



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

## Title I, Part A Handbook

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### Tools and Tips for Title I Directors

REVISED July, 2016

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Dear Title I Directors,

With the enactment of the Every Student Succeeds Act (ESSA), North Carolina and its local education agencies and charter schools will no longer implement Title I, Part A programs in accordance with the provisions of the Elementary and Secondary Education Act (ESEA) Flexibility provisions effective August 1, 2016. Under the ESSA transition provisions, as clarified by the Consolidated Appropriations Act, 2016, the U.S. Department of Education (USED) will award and administer 2016-17 Title I grant funds under the requirements of ESEA as reauthorized through the No Child Left Behind Act (NCLB). However, there are some exceptions to specific NCLB provisions that are not continued under ESSA. The following list outlines the specific provisions that States, LEAs, and charter schools will no longer be required to comply with for Title I, Part A programs during the 2016-17 school year.

- Section 1111(h)(1)(C)(ii) and (h)(2) which requires each State and LEA to report performance against AMOs (i.e., the adequately yearly progress measure is no longer required).
- Section 1111(h)(6)(B)(ii) which requires a school to notify parents when their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified (i.e., notifications will no longer be sent).
- Section 1117 of the ESEA, as amended by NCLB, which requires a State to provide certain types of school supports and recognition (i.e., schools will not be identified for improvement corrective action, or restructuring).
- Section 1119 which requires that each LEA hire highly qualified teachers; that each State and LEA report on progress toward all teachers being highly qualified (i.e., hiring decisions will be made in accordance with State requirements).

For additional information regarding the transition to ESSA, please see the full guidance document issued by USED on February 26, 2016, [HERE](#).

The North Carolina Department of Public Instruction (DPI) has updated the Title I, Part A Handbook to reflect the changes for 2016-17 as of the date of publication; however, regulations issued by USED as well as future legislation that may be implemented through Congressional funding appropriations may impact the contents of this document. In addition, please be aware that there may be links to resources developed by external organizations that do not reflect the exceptions allowed under the transition to ESSA.

Please do not hesitate to reach out to our division for any additional support you may need for implementing your Title I, Part A programs.

Best regards,

Donna Brown

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*The North Carolina Department of Public Instruction expresses gratitude to the Kentucky Department of Education and the Massachusetts Department of Elementary and Secondary Education for providing access to resources produced by their respective divisions of Title I, Part A programs.*

## Federal Program Monitoring and Support

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The North Carolina Department of Public Instruction (NCDPI) provides oversight to 115 local education agencies (LEAs) and over 100 public charter schools in the state. The technical assistance documents in the Title I, Part A Handbook are intended to provide an overview of the authorizing statute and should be used in conjunction with the [U.S. Department of Education \(USDOE\) policy guidance](#).

### What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately \$514,000,000 in federal funds provided to districts and 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 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 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 the review visit and beyond. It is not the State's intent to tell the LEA how to 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.

### How can we help?

The staff of the Federal Program Monitoring and Support Division provides oversight for a number of 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 (Economically Disadvantaged Youth)
- Title II (Improving Teacher Quality)
- Migrant Education Program (MEP)

- School Improvement Grants 1003a (PRC-105) and 1003g (PRC-117) – NCStar
- Neglected and Delinquent Programs
- 21st Century Community Learning Centers (21st CCLC)
- Rural Low-Income Schools (RLIS)
- Small Rural Schools Achievement Program (SRSA)
- McKinney-Vento Homeless Education Program

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#### **Federal Initiatives**

- ESEA Flexibility for Priority, Focus and Reward Schools
- National Title I Distinguished Schools Program
- Federal Teacher Loan Forgiveness Program
- Comparability Reporting
- Prayer Certification
- Ed-Flex Authority
- Consolidated Federal Data Collection System (CFDC)
- Migrant Student Interstate Exchange Initiative (MSIX)
- Profile and Performance Information Collection System (PPICS)
- Committee of Practitioners (COP)
- Section 504
- Family and Community Engagement

#### **State Initiatives**

- Superintendent's Parent Advisory Council
- Afterschool Quality Improvement Grant Program
- School Improvement Planning

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

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If you have questions about a particular program, please reach out to program staff.

Program	Contact Name/Email	Phone Number
Division Director	<a href="#">Donna Brown</a>	919-807-3957
Section Chief	<a href="#">Brandon Patterson</a>	919-807-3959
Administrative Secretary	<a href="#">Paula Langill</a>	919-807-3812
Administrative Assistant	<a href="#">Sylvia Moore</a>	919-807-4009
Program Assistant	<a href="#">Richard Trantham</a>	919-807-3964
Title I/ Title I Distinguished Schools	<a href="#">Freda Lee</a>	919-807-3292
Title I / Family Engagement	<a href="#">Melissa Eddy</a>	919-807-3647
Title I/ Comparability	<a href="#">Dr. Sue Hatley</a>	919-807-3919
Title I/ Teacher Loan Forgiveness	<a href="#">Talbot Troy</a>	919-807-3792
Title I/ Section 504	<a href="#">Dr. Ken Kitch</a>	919-807-3830
Title I/ Family Engagement	Vacant	919-807-3960
Title I/ Neglected and Delinquent	Vacant	919-807-4049
Title I/ Rural Education Achievement Program	<a href="#">Elaine Ellington</a>	919-807-3894
Title I Preschool Programs	<a href="#">Carla Garrett</a>	336-504-2037
Migrant Education Program	<a href="#">Sonja Williams</a>	919-807-3958
MEP Identification and Recruitment	<a href="#">Jose Viana</a>	919-475-6272
Fiscal Monitor/ Data Quality	<a href="#">Anita Harris</a>	919-807-3234
School Improvement	<a href="#">Alessandro Montanari</a>	919-807-3825
SIG/ Priority	<a href="#">Dr. Chris Vecchione</a>	919-807-3911
CFDC/ 21APR	<a href="#">Allison Yarboro</a>	919-807-3644
21 <sup>st</sup> CCLC Program Administrator	<a href="#">Deborah Prickett</a>	919-807-3949
21 <sup>st</sup> CCLC Program Administrator	<a href="#">Dr. Ed Bell</a>	919-807-3926
21 <sup>st</sup> CCLC Program Administrator	<a href="#">Johanna Chase</a>	919-807-3955
21 <sup>st</sup> CCLC Program Administrator	<a href="#">Tammorah Mathis</a>	919-807-3374
Fiscal Monitoring and Analysis	<a href="#">Bill Frazier</a>	919-807-3585
McKinney-Vento Homeless Education	<a href="#">Lisa Phillips</a>	336-315-7491

### Tips for New 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 budget.
3. Read the accountability reports (e.g., reports on subgroup performance on Annual Measurable Objectives) for your district and its schools for the most recent year. Use the NCDPI website to view district and school [Report Cards](#).
4. Visit your Title I schools often. Familiarize yourself with their improvement plans and procedures for student selection, service delivery, and parent and family engagement policies.
5. 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 or delinquent youth. Familiarize yourself with the services being provided by the district for those students.
6. 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 Parental Involvement Policy, 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.
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.
3. Keep current copies of Schoolwide 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.).

### Technical Assistance

1. Make sure your contact information is provided to NCDPI to ensure you receive updates and other information provided through the Title I Directors Listserv maintained by NCDPI.
2. Consider taking advantage of networking opportunities external to NCDPI, including: the North Carolina Association of Compensatory Education (NCACE) State Conference and District Caucuses, the [Center on Innovation and Improvement \(CII\)](#), and the [U.S. Department of Education's Title I Directors Listserv](#).
3. Attend Title I Regional Meetings and other technical assistance sessions offered throughout the year. A sample calendar of technical assistance is provided on the next page.

## Technical Assistance Calendar

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The calendar provided indicates a general time of year when technical assistance sessions are offered. The list provides a sample of the types of technical assistance that may be offered and is subject to change from year to year. Information regarding specific meetings including dates and times are provided on the Title I Listserv throughout the year.

May	<input type="checkbox"/> CCIP Training
June	<input type="checkbox"/> Schoolwide Institutes (by request)
July	<input type="checkbox"/> New Directors Institute <input type="checkbox"/> CCIP Training for New Users
September	<input type="checkbox"/> CCIP Training <input type="checkbox"/> Regional Meetings <input type="checkbox"/> Program Quality Reviews for New Charter Schools
October	<input type="checkbox"/> CCIP Training <input type="checkbox"/> New Directors Pre-Conference Institute <input type="checkbox"/> NCACE Fall Conference
November	<input type="checkbox"/> SIG/Priority School Forum <input type="checkbox"/> CCIP Training (by request)
December	<input type="checkbox"/> Regional Meetings <input type="checkbox"/> CCIP Training (by request)
January	<input type="checkbox"/> CCIP Training (by request)
February	<input type="checkbox"/> Priority School Forum <input type="checkbox"/> CCIP Training (by request)
March	<input type="checkbox"/> Regional Meetings <input type="checkbox"/> CCIP Training
April	<input type="checkbox"/> Statewide Title I Meeting <input type="checkbox"/> CCIP Training
May	<input type="checkbox"/> Application Walk-in Reviews



## About this Handbook

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The *Title I, Part A Handbook: Tools and Tips for Title I Directors* is intended to assist Title I Directors 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 in planning and implementing local Title I programs. The handbook includes Year-at-a-Glance calendars for overall programming as well as calendars of activities by category. The handbook is organized into the following categories:

- **Title I Funding Application**  
Contains basic information and timelines for procedures that must be completed to submit an application for Title I funds each year.
- **Program Design and Evaluation**  
Lists suggested dates for conducting annual activities related to identifying needs, evaluating efficacy, and coordinating service delivery within schools.
- **Fiscal Procedures**  
Contains timelines related to the maintenance of documentation describing how Title I funds are spent and key dates related to the Title I Grant Application process.
- **Parent and Family Engagement**  
Contains information related to involving families as partners in the education of their children, and related timelines for conveying time-sensitive information to parents about accountability, teacher qualifications, and parent involvement.
- **Data Collection and Management**  
Contains information intended to assist Title I Directors in key recordkeeping tasks and data collections due during the year.
- **Opportunity and Equal Educational Access**  
Provides information related to the coordination of services with local neglected or delinquent facilities, equitable participation of private school students, funds for homeless students, and Title I preschool programs.
- **ESEA Flexibility Request**  
Provides information on the impact of waivers to certain provisions of the Elementary and Secondary Education Act (ESEA) that have been approved and will be in effect beginning with the 2012-13 school year.

