

Florida Department of Education
2012-2013 FASFEPA/ECTAC Spring Forum
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COORDINATION AMONG FEDERAL PROGRAMS

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General Session Objectives

- Provide brief overview on each Federal Title Programs
- Describe coordination among Federal Title Programs
- Share information on available funds and resources to address needs of students
 - Title I, Part A (Basic)
 - Title I, Part C (Migrant)
 - Title I, Part D (N&D)
 - Title VI (Rural Education)
 - Title X, Part C (Homeless)
- Use scenarios to enhance learning and relevance

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Legislative Authority – Public Law (P.L.) 107-110

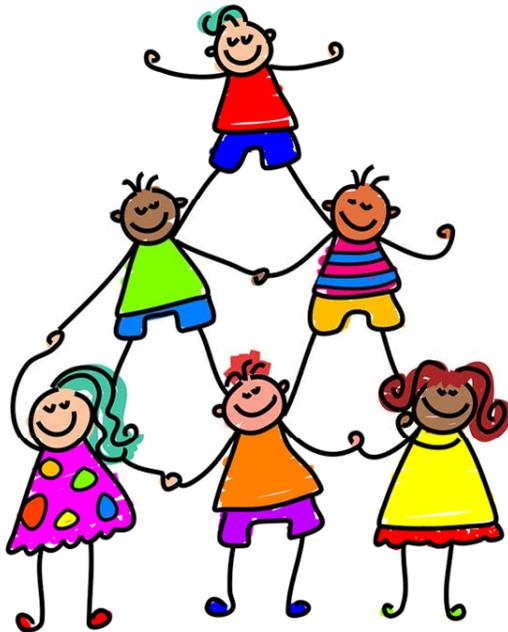
Programs

Title I-A (Basic)
Title I-C (Migrant Education)
Title I-D (Neglected & Delinquent)
Title VI (Rural Education)
Title X-C (Homeless Education)

Sections

1111-1120
1301-1309
1401-1431
6211 & 6221
721-726

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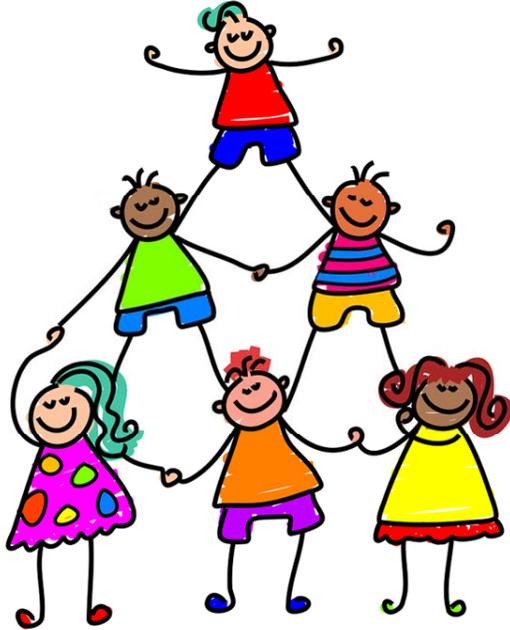
Overview Title I, Part A



Title I, Part A – Improving the Academic Achievement of the Disadvantaged

<u>Funding</u>	<u>Statutory Citation:</u> No Child Left Behind, Public Law 107-110, Sections 1111-1020
2010-11 = \$706,308,912	Purpose: Title I, Part A of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.
2011-12 = \$728,021,714	
2012-13 = \$735,494,836	
<u>Student Counts</u>	<u>Funding Notes:</u>
2009-10: 1,457,703	The U.S. Department of Education allocates Title I, Part A funding annually using a complex four-part formula which includes Basic, Concentration, Targeted, and Education Finance Incentive Grants (EFIG).
2010-11: 2,349,409	
2011-12: 1,089,956	

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How Does Title I Coordinate with other Federal Programs?

Title I, Part A Application



Title I, Part A Required Coordination: Plans

- LEAs must develop an LEA plan that is coordinated with other programs:
 - Title I programs (Parts C and D)
 - IDEA
 - Title X, Part C (McKinney-Vento Homeless Education Assistance Improvements Act of 2001)
 - And other acts, as appropriate

[Section 1112(a)(1), P.L. 107-110]

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Title I, Part A Required Coordination: Programs

- LEAs must coordinate Title I, Part A with Title II, Part A to provide professional development for:
 - teachers
 - principals
 - pupil service personnel, administrators, parents, and other staff, including LEA-level staff, if appropriate
 - in accordance with sections 1118 and 1119

[Section 1112(b)(1)(D), P.L. 107-110]

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Title I, Part A Required Coordination: Programs

- To increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program the LEA must coordinate and integrate Title I services with other educational services, such as:
 - Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs
 - Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Title VII, Part A, homeless children, and immigrant children

[Section 1112(b)(1)(E), P.L. 107-110]

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Title I, Part A Required Coordination

- LEAs must coordinate and integrate Targeted Assistance programs with other federal, state, and local services and programs.

