

LEVERAGING FUNDS TO MEET STUDENT NEEDS

UTAH TITLE I DIRECTORS

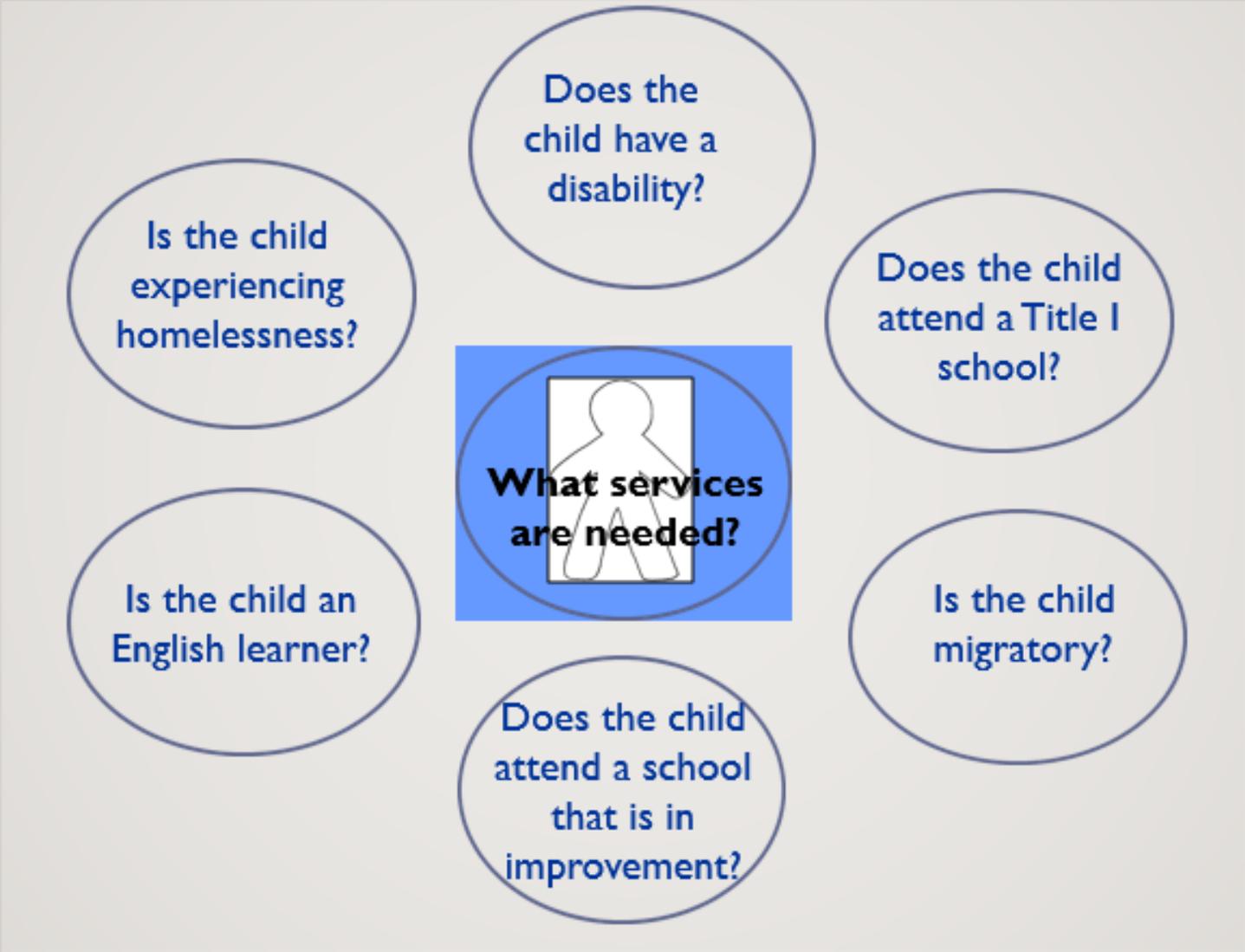
MARCH 15, 2019

INTERSECTION OF FEDERAL PROGRAMS

Objective:

- Provide examples of coordinating funds to focus on the needs of each student

INTERSECTION OF FEDERAL PROGRAMS



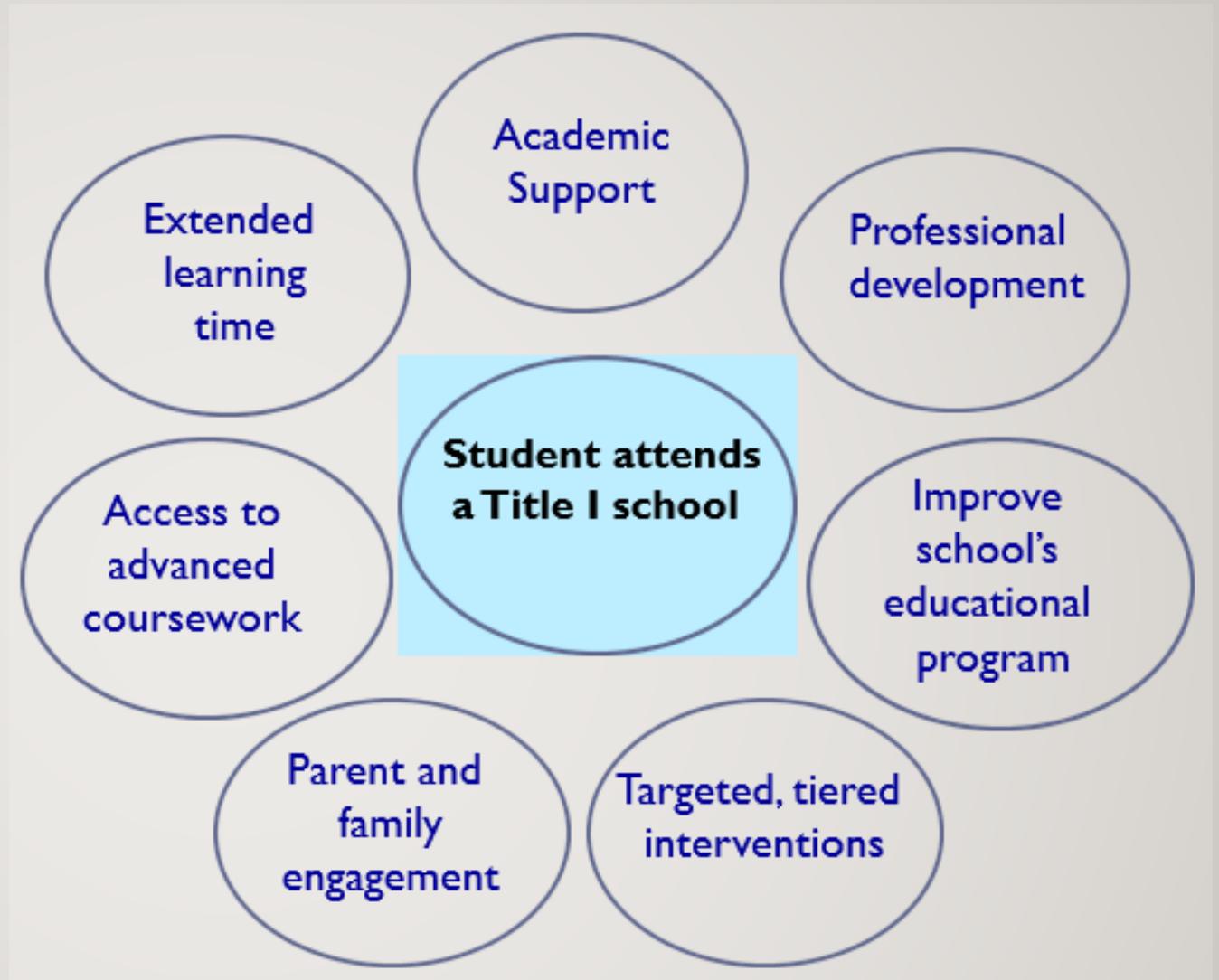
INTERSECTION OF TITLE I PART A FUNDS

Schoolwide Schools:

Title I funds can serve all students. Funds may be used to upgrade instruction in the whole school and improve the achievement of all students, especially students who are academically at risk. Title I funds may be consolidated with other Federal and non-Federal funds to increase flexibility and reduce burden [ESEA sections 1114].

Targeted Assistance Schools:

Title I funds serve only students that the school has identified as failing or most at risk of failing to meet challenging State academic standards based on multiple educationally related criteria [ESEA section 1115].



