fiscal Monitoring and Analysis	Katrina Blount	919-807-4069
Foster Care Contact	Sara Bigley	336-334-4638

McKinney-Vento Homeless Education – PRC 026	Lisa Phillips	336-315-7491
MEP Identification and Recruitment	Rachel Wright-Junio	919-807-3919
Migrant Education Program (MEP) – PRC 051	Sonja Williams	919-807-3958
NCStar	Alessandro Montanari	919-807-3825
Neglected, Delinquent, or At Risk – PRC 047	Vacant	919-807-3647
Ombudsman	Talbot Troy	919-807-3792
Pre-Kindergarten Programs	Carla Garrett	336-504-2037
Priority School Funding – PRC 105	Dr. Chris Vecchione	919-807-3911
School Improvement	Alessandro Montanari	919-807-3825
Section 504	Freda Lee	919-807-3292
School Improvement Grant (SIG) – PRC 117	Dr. Chris Vecchione	919-807-3911
Teacher Loan Forgiveness Program	Talbot Troy	919-807-3792
Title I Distinguished Schools	Freda Lee	919-807-3292

About this Handbook

The *Title I, Part A Handbook: Tools and Tips for NC Title I Directors and Support Personnel* is intended to assist Title I Directors and Support Personnel in managing their Title I programs throughout the school year. The handbook does not include all Title I activities; however, it is intended to provide resources for Title I Directors and Support Personnel in planning and implementing local Title I programs.

2017-18 Calendar

July	January
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August	**February**
• Director's Institute	• Regional Meeting(s)
September	**March**
• Regional Meeting(s)	• Conduct Comprehensive Needs Assessment
	• Private Schools Consultation
	• TAS PowerSchool Report
October	**April**
• NCACE Fall Conference	• NCACE Spring Conference
• Neglected, Delinquent, or At Risk Headcount	
• Student Participation Headcount	
November	**May**
• Comparability Data Collection (Report Due 12/1)	• ESSR PowerSchool Report
• Regional Meeting(s)	• Federal Program Spring Updates
	• Neglected, Delinquent, or At Risk Annual Collection
	• RLIS PowerSchool Report
	• Student Participation Annual Collection
December	**June**
• Unclaimed Funding Reversion	• CCIP Submission

Tips for Title I Directors

1. Visit the NCDPI's **Title I website**.
2. Review information contained in your LEA's **Comprehensive Continuous Improvement Plan** (CCIP) including resources provided in the Document Library. Read your district's most recent Title I grant application in CCIP, LEA Plan, and supporting materials, including the Comprehensive Needs Assessment and current budget.
3. Visit your Title I schools often. Familiarize yourself with their improvement plans and procedures for student selection in Targeted Assistance Schools (TAS), service delivery, and parent and family engagement policies and activities.
4. Visit any private schools that are participating in the local Title I program and any local institutions or homes receiving Title I funds for Neglected, Delinquent, or At Risk youth. Familiarize yourself with the services being provided by the district for those students. See specific sections for more details and information.
5. Read your district's policies governing Parent and Family Engagement, data collection and use, professional development, and the dissemination of annual notices to parents (e.g., District Parent and Family Engagement Policy, School / Parent Compacts, LEA / School Report Cards, Parents' Right-to-Know, etc.).

Organization and Record Keeping

1. Use this handbook and other resources to develop a calendar and process for collecting information and data throughout the year to ensure compliance and program quality (see calendar provided within).
2. Set up your files using the NCDPI's **Title I Cross-Program Consolidated Monitoring Instrument** as an organizational framework. Keep current documents that will serve as evidence for each area (electronic document collection).
3. Keep current copies of Schoolwide (SW) and Targeted Assistance School (TAS) program plans on file at the district office. Maintain updated lists of students served in Targeted Assistance 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.). Ensure the schoolwide plans are uniform and posted for public view.

Technical Assistance

1. Make sure your contact information is provided to your Regional Program Administrator to ensure you receive updates and other information provided through the Title I Directors Listserv maintained by the Federal Program Monitoring and Support Division.
2. Consider taking advantage of networking opportunities external to NCDPI, including: the North Carolina Association of Compensatory Educators (NCACE) state conference and district caucuses, the **Center on Innovation and Improvement (CII)**, and the **U.S.**

3. Attend Title I Regional Meetings and other technical assistance sessions offered throughout the year.
4. Request Technical Assistance from your Regional Program Administrator as needed.

PRIVATE SCHOOL CONSULTATION

Districts are required to provide eligible children attending private schools with Title I services or other benefits, such as professional development, parent and family engagement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children. To determine the private schools that may be serving students that live in the public school district, refer to the current list of conventional private schools on the **NC Division of Non-Public Schools** website.

A district shall provide timely and meaningful consultation with appropriate private school officials. Private schools who choose to attend and participate in receiving equitable services are required to provide documentation identifying low-income students. Services provided to the school must be agreed upon through consultation between the district and the private school. The proportional share is calculated as a percent to total and comes from the current year allocation prior to district set aside and Per Pupil Amount (PPA) calculation. If you have questions regarding calculating the proportional share for private school services, contact your Regional Program Administrator or the State Ombudsman.

Districts shall complete an Affirmation of Private School Consultation form for each private school in the district. This documentation is required to be uploaded into CCIP under the Consolidated Documents section.

If a private school does not respond to your attempts of consultation, the district must maintain documentation demonstrating three direct notification attempts (i.e. certified-mail, school visit, email, phone call, etc.). The district will indicate on the Affirmation of Private School Consultation form that they have documentation of three direct notification attempts and received no response from the private school.

Funding

Funds are determined based on a proportional share calculation based on a percent to total of low-income students. This provides a funding amount; which will transfer to direct services provided to the participating private school. The services provided must be equitable to the funding amount determined in the proportional share calculation. The district retains fiscal oversight throughout the provision of services. Funds are **never** paid directly to the private school. The LEA retains ownership and title to any equipment, supplies, etc.