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Examples of Collaboration Between Federal Educational Programs

DESOTO

Graduation Express Bus:

- Funds are pulled from Title I, Parts A, D and C grants
- Supports afterschool tutoring in core academic areas for at-risk population



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Examples of Collaboration Between Federal Educational Programs

SANTA ROSA

- **Coordination of Title I, Part A and Title I, Part C**
 - Provide on-going service delivery to migrant students: outreach, identification, and educational support services
- **Coordination of Title I, Part A and Title II, Part A**
 - Provide ongoing in-service and professional development to assist teachers and paraprofessionals in core academic subject areas
 - Provide intensive reading interventions for ELL students and professional development for teachers and paraprofessionals of ELL students

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Examples of Collaboration Between Federal Educational Programs

SEMINOLE

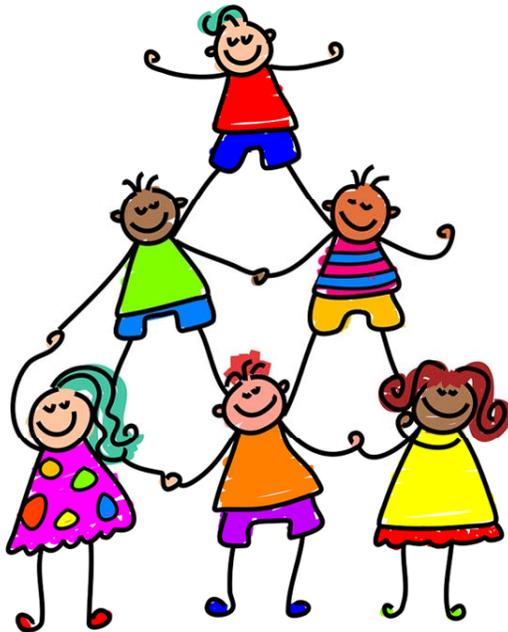
Coordination of Title I, Part A and Title X, Part C

- Homeless liaison salary to identify students that needs tutorial and additional academic interventions

Coordination of Title I, Part A and IDEA

- Support interventions for Tier II and Tier III students
- Coordinating to maximize services for early intervening services

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Title I, Part A: Set-asides



Title I, Part A Coordinated Set-asides

Student Population	Citation
<ul style="list-style-type: none"> • Homeless Children in Non-Title I Schools • Neglected or Delinquent Children • Migrant Students 	<ul style="list-style-type: none"> • Section 1113(c)(3), Public Law 107-110 • Section 1113(c)(3), Public Law 107-110 • Section 1112(b)(1)(E), Public Law 107-110

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Title I, Part A Grant Application Reservations/Set-asides

LEAs shall reserve such funds as are necessary to provide services comparable to those provided to children in Title I schools to serve:

- Homeless children who do not attend Title I schools
 - including provision of educationally related support services to children in shelters and other locations where children may live
- Children in local institutions for neglected children and local institutions for delinquent children
- Neglected or delinquent children in community day-school programs, if appropriate

Section 1113(c)(3), P.L. 107-110

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Title I-A Reservations in Application: Homeless Students...Keep in Mind...

LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources, because homeless children and youth:

- are more likely to miss school and to change schools than are other children and youth
- frequently face unique barriers when accessing educational programs and striving for academic success

Refer to M-4 in USED's EHCY Program Guidance at <http://www.ed.gov/programs/homeless/guidance.pdf>

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Suggestions for LEAs to Determine Homeless Students' Reservations

- Conduct an annual assessment of the needs of homeless students
- Estimate future costs for serving homeless students based on costs to meet current needs
- 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 MV funding request
- Reserve a percentage based on the district's poverty level or total Title I-A allocation

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**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: ABC District School Board
B) Project Number (DOE USE ONLY): 000-2123A-3CB01

E) TAPS
Number
13A001

Export to Excel For Your Records

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1.	E Provide intensive research based reading/math intervention- at each Title I School. Need 1	5100	120	Classroom Teachers Salaries. Academic Intervention Specialist in reading/math provide intensive research-based reading/math intervention- District Initiative at each Title I School- District Set-aside.	16.000	\$ 708,711
2.	C Provide academic enrichment summer programs through Best of Florida University, ABC Marine Science Center, and ABC Community Schools. Homeless Set-aside Need 4	5100	310	Professional and Technical Services Academic Support Vouchers for academic enrichment summer programs provided through Best of Florida University, ABC Marine Science Center, and ABC Community Schools.	0.000	\$15,000
3.	C Provide literacy services and family intervention/ case management to homeless students. plus evaluation services	6100	311	Subagreements up to \$25,000 Subagreements up to \$25,000-First \$25,000 of Professional & Technical Services. Title X set-aside to be used for any approved Title X expenditures. 0.5 of two positions (a literacy specialist and a family intervention specialist) Required Set-Aside plus evaluation services, total amount \$25,000	0.000	\$25,000
4.	C Provide access to Health Services for students to maintain enrollment	6130	310	Professional and Technical Services Health Services for students to maintain enrollment (Title X set-aside) Need 4	0.000	\$4,000
5.	B-2 Providing parent involvement activities including after-school parent/teacher conferences. Need 3	6150	120	Classroom Teachers for Parent Involvement Activities including after-school parent conferences (533 hours @\$15/hour/1470 per year= .36 FTE)	0.360	\$8,000
6.	B-2 Providing parent involvement activities including after-school parent/teacher conferences. Need 3	6150	360	Rentals Parent including facilities and software including Raptor or Lobbyguard Parent/Volunteer Software. Need 3	0.000	\$4,000
7.	D Provide Transitional Services for N & D students	6300	130	Other Certified Instructional Personnel Salary- Other Certified Instructional Personnel- Transitional Services Staff for N & D students	0.080	\$3,054