KNOWLEDGE CHECK

- **True or False?**

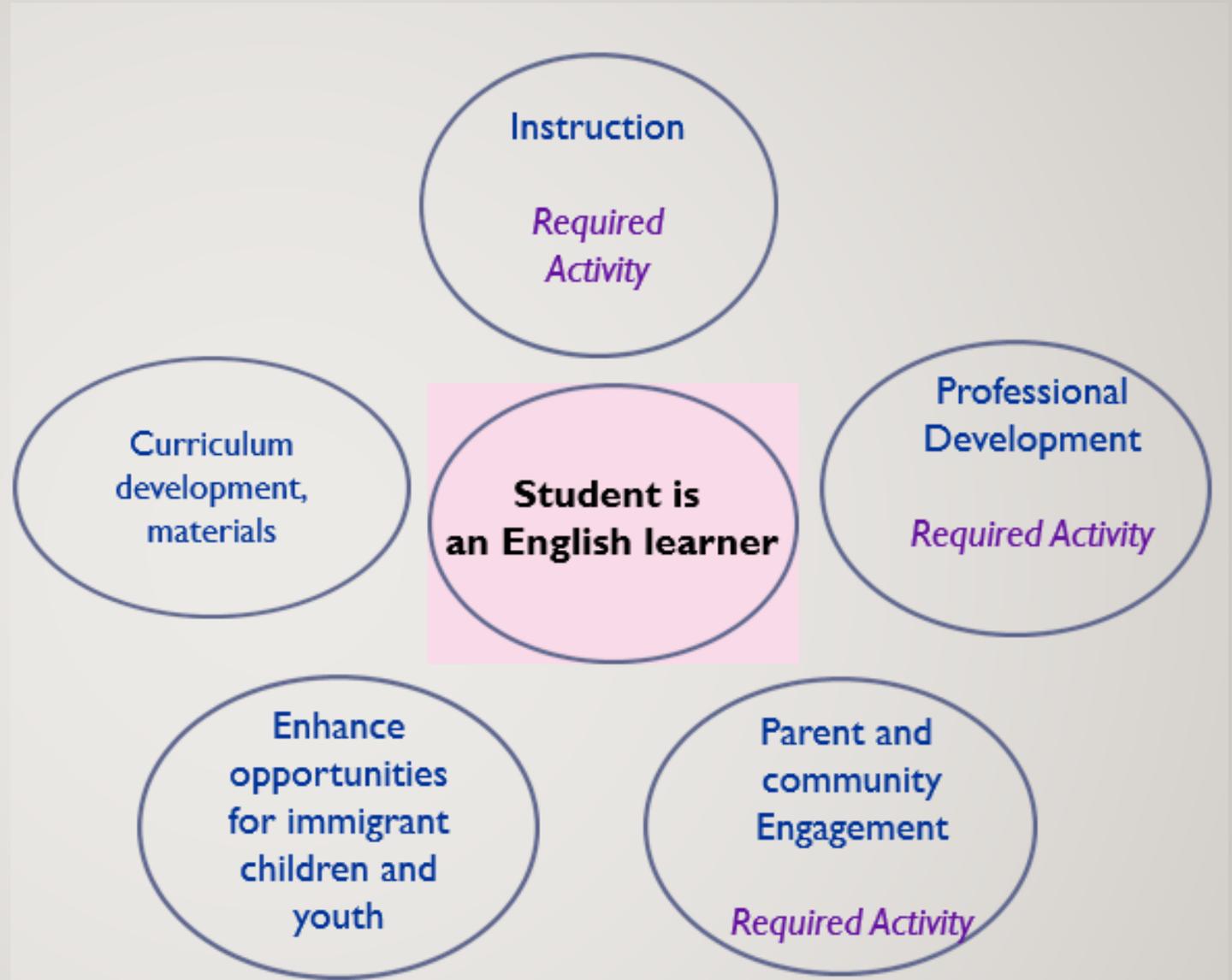
1. A Title I targeted assistance school does not have to receive all the State and local funds it would have received if it were not a Title I school.
2. A school implementing a schoolwide Title I program must do a comprehensive needs assessment and develop a schoolwide plan which it must monitor regularly to determine its effectiveness.
3. A schoolwide program must consolidate funds from other Federal programs and State and local funds with Title I, Part A funds to include these programs in its schoolwide plan.

INTERSECTION OF TITLE III PART A FUNDS

If a student is identified as an English Learner, Title III formula funds can be used by LEAs.

SEAs may not allocate Title III funds to an LEA if the size of the allocation is less than \$10,000.