Services

Funding is based on economic disadvantage; however, services are provided based on academic need. The following are examples of services that may be provided by the district:

- Instructional services during the school day (teacher, tutor, paraprofessional)
- Before or after school tutoring
- Family literacy programs
- Counseling programs
- Computer based instruction
- Home tutoring
- Materials and equipment (non-consumables would be on loan from the district)

Professional Development

Title I funds may be used as follows:
- Professional development may be provided for the private school teachers. Professional development must address how those teachers can better serve Title I students.
- Stipends to private school teachers may be paid from Title I funds.

Carryover

Under the equitable services provision of the Title I statutes, the Title I program for private school participants must begin at the same time as the Title I program for public school participants. The LEA must carry over any unspent funds that should have been used to provide equitable services for private school students and add them to the proportional share of funds for the private school participants for the next school year. However, it is the intent to expend current year funds on current year students.

Resources

Directory of Conventional Non-Public Schools: The directory provides a list of private schools in North Carolina by county.

Equitable Services for Private Schools: The Equitable Services for Private Schools webpage on the NCDPI website provides several resources, guidance documents, and forms.

Office of Non-Public Education: USED resources for private schools.

CONSOLIDATED COMPREHENSIVE IMPROVEMENT PLAN (CCIP)

A User Access Administrator (UAA) account must be established to allow local staff to enter plan components and the funding application on North Carolina's web-based system, the Comprehensive Continuous Improvement Plan (CCIP). To establish a UAA account, email Allison Yarboro at allison.yarboro@dpi.nc.gov or Anita Harris at anita.harris@dpi.nc.gov and provide the following information:

- First and Last Name
- NCID User Name (not password)
- Phone number (format nnn-nnn-nnnn)
- Extension (if any)

- Organization
- Email address

Our Division provides CCIP trainings throughout the year. Additional information including User Guides and Frequently Asked Questions regarding CCIP are available to the public and accessible at: http://ccip.schools.nc.gov/documentlibrary/. If you need assistance between the offered trainings, please contact your Regional Program Administrator.

Title I Plans must be developed in consultation with stakeholders. The plan created from stakeholder consultation must be placed in the CCIP system. The following outlines the sequence of steps to submit your consolidated application through CCIP:

1. Submit ESSR data in Power School (May)
2. Enter required narratives in the Title I Planning Tool application in CCIP (May / June):
    a. Comprehensive Needs Assessment
    b. Goals and Plan Relationships
3. Submit Title I budget to NCDPI Federal Programs Monitoring and Support. The submitted budget will populate the **Budget Details** page in CCIP. School allocations must reflect school location codes in district budget. (June)
4. Enter required information in the Title I Funding Application in CCIP. (June)
5. Ensure that all program areas in which an allotment was received have a complete funding application in CCIP. (June)
6. Submit the application through the appropriate approvals: (June)
    a. Draft Completed
    b. Fiscal Representative Approved
    c. Chief Administrator Approved

7. Any changes to the plan throughout the year requires step #6 to be repeated.

All **Related Documents** must be uploaded into the CCIP. Some documents are **required** while others may be **optional** depending on how the LEA determines its Title I funds will be used.

Planning Tool

Title I Directors should use the amount provided in the planning allotment to meet with stakeholders to determine how funds will be used to support district and school needs in the upcoming school year. However, in preparing for the upcoming year, remember that the allotment provided is for "planning" purposes and is **not** the "actual" allotment. Consultation must include the following stakeholders (Section 1112 (a)(1)(A)):
- Teachers
- Principals
- Other School Leaders
- Paraprofessionals
- Specialized instructional support personnel
- Administrators

- Parents
- Other appropriate school personnel

The stakeholder consultation should guide the creation of the Comprehensive Needs Assessment (CNA), Goals, and Plan Relationships.

Comprehensive Needs Assessment

The Title I plan must be developed based on a district Comprehensive Needs Assessment (CNA). The CNA is a systematic analysis of data from several dimensions (performance, effectiveness, discipline, attendance, perception, etc.). Based on the analysis of this data, the district must create a prioritized list of needs. The needs identified will be used to create goals the district will seek to achieve through the use of federal funds.

This process is required for both the school and district level, however only the district CNA is required to be included in CCIP. If the district elects to include CNAs for individual schools, space has been provided within the CCIP system to add in school information. An optional district CNA template can be found in the document library of CCIP and is available through NCStar.

Goals and Plan Relationships

After the district has completed the Comprehensive Needs Assessment (CNA) and the prioritized needs, they will begin developing their annual goals. These goals must be directly linked to your prioritized needs and should be measurable. There is a transition away from Scientifically / Researched Based strategies to Evidence Based strategies. The intent is that there is evidence to demonstrate that the strategies being implemented by the district are working, not in general, but specifically in the schools within the district. In order for us to know it is working, your goals must be measurable.

Fiscal resources and plan relationships must be linked to the goals developed based on the district CNA. If you need assistance establishing plan relationships or attaching fiscal resources, please contact your Regional Program Administrator.

Funding Application

The Title I funding application is composed of the following sections:
- Budget (populated from submitted budget)
- Grant Details
- Building Eligibility (populated from ESSR)
- Set Asides
- School Allocations – PPA list
- Plan Relationships (populated from planning tool)
- Related Documents

The intent of the funding application is to ensure compliance to federal regulations as your district utilizes federal funds to ensure academic success of students.

Grant Details

The Grant Details section is composed of questions that address specific requirements in ESSA. Specific law references are provided for each question within CCIP to provide guidance. All questions are required unless indicated as "optional" or "if applicable".