count	Activity	Function	Object	Account Title and Description	FTE	Amount
8	E Provide supplemental staff development specifically designed to meet program goals and needs related to HQ activities	6400	110	Administrators Administrator/Supervisor. .30 of Math & Sc coordinator, .30 Language Arts Coordinator to provide staff development specifically designed to meet program goals and needs related to HQ activities - supplemental to district activities to ensure Highly Qualified Teachers.	0.600	\$45,425
9	A Provide professional development for school staff on educating disadvantaged and at-risk youth. Need 1	6400	310	Professional and Technical Services 88% of 42 days of Professional Development on educating disadvantaged/at-risk youth, provided by instructor @ \$2,000/day (12% funded by IDEA)	0.000	\$104,900
10	E Conduct Early Intervention Program Evaluation	6400	310	Professional and Technical Services Prof & Tech Services- Contract for LEA Assistance- 88% of Early Intervention Program evaluation conducted by UWF. (12% funded by IDEA) Need 1	0.000	\$53,449
Totals:					38.648	971,538

Totals:		
Code	Description	Total
A	5% Maintain Highly Qualified Status of Teachers & Paraprofessionals	104,900
B-2	1% Parental Involvement	12,000
C	Homeless Education	44,000
D	Neglected and Delinquent Set-Aside	3,054
E	LEA-Wide Activities	807,584
	Total	971,538





Scenario

The LEA wants to use Title I, Part A funds to set up a separate program within a school, to educate homeless students.

Can the LEA set up such a program and use Title I, Part A funds to run the program?

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Coordination between Title I, Part A & Part C in Title I, Part A Application

- LEAs may reserve a portion of their Title I, Part A funds to support the Migrant Education Program (MEP).
 - Split fund the Title I, Part C Director's salary and benefits
 - Preschool programs
 - Materials, curriculum, supplies

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Scenarios

Allowable Use of Funds Across Titles



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Scenario - Allowable Use of Funds

The LEA received permission to hire three full-time staff people.

The LEA decides to make one of them a Homeless Liaison, another the N&D Coordinator, and the third a Migrant Education Program (MEP) Coordinator.

Can the Title I, Part A grant assist in funding these positions?

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Title I, Part C
EDUCATION OF MIGRATORY CHILDREN

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Title I, Part C –
Education of Migratory Children

Funding	
2010-11	= \$23,655,883
2011-12	= \$23,607,342
2012-13	= \$23,561,534

Migrant Student Counts	
2009-10:	28,829
2010-11:	27,567
2011-12:	27,716

Statutory Citation: No Child Left Behind, Public Law 107-110, Sections 1301-1309

Purpose: The general purpose of the Migrant Education Program (MEP) is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps SEAs and local operating agencies address the special educational needs of migratory children to better enable migratory children to succeed academically.

Funds may be used for supplemental instructional and support services; professional development; parental involvement activities; identification and recruitment; coordination of activities with other agencies both within the State and with other States nationwide; comprehensive needs assessment; and evaluation of MEP.

Funding Notes: The U.S. Department of Education allocates Title I, Part C Migrant Education Program funds to States annually through a statutory formula based primarily on each State's per pupil expenditure for education and counts of eligible migratory children, aged 3 through 21, residing within the State. [Sections 1303 of Title I, Part C; Section 9302 of Title IX; Section 421(b) of GEPA]

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Title I-Part C: Allowable Use of Funds

<ul style="list-style-type: none"> • Instructional services (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school) • Support services (e.g., acting as a migrant child advocate, providing access to health and social service providers; providing migrant families with necessary supplies) 	<ul style="list-style-type: none"> • Professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children) • PAC and other parental involvement activities (See Questions B11-B13 and C4-C7 in Chapter VII – “Parental Involvement”)
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Title I-Part C: Allowable Use of Funds

<ul style="list-style-type: none"> • Coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records 	<ul style="list-style-type: none"> • Identification and recruitment • Comprehensive needs assessment activities • Evaluation of the MEP
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Scenario - Allowable Use of Funds

Can a district use MEP funds to support the partial salary of an employee who has both MEP and non-MEP responsibilities?



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Best Practice – Title I, Part C Migrant and Title III Parent Night Indian River County

Who? Parents of ELL and Migrant Students

What? Offer program overviews, ways to assist students with homework, and information on English classes all delivered in parents' native language

When? Evening hours after school

Where? In school cafeteria

Why? To assist parents in understanding information sent home with students, available supplemental resources, and how they can help their children with their studies

How? Resources, materials, large group setting and representatives from each program



Title I, Part D EDUCATION OF NEGLECTED & DELINQUENT STUDENTS

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Title I, Part D – Education of N&D Students