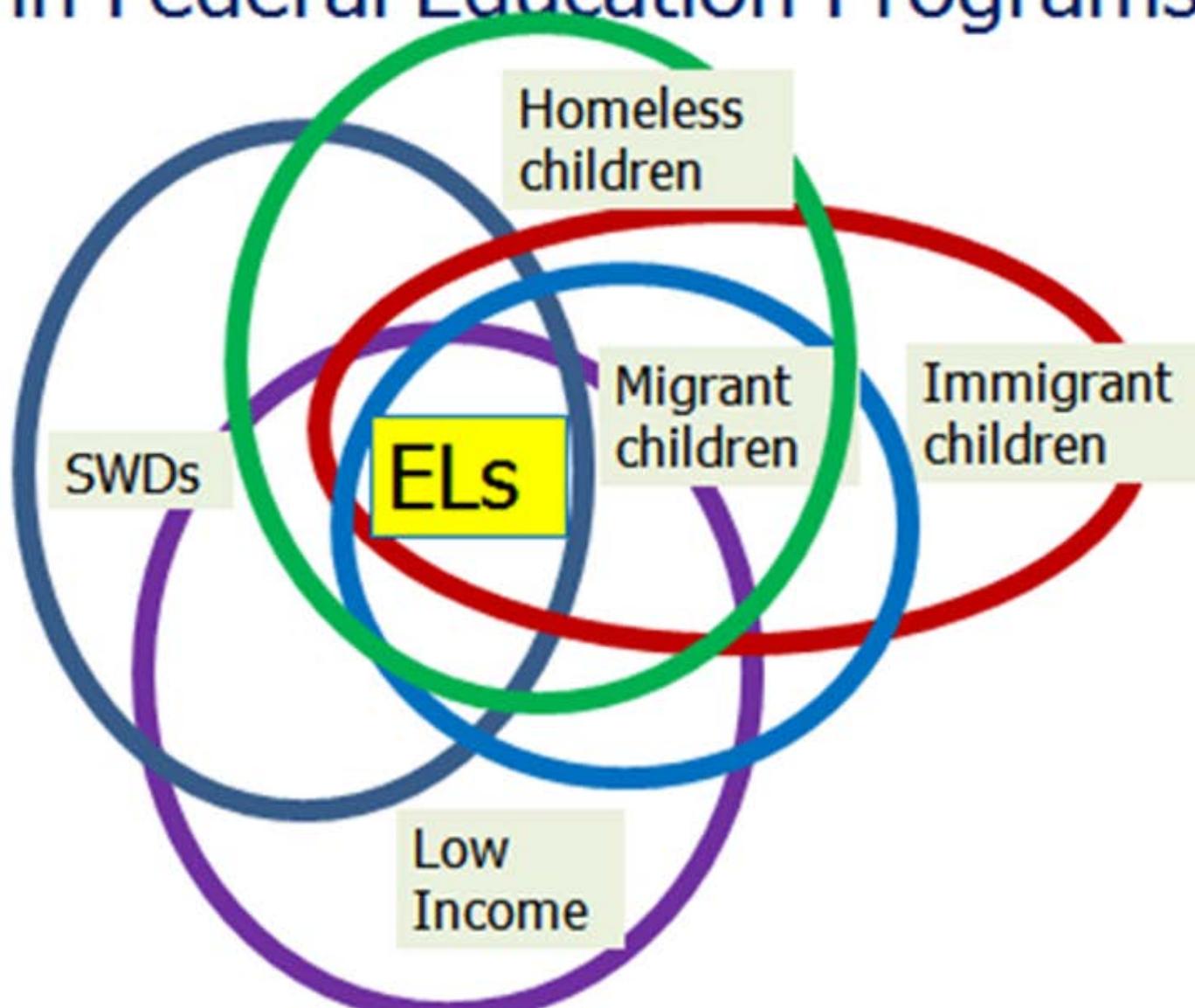
No more than 2% of Title III funds may be used for administration.