*NOTE: For terms and acronyms included in this document, please refer to the Glossary of Terms in [Appendix A](#) of this handbook*

## Year-at-a-Glance: August – November

The following Year-at-a-Glance calendars highlight some of the key practices implemented by local Title I Directors to ensure program compliance and quality. While the calendars provide an overview of processes to ensure that federal requirements are met (e.g., parent notifications, stakeholder consultation, data collection, etc.), local staff may use these calendars to develop local calendars or checklists that align to local procedures and individual director preferences.

August	September	October	November
Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.
Review & update parent / guardian notification materials (Accountability Status, Focus/Priority status, right-to-know letters, etc.). Distribute no later than the beginning of the school year.	Distribute District and School Report Cards (at the beginning of the school year & no later than October).	Initiate planning process for new Schoolwide programs, if applicable (i.e., year-long planning process).	Determine which month LEA collects ESSR data. Total # enrolled Total # low-income NOTE: Direct Certification data is collected on April 1. F/R data may be collected from any month within same year.
Review and revise parent involvement policies and/or plans in consultation with parents.	Collect school schedules of annual fall parent orientation meeting (conduct by the end of October).	Design evaluations for Title I funded: Parental involvement plans; and Professional development activities for impact on student learning.	Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance School programs.
Review and update student selection criteria sheet & student selection procedure for Targeted Assistance programs.	Review and update Title I personnel lists by building.	Collect and submit headcount data for neglected and delinquent programs on PowerSchool.	Ensure Home-School Compacts are collected.
Consult with LEA staff on comparability requirements (list of Title I vs. non-Title I).	Collect principal attestation statements (principals must also maintain a copy at the school).	Submit requests to amend budgets, as needed.	Review and revise Schoolwide Plan or TAS Program Plan as needed.
Develop a system to collect and organize documentation related to the district's Title I programs for State monitoring reviews.	Review and update parent guardian notification of parents' right-to-know (send by October).	Calculate comparability based on October data and make appropriate adjustments to Title I schools shown to be non-comparable.	Monitor dissemination of LEA parent involvement policy and school parent involvement plans.
Update contact information with SEA if needed.	Identify data collection method for comparability calculations.	Review & update needs assessment and program evaluation procedures as needed.	Submit requests to amend grants, as needed.
			Submit Comparability Reports on CCIP.

Year-at-a-Glance: December - March

December	January	February	March
Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.
Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.
Monitor implementation of Parent Involvement plans.	Collect semi-annual certifications (1 of 2) for Title I personnel who work on a single cost objective.	Coordinate with early childhood programs to plan transition of preschool students.	Meet with school principals to collect information on use of funds to support Title I programs for the next funding application.
	Establish a plan and timeline for working with other federal programs in the district to coordinate the consolidated application in the next year.	Consult with appropriate LEA staff on comparability requirements for the next school year; determine roles, responsibilities, and timeline.	Use available data (e.g., free & reduced lunch, ADM) to determine eligible schools for Title I services (for next school year).
		Review <a href="#">NC Division of Non-Public Schools</a> website.	

Year-at-a-Glance: April - July

April	May	June	July
Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed (close-out due June 30).	Submit waivers for excess carryover limitation (15%) to be reviewed by NCDPI.
Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.	Collect signed Time and Effort records for staff who work on multiple cost objectives.
Consult with the local homeless liaison to determine number of homeless students and amount of reservation of Title I funds.	Conduct program evaluation & develop a summary of the results.	Review & update supplement, not supplant procedure, if needed.	Collect semi-annual certifications (2 of 2) for Title I personnel who work on a single cost objective.
Consult with eligible private schools & obtain affirmation of consultation with participating private school officials.	Conduct needs assessment based on findings of program evaluation.	Review & update district parent/ guardian involvement policy based on data (e.g., evaluations).	Review and update school - parent/guardian compact.
Consult with local early childhood stakeholders (Exceptional Children, NC Pre-K, Head Start, etc.) to coordinate early childhood services (Title I Pre-K) as appropriate.	Determine roles and responsibilities of appropriate LEA representatives to determine comparability requirements.	Determine calculation methodology for comparability requirements.	
Conduct other stakeholder consultations on the development of the LEA/school Title I plan.	Meet with district financial staff to reconcile fiscal issues prior to the end-of-year closeout.	Finalize plan, budget and submit Title I Application on CCIP by June 30 (unless an extension is requested).	
Submit applicable data on Power School (e.g., TAS, SIG, Participating Schools).	Submit Eligible Schools Summary Report (ESSR) on Power School.	Review and update Home-School Compact.	

## Title I Funding Application

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### Overview

All schools in North Carolina are held accountable for each and every child with the goal that all students will graduate high school being better prepared for college and possessing skills necessary for careers in a global economy. To this end, the purpose of the Elementary and Secondary Education Act (ESEA) is to ensure that all students have a fair and equitable opportunity to meet the State's high achievement standards.

Title I, Part A provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards. Local education agencies (LEAs) decide on an annual basis which schools will receive Title I school allotments. The LEA should include input from all stakeholders (e.g., school administration, staff, parents, etc.) 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.

Year at a Glance	
Ongoing	Attend information sessions and professional development activities to stay abreast of current policies, practices & research.
January	Establish a plan and timeline for working with other federal programs in the district to coordinate the consolidated application in the next school year.
February	Coordinate with early childhood centers to plan transition of preschool students.
March	Meet with school principals to collect information on use of funds to support Title I programs for the next funding application. Use available data (e.g., free and reduced lunch compared to average daily membership) to determine eligible schools for Title I services (for next school year).
April	Conduct stakeholder consultations including parents, private schools, homeless education programs, migrant education programs, English learner programs, school leadership teams.
May	Submit Eligible Schools Summary Report (ESSR) on CCIP.
June	Finalize plan and budget and submit Title I Application on CCIP.

### Application Resources

This section provides a general overview of the funding process. In order to fully address Title I components that are both required and/or best practice, additional information is provided throughout this handbook. For a list of guiding questions for stakeholder consultations and a sample application checklist, see [Appendix B](#).

## **Title I Allotments**

Title I grants are formula-based (entitlement) funds for LEAs. Planning allotments are provided to State education agencies (SEAs) in the spring prior to the fiscal year for funds. In turn, NCDPI provides these planning allotments to Title I Directors typically around April or May. Each year, LEAs that are eligible for funds must submit an application and budget for the use of Title I funds.

### **Stakeholder Consultation**

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. Stakeholders should include, but are not limited to, the following:

- ☐ **Administrators of Other ESEA Programs** – Plans for the use of Title I funds should be coordinated with other federal, State, and local resources to ensure that all resources are utilized in the most effective manner (e.g., local homeless liaisons, migrant programs, programs for neglected or delinquent youth, programs for English learners, preschool programs, etc.). In addition, the Title I funding application is part of a Consolidated Application within the State's web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP). Plans within CCIP must address the requirements of each grant in a comprehensive way and address each grant within the Needs Assessment and Goals sections of the Planning Tool.
- ☐ **School Leadership Teams** – Principals and teachers should be included in decisions regarding the use of individual school allotments as well as district reservations.
- ☐ **Parents** – LEAs must involve parents in the development of district and school planning for the use of Title I funds including the development of parental involvement policies and/or plans.
- ☐ **Private School Officials** – LEAs must consult with private school officials during the development of the Title I plan to inform private schools of ways that federal funds can provide equitable services to students attending private schools.

### **District Reservations**

Prior to determining school allotments, Title I funds must be reserved at the district level to support parent involvement (minimum of 1%) and homeless children who do not attend Title I schools. The LEA may also reserve funds at the district level for allowable district-wide activities such as professional development, preschool programs, and district-wide instructional initiatives. Since district reservations impact Title I school allocations, Title I schools must have an equitable opportunity to participate in district-wide activities.

Districts may also reserve funds for administrative costs such as the director's salary and administrative support. Districts may reserve up to 12% of the annual Title I allotment including indirect cost amounts allowed for the program. (Note that indirect cost rates for each LEA are determined by NCDPI).

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

**NOTE:** The expanded use of Title I funds under the Consolidated Appropriations Act, 2014, do not meet the requirements outlined in Section 1113(c)(3)(A). 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.

### Selecting Schools

An LEA must first rank all of its schools according to their percent of poverty. An LEA must rank each school based on the percentage (not the number) of low-income children in each school.

- ☐ **Determining the percent poverty** - 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 should 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/titleI/community-eligibility/>.

- ☐ **Rank ordering the schools** - Schools must be ranked in order from highest percent poverty to lowest percent poverty.

**Deciding which schools to serve** - All schools above 75% must first be served (i.e., provided with an allotment) unless comparable services can be demonstrated, prior to serving any schools below 75% poverty. Once these schools are served, the district may serve any other schools in rank order down to those at or above 35% poverty. Once schools above 75% have been served, the LEA has the option to (1) continue on 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.