Set Asides

The Set Asides page consists of three sections:

- Allocation
- Set Asides
- Per Pupil Allocation (PPA) Calculation

The allocation section calculates the funds available for LEA use for the fiscal year. To calculate funds available to the LEA, private school proportional share must be removed (districts only) from the planning allotment. These amounts are automatically calculated in the CCIP system.

From the Title I remaining allotment, the district can set aside funds for a specific purposes. The following are the allowable set asides:

- Administrative (12% maximum)
    - The purpose of this set aside it to cover administrative costs, such as director's salary, administrative support, indirect cost, etc. Indirect cost rates for each LEA are determined by NCDPI (Indirect cost are an optional budget item for LEAs).
- School Improvement Interventions (Priority / CSI and/or Focus / TSI)
- Professional Development for Teachers in Title I Schools
- Parent and Family Engagement (minimum 1% if allotment is over $500,000)
    - 90% of these funds must be allocated to participating schools
- Homeless Children and Youths Services
- Foster Care Transportation
- Prekindergarten Programs
- Neglected, Delinquent, or At-Risk Services
- District-wide Instructional Initiative Amount
- Unbudgeted Reserve (10% maximum)
    - This amount must match the unbudgeted reserve in your budget
    - The intent of these funds must be described in the grant details section of the funding application

If you have specific questions regarding allowable expenses within a set aside category, please contact your Regional Program Administrator.

The Title I allotment remaining after private school proportional share less set asides is used to calculate the minimum Per Pupil Amount (PPA). This is calculated by adding PPA carryover to the

Title I remaining allotment, then dividing by total number of low income students in the district (based on ESSR). The determined PPA will be used to calculate the minimum school allocation.

<u>Building Eligibility</u>

Title I, Part A provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the North Carolina's challenging academic standards. Local education agencies (LEAs) decide on an annual basis, which schools will receive Title I school allotments. The LEA should include input from stakeholders (Section 1112 (a)(1)(A)) when deciding which schools to serve. A school is considered a Title I school from July 1st of each fiscal year regardless of when the application for funds is approved by the State.

Each year (usually in May), LEAs must submit the Eligible Schools Summary Report (ESSR) data to determine which schools are eligible for Title I funding. The data must be entered on the Federal Programs Section in PowerSchool <u>prior to applying</u> for Title I funds since the ESSR data is used to determine school allocations from year to year.

An LEA must rank <u>all</u> its schools according to their percent of poverty. The ranking is based on the <u>percentage</u> (not the number) of low-income children in each school.

- Percent poverty for each school is typically determined by comparing the number of children attending each school (ADM) with the number of low- income children for the same school (i.e., those eligible for free or reduced-price lunch based on household applications). Children included in the counts must be the total number of students in the school based on the school grade span designation (e.g., K-5, PK-5, 9-12, etc.).

- Beginning in 2014-15, districts may choose to use Direct Certification data for all schools or just for the schools that will participate in the Community Eligibility Provision (CEP). For additional information on CEP, go to: http://www.ncpublicschools.org/program-monitoring/titleIA/community-eligibility/.

- Schools must to be rank ordered from high to low.

Which schools receive Title I funding?

All schools above 75% must be served (i.e., provided with an allotment) unless comparable services can be demonstrated or all schools in the district are above 75%. This must happen prior to serving any schools below 75% poverty. Once the schools above 75% are served, the district may serve any other schools in rank order down to those at or above 35% poverty. When deciding which schools to serve under 75%, the LEA has the option to (1) continue serving schools in the district-wide ranking; or (2) serve schools in rank order by grade span groupings (e.g., K-5, K-8, etc.). Schools must not be skipped within the rank order method selected by the LEA.

Comparable Services

An LEA may elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if:

- The school meets the Title I comparability requirements;
- The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Sections 1114 (Schoolwide Program) or 1115 (Targeted Assistance School); and
- The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

Schoolwide Program

Schoolwide Programs (SW) are outlined in Section 1114 of ESSA. This model allows the most flexibility in the use of Title I funds. In order to operate a SW program, the school must be at least 40% poverty and must have a Schoolwide Plan that addresses the seven required SW components (see appendices for description)

Targeted Assistance Program

Targeted Assistance School (TAS) programs are described in Section 1115 of ESSA. TAS qualify for Title I funding by having a percentage of poverty of at least 35%. In this model the students most at risk for not being successful with North Carolina's challenging curriculum will be identified. The procedure for identifying students must be clearly defined. A list of students who qualify and a list of students being served must be maintained and regularly updated in PowerSchool. The students who are identified as at risk of failing do not have to be students of poverty.

The following multiple, objective, educationally-related criteria are used by schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those most in need from this pool to be served. Schools may augment these examples of criteria, listed below, with additional objective, educationally-related criteria such as teacher-developed tests.

- Students performing at the 40th percentile or below on the [name the assessment]
- Students failing at least 60 of the 100 items on the district's [name the assessment]
- Students in grades kindergarten through 2nd grade performing below 40 on the [name the assessment] of Reading
- For students in grades preschool through 2nd grade, interviews with parents may be used based on the district-developed parent interview guide/surveys for Title I student selection.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding two years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding two years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a

community day program for such children.

- A student who is homeless and attending any school in the district.

Grandfather Clause

The percentage of poverty at each school is calculated based on the ESSR submitted through PowerSchool. School poverty percentages can change from year to year. If the fluctuation of poverty percentage causes a school not to qualify for the program model (SW / TAS) in which it operated the previous year, the Grandfather Clause allows the school to operate the same program it operated the previous year. The Grandfather Clause is only applicable for one year.

School Allocations

Once an LEA decides which schools to serve, a minimum allocation is determined for each school. The minimum allocation calculated by allotting the minimum PPA for every low-income student enrolled in the school. Typically, not all schools who qualify for Title I funding are served, which means the amount allocated to the schools will be greater than the minimum required allocation. There are several ways to calculate school allocation in an equitable way. If you have questions regarding school allocations, please contact your program administrator.