<p>Funding</p> <p>Subpart 1: 2010-11 = \$2,108,459 2011-12 = \$1,641,217 2012-13 = \$1,532,742</p> <p>Subpart 2: 2010-11 = \$11,628,135 2011-12 = \$11,127,618 2012-13 = \$10,568,183</p> <p>Student Counts</p> <p>Subpart 1: 2009-10: 3566 2010-11: 3,551 2011-12: 3,020</p> <p>Subpart 2: 2009-10: 28,201 2010-11: 27,689 2011-12: 25,694</p>	<p>Statutory Citation: No Child Left Behind, Public Law 107-110, Sections 1401-1432</p> <p>Purpose: The Neglected and Delinquent Education Program provides leadership, technical assistance, educational funding, and support services to districts to supplement education programs for neglected, delinquent, and at-risk students.</p> <p>Funds within this program may be used to provide after-school tutoring, supplemental computer aided instruction, educational materials and supplies, support and implementation of vocational programs, education court liaisons, small group supplemental instruction, transition support, and credit retrieval.</p> <p>Title I, Part D is broken down into two parts. Subpart 1 refers to State Agency (SA) programs and Subpart 2 refers to Local Educational Agency (LEA) programs.</p> <p>Funding Notes:</p> <p>Administration: Up to 1% Subpart 1: Transition Set-aside: 15% - 30%</p> <p>The USDE allocates Title I, Part D funding annually to states based on formulas that consider, among other factors, the number of residential delinquent students submitted in the Annual Child Count. The LEA program is distributed as a subset of the dollars allocated to Title I, Part D, whereas funds for the SA program come out of a separate allocation.</p>
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Title I, Part D: Allowable Use of Funds

- Programs that serve children and youth returning to local schools from correctional facilities
 - to assist in the transition of such children and youth to the school environment
 - to help them remain in school in order to complete their education (e.g., salaries for transition personnel, teen pregnancy programs, etc.)
- Dropout prevention programs which serve at-risk children and youth
- Coordination of health and social services for children and youth if there is a likelihood that the provision of such services will improve the likelihood such individuals will complete their education
- Mentoring and Peer Mediation

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Title I, Part D: Allowable Use of Funds

- Special programs to meet the unique academic needs of participating children and youth, including:
 - Vocational and Technical Education
 - Special Education
 - Career Counseling
 - Assistance in Securing Student Loans or Grants for Postsecondary Education
- Curriculum-Based Entrepreneurship Education



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How Title I, Part A Set-aside is Highlighted in the Title I, Part D (N&D) Application

- Added to the narrative section of the Title I, Part D application in the 2012-2013 School Year, the following:
 - Identify the amount that has been reserved
 - Describe how the Title I, Part A, N&D set-asides will be used to assist children and youth in neglected and/or delinquent programs
 - State will compare it to the amount identified in the Title I, Part A application

[34 CFR 200.77(a)(3) of the Title I, Part A Regulations]

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Title I Part D, Subpart 2
Local Agency Programs for Neglected and Delinquent Youth 2012-2013

[◀ Grant Application Menu](#)
[◀ Program Main Menu](#)

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Coordination

Coordination with Non Academic Services

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.
(Limit response to 4,000 characters or about 650 words.) [Show History](#)

Coordination with Federal, State, and Local Programs

Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I, Part A of Public Law 107-110 and vocational and technical education programs serving at-risk children and youth.
(Limit response to 4,000 characters or about 650 words.) [Show History](#)

In accordance with Section 1113(c)(3)(B)(C), the LEA shall reserve funds as necessary under Title I, Part A, to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

(a) Set-Aside Amount, if applicable: \$

(b) Provide a description of how Title I, Part A, Set-Asides will be used assist this program



Scenario - Allowable Use of Funds

An LEA would like to use the Title I, Part A, N&D set-aside to implement a dropout prevention program for teen parents attending a community school.

Would this be considered an allowable use of funds?



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Title I, Part D Coordination with Title I, Parts A & C

- All children and youth in local correctional facilities are eligible to be served through the age of 21.
- In local participating schools, all youth who are eligible for services under Title I, Part A or C of ESEA are eligible if the school receives Title I funds.
- If a school is receiving Title I, Part D funds but is not a Title I, Part A school, the LEA may identify the at-risk youth enrolled in the school for Part D services by such categories as:
 - Migrant children or youth (based on their eligibility for services under Title I-A)
 - Children who are at-risk of school failure or who have failed before
 - Children and youth who have been adjudicated within the juvenile justice system but have returned to a school operated by the school district
 - Children who have limited English proficiency
 - Immigrant children or youth
 - Gang members (based on definitions established by the SEA or LEA)
 - Pregnant and parenting youth through the age of 21
 - Children who have dropped out of school



Best Practice – N&D Mobile Course/Credit Recovery Program Pinellas County



Who? Middle and High School Students At-Risk of Dropping Out
What? Offer educational services
When? Flexible after-school hours schedule
Where? In their community centers and churches
Why? To provide personalized mastery learning with the opportunity to raise grade point average recover credit and graduate on time
How? Mobile computer resources, materials, small group setting and a teacher



Title X, Part C
**EDUCATION OF HOMELESS
CHILDREN & YOUTH**

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Title X, Part C – Education of Homeless Children and Youth