**NOTE:** An LEA may stop in rank order at any point it chooses (e.g., serving only the first ten of a total of 16 schools in the LEA, serving only schools above 80% if all schools are above 75% poverty, etc.).

- ☐ **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 or 1115; and
  - The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

*Each year, LEAs must submit Eligible Schools Summary Report (ESSR) data to determine which schools are eligible for Title I funding and which schools will be served. The data must be entered on the*

Power School system prior to applying for Title I funds since the ESSR data is used to determine school allocations from year to year. For more information on Power School-ESSR, refer to page 27 of this handbook.

### School Allocations

Once an LEA decides which schools to serve, an allocation is determined for each school. There is no specific total amount required, but each school must receive enough Title I funds to effectively operate a Title I program.

- ☐ **Determining the district reservations** - The LEA must first reserve funds from its total Title I allocation for (1) required “set-asides” for Parent Involvement and Homeless Education; and (2) any other additional set-asides an LEA may choose (e.g., Professional Development, District-wide Instructional Initiatives, etc.). NOTE: Districts with Priority and Focus Schools must ensure the school is provided with sufficient resources to provide interventions to identified subgroups. This may include a district reservation for Priority and Focus Schools if needed.

As previously noted, beginning with the 2014-15 school year, the school district may reserve additional funds (authorized under the Consolidated Appropriations Act, 2014) to pay for the salary of the homeless liaison and for transportation costs associated with transporting homeless students to the school of origin.

**NOTE:** Reserving funds to provide a homeless liaison or to transport homeless children and youth does not satisfy an LEA’s responsibilities under section 1113(c)(3)(A). These new provisions allow the LEA to reserve additional Title I funds to pay for the homeless liaison or to provide transportation to the student’s school of origin, as appropriate. This will be a separate set-aside in the Title I application in CCIP.

- ☐ **Calculating the per-pupil allotment (PPA)** – After set-asides are deducted from the district allotment, the remaining amount of Title I funds is divided by the total number of low-income children in all of the schools that will be served (not the district total) to determine the PPA. Carryover funds may be included in the total amount available for school allocations.

NOTE: There are several options for differentiating the PPA from one school to another. For questions about PPA options, contact your Title I Program Administrator.

- ☐ **Calculating the school allocation** - The PPA is then multiplied by the total number of low-income children attending each school.

### Title I Plans

After the LEA has determined a projected allotment for each school, the LEA must collaboratively work with the school to develop a Title I plan for using the funds to operate one of the following models:

- ☐ **Operating a Schoolwide Program (SW)** - This model allows the most flexibility in the use of Title I funds. The plan should include a description of the comprehensive needs assessment



conducted for the school and the nine additional required Schoolwide components. A district may operate a Schoolwide program in the first year of being served if it assures that a year of planning has taken place. For most schools in NC, the School Improvement Plan process may

meet this requirement. Please note that in general, schools must be at least 40% poverty to operate a SW model.

- **Operating a Targeted Assistance School Program (TAS)** - The plan for this model should be based on a needs assessment and aligned to overall school plans. In general, the plan describes how students will be selected for the targeted program and how the program will be implemented (e.g., reading, math, etc.). Again, for most schools in NC, this can be accomplished as part of the School Improvement Plan process. Please note that in general, schools with a poverty percentage below 35% must operate a TAS model.

**NOTE:** TAS programs may only serve selected students. Costs associated with the program include, but are not limited to staff salaries, materials and supplies, and parent involvement activities are only for those students identified and provided with services through the TAS program.

#### **Title I Budgets**

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 on the NCDPI budgeting system.

**NOTE:** Budgets submitted on the budgeting system will also populate specific fields in the web-based funding application system (see next section).

In some districts, Title I Directors enter budgets on the NCDPI 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.

**NOTE:** Title I school allotments must be coded in the budgeting system down to the school location code (i.e., referred to as "Site" in the Budgeting and Amendment Approval System).

#### **Comprehensive Continuous Improvement Plan**

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

NCID User Name (not password)	Phone number (format nnn-xxx-xxxx)
Email address	Extension (if any)
First and Last names	Organization

CCIP training is conducted throughout the year. Additional information including User Guides and Frequently Asked Questions regarding CCIP is available to the public and accessible at: <http://ccip.schools.nc.gov/documentlibrary/>.

Once Title I Plans are developed, information must be submitted through CCIP. The following outlines the sequence of steps to submit information in CCIP:

1. Submit ESSR data on Power School to populate the *School Allocations - PPA* list page on CCIP.
2. Submit Title I budget on NCDPI budgeting system to populate the *Budget Details* page on CCIP. Remember to submit school allocations to the school level in school location codes.
3. Enter required narratives on the Title I application in CCIP:
  - a. Planning Tool
  - b. Funding Application
4. Ensure that all other CCIP applications are complete (i.e., any other federal grants for which the district has an allotment).
5. Submit the application through the appropriate approvals:
  - a. Draft Completed
  - b. Fiscal Representative Approved
  - c. Chief Administrator Approved

All *Related Documents* must be uploaded as described on the CCIP web resources. Some documents are *Required* while others may be *Optional* depending on how the LEA determines its Title I funds will be used.

## Program Design and Evaluation

### Overview

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.

Year-at-a-Glance	
Ongoing	Collect, analyze and synthesize comprehensive needs assessment data. Attend information sessions and professional development activities to stay abreast of current policies, practices and research.
October	Review and update needs assessment and program evaluation procedures as needed. If applicable, review and update school improvement plans for Title I Schools with accountability status; and Schoolwide program plans, if applicable. Design evaluations for Title I funded: <ul style="list-style-type: none"><li><input type="checkbox"/> Parental involvement plans; and</li><li><input type="checkbox"/> Professional development activities for impact on student learning.</li><li><input type="checkbox"/> Initiate planning process for new Schoolwide programs, if applicable</li></ul>
November	Review and revise Schoolwide Plan or TAS Program Plan as needed.
February	Coordinate with early childhood centers to plan transition of preschool students.
May	Conduct program evaluation and write a summary of that evaluation. Conduct needs

**Early Childhood Program Coordination:** 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.

**Needs Assessment and Program Evaluation:** The Title I plan must be developed based on a comprehensive assessment of the needs of the district and its schools. The term "Needs Assessment" describes the systematic process that the district and its schools conduct in order to establish priorities for action and make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal, including all federal funds).

Program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program. For a sample evaluation process, see [Appendix C](#). For more information on conducting a needs assessment, go to: <http://www.ncpublicschools.org/schooltransformation/assessments/>.

**Schoolwide Plans and Targeted Assistance School Program Plans:** A Targeted Assistance program is one in which individual students in a school are targeted to receive Title I services, while a Schoolwide program permits an eligible school to use Title I funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school. In both programs, school staff meets on an ongoing basis to monitor and evaluate the effectiveness of the programs and adjust them to changing student needs. For more information on Title I program models, see [Appendix D](#).

**Scientifically-Based Research:** The Elementary and Secondary Education Act (ESEA) requires states and districts to implement programs and practices with a proven track record of improving student academic achievement. The resources below can help school and district staff in identifying high quality programs and practices.

- [Education Resources Information Center](#) (ERIC)  
Free access to bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. (Sponsored by the U.S. Department of Education, Institute of Education Science.)
- [Evidence-Based Education](#)  
Presentation at U.S. Department of Education regional meetings (October 2002) on evidence-based education, which is defined as the "integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction."
- [Identifying and Implementing Educational Practices Supported by Rigorous Evidence](#)  
A user-friendly guide to help educators distinguish practices supported by rigorous evidence from those that are not (December 2003).
- [National Center for Education Statistics](#) (NCES)  
Located within the U.S. Department of Education and the Institute of Education Sciences, NCES is the primary federal entity for collecting and analyzing data related to education.
- [Questions and Answers -- Doing What Works](#)  
ESEA encourages the use of programs and approaches that work to improve student learning.
- [Scientifically Based Research](#)  
Transcript of seminar where experts discussed the meaning of "scientifically based research" and its status across various disciplines (February 2002).  
[What Works Clearinghouse](#)  
Reports on the effectiveness of educational programs, products, practices, and policies

## Fiscal Procedures

### Overview

Title I funds, applied for on an annual basis, are intended to provide supplemental funds to support at-risk students to ensure those students meet the State's high academic achievement standards. Title I funds **must not supplant or replace local and state funds** for these purposes. 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.

Year-at-a-Glance	
Ongoing	Submit budget and budget amendments on NCDPI budgeting system as needed. Verify financial status of Title I programs with Finance Department (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, payroll lists). Collect signed Time and Effort Records (Personnel Activity Reports) for staff who work on multiple cost objectives (monthly).
September	Identify data collection method for comparability calculations.
October	Calculate comparability based on October data and make appropriate adjustments to Title I schools shown to be non-comparable.
November	Submit Comparability Reports through CCIP.
January	Collect semi-annual certification (1 of 2) for Title I personnel who works on a single cost objective.
February	Consult with appropriate LEA staff on comparability requirements for the next school year (e.g., staff assignments, staff/student ratios, and per pupil expenditures). Determine roles and responsibilities of appropriate LEA representatives to determine comparability requirements.
May	Meet with district financial staff to reconcile fiscal issues prior to end-of-year closeout.
June	Review and update supplement, not supplant procedure, if needed. Submit district's Title I grant application to NCDPI by June 30 (unless an extension is requested).
July	Collect semi-annual certification (2 of 2) for Title I personnel who work on a single cost objective.