Related Documents

The following are the required related document related to Title I:

- Prayer Certification
- Equity Plan
- Debarment Certification
- Consolidated Assurances
- Affirmation of Private School Consultation
- Comparability (Due December 1)

The following are optional upload documents:

- Pre-Kindergarten Count
- Title I Neglected and Delinquent Institutions

If you have questions or need assistance with the related documents section, contact your Regional Program Administrator.

FISCAL PROCEDURES / BUDGET

Once general planning for Title I funds is completed, a budget to support district and school plans must be developed using the Uniform Chart of Accounts (COA). Title I funds are budgeted in NCDPI's program report code PRC 050. The COA for PRC 050 lists codes that describe allowable uses of Title I funds. Budgets must be submitted to the NCDPI Budget and Amendment Approval System (BAAS). The submitted budget will take 24 hours to become visible in BAAS. Once it has been recognized by BAAS, it will populate into the budget section of CCIP.

In some districts, Title I Directors enter budgets into the LEA budgeting system, while in others the budgets may be submitted with someone in the local finance office. It is important that program and finance staff work together to determine when budgets are submitted and the process for communicating any changes that may occur during the year.

Title I is an annual entitlement grant that helps compensate for economic disparity among districts and schools. It provides supplemental funds to help ensure that all students meet the State's high academic standards. Title I funds must not supplant or replace local and state funds. As part of a state or federal audit, local officials may be required to provide evidence that Title I funds are provided over and above the resources that would normally be provided.

Throughout the year, LEAs should submit ongoing budget amendments to ensure resources are allocated to support high student achievement throughout the school year. Budgets and budget amendments are processed in the order they are received by Federal Program Administrators.

Supplement, Not Supplant

To ensure that Title I Part A funds are used to provide services that are in addition to the regular services normally provided by a school district for participating children, the district must use these funds to supplement, not supplant regular non-Federal funds.

"Supplement, Not Supplant" procedures describe how the district ensures that Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students. The procedures below will assist the district in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in Title I programs.

The LEA and / or schools must demonstrate that Title I funds supplement those funds that are required to be provided to the schoolwide program and targeted assistance schools. Possible evidences include: school budgets, district budget, and back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for English Learners and Special Education students. All expenditures in the SW and TAS program must be aligned to the comprehensive needs assessment and described in the written school plan.

Staffing

LEAs must maintain records that demonstrate that each Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be carried out through means such as spot-checks, reviews, interviews with staff, and interviews with students.

Evidence will include: (1) for 100% Title I-funded staff, the staff daily schedule of activities; for split-funded staff, staff daily schedule with clear delineation of time spent on the Title I program; and (2) other documentation that demonstrates accurate charges to the Title I program. (e.g., detailed position descriptions for split-funded staff).

Professional Development

LEA / School must maintain a description of the professional development provided at the district / school level that is funded with Title I funds. Possible evidence includes: A description of how professional development is aligned with the needs of Title I students and a sign-in sheet indicating participants (district staff will ensure the participating staff are those who teach or provide support to Title I participants). The professional development shall not duplicate that which the district provides for non-Title I purposes that, in the absence of Title I funds. (Descriptions of all other professional development will be available for review).

Parent and Family Engagement

LEA / School must maintain a description of the district / school parental engagement activities paid for by Title I funds. Evidence will include: A description of how parent and family engagement activities are aligned with the needs of Title I students and a list of participants, including signatures. The parent and family engagement activities shall not duplicate those that the district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. (Descriptions of all other parent and family engagement activities will be available).

Procedure for Dissemination

The Title I Director will disseminate written procedures to all building administrators in Title I buildings in the district regarding supplement, not supplant. Following such dissemination, the Title I Director will meet with school administrators and all Title I-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted by the LEA.

Time and Effort Records

School districts are required to maintain auditable "time and effort" documentation that describes how each Title I employee spent his or her compensated time. For more information and samples, visit: http://www.ncpublicschools.org/fbs/finance/federal/

Data Collection and Reporting

Districts are required 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.

Data collection and reporting occurs in the Federal Program section of PowerSchool. The reports that are generated includes: ESSR, N&D, School Improvement, RLIS, TAS, Private Schools, and Homeless program data. Most data collections open October 1 of each school year and remain available for data entry through May 31 (i.e., end of school year).

Consolidated State Performance Report (CSPR): The Consolidated State Performance Report (CSPR) is submitted annually to the U.S. Department of Education to report on multiple ESEA programs. One purpose of this report is to encourage the integration of State, local, and federal programs in planning and service delivery. Information submitted on PowerSchool is used to meet the federal reporting requirements in the CSPR each year.

Eligible Schools Summary Report (ESSR): Each year, LEAs must submit ESSR data to determine which schools are eligible for Title I funding and which schools will be served. The data must be entered prior to applying for Title I funds since ESSR is used to determine school allocations from year to year.

Neglected, Delinquent, or At Risk Surveys: LEAs and State Agencies receiving Title I funds must submit data at two points in each year related to the number of students residing in neglected or delinquent facilities. LEAs with no students to report must submit a count of "0." This includes the October Headcount Survey; which generates funds in the subsequent year and the End-of-the Year Performance Data Collection in PowerSchool.

Private Schools Surveys: Districts receiving Title I funds must submit an annual survey of the number of students served in Private Schools. Districts with no students to report must submit a count of "0."

Rural Low Income Schools (RLIS): LEAs receiving Title V funds must report the purpose for which RLIS funds were used during the current school year.

Targeted Assistance Schools (TAS): Each LEA operating a TAS must have a procedure outlining the process used to identify students failing or most at-risk of failing to meet the State's challenging standards based on multiple, educationally related objective criteria established by the district and supplemented by the school. The list generated from the criteria established must be maintained in PowerSchool. The list must indicate which students qualify for services and which students are being served.