<p>Funding</p> <p>2010-11 = \$3,283,463 2011-12 = \$3,364,395 2012-13 = \$3,386,786</p> <p>Homeless Student Counts</p> <p>2009-10: 49,112 2010-11: 56,680 2011-12: 63,685</p>	<p>Statutory Citation: No Child Left Behind, Public Law 107-110, Sections 1031-1034; Subsections 721-726</p> <p>Purpose: The Homeless Education Program provides leadership, technical assistance, educational funding through a competitive process, and support to districts to ensure that homeless students are identified, enrolled, attend school, and have access to resources to help them achieve academically.</p> <p>Funds within this program may be used to offer tutoring, supplemental instruction, and other educational services, including mentoring and summer programs; referrals to medical, dental, mental, and other health services; and parental engagement activities, among many others.</p> <p>Funding Notes: Flow-through to Districts: Must be at least 75% Administration/Technical Assistance: Up to 25%</p> <p>The U.S. Department of Education allocates McKinney-Vento funding annually to states based on the state's proportion of the Title I, Part A federal allocation.</p>
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Title X, Part C: Allowable Use of Funds

<ul style="list-style-type: none"> • Summer and after-school tutoring for students (including those residing at shelters) • Remediation programming for academic progress • Funding for school extracurricular participation and related fees 	<ul style="list-style-type: none"> • School-related needs such as school physicals, backpacks, school supplies, school uniforms and shoes • Ongoing case management • Staff Development • Medical and dental services (Emergency)
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How Title I, Part A Set-aside is Highlighted in the Title X, Part C Application

Title I Set-Aside Use of Title I, Part A Funds

Not applicable (NA) because all schools in our LEA are designated as Title I/schoolwide schools.

1) Title I and McKinney-Vento Programs Collaboration/Coordination Describe how the Title I program will collaborate on an ongoing basis in 2013-2014 to ensure that students in homeless situations will receive appropriate Title I, Part A services. Applicants should provide sufficient detail for reviewers and for those who will make that determinations regarding the outcome of the application. Limited to 5000 characters.

Response from 2012-2013
 The Homeless Liaison is partially funded from the Title I set-aside allocation and she works directly with the Director of Project Development (Federal program management) to plan activities, access funds, and evaluate implementation of the Title I, part A, initiatives under homeless education. Meetings are held at least twice monthly with the Liaison, relevant program administrators, and staff to assess progress and determine needs in the program both within Title I schools and in non-Title I schools where homeless children are present. Title I funding provides supplies for homeless students, supplemental curricula and school equipment, school uniforms when necessary in the form of clothing and mentoring services, and training for district and school staff regarding the needs of homeless, neglected, and delinquent youth with the Title I, part C, Magnet Education supervisor to identify migrant children who may present as homeless and who may qualify for services.

The Homeless Liaison is partially funded from the Title I set-aside allocation and she works directly with the Director of Project Development (Federal program management) and the Title I supervisor to plan activities, access funds, and evaluate implementation of the Title I, part A, initiatives under homeless education. Meetings are held at least twice monthly with the Liaison, relevant program administrators, and staff to assess progress and determine needs in the program both within Title I schools and in non-Title I schools where homeless children are present. Title I funding provides supplies for homeless students, supplemental curriculum and school equipment, school uniforms when necessary, additional educational support in the form of tutoring and mentoring services, and training for district and school staff regarding the needs of homeless, neglected, and delinquent students. The Liaison also works closely with the Title I, part C,

2) Scope and Nature of Title I, Part A Services Describe the scope and nature of services to be provided through Title I, Part A funds to address the needs. The description should include:

- the activity/activities,
- grade levels of students to be served,
- approximate numbers to be served,
- where the services will be delivered,
- the expected benefits to be derived from the service(s), and
- other relevant information.

Note: For each row, all columns are required to be filled in. Only complete rows will be saved. Update for 2013-2014.

Row	Activities (Approved text 500 characters)	Grade Levels (Approved)	Students Served (Target Number) (Approved)	Where Services Will be Delivered (Approved text 500 characters)	Expected Benefits from Services (Approved text 500 characters)	Other Relevant Information (Approved text 500 characters)
1	Fund partial salary for Homeless Liaison	PK-12	500	Schools, churches, and other community	Partial funding of the Liaison will	

1. Describe How Title I will collaborate with Homeless Liaison to serve homeless students

2. Describe the Scope and Nature of Title I, Part A Services

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How Title I, Part A Set-aside is Highlighted in the Title X, Part C Application

According to guidance issued by the US Department of Education in July 2004:

104. What types of services may a LEA provide to homeless students with funds reserved under Section 1113(c)(3) of Title I?

The LEA may use funds reserved under this section to provide services to eligible homeless students in both Title I and non-Title I schools that are comparable to services provided to non-homeless students in Title I schools. Services provided should assist such children in meeting the state's challenging academic content and academic achievement standards.

The LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. For example, where appropriate, the LEA at its discretion may provide a student with an item of clothing to meet a school's dress or uniform requirement so that student may effectively take advantage of educational opportunities.

2) Reservation of Title I, Part A Funds

Failure to set aside funds from Title I, Part A will eliminate the applicant from consideration for funding.

a. Please provide below the amount you expect to set aside for the Title I, Part A homeless education set-aside for the year.