**Amendments:** Throughout the year, the district may submit amendments to ensure resources are allocated to support high student achievement. Budget amendments are submitted for approval on NCDPI's budgeting system.

**Carry-over Funds:** Under ESEA, no more than 15 % of the Title I, Part A funds allocated to a district 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 NC DPI to waive the ESEA limit. For additional information and a sample template, see [Appendix E](#).

**Comparability Calculations:** 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/>.

**Debarment Certification:** Districts are required each year to submit a certification that it will not engage in activities with vendors or service providers that have been debarred, suspended, proposed for debarment, declared ineligible, are not in the process of being debarred, or are voluntarily excluded from conducting business with a federal department or agency of the federal government. Website Reference for NC debarred vendors is <http://www.doa.state.nc.us/PandC/actions.asp> and the website for federally debarred vendors is <https://www.epls.gov/eplsearch.do>.

**Supplement, Not Supplant:** To ensure that funds made available under Title I Part A 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 and not supplant regular non- Federal funds. For sample procedures, see [Appendix F](#).

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

**Title I Funding Application:** Funding applications are submitted through the CCIP system. Budgets submitted on the NCDPI budgeting system will populate specific fields in CCIP. Note, the budget must be submitted first on the NCDPI budgeting system in order to complete and submit the application for funds on CCIP. For instructions on how to get started, go to: <http://ccip.schools.nc.gov/>.

## Parent and Family Engagement

### Overview

Involving families as full partners in the education of their children is a cornerstone of ESEA. When families support learning, children are more successful in school and school success helps children become successful adults. The district must provide opportunities for families to be actively involved in the planning, implementation and review of school and district Title I programs, and maintains written school and district parental involvement policies that are developed and annually reevaluated with, agreed upon, and distributed to parents of participating children. Communication with families should occur in the native language of the family, to the extent practicable, and interpreters utilized as necessary.

Year-at-a-Glance	
Ongoing	Engage in parent / family outreach and involvement; and maintain documentation of these activities. Implement jointly developed school-parent compact that outlines how parents, school staff, & students will share the responsibility for improved student academic achievement.
August	Review and update parent / family notification materials (Accountability Status, Focus/Priority Status, Right-to-Know letters, etc.). Distribute no later than the beginning of the school year.
September	Distribute Report Cards (at the beginning of the school year and not later than October). Design evaluations for district and school parental involvement activities.
October	Send parent guardian notification of Parents' Right-to-Know. Conduct annual Title I meeting.
November	Ensure Home-School Compacts are collected. Ensure Title I schools with targeted assistance programs have set up files, notified parents, and implemented targeted assistance services.
April	Conduct other stakeholder consultations on the development of the Title I plan (district and school).
June	Review and update district parent and family engagement policy based on data (e.g., evaluations). Review and update school – parent / guardian compact.

**District and School Parent Involvement Activities:** Districts and schools must involve families of students served by Title I funds in a Targeted Assistance program or, in a Schoolwide program, the families of all students in the school. Under general provisions federal Title I law, parental and family engagement means the participation of parents and families of students in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ☐ Parents and family play an integral role in assisting their child's learning;
- ☐ Parents and family are encouraged to be actively involved in their child's education at school; and
- ☐ Parents and family are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

**Parent /Family Notifications:** Districts receiving Title I funds must prepare and disseminate annual report cards for the district and each of its schools containing certain information related to assessment, accountability, and teacher quality.

LEAs must 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.

For additional information on parental notifications, see [Appendix H](#).

*NOTE: With approved ESEA Flexibility waivers, parents of students in schools identified as Priority and Focus must be notified as to the status of the school beginning with the 2012-13 school year.*

**Parent Involvement Policies/Plans:** 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. The LEA policy must address required federal components and describe how the components will be implemented. For sample district policy, see [Appendix I](#).

Each school must develop, jointly with parents and family a written parent and family engagement plan that describes how the school will carry out the LEAs parent and family engagement policy requirements including the development of a school-parent compact. The school must make the plan available to parents, families, and the community in an understandable format and language.

In consultation with parents and families, both district and school policies must be reviewed and revised, if needed, on an annual basis.

**School-Parent Compacts:** Each Title I school must jointly develop with parents a school-parent compact as a component of its written parental involvement 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. 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:
  - o Parent/family-teacher conferences to discuss the compact;
  - o Frequent reports to parents and family on their child's progress; and
  - o 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, see [Appendix G](#).



## Opportunity and Equal Educational Access

### Overview

Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families. Districts are also required to assist in the education of certain disadvantaged youth to deliver educational programs in local neglected or delinquent facilities that are comparable to programs in the school that a student(s) would otherwise attend. Furthermore, each district must reserve funds from its Title I, Part A allocation in order to meet the educational needs of homeless children and youth in their school district.

Year-at-a-Glance	
Ongoing	Conduct ongoing communication to participating private schools and oversight of services provided to eligible private school students and teachers.
September	Consult with participating private schools to create timeline for collection of data and delivery of private school services. Consult with participating facilities for neglected or delinquent youth to develop an evaluation of services. Establish a process for ongoing collaboration with the local homeless liaison for identifying homeless student needs and services as appropriate.
February	Review list of conventional non-public schools on the <a href="#">NC Division of Non-Public Schools</a> website.
April	Consult with the local homeless liaison to determine number of homeless students and amount of reservation of Title I funds. Consult with eligible private schools & obtain affirmation of consultation with participating private school officials. Coordinate services with local neglected or delinquent facilities (if applicable). Coordinate with local preschool programs transition of children in elementary school programs. Conduct other stakeholder consultations on the development of the Title I plan (district and school).

**Coordination of Title I Programs with Homeless Education Programs:** Coordination between Title I and McKinney-Vento is critical to meet the needs of children and youth experiencing homelessness. All homeless students are eligible for Title I services and should receive services at non-Title I schools as well as Title I schools. It can be expected that homeless children and youth often have needs that exceed those of other children receiving Title I services. For more information and resources, see [Appendix K](#).

**Offer of Consultation to Eligible Private Schools and Affirmation of Consultation with Participating Private School Officials:** Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families. To determine the private schools that may be serving students that live in the public school district, refer to the current list of conventional non-public schools on the [NC Division of Non-Public Schools](#) website. For more information, see [Appendix J](#).

**Migrant Education Programs:** 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 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.

**Neglected or Delinquent Facility Coordination:** 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.

**Title I Preschool 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. For more information and resources, see [Appendix L](#).

## Data Collection and Reporting

### Overview

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.

Title I funds are intended to provide supplemental funds for services and interventions for academically at-risk students that add to the resources already available for such students. As such, federal funds must not replace local and state funds for these purposes. 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 with local or state funds.

Year-at-a-Glance	
Ongoing	Collect and submit applicable data in PowerSchool (e.g., year-round data collections).
August	Review & update student selection criteria sheet & student selection procedure for Targeted Assistance Services (TAS). Update contact information with SEA if needed. Develop a system to collect and organize documentation related to the district's Title I programs for state monitoring reviews.
October	Collect and submit headcount data for Student Participation, Title I-A Private School Participation, and Title I-D neglected and delinquent programs on PowerSchool.
November	Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance programs, set up files, notified parents, & implemented targeted assistance services.
January	Collect semi-annual certifications (1 of 2) for Title I personnel who work on a single cost objective.
March	Use available data (e.g., free & reduced lunch, ADM, direct certification) to determine eligible schools for Title I services for next school year.
May	Submit Eligible Schools Summary Report (ESSR) in PowerSchool.

**Consolidated Federal Data Collection System (CFDC) and PowerSchool:** Beginning in 2014-15, CFDC data collection will be completed through PowerSchool in order to meet federal reporting requirements on an annual basis. Information collected in PowerSchool includes: ESSR, N&D, School Improvement, RLIS, TAS, Private Schools, and Homeless program data. Most data collections begin October 1 of each school year and remain open for data entry through May 31 (i.e., end of school year). For additional information on data collection timelines, go to the [CFDC](#) webpage.

**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 Power School 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 and Delinquent 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:** LEAs receiving Title I funds must submit an annual survey of the number of students served in Private Schools. LEAs with no students to report must submit a count of "0."

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

**Targeted Assistance Schools (TAS):** Each district must have a procedure outlining the process used in Targeted Assistance schools to identify students failing, or most at-risk of failing to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related objective criteria established by the district and supplemented by the school. This includes Title I preschool programs.

**Title I Data:** NCDPI is required to collect certain information and data from all districts receiving Title I funds on an annual basis. Data collection is federally required and reported in the State's CSPR. Districts must submit these data on the PowerSchool system.

## Program Monitoring

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### Overview

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. Districts and schools must establish processes and procedures for maintaining and monitoring appropriate documentation to support compliance throughout the school year with applicable federal program requirements.

Year-at-a-Glance	
Ongoing	Collect and submit applicable data on PowerSchool (e.g., year-round data collections).
August	Develop a system to collect and organize documentation related to the district's Title I programs for district and State monitoring reviews.
September	Ensure that all schools have Title I Plans (e.g., School Improvement Plans) aligned to use of funds. Review and update Title I personnel lists by site/building. Collect principal attestation statements (principals must also maintain a copy at the school). Ensure that all applicable parent notifications have been disseminated by direct and indirect means.
October	Collect evidence of annual Title I meeting and school parent compacts.
November	Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance School (TAS) programs, set up files, notified parents, & implemented targeted assistance services.
January	Collect semi-annual certifications (1 of 2) for Title I personnel who work on a single cost objective.
March	Use available data (e.g., free and reduced lunch, ADM) to determine eligible schools for Title I services (for next school year) and maintain source documents on file. Consult with eligible private schools & obtain affirmation of consultation with participating private school officials.
May	Collect program evaluations.
July	Collect semi-annual certifications (1 of 2) for Title I personnel who work on a single cost objective.