Parent and Family Engagement

Involving 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. Each LEA must develop a parent and family engagement policy to communicate to parents the LEA's expectations for the engagement of parents and families. Parents and families must be actively involved in the planning, implementing, and reviewing the school and district Parent and Family Engagement Policy. In consultation with parents and families, both district and school policies must be reviewed and revised, if needed, on an annual basis. Parent and Family Engagement Policy and Activities must be shared with parents and families on an annual basis. Communication with families should occur in the native language of the family, to the extent practicable, and interpreters utilized as necessary.

LEAs receiving Title I funds must prepare and disseminate annual report cards for the district and each of its schools. LEAs must also annually notify the parents / guardians of each student attending any Title I school that they may request information regarding certain professional qualifications of the student's classroom teachers (Parent's Right to Know – Section 1112 (e)). Notification is also required when a student is being educated by someone who has not met the licensure requirements of North Carolina for more than four weeks.

Each Title I school must jointly develop with parents a school-parent compact as a component of its written parent and family engagement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. The compact should be unique to each school. At a minimum, the school-parent compact must include:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Ways in which parents and families will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and
- The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:
  - Parent/family-teacher conferences to discuss the compact;
  - Frequent reports to parents and family on their child's progress; and
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

For more information and resources on parent and family engagement contact your program administrator or visit the [Federal Program Monitoring and Support](#) website.

Homeless Education Program

Beginning in 2014-15, the Consolidated Appropriations Act, 2014, expanded the use of Title I funds. Specifically, these provisions allow the LEA to reserve additional Title I funds to pay for the salary of the homeless liaison or to provide the excess cost of transportation to the student's school of origin, as appropriate.

Compliance with section 1113(c)(3)(A) requires an LEA to reserve Title I funds, as necessary, to provide instructional and related services to homeless children and youth who attend non-Title I schools that are comparable to those services the LEA provided to children in Title I schools. Funds reserved for homeless liaison salaries and homeless student transportation are in addition to the funds reserved for instructional and related services.

Each year, the Title I coordinator and local homeless liaison should work together to determine an appropriate amount for funds to be reserved for homeless students. The two individuals should review data on homeless students in the school district to address the following questions:

- How many homeless students were enrolled in our schools during the past year?
- How many of these students attended non-Title I schools?
- What are the greatest unmet educational needs of homeless children and youth in the district?

Once these questions are answered, the coordinator and homeless liaison should identify activities to meet the needs and determine the amount for the Title I homeless set-aside, keeping in mind that activities should supplement and not supplant those that are required by the school district.

Ways to determine set-aside amounts:

- Base amounts on an annual needs assessment for homeless students
- Multiply the number of homeless students by the Title I-A per pupil allocation
- For districts with sub-grants, reserve an amount equal to or greater than the McKinney Vento funding request
- Reserve a percentage based on the district's poverty level or Title IA allocation

Meetings between the Title I coordinator and homeless liaison should occur throughout the school year, so that the homeless set-aside funds can be spent appropriately. The Title I coordinator and homeless liaison should be very familiar with each other's program.

For questions about homeless education and the McKinney-Vento Act, please contact Lisa Phillips, with the North Carolina Homeless Education Program at lphillip@serve.org or call 336.315.7491.

Foster Care Provisions

Under the Every Student Succeeds Act of 2015, there are provisions for students in Foster Care. These provisions took effect in December of 2016. In regards to Title I, funds can be used to implement strategies and programs to remove the barriers incurred through a child being in foster care. Typically, the greatest need is determining the best school for the student to attend to ensure academic success. This determination cannot be determined based on cost or difficulty of transportation, but must be determined in the best interest of the student. Excess transportation costs are an allowable expense under Title I and should be included in the funds set aside for foster care, if the LEA decides to use funds for this reason.

For questions about Foster Care provisions, please contact Sara Bigley at sbigley@serve.org or call 336-334-4638.

Title I Preschool Program

A Schoolwide program must include plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool, Head Start, NC Pre-K and other community preschool programs, to local elementary school programs. Targeted assistance programs must coordinate with and support the school's regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, or State-funded (e.g., NC Pre-K) preschool programs to elementary school programs.

Providing enriching early childhood experiences can help ensure that children in Title I schools and programs have the foundation to meet academic standards and experience success throughout elementary and secondary school. When preschool is high-quality, it may prevent the need for remediation by addressing children's educational needs early.

Since the enactment of the Elementary and Secondary Education Act (ESEA) as modified by Every Student Succeeds Act (ESSA), preschool services to eligible children have been an allowable use of Title I funds. Providing enriching early childhood experiences can help ensure that children in Title I schools and programs have the foundation to meet academic standards and experience success throughout elementary and secondary school. When preschool is high-quality, it may prevent the need for remediation by addressing children's educational needs early.

Funding Preschool Programs

LEAs are permitted to fund preschool programs for children who are younger than the age of five by August 31, the kindergarten eligibility cutoff date, with Title I funds under three models:

1. A Title I school may use a portion of their Title I allocation to operate a preschool program;
2. An LEA may reserve an amount from its total allocation to operate a preschool program for eligible children in the LEA as a whole or for a portion of the LEA; or
3. An LEA may reserve an amount from its total allocation and use those funds to support other comparable public early childhood education programs to operate Title I preschool programs such as Head Start.

Title I funds may be used in conjunction with funds from other public early childhood education programs to operate a Title I Pre-K program. The proportion of Title I funding in blended classrooms is determined by the percent of Title I children enrolled in the classroom.

Title I children may be dually enrolled with State funded Pre-K, if the eligibility requirements are met for both programs, with Title I eligibility being considered first. From a funding perspective, this means that two funding sources are utilized to fund a child's slot.