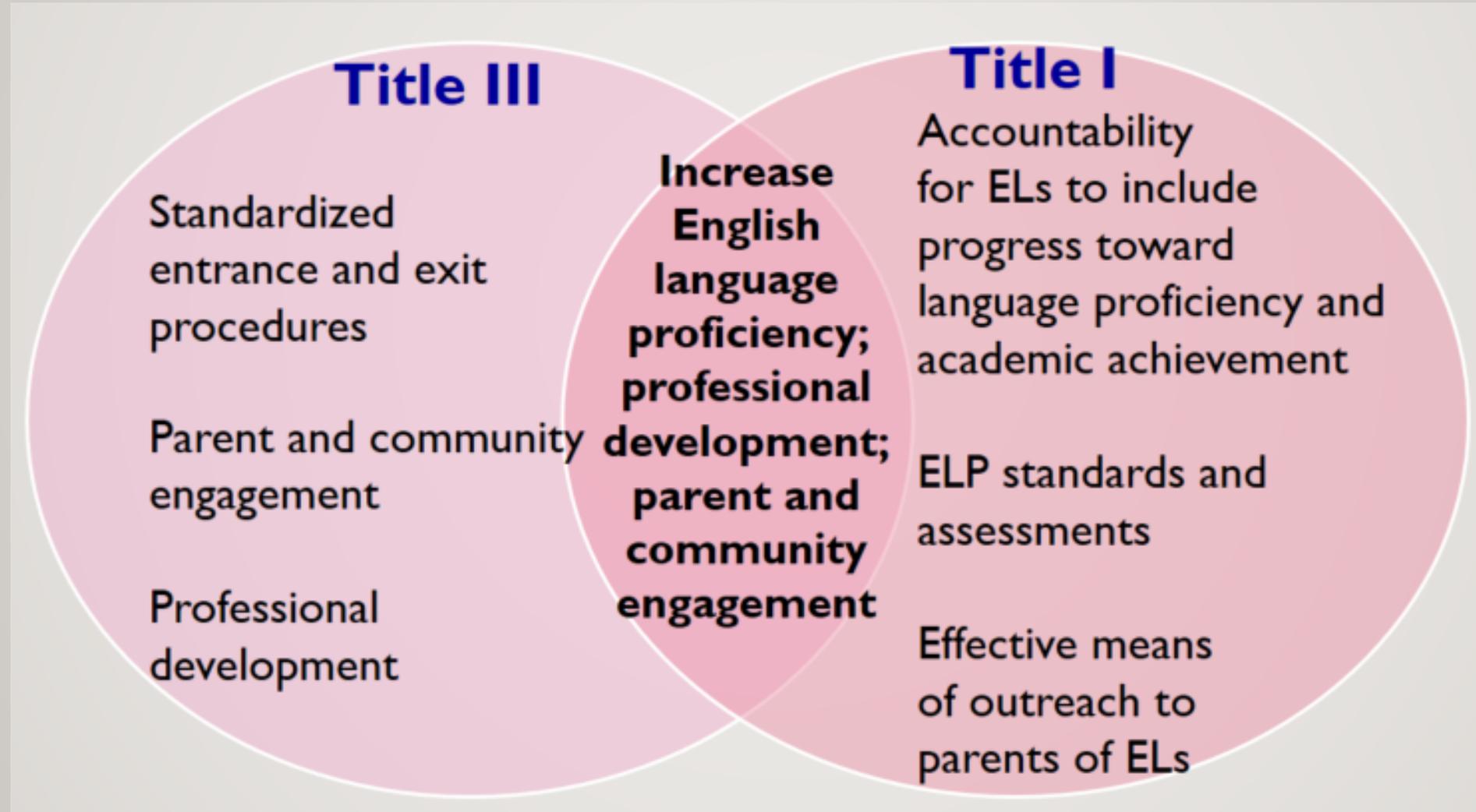
CONSIDERATIONS WHEN USING TITLE III FUNDS

- Title III funds must be used to supplement the level of Federal, State and local funds.
- Title III funds can be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to ELs and immigrant children and youth
- In the absence of a Title III grant, services for English learners are required to be provided by other laws/regulations (e.g., Lau requirements under civil rights obligations).
- States and LEAs may continue to use Title III funds to carry out activities relating to ELs that have been moved from Title III to Title I in certain circumstances. See guidance on Title III under ESSA (question A4).

ELs in Federal Education Programs



CONSIDERATIONS WHEN USING TITLE III FUNDS



KNOWLEDGE CHECK

True or False?

- Services for students who are English learners do not have to be provided unless an LEA receives an allocation of Title III funds.