**On-site Monitoring:** Monitoring is accomplished in multiple ways; however, all LEAs and charter schools are monitored through on-site visits a minimum of once within a four-year cycle. Cross Program Consolidated Monitoring focuses on indicators across common compliance strands of the following programs: Title I-Part A, Title I-Part C (Migrant Education Program), Title I-Part D (Neglected and Delinquent), Title VI (Rural Low-Income Schools & Small, Rural Schools Achievement). On-site visits consist of documentation reviews, fiscal reviews, and interviews with staff and parents.

In preparation for Title I on-site monitoring visits, appropriate evidence of compliance must be maintained on file for review. Suggested documentation is listed in [Appendix M](#); however, additional documentation may be requested to support LEA compliance within each area. Some documentation must be maintained at the school and district level, while some may only apply to the district level. Where applicable, samples of any documents provided in languages other than English must be included as well.

To ensure that all schools collect appropriate evidence demonstrating compliance with Title I requirements, some Title I Directors may find it helpful to conduct informal school reviews using the [Self-Monitoring Instrument](#) posted on the Federal Program Monitoring website.

**Program Quality Reviews:** 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 pro-active manner. All instruments used for [Program Quality Reviews](#) are available on the Federal Program Monitoring website. PQRs are conducted for the following areas:

- ☐ Private School Participation
- ☐ Parent Involvement
- ☐ Preschool Program
- ☐ Targeted Assistance School Program
- ☐ Schoolwide Programs/Focus Schools

## ESEA Flexibility Request

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***Under the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), these waivers will be null and void as of August 1, 2016. This information is provided solely for historical purposes during the 2016-17 transition year to the full implementation of Title I programs under ESSA requirements in the 2017-18 school year.***

The U.S. Department of Education (USED) offered each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to improve the focus on student learning and increasing the quality of instruction. This opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

Consistent with ESEA section 9401(d)(1), the Secretary may grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA.

North Carolina is uniquely positioned to support the implementation of the principles outlined in the ESEA Flexibility package as these principles are aligned to the State Board of Education goals:

- ☐ Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- ☐ Every student has a personalized education.
- ☐ Every student, every day has excellent educators.
- ☐ Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- ☐ Every student is healthy, safe, and responsible.

Allowing the LEAs and schools to utilize federal resources more flexibly will ensure that State goals are met.

In May 2012, North Carolina was granted flexibility waivers from many of the NCLB provisions. This flexibility makes significant changes to North Carolina's implementation of ESEA's requirements especially in the areas of Adequate Yearly Progress, parent notifications, public school choice and Supplemental Educational Services. These waivers will allow North Carolina's public school system to move forward with strengthened College- and Career-Ready expectations for all students, new ways to hold Title I schools accountable for students' academic proficiency, and new initiatives to support effective instruction and leadership.

Many of the former strict federal requirements regarding Adequate Yearly Progress (AYP) and sanctions for schools that do not make AYP are no longer required statewide and are now local school district decisions.

North Carolina's request includes ten (10) specific waivers. An SEA may not request a portion of this flexibility or implement only some of its principles. This flexibility is intended to build on and support the significant State and local reform efforts already underway.

There are three (3) optional waivers. The optional waiver to provisions of sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program was offered in the original request package.

On February 10, 2012, two (2) additional waivers were added as follows:

- The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.
- The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 % that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

NC requested the three (3) optional waivers in addition to the ten (10) comprehensive waivers being offered through its ESEA Flexibility Request. For an overview of the waivers and responsibilities for SEAs and LEAs operating Title I programs under the waivers, [see Appendix N.](#)

On March 31, 2015, the United States Education Department (USED) approved North Carolina's request for flexibility renewal from provisions of the Elementary and Secondary Act (ESEA), also known as No Child Left Behind Act (NCLB).

[North Carolina's ESEA Flexibility Request](#) is posted on the NCDPI website along with Frequently Asked Questions and other information on Priority, Focus, and Reward Schools.



## Appendix A: 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, the LEA/charter completes this calculation <i>before</i> reserving any funds (See Set-Asides).
35% RULE	A school or school attendance area whose student population is at least 35% poverty is eligible for Title I funds. School attendance areas 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, a cash request cannot be submitted unless an approved allotment is available.
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 and is transmitted via the BUD system for the federal PRCs.
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) (or districts) 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.
CFDC	The Consolidated Federal Data Collection system collects data for federal programs under the Program Monitoring section. Subcomponents include data collection such as the Eligible Schools Summary Report (ESSR), Supplemental Educational Services and Public School Choice, Targeted Assistance Students, and Homeless Students. Beginning in 2014-15, all data collected in CFDC will migrate to the PowerSchool system.
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 Demographical 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.
ED-FLEX	Education Flexibility, referred to as Ed-Flex, is not a funding program. Rather, it is a program that delegates to states the authority to grant waivers of certain federal requirements ( <a href="#">Programs Covered by the Ed-Flex Authority</a> ) that may, in particular instances, impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all children by providing increased flexibility in the implementation of federal education programs in exchange for enhanced accountability for the performance of students.

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 particular 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.
NP	Non-public or private school students that reside in Title I school attendance areas generate Title I funds to provide services for eligible students in non-public schools.
POVERTY BANDS	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 <i>percentage</i> of children from low-income families attending the school.
PPA	The Per Pupil Allotment of funds determines the amount of 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.
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.
PRAYER CERTIFICATION ASSURANCES	Section 9524 of ESEA 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.
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: local institutions for neglected children; homeless children in non-participating Title I schools; local institutions for delinquent children; community day programs for neglected and delinquent children; family and community involvement (if total allotment is \$500,000 or more); choice-related transportation; supplemental educational services (SES); financial incentives; Pre-K; LEA administration (12% of total allotment); LEA Improvement (if applicable); 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.

## Appendix B: SAMPLE Title I Application Worksheet

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*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.*

### BUDGET

- ☐ Has the budget for the current year allotment been entered in BAAS for any appropriate grants in the Consolidated Application?
- ☐ Does the budget reflect information included in the district needs assessment for all applicable federal programs and align to the goals and strategies identified in the Planning Tool?

### GRANT DETAILS

#### 1. Stakeholder Consultation

- ☐ Which of the appropriate stakeholders were consulted in the development of the plan?
  - Other federal program directors (MEP, Title II, RLIS, SRSA, Homeless)
  - Other LEA staff (Human Resources, Finance, Technology Services, Student Support Services, Child Nutrition, etc.)
  - Principals and teachers
  - Parents representing student populations
- ☐ 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 consultation form signed by appropriate private school officials?

#### 2. LEA Parent Involvement Policy

- ☐ Is the district Parent Involvement Policy posted on an active website?
- ☐ Has the policy been reviewed to ensure that all required components are addressed?

#### 3. 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.)

#### 4. 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?

5. District Carryover

- ☐ Will the district have carryover in excess of the 15% limitation for Title I as of September 30<sup>th</sup> 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 allocations?

6. Title I Set-Aside for Focus or Priority Schools

- ☐ Will the district reserve funds to provide additional support for its Focus or Priority Schools?
- ☐ Have the strategies for the use of the Focus/Priority set-aside been described in the Planning Tool?

7. Required Carryover for Parent Involvement

- ☐ Does the district have any carryover (in the total) that reflects unexpended funds from the previous year reservation for parent involvement (includes district and school funds from the 1% requirement)?
- ☐ If yes, have those carryover funds been budgeted in appropriate parent involvement codes in BAAS?

8. 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?

9. 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?

**BUILDING ELIGIBILITY**

- ☐ Does the information include all schools that will be served in rank order with Title I fund? (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?
- ☐ What amount of carryover funds will be used for school allocations?

**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 (assurances and prayer certification) have appropriate signatures and dates?
- ☐ Have applicable Optional Documents been uploaded? (E.g., Private Schools Consultation if private schools are participating, Pre-K Count if funds are reserved for Title I preschool programs.)

## Appendix C: SAMPLE Title I Program Evaluation Procedure

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*Title I program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program. **All aspects of the Title I program must be included in evaluation of its impact, including academic assistance provided, parent/guardian involvement activities and effectiveness of related policies, and private school services (if applicable).** Evaluation data—such as periodic and summative student assessment data—and staff and parent/guardian surveys are used to evaluate the strengths and weaknesses of the program's impact on raising student achievement and in productively involving parent/guardians in their children's education. The evaluation must reflect Annual Measurable Achievement (AMO) data for the district and all Title I schools.*

*The Program Evaluation Procedure describes how each school's Title I program is annually evaluated for impact on student achievement. This includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement. This sample template is not an official NCDPI document. It is provided only as an example.*

### **Title I Program Evaluation Procedure**

The effectiveness of (name of district) Title I program is evaluated annually. The evaluation considers all aspects of the Title I program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, if applicable. The following primary questions guide program evaluation: (1) What has worked well in the Title I program? (2) What has not worked well in the Title I program? (3) How should the Title I program be refined? The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

1. **Information is collected** in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I families in Title I schools. To the extent practicable, the survey is made available in multiple languages.
2. **The data are analyzed** by the Title I Coordinator with the assistance of other staff, as needed.
3. **As necessary and appropriate, the results of the analysis are shared with Title I staff, Title I building-level classroom teachers, principals, district administrators, parents, and other stakeholders** to determine necessary and important changes that should be made to the Title I program to better serve its students.
4. **The results of the evaluation, including information about any changes to the Title I program, are shared** with district and school officials and distributed to all Title I families in Title I schools. To the extent practicable, the evaluation results are made available in multiple languages.