Eligibility

Eligibility status for Title I Preschool services may be either as a Schoolwide (all children in the attendance area of the school) or as a Targeted Assistance Program for preschool children in the district who are failing or at risk of failing to meet the state's achievement standards.

Preschool children served in a Targeted Assistance Program are selected on the basis of multiple, educationally related and objective criteria established by the LEA, parent interviews, teacher judgments and developmentally appropriate measures. Family income is allowable for the purpose of prioritizing the children, when Title I funds are limited and not sufficient to serve all eligible children.

Curriculum

Title I preschool programs must use a comprehensive, research-based curriculum that is aligned with Foundations, North Carolina's Early Learning Standards. Title I funded preschool programs must meet Head Start Education Performance Standards. Title I Pre-K programs are required to use one of the **curricula** on the State Board approved list.

For more information about operating Title I preschool programs, please contact Carla Garrett, Title I Pre-K Consultant, at carla.garrett@dpi.nc.gov or 336.504.2037 or visit the Federal Program Monitoring and Support website.

Migrant Education Program (MEP)

Migrant children are eligible for Part A services on the same basis as other children who are selected to receive services. Because LEAs that receive migratory children normally do so on a regular basis, LEAs should consider their needs when planning, or helping schools to plan, Part A services. Regardless of whether an LEA receives migrant funds, the district and school comprehensive needs assessment should include the needs of identified migrant students to ensure that the needs of this highly mobile population are addressed along with other at-risk students within school plans for the schools they attend. For more information, visit the [Migrant Education Program](#) website.

Neglected, Delinquent, or At Risk

Two federal grant programs covered under Title I Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assist the education of certain disadvantaged children. Districts must submit data annually to identify eligible neglected or delinquent facilities residing within LEA boundaries.

For more information regarding Neglected, Delinquent, or At Risk, contact your program administrator or visit the [Federal Program Monitoring and Support](#) website.

Comparability

Districts are required to use local and state funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools. To demonstrate that Title I funds are supplemental to any state and local funds available to the schools, the district must annually complete comparability calculations and submit the calculations and assurances into CCIP. For guidance and templates for calculating comparability requirements, go to: http://www.ncpublicschools.org/program-monitoring/resources/.

Carryover Limitation

Under ESSA, no more than 15 % of the Title I, Part A funds allocated to an LEA for any fiscal year may be carried over into the next fiscal year. Funds in excess of 15 % must be encumbered or expended by September 30 of each year. An LEA may submit a written request to NCDPI to waive the ESSA limit.

The following is an excerpt from [Identifying Eligible Title I Schools and Attendance Areas](#) guidance:

How does an LEA handle funds that are carried over from one year into the next when allocating funds to school attendance areas?

  A. *Although an LEA may not use carry-over funds to provide services in an ineligible school, an LEA has considerable discretion in handling carry-over funds. Some of these options include:*
  - *Add carry-over funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools.*
  - *Designate carry-over funds for particular activities that could best benefit from additional funding. (Examples: parental involvement activities; schools with the highest concentrations of poverty.)*

Regardless of the option an LEA elects, the LEA may not carry over more than 15 % of its allocation from one year to the next. This percentage limitation does not apply, however, to an LEA that receives an allocation of less than $50,000 under subpart 2 of Part A. An SEA may, once every three years, waive the percentage limitation if it determines that the request of an LEA is reasonable and necessary or if supplemental appropriations become available.

The following addresses some appropriate uses of carry-over funds:
- Provide extra funding to highest schools (2, 3, etc.) in rank order;
- Use the money for a centralized activity (e.g., parent involvement, professional development);
- Distribute the funds to schools in School Improvement (considering that all with designation/status of sanctions be given equitable access/use of funds); or
- Provide funds for a specific grade span grouping.

Note: If an LEA requests a waiver for carry-over, unexpended funds in some set-asides (e.g., parent involvement, school improvement, etc.), must be carried forward and expended for the same purpose in the following year.

IMPORTANT REMINDERS:
- Skipping schools when giving out carry-over, other than in instances as aforementioned, is questionable.
- When allocating carry-over funds, schools with poverty rate above 75 % should not get a less per pupil funding than schools with a lower poverty rate because of the carryover allocation.

Program Monitoring

The Title I Director ensures that each Title I program in the district is focused 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 Schoolwide (SW) and Targeted Assistance School (TAS) programs, and the collection of data on the efficacy and impact of those supports, the Title I Director helps ensure enriched learning experiences for Title I eligible students.

Each SEA is required by federal statutes to maintain oversight regarding the use of federal funds. The SEA must ensure that districts and schools use Title I funds to implement Title I programs that continuously improve in quality from year to year and address the needs of the students served in these programs. Throughout the school year, districts and schools must maintain appropriate electronic documentation to support compliance with applicable federal program requirements.

Each LEA must be monitored by the SEA at least once every four years. The 2017-18 school year begins year one of a new four-year cycle. An LEA will received at least a thirty day notice prior to being monitored by the SEA.   Information regarding monitoring including monitoring schedule, monitoring instrument, and other resources can be found on the **Federal Program Monitoring and Support** website.

In addition to full compliance monitoring, Program Quality Reviews (PQRs) are conducted for some LEAs each year. The PQR process provides the opportunity for the SEA to review specific components of the LEA's Title I program. PQRs allow the SEA to identify areas of concern and provide technical assistance to LEAs and schools in a proactive manner. All instruments used for **Program Quality Reviews** are available on the Federal Program Monitoring website.