Response from 2012-2013 37000.00

b. Please describe the methodology used to determine the homeless education set-aside. Below are some possible methods from "Four Methods for Determining New Mandatory Title I, Part A Set-Aside for Homeless Children" (No Child Left Behind 2001):

- 1. Identify and assess the needs of students in homeless situations in the LEA and set aside funds accordingly.
- 2. Obtain the count of students identified as experiencing homelessness and multiply by the Title I, Part A per pupil allocation.
- 3. For LEAs with a McKinney-Vento subgrant, reserve an amount greater than or equal to the LEA's McKinney-Vento funds.
- 4. Reserve a specific percentage based on the LEA's poverty level or total Title I, Part A allocation.
- Other Method: _____

c. Describe how the homeless liaison will access Title I funds for homeless students.

The Homeless Liaison works directly with the Director of Project Development (Federal program management) and the Title I supervisor to plan activities, access funds, and evaluate implementation of the Title I, part A, initiatives under homeless education. Meetings are held at least twice monthly with the Liaison, relevant program administrators, and staff to assess progress and determine needs in the program both within Title I schools and in non-Title I schools where homeless children are present. Title I funding provides supplies for homeless students, supplemental curricula and school equipment, school uniforms when necessary, additional educational support in the form of tutoring and mentoring services, and training for district and school staff regarding the needs of homeless, neglected, and delinquent students. The Liaison also works closely with the Title I, part C,

3. Describe the Reservation of Title I Funds

- Amount
- Formula
- Homeless Liaison's Access to Funds

Save

If you have questions contact Lorraine Allen, Lorraine.Allen@fdoe.org 850-245-0668 or Skip Forsyth, Skip.Forsyth@fdoe.org 850-245-0099

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Scenario - Allowable Use of Funds

A family becomes homeless and the parents and children had to move in with a relative in another school's attendance zone within the LEA. However, the family wants their children to continue to attend the school of origin.

The school of origin is the school the children attended while permanently housed or the last school enrolled.

Can Title I, Part A funds be used to assist with transportation?

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Scenario - Allowable Use of Funds

A homeless student wants to participate in football as an extracurricular activity. However, he cannot afford the required uniform.

Can Title I, Part A funds be used to assist with the purchase of necessary items for the required uniform?

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Best Practice – Coordination Title I, Part A and Title X, Part C

- Communities of Learning Program – Santa Rosa School District
 - Title I, Part A funds in the amount equal to the the McKinney-Vento grant funds will support services in the Communities of Learning Program.
- Literacy Specialist (0.5 FTE)
 - Literacy/educational support services are provided in school, after school on school grounds, after school at the tutoring center, and in temporary shelters.

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Title VI, Part B

RURAL EDUCATION ACHIEVEMENT PROGRAM, RURAL LOW-INCOME SCHOOL (RLIS) PROGRAM AND SMALL, RURAL SCHOOL ACHIEVEMENT (SRSA) PROGRAM

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Title VI, Part B – Rural Education Achievement Program, Rural Low-Income School Program and Small, Rural School Achievement Program

<p>Funding Trends:</p> <p>2010-11 = \$2,962,430 2011-12 = \$3,088,506 2012-13 = \$2,707,933</p> <p>Districts Served</p> <p>2010-11: 24 2011-12: 27 2012-13: 28 2013-14: 29</p>	<p>Statutory Citation: REAP is authorized under Part B of Title VI of the Elementary and Secondary Education Act, (ESEA), as amended by the No Child Left Behind Act of 2001. [ESEA Sections 6211 and 6221]</p> <p>Purpose: The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.</p> <p>The SRSA program provides eligible local educational agencies (LEAs) with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs. The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families.</p> <p>Funding Notes: Flow-Through to Districts: 95% to eligible LEAs Administrative/Technical Assistance: Up to % 5%</p> <p>The USDE allocates funding under the REAP Program annually to States by formula. The amount a State receives is based on its proportionate share of children in average daily attendance (ADA) in all LEAs eligible to participate in either the SRSA or RLIS program. The USDE awards SRSA funds directly to eligible LEAs on a formula basis. The SEA awards RLIS subgrants to eligible LEAs by formula on the basis of the number of children in average daily attendance in eligible LEAs within the state.</p>
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TITLE VI, PART B ELIGIBILITY AND PROGRAM FUNDING

An LEA is *eligible* for an allocation under the RLIS program if:

- Twenty-percent (20%) or more of the children age 5 to 17 are from families with incomes below the poverty line;
- **all** schools served by the LEA have a school locale code of 6, 7 or 8; *and*
- the LEA is not eligible to participate in the SRSA.

To be *eligible* to participate in REAP-Flex and the SRSA grant program, an LEA must :

- have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; *and*
- serve only schools that have an NCES school locale code of 7 or 8.

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Title VI, Part B: Principals for Use of Funds

- Set-aside or Reservation of funds**
 - Unlike other Federal Programs – there are no specific reservation of funds or required set-asides tied to Title VI, Part B. (i.e., required set-aside for parent involvement).
- Supplement, Not Supplant Requirement**
 - SRSA or RLIS grant funds must be used only to supplement, and not supplant, other federal, state, and local education funds.
- Equitable Participation**
 - The equitable participation requirements in Part E of Title IX of the ESEA do not apply to funds allocated under the SRSA or RLIS grant program.
- Budget**
 - Expenditures must be Reasonable, Allowable, and Necessary.