### **Scientifically-Based Research**

The Elementary and Secondary Education Act (ESEA) requires states and districts to implement programs and practices with a proven track record of improving student academic achievement. The resources below can help school and district staff in identifying high quality programs and practices.

## Resources

- ☐ [Education Resources Information Center](#) (ERIC)  
Free access to bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. Sponsored by the U.S. Department of Education, Institute of Education Sciences (IES).
- ☐ [Evidence-Based Education](#)  
Presentation at U.S. Department of Education regional meetings (October 2002) on evidence-based education, which is defined as the "integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction."
- ☐ [Identifying and Implementing Educational Practices Supported by Rigorous Evidence](#)  
A user-friendly guide to help educators distinguish practices supported by rigorous evidence from those that are not (December 2003).
- ☐ [National Center for Education Statistics](#) (NCES)  
Located within the U.S. Department of Education and the Institute of Education Sciences, NCES is the primary federal entity for collecting and analyzing data related to education.
- ☐ National Association for the Education of Young Children ([www.naeyc.org](http://www.naeyc.org))  
Early Childhood organization that provides resources on issues related to early childhood education practice, policy, and/or professional development.
- ☐ [Questions and Answers -- Doing What Works](#)  
ESSA encourages the use of programs and approaches that work to improve student learning.
- ☐ [Scientifically-Based Research](#)  
Transcript of seminar where experts discussed the meaning of "scientifically-based research" and its status across various disciplines (February 2002).
- ☐ [What Works Clearinghouse](#)  
Reports on the effectiveness of educational programs, products, practices, and policies.
- ☐ [National Association for the Education of Young Children](#)  
Early Childhood organization that provides resources on issues related to early childhood education practice, policy, and/or professional development.

## Appendix D: Schoolwide and Targeted Assistance Schools

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A Title I Schoolwide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- ☐ High quality instruction
- ☐ Comprehensive reform strategies and methods that are based on the use of scientifically-based research
- ☐ Strategies and methods to improve teacher quality and professional development
- ☐ Consolidated use of funds

What are the advantages of becoming a Schoolwide program? When an entire school is the target of change, schools serving the most disadvantaged youth can achieve success. A Schoolwide program is built upon whole school reform strategies rather than separate, fragmented or add-on services. The whole school takes responsibility for the success of each student.

To become a Schoolwide school, the school's poverty level must be at least 40%. The school and district together decide the school should operate a Schoolwide program. The district approves the school's Schoolwide plan. The plan is developed over a one-year period by a diverse group of stakeholders and addresses all Schoolwide components.

### **SCHOOLWIDE COMPONENTS**

1. Schools implementing schoolwide programs are required to conduct a needs assessment, at least annually, at the end of each school year. A comprehensive needs assessment of the entire school must be based on information that includes the performance of children in relation to the state academic content and achievement standards. The results of the end of year needs assessment will serve as the Schoolwide program's evaluation, and should be used as the basis for making changes to the Schoolwide plan. This end of year needs assessment is called the Annual Review. When gathering data, a school should utilize data that focuses on the needs of low achieving students at the school.
2. Schoolwide reform strategies based upon the comprehensive needs assessment are integrated and become the core of your Schoolwide program. These are the strategies that you are going to implement to raise student achievement.



3. **High quality and ongoing professional development for all staff and parents.** Opportunities provided should benefit the entire school staff and support implemented reform strategies. All professional development in a Schoolwide school must be aligned to achieving the goals of the Schoolwide program. It must be focused on improving classroom instruction to reach Schoolwide goals and it must be ongoing, as well as, based at the school itself. All staff members should benefit from professional development opportunities equally across the school. Work that the teachers do together at the school— for example, conducting professional learning community meetings, developing RtI strategies and processes, designing assessments, aligning curriculum, reviewing and discussing student achievement results and other data, etc.—are effective in supporting the Schoolwide plan and should be considered the main focus for all professional development.
4. **Strategies to attract high-quality teachers to high need schools.** School strategies to attract and retain effective teachers should be aligned to the strategies in the district’s Equity Plan, but must also consider equitable distribution of effective teachers within each grade level of the school.
5. **Strategies to increase parental involvement.** At a minimum, schools must meet all of the required components for parent involvement. These components include the following:
  - ☐ Parent Involvement Policy reviewed and distributed annually.
  - ☐ Parent-School Compact reviewed and distributed annually.
  - ☐ Annual informational (Open Meeting) meeting conducted at the beginning of the school year (e.g., within the first 30 calendar days of school).
  - ☐ Parents surveyed regarding the effectiveness of the parent involvement program at the school (Parent Survey).
  - ☐ Parents provided with opportunities to collaborate with the school and given information they can use at home to support student learning.
  - ☐ Results shared of the progress on Annual Measurable Objectives (AMOs) and EOG Schoolwide Data in more than one forum and in appropriate languages (e.g., online, written, at Open Meeting).
6. **Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.** In addition to meeting requirements for transition from preschool programs to local elementary programs, schools should consider what strategies may be helpful in transitioning elementary students to middle school programs and middle school students to high school programs.
7. **Measures to include teachers in making decisions about assessments.** Assessment of students can play a key role in school improvement activities. Schoolwide schools are required to think about how assessment can be used to raise academic achievement by making sure that all teachers are involved in the decisions regarding how assessments are used at the school. Assessments should be used both to provide effective, timely assistance to struggling students and, along the same lines, to understand where students are struggling and guide future instruction.
8. **Activities to identify and ensure effective, timely assistance to students who experience difficulties.** Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance. Students are provided with a variety of opportunities for additional assistance/programs.

9. **Coordination and integration of federal, state, and local services and programs.** Schoolwide programs use flexibility to integrate and coordinate services for children to meet the overall improvement goals of the school.

**Resource:** Non-regulatory guidance: [Designing Schoolwide Programs](#)

#### **TARGETED ASSISTANCE SCHOOLS**

A Targeted Assistance School (TAS) is one that receives Title I, Part A funds, yet is ineligible or has chosen not to operate a Title I Schoolwide Program. A TAS program provides services to a select group of children – those the school identifies, on the basis of multiple educationally-related objective criteria, as most at risk academically to meet the State’s challenging content and performance standards. Services may be delivered in a number of ways: in-class instruction; pull-out instruction; and/or extended day, week, or year instruction. Title I teacher(s) are responsible for providing extra services to identified children; coordinating with other school personnel involved with the children; and involving parents in the planning, implementation, and evaluation of the Title I program.

TAS may not provide services for all students in the school, or for all students in a particular grade. In TAS, Title I funds are traditionally used to add supplemental reading and/or mathematics. Schools, in consultation with their district, determine the use of funds that best meet the needs of their students.

#### **Title I TAS Programs differ from Schoolwide Programs in the following ways:**

- ☐ While TAS does not require a comprehensive Schoolwide program needs assessment, a process to review academic achievement data to identify children who are failing or at risk of failing to meet curriculum standards is needed. Reviewing the data of the TAS will ensure continual growth and student achievement.
- ☐ A targeted list of students with clear entrance and exit criteria must be maintained.
- ☐ In TAS, Title I, Part A funds may be used only for programs that provide services to eligible children (failing or at risk of failing to meet academic standards)
- ☐ Funds must be used for services that supplements, not supplants—services that would be provided by nonfederal sources, in the absence of Title I, Part A funds
- ☐ Records must be maintained documenting the expenditure of Title I, Part A funds solely on services for eligible students.

#### **A TAS Program must accomplish the following objectives:**

- ☐ Use all Title I, Part A funds to promote academic achievement standards in eligible students;
- ☐ Incorporate Title I, Part A planning into the School Improvement Plan;
- ☐ Be based on effective means for improving achievement of participating children;
- ☐ Use scientifically-based instructional strategies to strengthen core academics;
- ☐ Give primary consideration to extended-time strategies, such as an extended school year, before- and after-school, and summer programs and opportunities;
- ☐ Provide accelerated, high quality curricula;
- ☐ Minimize pull-out programs;
- ☐ Coordinate and support the regular education program; and
- ☐ Implement strategies to increase parental involvement.

Title I program decisions should be made at the school level in consultation with their districts, to determine the uses of funds that best meet the needs of their students.

**Limited Pull-out Programs:** ESEA requires instructional services to be provided by minimizing the removal of Title I, Part A participants from the regular classroom during the regular instructional day. For example, the following would be considered allowable limited pullout strategies: (1) research-based instruction such as Reading Recovery that requires intensive one-on-one strategies in another setting and (2) elective classes for middle or high schools. Schools must determine the needs of their identified students and then implement the most effective instructional strategies to meet those needs.

A limited pullout program provides instructional services for participating children in a different setting and at a different time than would be the case if those children were not participating in Title I, Part A. A limited pullout program meets the supplement, not supplant requirement if all of the following characteristics are met:

- ☐ The project is particularly designed to meet participants' special educational needs.
- ☐ The classroom teacher, who would be responsible for the provision of instructional services to participating children in the absence of Title I, Part A, remains responsible for, and continues to perform, those duties the teacher would be required to perform in the absence of Title I, Part A, including planning the instructional program of the participating children, providing them with instructional services, and evaluating their progress.
- ☐ Paraprofessionals paid with Title I, Part A funds work closely with the regular classroom teacher. The classroom teacher is ultimately responsible for the instructional services to participating children in the absence of Title I, Part A.
- ☐ Participating students pulled from the regular classroom are receiving additional services from the Title I staff. Title I, Part A cannot take the place of instruction that is provided by the regular classroom teacher. For example, a student receiving Title I, Part A services in reading cannot be pulled from the regular reading class to receive Title I, Part A services because Title I, Part A would then be taking the place.