Appendices

Glossary of Terms and Acronyms

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 school district/charter. Then multiply this per-child amount by 125%. When applying this rule,
35% RULE	A school or school attendance area whose student population is at least 35% poverty is eligible for Title I funds. Schools must be served in rank order.
75% RULE	A 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.
ALLOTMENT	An Allotment 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. To lawfully spend money in a particular program report code (PRC) an LEA / charter school must have an allotment from NCDPI which has been approved through an application process. For federal funds,
BAAS	BAAS is the Budget and Amendment Approval System (BAAS) at NCDPI. All LEAs and public charter schools must submit budgets and amendments for federal funds through BAAS for approval by appropriate NCDPI program staff.
BUDGET	The Budget provides details on how the district or school will spend its allotment. The Budget is also a necessary part of the federal fund processing
CEP	Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty local educational agencies (LEAs) and schools. This alternative is referred to as the Community Eligibility Provision (CEP). The overall purpose of the CEP is to improve access to nutritious meals for students in high poverty areas by providing meals to all students "at no cost" to the students.
CCIP	The Comprehensive Continuous Improvement Planning tool is the system used to apply for federal funds. CCIP consolidates the planning and application process to reduce duplication of information across the state and ensures that funds are spent in accordance with Federal and State guidelines.
EDDIE	The Educational Directory and Demographic Information Exchange system contains school district and school information such as LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more.

ESSR	The Eligible Schools Summary Report lists the poverty percentages for all schools in a district. Read-only data from ESSR is viewed on the Building Eligibility page in the Title I application.
FEDERAL FUNDS	Funding sources which come from the federal government are established through PRCs 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.
FY	The state Fiscal Year (FY) is the period of time between July 1 and June 30 of any given year.
GRADE SPAN	When an LEA opts to serve schools below 75% poverty, the LEA may choose to serve grade spans, e.g., K-5, K-8, etc., as long as the grade span is served in rank order.
MEP	The Migrant Education Program provides funds to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.
NCStar	NCStar is a tool provided free of charge to schools to use for continuous school improvement. In order to use this tool, training is required. This tool is required for us in all Priority, Focus, and Low-Preforming schools.
POVERTY BAND	Districts may develop Poverty Bands to provide differentiated per pupil allotments when serving schools in rank order by poverty percentage. Ranking of schools or attendance areas must be based on the greatest to lowest *percentage* of children from low-income families attending the school.
PowerSchool	PowerSchool collects data for federal programs under the Federal Program section. Subcomponents include data collection such as the Eligible Schools Summary Report (ESSR), Targeted Assistance Students, and Homeless Students.
PPA	The Per Pupil Amount of funds determines the funds generated by a school based on the number of low-income children. NOTE: The minimum PPA calculated on the 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.
PRAYER CERTIFICATION ASSURANCES	Section 8524 (b) of ESSA requires that, as a condition of receiving funding under this act, each LEA must provide written certification annually that the LEA does not have a policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.
PRC	A Program Report Code is the number assigned to a particular source of funding, if that funding is to be distributed to the LEAs via the allotment system for state and federal funds.

PRIVATE SCHOOLS	Private school students that reside in Title I school attendance areas generate Title I funds to provide services for eligible students in private schools.
REVISIONS	Revisions or amendments to the funding application can be made before or after successfully submitting an application.
RLIS	The Rural Low-Income Schools program is a part of the Rural Education Achievement Program (REAP) and provides additional funds to help eligible rural districts serving low-income students meet the State's high academic achievement standards.
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: homeless children in non-participating Title I schools; local institutions for delinquent children; community day programs for neglected and delinquent children; family and community engagement (1% minimum if total allotment is $500,000 or more); foster care transportation; Pre-Kindergarten; LEA administration (12% of total allotment); School improvement (as applicable); District-wide initiatives; and professional development.
SRSA	The Small, Rural School Achievement program (SRSA)program provides eligible local educational agencies (LEAs) including public charter schools with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs.
UAA	The User Access Administrator role is established for grants included in CCIP. The role allows one to create, update, and delete users/roles for an organization. This role does NOT give the user any access to edit the Funding Application or Planning Tool.

The SAMPLE planning tool provides guiding questions to ensure that needed information has been collected and appropriate stakeholders have been included in the development of the consolidated funding application including the application for Title I funds. The planning tool is provided solely to assist federal program directors in developing plans that meet federal requirements when applying for federal funds and as such is not required to be completed in order to apply for applicable funds.

PLANNING TOOL

☐ Complete District / School Comprehensive Needs Assessment (CNA)
☐ Develop measurable goals based on CNA and create plan relationships

BUDGET

☐ Create a budget for each of the current year allotment in BAAS
☐ Does the budget reflect district goals developed based of CNA (Planning Tool)?

GRANT DETAILS

1. Stakeholder Consultation

☐ Have you consulted with the stakeholders listed in section 1112 (a)(1)(A)?
☐ When did stakeholders meet to discuss the development of the plan?
☐ How were private school officials consulted with regarding equitable participation of private school students?
☐ Were efforts coordinated with surrounding LEAs in the private school consultation process?
☐ If private schools are participating, was the affirmation of consultation form signed by appropriate private school officials?

2. LEA Parent and Family Engagement Policy

☐ Is the district Parent and Family Engagement Policy posted on an active website?
☐ Has the policy been reviewed by stakeholders, including parents, on an annual basis?

3. Parent and Family Engagement Use of funds – indicate how the LEA will utilize funds allocated to Parent and Family Engagement.

4. Carryover from Parent and Family Engagement

5. LEA Report Card

☐ Was the district's annual report card disseminated to parents through direct and indirect means? (Please note that web posting is considered an indirect means.)

6. Method for Determining Rank Order of Schools

☐ Has the district determined if schools will participate in the Community Eligibility Provision?
☐ Will the district use only direct certification data for all schools or just for those CEP participating schools?

☐ Has the rank order information been entered in the Eligible School Summary Report (ESSR) through PowerSchool?