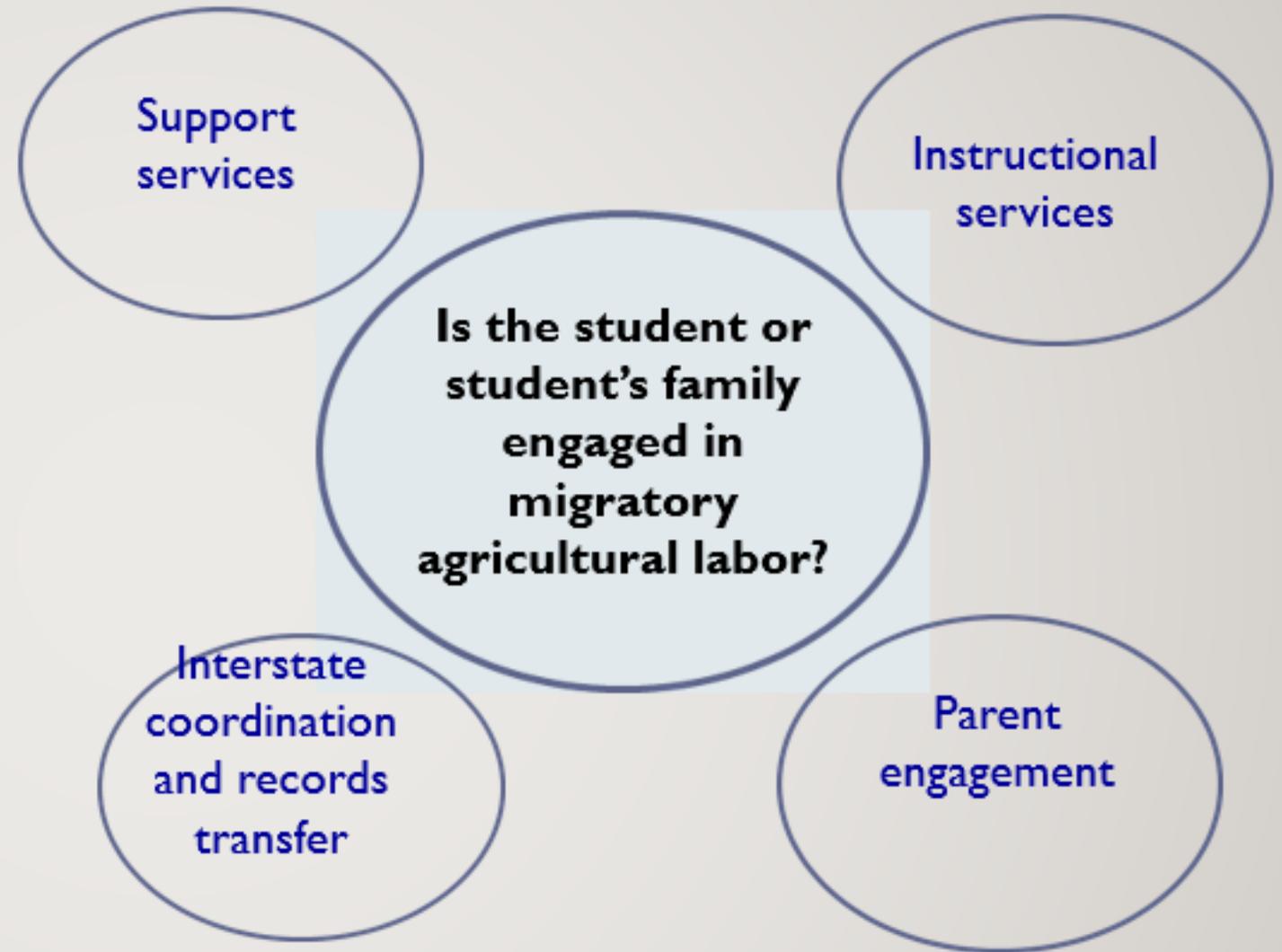
INTERSECTION OF TITLE I PART C FUNDS

Address needs in the MEP statewide comprehensive needs assessment and align service to strategies in the MEP statewide service delivery plan

Address needs of children who are migratory that have not already been addressed by other federal or non-federal programs

Supplement non-federal funds

Before consolidating Title I, Part C funds into a schoolwide Title I program, the needs of migratory students must have been met.



CONSIDERATIONS WHEN USING MIGRANT FUNDS

Before consolidating Title I, Part C funds into a schoolwide program, a school must:

- Consult with parents of eligible students who are migratory,
 - Meet the unique educational needs of students that result from their migratory lifestyle and other needs that are necessary to permit migratory children to participate effectively in school, and
 - Document that these needs have been met.
- *ESEA Section 1306(b)(4) and 34 CFR 200.29(c)(1)*