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Title VI, Part B: Allowable Use of Funds

- The funds must be used consistent with authorized use of federal funds and must be used to address the needs of **disadvantaged students**.
- An LEA may use funds to implement strategies described as follows.

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Title VI, Part B: Allowable Use of Funds

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teacher professional development on the
 - Common Core State Standards
 - utilization of technology to improve teaching
- Parental involvement activities

- Teacher professional development to support quality instruction for
 - students with disabilities
 - English language acquisition
- Educational technology, including software and hardware, to support digital curriculum

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Title VI, Part B: Allowable Use of Funds

- Activities authorized under
 - the Safe and Drug-Free Schools program
 - Title I, Part A
 - Title II, Part A
 - Title III



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Title VI, Part B Collaboration with Other Title Programs

- Supplement **LEA's Career Academy Programs** to provide students an opportunity to complete high school at the same time they complete industry standard vocational certification. [Title IA, Title ID, Perkins]
- Provide **professional development** to improve teaching strategies. [Title IA, Title II, SIG, etc.]
- Strengthen core instruction by supplementing **Rtl interventions**, targeting students scoring Level 1 or 2 on FCAT Reading and Math. [Title IA]
- **Support differentiated instruction and staff development.** [Title I, Title II, Title X, SAI, local grants, RTTT, etc.]
- Enhance or expand educational technology. (Title IA)
- Support the provisions of **supplemental educational services** (i.e., used Title VI funds to support the Title I Part A initiative for SES tutoring) [Title VI, Title IA, state and local]

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Title VI, Part B Collaboration with Other Title Programs, continued

- Provide **extended learning opportunities** (i.e., After-school tutoring in Math/Reading, summer program) [Title VI, Title IA, Title IC, state and local]
- **Address dropout prevention** issues [Title VI, Title IA, Title ID, state and local]
- Implement **high school remediation programs** (i.e., use of web based instructional course work systems that enables students to earn credit through remediating skills in courses that they did not pass)
- Provide **credit retrieval/recovery** programs through an online system to increase the student graduation rate. [Title VI, Title IA, Title IC, state and local]
- Support or retain instructional staff needed to implement supplemental instructional services or activities. [Title VI, Title IA, Title IC, Title ID]

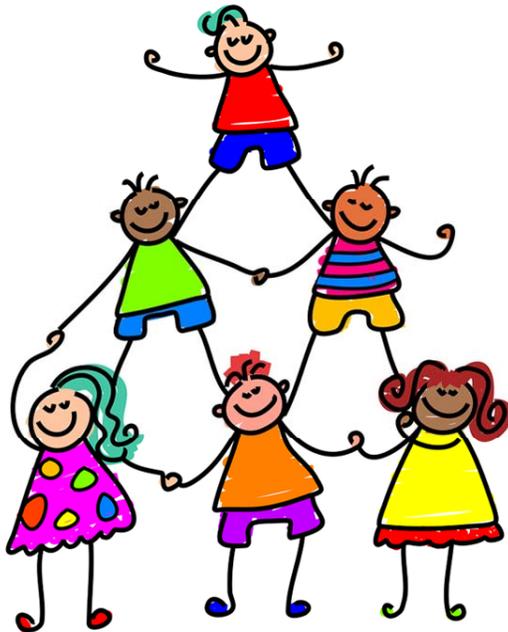
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Title VI Scenarios - *Requirement or Not?*

The LEA is notifying private schools within the LEA regarding the various federal funds received by the school districts and the possibility of students attending the private schools being eligible for supplemental instructional services. In using RLIS funds, does an LEA have to provide for the equitable participation of private school students and teachers?

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Parental Involvement

What's in Law?



Parental Involvement – Public Law 107-110

<ul style="list-style-type: none"> • Title I, Part A 	<ul style="list-style-type: none"> • Section 1118
<ul style="list-style-type: none"> • Title I, Part C 	<ul style="list-style-type: none"> • Section 1304(c)(3)
<ul style="list-style-type: none"> • Title I, Part D 	<ul style="list-style-type: none"> • Sections 1414(c)(14); 1423(8); and 1425(8)
<ul style="list-style-type: none"> • Title VI, Part B 	<ul style="list-style-type: none"> • Section 6222(a)(6)*
<ul style="list-style-type: none"> • Title X, Part C 	<ul style="list-style-type: none"> • Section 722 (g)(6)(A)(iv)

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Title I, Part A Parental Involvement Requirements

- Consultation with parents
- Develop a written policy that establishes expectations for parental involvement
- Reserve at least 1% of the total allocation
 - Unless the allocation is less than \$500,000
 - Consultation with parents
 - 95% to Title I schools

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Title I, Part A Parental Involvement Requirements

- Meetings:
 - Annual Meeting
 - Flexible number of meetings at appropriate times that encourage parental attendance
- Consultation
 - Parental Involvement Plan
 - Title I programs and activities
 - Schoolwide program plan

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Title I, Part A Parental Involvement Notification Requirements

- Notification of:
 - The Title I program
 - Curriculum used
 - Forms of academic assessment administered
 - Proficiency levels students are expected to meet
 - Annual meeting and other meetings
 - School-parent compact
 - PIRCs
 - Parents' right-to-know

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Title I, Part A Parental Involvement Notification Requirements - PRTK