7. Participation of School Enrolled in Private School – Describe services provided to students in private schools (if applicable)

8. Homeless Children and Youth – Describe services provided to students identified homeless

9. Support, Coordination, and Integration of Services in Early Childhood Education Programs

10. Strategies to Facilitate Effective Transitions

☐ Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –
☐ (A) through coordination with institutions of higher education, employers, and other local partners; and (B) though increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

11. Reduce Overuse of Discipline Practices – Describe the strategies being implemented to reduce the amount of time students spend outside of due to discipline.

12. Comparable Services

☐ Does the district have any schools above 75% that will not be served with Title I funds and the district plans to serve schools lower in poverty?
☐ If yes, how are state and local funds used to offset the school's Title I allotment and used in a way that is supplemental to the program?

13. Targeted Assistance Schools

☐ Will any schools be operating a Targeted Assistance Schools (TAS) program model?
☐ If yes, is appropriate documentation maintained to support the student selection process?

14. District Carryover

☐ Will the district have carryover more than the 15% limitation for Title I as of September 30th of the current year? If yes, has a request to waive the limitation on carryover been submitted to the SEA?
☐ Will carryover funds be used for activities other than school PPA allocations?

15. Unbudgeted Reserve

☐ Maximum amount is 10% or less of current year allotment
☐ Provided justification of funds places in this category

BUILDING ELIGIBILITY

- ☐ Does the information include all schools that will be served in rank order with Title I funds? (If no, then data will need to be updated in ESSR through PowerSchool.)

SET-ASIDES

- ☐ Is the homeless reservation for serving homeless students (SEC 1113) based on the most current counts of identified homeless students?
- ☐ Will additional funds be reserved for the salary of the homeless liaison or for transporting homeless students to the school of origin?
- ☐ Is a set aside need for Foster Care? If so, how much is reasonable?

SCHOOL ALLOCATIONS (PER PUPIL ALLOTMENT)

- ☐ Are all schools receiving the same PPA?
- ☐ If no, are schools higher in rank order receiving a higher PPA than schools lower in rank order?
- ☐ Is the Total Remaining as close to zero as possible?

PLAN RELATIONSHIPS

- ☐ Do all applicable goals and strategies for use of Title I funds appear on this page?
- ☐ If no, were appropriate Title I Fiscal Resources identified within the Planning Tool?

RELATED DOCUMENTS

- ☐ Do all Required Documents have appropriate signatures and dates?
- ☐ Have applicable Optional Documents been uploaded?

1. Schoolwide Plan must be developed within the first year, unless
   - School operated a Schoolwide program prior to the enactment of ESSA
   - LEA/School determines a lesser period of time is need to create the plan

2. Plan developed in consultation with the following stakeholders:
   - Parents
   - Community members (if determined they have a role in carrying out the plan)
   - Teachers
   - Principal/Assistant Principal
   - Other School Leaders
   - Paraprofessionals
   - District office – to the extent feasible
   - Tribes or Tribal organization
   - Specialized Instructional Support Personnel
   - Technical Assistance Providers
   - Other School Staff
   - Students – only for secondary schools served

3. Schoolwide Comprehensive Plan remains in effect for the duration of school's participation in a schoolwide program. Although this plan remains in place, it shall be regularly monitored and revised based on student needs.

4. The Schoolwide Comprehensive Plan must be made available to LEA, parents, and the public. The language used in the plan needs to be understandable to everyone. The format must be uniform and provided in home languages.

5. When appropriate and applicable, the plan needs to be developed in coordination and integration with Federal, State, and local services, resources, and programs (examples: Programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, Adult Education Programs, CTE programs)

6. The Schoolwide Plan is based on a Comprehensive Needs Assessment (CNA). The CNA must at least include:
   - Analysis of student academic achievement
   - Identification of at-risk or failing students

7. Includes a description of
   - Strategies that the school will implement to address needs identified by CNA. Include how the strategies will

- o Provide opportunities for all children to meet the challenging State academic standards
- o Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum – may include programs, activities, and courses necessary to provide a well-rounded education.
- o Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include –
  - Counseling, School-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject
  - Preparation for and awareness of opportunities and postsecondary education and the workforce, which may include CTE
  - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
  - Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
  - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
  - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
- If programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

EXAMPLE OF A REQUEST TO WAIVE THE PROVISION OF THE CARRY-OVER LIMITATION

FOR TITLE I, PART A FUNDS

Ms. Donna Brown, Director
North Carolina Department of Public Instruction
Federal Program Monitoring and Support
6351 Mail Service Center
Raleigh, NC 27699-6351

Dear Ms. Brown:

I am writing on behalf of [NAME OF LOCAL EDUCATION AGENCY (LEA)] to request a waiver of the limitation in section 1127(b) of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2015 (ESSA) that not more than 15 percent of the funds allocated for Title I, Part A for any fiscal year may remain available for obligation for one additional fiscal year. The LEA needs the additional waiver because it would be reasonable and necessary due to [RATIONALE FOR THE NEED FOR A WAIVER; I.E., WHY FUNDS WERE NOT EXPENDED IN THE CURRENT FISCAL YEAR].

[LEA] believes that the requested waiver will provide the LEA with the flexibility it needs to spend its FY [20XX-XX] Title I, Part A funds thoughtfully over the remainder of this year and next year on activities that are most likely to increase the quality of instruction and improve the academic achievement of students. [DESCRIBE THE ACTIVITIES.] Accordingly, [LEA] believes that, ultimately, the requested waiver may help more schools within the district meet their [Plan Goals]. With the requested waiver, the LEA ensures that it will continue to assist the same populations served by the Title I, Part A programs for which the waiver is being requested in accordance with applicable program requirements.

If you have any questions, please contact me at [CONTACT INFORMATION]. Thank you for your consideration in this matter.

Sincerely,

[Signature]
[Type Name]

c: Superintendent