KNOWLEDGE CHECK

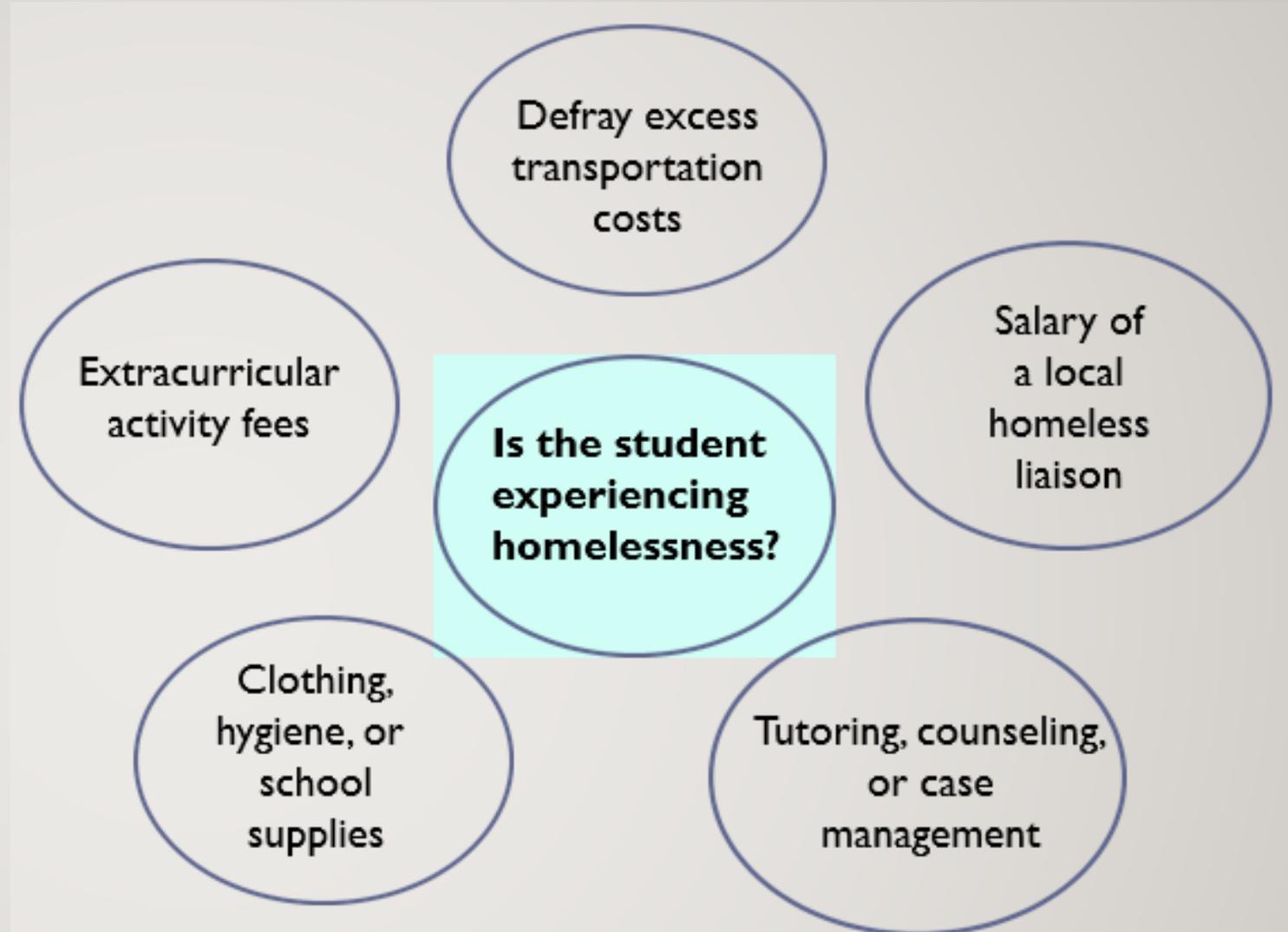
True or False?

- MEP-funded activities or services must be aligned to a strategy/strategies in the State's MEP statewide service delivery plan?

INTERSECTION OF MCKINNEY-VENTO FUNDS

All LEAs receiving Title I, Part A funds must set aside funding (e.g., a per pupil amount or based on a needs assessment).

Many educationally related support services may be funded (on a necessary and reasonable basis) as long as the student is homeless.



KNOWLEDGE CHECK

True or False?

- McKinney-Vento Education for Homeless Children and Youth subgrant funds may be used to pay for soap and shampoo.

INTERSECTION OF IDEA PART B

Related Services: Transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

Related services also include parent counseling and training [34 CFR section 300.34].

Specially designed instruction as defined by 34 CFR section 300.39

Personnel development to ensure the provision of a free appropriate public education (FAPE) to children with disabilities [34 CFR section 300.156(a) and (d)].



TITLE I 1003(a) SCHOOL IMPROVEMENT FUNDS

- Schools identified for Comprehensive Support and Intervention (CSI) under ESSA that receive Title I 1003(a) school improvement funds must leverage such funds with other federal and non-federal funds to support the implementation of the school's improvement plan (SIP).
- The SIP must address the reasons for the school's low-performance as identified through a comprehensive needs assessment (CAN) and root cause analysis (RCA).
- The SIP must be collaboratively developed with input from parents, teachers, school staff, administrators, and other stakeholders.

OTHER FEDERAL PROGRAMS

In addition, consider potential support from other Federal programs, including:

- Title II, Part A: Improves the quality and effectiveness of teachers and school leaders to increase student achievement
- Title IV, Part A: Builds capacity for SEAs and LEAs to provide students with access to a well-rounded education, improve school conditions for student learning, and improve use of technology to increase academic achievement.
- Title IV, Part B 21st Century Community Learning Centers: Establishes or expands community learning centers to provide students with opportunities for academic enrichment and various additional services to reinforce and complement their regular academic program, and to provide parents with opportunities for meaningful engagement with their children's education.