#### **Parent Involvement**

Parent involvement is required by Title I, Part A. Parents of students receiving Title I services are required to have an opportunity to participate in an annual parent meeting and parent-teacher conference. Parent involvement is an important component of a TAS or Schoolwide program. Regardless of program design, parents must be involved in the planning, implementation, and evaluation of the Title I program.

**Resource:** Archived Information on [Targeted Assistance Schools](#)

## Appendix E: Carry-over Limitation

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Title I law states that Local Education Agencies (LEAs) may only carry over a certain percentage (15%) of the current school year allocation. However, if an LEA can provide sufficient justification that such a request is necessary, LEAs in North Carolina can request a waiver from NCDPI to add the carry-over funds to the district's current year expected Title I allotment. Under federal law, this waiver may only be requested once every three years; however, North Carolina has been approved to access the Education Flexibility option, referred to as Ed-Flex, to allow flexibility to approve waivers as needed. A sample template of what the waiver request would look like from the LEA is included in this document.

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

- Q 1. 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 in accordance with allocation procedures that ensure equitable participation of non-pupil school children.*
  - ☐ *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 (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.

**EXAMPLE OF 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) 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 annual measurable objectives (AMOs) by enabling them to direct their funds thoughtfully to activities that will help in this regard. 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

## Appendix F: SAMPLE Title I Supplement, Not Supplant Procedures

The district's 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 must include a description of the means by which the written information is disseminated to personnel involved with Title I.

This sample template is not an official NCDPI document. It is provided only as an example. Title I funds may not take the place of—supplant—public education services that are to be provided to all 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.

### Schoolwide Programs

The district and/or schools must demonstrate that Title I funds supplement those funds that are required to be provided to the Schoolwide program schools. Evidence includes: the school budget; the 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 LEP and Special Education students. All expenditures in the Schoolwide program must be aligned to the results of the comprehensive needs assessment and described in the written Schoolwide plan.

### Student Selection Criteria for Targeted Assistance Schools (TAS)

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 2<sup>nd</sup> grade performing below 40 on the [name the assessment] of Reading
- For students in grades preschool through 2<sup>nd</sup> grade, interviews with parents may be used based on the district-developed parent interview guide/surveys for Title I student selection.

**Commented [FML2]:** Criteria is confusing due to wording.

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.

**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**

LEAs must maintain a description of the professional development provided at the district level that is funded with Title I funds. Evidence will include: A description of how professional development is aligned with the needs of Title I students and a list of participants (district staff will ensure the participating staff are those who teach or provide support to Title I participants). The professional development does not duplicate that which the district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available for review).

Schools must maintain or provide to the LEA a description of the school-level professional development paid for by Title I funds. Evidence will include: A description of how professional development is aligned with the needs of Title I students and a list of participants (district staff will ensure participating staff are those who will impact Title I participants).

**TAS Programs - Family Involvement**

LEAs must maintain a description of the district-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and a list of participants (district staff will review to ensure they are parents of Title I students, although others may be invited to participate). The parental involvement activities do 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 parental involvement activities will be available).

Schools will maintain a description of school-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and parents and a list of participants will be maintained (district staff will review documentation to ensure that parents of Title I students are being served, although others may participate).

**TAS Programs - Guidance and Counseling (if applicable)**

The district and schools will demonstrate that guidance or counseling services paid for by Title I funds are provided to Title I participants and are supplemental to other available guidance and counseling services.

Evidence must include: a list of participants (district staff will review to ensure they are Title I students) and a description of services that demonstrates they meet the needs of Title I students and parents. The guidance and counseling services do not duplicate those that, in the absence of Title I funds, would be provided to all students and parents.

**Procedure for Dissemination**

The Title I Director will disseminate these written procedures to all building administrators in Title I buildings in the district. 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 to follow this policy.



## Appendix G: Parent and Family Engagement

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North Carolina recognizes that effective family involvement is necessary for schools to meet their goals. All local education agencies (LEAs) and schools that receive Title I funding must work with parents to implement written parent involvement policies and plans that outlines the district and school's expectations for parent and family engagement.

The Elementary and Secondary Education Act (ESEA) requires that parents in Title I schools:

- ☐ Must be a part of developing the district's written parent involvement policy that is distributed to all parents and to the local community.
- ☐ Have an opportunity to attend an annual Title I meeting at the beginning of the school year (e.g., within the first 30 calendar days of school).
- ☐ Have a right to be involved in the planning and implementation of the written parent involvement plan in their school.
- ☐ Can receive materials and training for parents and staff to foster greater family engagement.
- ☐ Must have the opportunity to jointly develop, with school staff, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- ☐ Have an opportunity to participate in evaluating the effectiveness of the parent involvement program (e.g., parent surveys).

To ensure activities are provided for families, Title I law requires districts to allot funds to Title I Schools to build parent and family programming. An LEA that receives a Title I, Part A allocation of greater than \$500,000 must reserve not less than 1% of its Title I, Part A allocation to carry out the provisions of section 1118, including building capacity to promote family literacy and parenting skills, as well as giving information to parents to become active partners and decision-makers. The percentage reserved for parental involvement must be calculated on the basis of the LEA's total Title I, Part A allocation. The district must allocate 95% of the total reservation to its Title I schools to support school parent involvement programs. *[Section 1118(a)(3)(A), ESEA.]*

### Resources:

**[School Community Network](#)** : A student's success depends upon the connections among many people - families, students, teachers, and school personnel. The School Community Network (SCN) provides resources and tools to build strong school communities.

**[Parent and Family Involvement: A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools- 2nd Edition](#)**: With the assistance of the Superintendent's Parent Advisory Council, the Department of Public Instruction has developed this tool to help schools engage families and the community as full partners in the education decision-making process.

**[Parental Involvement, Title I, Part A](#)**: The USED non-regulatory guidance provides frequently asked questions on how districts and schools can meet Title I parent involvement requirements.

## Appendix H: Parents Right-to-Know

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Districts must notify the parents of students attending Title I schools that they may request and the district must provide (in a timely manner) information regarding the professional qualifications of students' classroom teachers including, at a minimum, the following:

1. Whether the teacher has met North Carolina qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency license or waiver through which the state qualifications or licensing criteria have been waived.
3. The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

### Communication Considerations

- ☐ This notification must be disseminated at the start of the school year (e.g., first 30 calendar days of school).
- ☐ The method used to notify parents must be documented.
- ☐ This notification must occur annually.

### Resources:

**Parents' Right to Know**: This action brief was jointly produced by the Public Education Network and National Coalition for Parent Involvement in Education.

## Appendix I: SAMPLE Template for LEA Parent Involvement Policy

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***NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).***

***School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District- wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.***

\* \* \* \* \*

### **PART I. GENERAL EXPECTATIONS (Sample Template)**

***[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]***

The **(name of school district)** agrees to implement the following statutory requirements:

- ☐ The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ☐ Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ☐ The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

- ☐ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ☐ If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- ☐ The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 % of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 % of the 1 % reserved goes directly to the schools.
- ☐ The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- ☐ [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

\* \* \* \* \*

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)**

***[NOTE: The District- wide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]***

1. The **(LEA Name)** will take the following actions to involve parents in the joint development of it district wide parental involvement policy under section 1112 of the ESEA: *(List actions)*
2. The **(LEA Name)** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: *(List actions)*

3. The( **LEA Name**) will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:  
*(List activities)*
4. The (**LEA Name**) will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:  
*(List activities)*
5. The (**LEA Name**) will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.  
*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)*
6. The( **LEA Name**) will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: *(List activities)*
7. The (**LEA Name**) will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - ☐ the State's academic content standards,
  - ☐ the State's student academic achievement standards,
  - ☐ the State and local academic assessments including alternate assessments,
  - ☐ the requirements of Part A,
  - ☐ how to monitor their child's progress, and
  - ☐ how to work with educators: *(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success)*
8. The (**LEA Name**) will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: *(list activities)*

9. The **(LEA Name)** will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: *(list activities)*
10. The **(LEA Name)** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: *(list activities)*
11. The **(LEA Name)** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: *(list actions)*

## Appendix J: Equitable Services to Private Schools

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### LEA Considerations in Private School Participation

An LEA, shall, after timely and meaningful consultation with appropriate private school officials, provide eligible private school children, on an equitable basis, services that address their academic needs as well as provide support for the families and teachers of the participating children. Below are the components with a short description to meet the federal requirements of equitable participation for private schools as well as support student achievement. NOTE: This information does not cover the entirety of the Section 1120 of ESEA.

#### Consultation

An initial invitation/consultation must be conducted to determine if the private school intends to participate. The LEA must make multiple attempts (documented) to provide an initial consultation for participation with all private schools in a timely manner. The LEAs must coordinate initial consultations with surrounding counties/LEAs as students attending a private school within a county may reside in another county.

If a private schools chooses to participate, ongoing consultation must be conducted throughout the development of the written plan and the implementation of the provision of Title I services.

#### Funding

Funds are generated based on poverty, but students eligible for services must have an academic need.

Funds are generated based on students attending the private school that:

- ☐ Meet the poverty level requirement, and
- ☐ Reside in eligible attendance areas.

Funds are not obligated nor received by the private school. The LEA retains fiscal oversight throughout the provision of services. Funds are **never** paid directly to the private school.

If funds are not sufficient to provide instructional services, the LEA may provide Title I services other than direct instruction such as:

- ☐ Counseling,
- ☐ Staff development, or
- ☐ Parental involvement.