- Parents may request information about the professional qualifications of the student's teachers and paraprofessionals.
- 1111(h)(6) and (C)
- The level of achievement of their child(ren) on the state academic assessments
 - Time of the year to be determined by the LEA
- 1111(h)(6)(B)(i)
- The child has been assigned to or taught, for 4 or more consecutive weeks by, a teacher who is not highly qualified.
- 1111(h)(6)(B)(ii)

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Title I, Part A Parental Involvement Notification Requirements

- LEA Report Card (SPAR)
 - <http://schoolgrades.fldoe.org/>
 - <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>
 - Must include information about all Title I schools in the LEA (include student achievement, grad rates, teacher qualifications, etc.)
 - Parent friendly format
 - Alternate languages, as appropriate
 - As soon as possible after FDOE release school grades.
 - 1111(h)(2) and (E)

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Title I, Part A Parental Involvement Requirements: School-Parent Compact

- Jointly developed
- Goal: Improved academic achievement
- Goal: Build and develop partnerships
- **School responsibilities** (supportive and effective learning environment) and **parents' responsibilities** (support, volunteer, participate)
- Communication between parents and teachers
 - Annual parent-teacher conferences in elementary schools
 - Frequent reports to parents on the children's progress
 - Access to staff and the children's classrooms

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Title I, Part A Parental Involvement Requirements – Building Capacity

- Parents need to understand expectations for students.
- School staff need to understand the value of involving parents.
- Train parents to enhance the involvement of other parents.
- Facilitate parent meetings with educators.
- Use Advisory Councils.
- Involve the community.

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Parental Involvement – Requirements Title I, Part C (Migrant Education)

- In order to receive MEP funds, the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents.
- An LEA must:
 - 1) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and
 - 2) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.

[Section 1118 of Title I, Part A, and section 1304(c)(3) of Title I, Part C, PL 107-110]

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Parental Involvement – Requirements Title I, Part D (N&D)

- Where feasible, programs being assisted with Title I, Part D funds must involve parents in efforts to
 - improve the educational achievement of their children and
 - assist in dropout prevention activities
 - prevent further involvement of such children in delinquent activities.

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Parental Involvement - Title VI (Rural Low-Income Schools – RLIS)

The RLIS Program does not stipulate any specific requirements related to parental involvement as is outlined in most federal programs; however, the RLIS program authorizes districts to use program funds for parent involvement. [Section 6222(a)(6)]

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Parental Involvement – Requirements Title X, Part C (Homeless Education)

- The Local Educational Agency (LEA) shall:
 - inform parents or guardians of homeless children and youth or unaccompanied youth of the educational and related opportunities available to their children or them and
 - provide parents or guardians with meaningful opportunities to participate in the education of their children.

[Section 722 (g)(6)(A)(iv), P.L.107-110]

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COORDINATING PROGRAMS TO INCREASE PARENTAL INVOLVEMENT

REAL-LIFE APPLICATIONS

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Parental Involvement Coordination Title I, Part A and Part C

- Some LEAs with a small migrant population find it difficult to pull together a formal Migrant Parent Advisory Council (MPAC).
 - To address this, the LEA may collaborate with Title I, Part A by ensuring that migrant parents are invited to the LEA-level Parent Advisory Council (PAC) meetings.
 - Local MEP staff can meet with the migrant parents at this meeting as opposed to conducting a MPAC meeting.
 - The LEA should document the separate meeting with migrant parents and parents' input about the MEP.

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Parental Involvement Coordination Title I, Part C (Migrant Education Program)

- To address providing educational support in the home, which is required by Title I, Part C, the LEA can collaborate with its ESOL/Title III program in offering Literacy Night or some equivalent.
 - The LEA would invite parents of English Language Learners (ELL) students including migrant parents to attend.
 - Remember to document this as a service and an example of collaboration.

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Parental Involvement Coordination Title I, Part D (N&D)

Where feasible, programs being assisted with Title I, Part D funds must involve parents in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities.

- Parent participation in educational meetings discussing student progress and achievement (*IEP meetings, parent/student conferences, parent questionnaires, etc.*)
- Activities implemented for parents of neglected, delinquent, or at-risk students (*family days, afterschool functions that involve parent and student interaction, etc.*)
- Resources provided to assist parents in preventing further delinquent activities (*prevention brochures, newsletters, etc.*)

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Parental Involvement Coordination Examples Title VI (Rural Low-Income Schools - RLIS)

- Use funds to increase the **involvement of parents** at participating schools by supplementing activities designed for parents under other programs. [Title IA, Title IC, Title ID]
- Use funds to include parents in activities designed to encourage students continuing their education by pursuing postsecondary opportunities. [Title IA]
- Use funds to implement get-acquainted activities at middle/high school separate from the annual open-house meetings. (non-Title I Schools)
- Coordinate and share survey comments to determine barrier to parents' participation.

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Parental Involvement Coordination Title X, Part C (Homeless Education)

- Title I Events
 - Parent Institutes – Sarasota and North Port
 - Schoolhouse Link (Homeless Education staff) staffed an information table. The table included books, bookmarks, brochures, and community resources lists for homeless families and children. Approximately 100 people attended.
- Family Reading Nights – Baker County Schools
- Title I Annual Parent Meeting – Glades County Schools

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Q/A Time



Share your questions!

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