OTHER FEDERAL PROGRAMS

- Title V, Part B Rural Low-Income Schools: Supports activities allowable under Title I-A, Title II, Title III, and Title IV-A including professional learning and parent engagement activities.
- Title VI, Part A: Provides funds directly to LEAs and other eligible entities that have American Indian/Alaska Native students to meet the unique cultural, language, and educational needs of such students.
- Title I, Part D, Subpart 2 (Local Agency or LEA Neglected or Delinquent Education program): Allows funds to serve a broad range of at-risk students for educational support services.

STUDENT WHO IS AN ENGLISH LEARNER, MIGRATORY, AND ATTENDS A TITLE I CSI SCHOOL

Assessing Student Needs

- What is the student's educational background? What classes is the student missing?
- How will the school ensure that teachers receive professional learning to address the student's needs?
- How will the school involve the student's parents?
- How will the school ensure the student is acclimating to a new environment?
- What is the child's EL proficiency level?

Examples of Federal Supports

- Services to help with current courses or to recover credit (IA, IC)
- Supplemental services to help develop English proficiency (IIIA)
- Parent activities that relate to student's learning (IA, I 003(a), IC, IIIA).
- Professional learning (IA, IC, IIA, I 003(a), IIIA)
- Engagement activities to cultivate a sense of belonging (IC, IVA)
- Assistance with student records transfer (IC)

STUDENT IS AN ENGLISH LEARNER WHO IS HOMELESS AND ATTENDS A NON-TITLE I HS

Assessing Student Needs

- What is the child's EL proficiency level?
- How will the school ensure that teachers receive professional learning to address the student's needs?
- How will the school involve the student's parents?
- What educationally related supports does the child need?
- Does the child need transportation to the school of origin?

Examples of Federal Supports

- Additional educational services for classes such as tutoring or after school programs (MV).
- Supplemental services to help with English proficiency (IIIA).
- Activities for parents related to the student's rights and learning (IIIA, MV).
- Professional learning for staff to understand the student's social/emotional needs (IIA, MV, IVA).
- Pay extra transportation costs to attend school of origin (MV).

STUDENT WHO IS HOMELESS, HAS A DISABILITY, AND ATTENDS A RURAL TITLE I SCHOOL

Assessing Student Needs

- How will the school ensure that teachers receive professional learning to address the student's needs?
- How will the school include the student's parents?
- How will the school address the student's social/emotional needs?
- What additional instruction is needed?
- How will the school ensure FAPE is made available to the student?

Examples of Federal Supports

- Additional educational services to help with classes (IA,VB, MV)
- Activities for parents related to student learning (IA, MV,VB, IDEA)
- Additional educationally related support services outside regular school day (IA,VB, MV, IVB)
- Services and professional learning to address social/emotional needs (IA, MV, IVA,VB)
- Incorporation of technology learning into classroom (IVA)

CONSOLIDATING FUNDS IN A TITLE I SCHOOLWIDE PROGRAM

- The ESEA authorizes a schoolwide program school to consolidate and use funds under Title I, Part A, together with other Federal, State, and local funds, in order to upgrade the entire educational program of the school.
- In general, a schoolwide program may consolidate funds that it receives from any program administered by ED that can be used in a public elementary or secondary school.
- Some funds can only be consolidated under certain conditions (e.g., Title I-C; Title VI, IDEA, Part B)

See page 8-10 of ED's Schoolwide Guidance for additional information:

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>.

CONSOLIDATING FUNDS IN A TITLE I SCHOOLWIDE PROGRAM

Consolidating funds enables a schoolwide program school to:

- More effectively design and implement a comprehensive plan to upgrade the school's entire educational program based on its comprehensive needs assessment.
- Use the consolidated funds to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity.
- Avoid having to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation, provided it meets the intent and purposes of those programs.

STUDENT IS HOMELESS, AN EL, HAS A DISABILITY, ATTENDS A SCHOOLWIDE SCHOOL THAT CONSOLIDATES* TITLE I, TITLE II, TITLE III, TITLE IV-A, TITLE V-B, AND IDEA FUNDS WITH STATE AND LOCAL FUNDS

Assessing Student Needs

- Does the student need assistance with transportation to school of origin?
- How will the school ensure that the student's teachers receive appropriate professional learning?
- How will the school include the student's parents?

The consolidated funds may pay for:

- Any activities that meet the student's needs included in a comprehensive schoolwide program plan based on the school's comprehensive needs assessment.

**Consistent with all ESEA and IDEA requirements.*



THANK
YOU

The image features the words "THANK YOU" in a playful, bubbly font. Each letter is filled with a different color and decorated with small, colorful polka dots. The letters are arranged in two rows: "THANK" on top and "YOU" below it. The colors used are blue, orange, yellow, pink, green, red, and light blue. The letters have a glossy, 3D appearance with soft shadows underneath. A faint "dreamstime" watermark is visible in the background.