#### Eligibility

Funds are generated based on poverty data, but services are provided based on residence and education need. (I.e., students from low-income families are not automatically eligible for services.)

Students selected for services must:

- ☐ Reside in a participating public school attendance area, and
- ☐ Have an educational need as determined by multiple objective educationally related criteria.

## Services

Services may not be provided by teachers employed by the private school unless they are HQ and under the direct supervision of the LEA during Title I activities.

Instructional services may include:

- ☐ Instructional services during the school day
- ☐ Extended day services
- ☐ Family literacy programs
- ☐ Counseling programs
- ☐ Computer-assisted instruction
- ☐ Home tutoring
- ☐ Instruction using take-home computers

## Professional Development

Title I funds may be used to provide:

- ☐ Professional development is 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.
- ☐ Substitutes for private school teachers participating in professional development may not be paid from Title I funds.

## Carry-over

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. If the LEA begins the Title I program late in the school year, the LEA should carry over any unspent funds that should have been used to provide equitable services for private school students and add them to the instructional funds for the private school participants for the next school year.

## Resources

**[Directory of Conventional Non-Public Schools](#)**: The directory provides a list of non-public schools in North Carolina by county.

**[Title I Services to Eligible Private School Children](#)**: The USED non-regulatory guidance provides frequently asked questions on how districts can meet Title I requirements for private school services.

**[Ensuring Equitable Services to Private School Children](#)**: The tool kit provides examples of the ways in which various LEAs and private school officials have addressed Title I requirements to serve eligible private school children. It is intended as a resource to supplement the non-regulatory guidance of *Title I Services to Eligible Private School Children*.



## Appendix K: Coordination of Title I Programs with Homeless Education Programs

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Each year, Title IA programs are required to set aside funds to meet the educational needs of homeless children and youth in their school district and include this amount in the local consolidated plan. The funds may support additional tutoring services for homeless students in Title I and non-Title I schools, as well as in shelters and hotels or motels where homeless families live. The funds may also be used to remove barriers homeless students face to enable them to participate in educational activities, such as providing support for field trips, counseling, or school uniforms. The funds should not be used for items such as rent, utilities, or clothing for parents.

Prior to the recent passage of the Consolidated Appropriations Act, 2014, districts could not use Title I funds to assist with costs associated with transporting homeless children and youth to their school of origin or to pay the salary of a homeless liaison, both requirements of the McKinney-Vento Homeless Assistance Act (McKinney-Vento). New authority outlined in the Consolidated Appropriations Act, 2014, expands the allowable use of Title I funds to support these activities. The expanded use of funds applies to the 2014-15 Title I funds; as well as, any unobligated carryover funds from 2013-14 school year.

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.

### Resources

**Title I and Homelessness:** This brief developed by the National Center for Homeless Education provides additional information on the coordination between Title I and McKinney-Vento programs.

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](mailto:lphillip@serve.org) or call 336.315.7491.

## Appendix L: Title I Preschool Programs

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Since the enactment of the Elementary and Secondary Education Act (ESEA) in 1965, 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. Section 1112(c)(1)(F) of the ESEA requires LEAs and charters, when developing their plans, to provide an assurance that they will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically-based research indicating that services may be most effective in the earliest grades at Title I schools.

### Funding Preschool Programs

NC 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/charter school may reserve an amount from its total allocation to operate a preschool program for eligible children in the district/charter as a whole or for a portion of the district; or
3. An LEA/charter 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, as long as 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. Additional information regarding Title I Pre-K is available by accessing the, [Title I Pre-K NC Standards and Procedures](#).

**Resources:**

**Title I Preschool Programs:** This document, developed by the NCDPI Office of Early Learning, provides information and resources about implementing Title I preschool programs.

**Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended:** USED issued new non-regulatory guidance April 16, 2012. The updated guidance provides additional clarification to earlier guidance on the use of Title I funds in support of preschool programs.

For more information about operating Title I preschool programs, please contact Carla Garrett, Title I Pre-K Consultant, at [carla.garrett@dpi.nc.gov](mailto:carla.garrett@dpi.nc.gov) or 336.504.2037.

## Appendix M: Monitoring Checklist

Area Monitored	SAMPLE Documentation
LEA Report Card	<ul style="list-style-type: none"> <li>✓ Copy of the LEA Report Card.</li> <li>✓ Documents to support public dissemination of the report: news article containing the report or newsletter containing the report, cover letter for report, memo to schools, etc.</li> </ul>
LEA Plans	<ul style="list-style-type: none"> <li>✓ Meeting notices, meeting agendas, minutes of meetings, questionnaires, surveys, other relevant documents demonstrating stakeholder consultations</li> <li>✓ The LEA Plan (if most current revision is not on file at SEA.)</li> </ul>
Eligible Attendance Areas	<ul style="list-style-type: none"> <li>✓ Principal's monthly ADM report, School Food Service report/certification</li> <li>✓ Copy of allocation procedures, Title I budgets for selected schools</li> <li>✓ Recent expenditure report, budget report</li> <li>✓ Meeting notice(s), meeting agendas/minutes, sign-in sheets for determining set-asides in consultation with stakeholders</li> </ul>
Schoolwide Programs (Includes Focus Schools)	<ul style="list-style-type: none"> <li>✓ School Improvement Plans for selected schools</li> <li>✓ Sample documents used in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance reports, etc.) and summary of needs assessment.</li> <li>✓ Samples of meeting notices, meeting agendas/minutes/sign-in sheets demonstrating stakeholder consultation</li> <li>✓ School-level parent involvement plans describing how the school will implement the LEA Parent Involvement Policy</li> <li>✓ School-level parent involvement plans aligned with findings of the previous year evaluation and needs assessment</li> <li>✓ Certification data and principal's attestation statements</li> <li>✓ Records of professional development activities/opportunities</li> <li>✓ Records of recruitment and retention plans</li> <li>✓ Evidence of annual public meeting</li> <li>✓ Evidence of families included in meaningful way two-way communication</li> <li>✓ Evidence of collaboration with community resources</li> <li>✓ Documents demonstrating transition strategies between school and preschool programs and other transition plans as appropriate (e.g., between elementary and middle school programs, and middle and high school programs for helping students make the transitions from early childhood to elementary or from elementary to middle, and middle to high school)</li> <li>✓ Samples of Personal Education Plans and/or Instructional Intervention Plans</li> <li>✓ Samples of school communications to parents</li> </ul>

Targeted Assistance Schools (if applicable)	<ul style="list-style-type: none"> <li>✓ Needs assessment data including summary of needs</li> <li>✓ A copy of selection procedures, multi-criteria scoring instrument, eligibility lists, participants list for all schools with targeted assistance programs</li> <li>✓ Documentation used for selection process preschool to grade 2, eligibility, participants list, and records of meetings with Title I staff in participating schools and/or preschool programs.</li> <li>✓ Program narratives for all schools with targeted assistance programs</li> <li>✓ Copy of curriculum, instructional materials used in project, research literature supporting selected program</li> <li>✓ Duty rosters for school staff and Title I teacher schedules</li> <li>✓ Student portfolio samples including ongoing assessment data</li> </ul>
	<ul style="list-style-type: none"> <li>✓ School-level parent involvement policy, records of meetings, training sessions, communication, and signed parent compacts</li> </ul>
Pre-K (if applicable)	<ul style="list-style-type: none"> <li>✓ Rosters of enrolled students and students on the waiting list</li> <li>✓ Process for enrollment including screening results and other selection criteria (teacher/parental input)</li> <li>✓ Rank order list of students</li> <li>✓ Copy of curriculum, daily classroom schedules, sample lesson plans, sample child assessment documentation</li> <li>✓ Samples of school communication to families (primary language), records of meetings, training sessions, etc.</li> </ul>
Parental Involvement	<ul style="list-style-type: none"> <li>✓ LEA Parent Involvement Policy</li> <li>✓ Notice of parent meetings, agendas, minutes, sign-in sheets, records of parent comments to support dissemination procedures.</li> <li>✓ Title I budget reflecting required set-aside, distribution procedures of funds to participating schools, and samples of expenditures to date.</li> </ul>
Qualifications for Teachers and Paraprofessionals	<ul style="list-style-type: none"> <li>✓ LEA professional development plan</li> <li>✓ Evidence of professional development aligned to needs and PD evaluations</li> <li>✓ Samples of Individual Growth Plans, Professional Development Plans, etc.</li> <li>✓ Copies of right-to-know notifications</li> </ul>
Private School Participation	<ul style="list-style-type: none"> <li>✓ Letters to nonpublic schools, notice(s) of meetings, meeting agendas, meeting minutes for initial consultation on plan development</li> <li>✓ Notice of meetings, meeting agendas, meeting minutes for participating private school ongoing consultations</li> <li>✓ Private school/LEA set asides, purchase orders from private schools, program description, FTE report, contracted services documents (if applicable)</li> </ul>

Fiscal Requirements	<ul style="list-style-type: none"> <li>✓ Copy of the LEA's policies/procedures for purchasing/procurement, fixed assets, and other internal control policies</li> <li>✓ Time and Effort documentation (i.e., Personnel Activity reports, Semi-annual Certifications)</li> <li>✓ List of payments for contracted services (object code 311) for all federal program funds (include all ARRA funds as applicable); a sample to be reviewed will be selected from this list</li> <li>✓ Records of equipment inventory compliant with EDGAR 80.32 (d) for items with a useful life greater than 1 year; records of inventory reconciliation; records of equipment disposition (if applicable)</li> <li>✓ Budget, purchase orders, cost allocation procedures (as appropriate) for preschool programs supported with Title I funds</li> </ul>
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