

State & Federal Programs

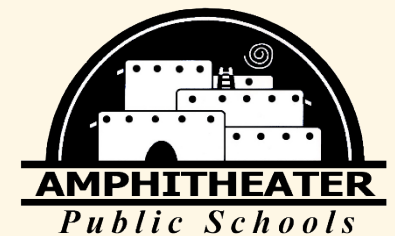
Darlene Mansouri

Director State & Federal Programs





Supporting all schools in the District
So MUCH more than just **Title I** !



Overview

State and Federal Programs
Darlene Mansouri

Grants

Offer support and intervention programs in areas with high percentages of low-income families

All District School Sites
62 Private Schools

Language Acquisition

Provide support for State and Federal mandates on required instructional programs and assessments

All District School Sites
2 Private Schools

McKinney-Vento & Foster Care

Determine eligibility and coordinate resources to support identified students and families

All District Sites
POCs

Native American Education Program

Support qualifying Native American students and families

All District Schools Sites
With eligible students and families





Let's delve deeper into some of the
State and Federal Programs

McKinney-Vento

- Federally required:
 - Refer to McKinney-Vento Liaison for determination
 - Provide yearly training for **all** staff (Safe Schools)
 - Public notice in front office
 - Provide transportation to school and for parents to fully participate in child's education
 - Offer student and family resources to eliminate educational barriers

Foster Care

Foster Care is no longer the same as MV

- Best Interest Determination (BID)
- Different transportation issues
- Become school of origin if changed based on placement housing (school of new residence)



English Learners (EL)

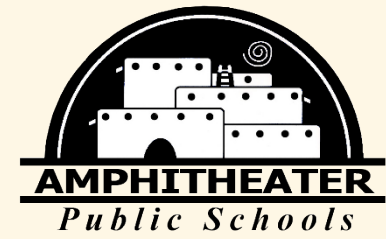
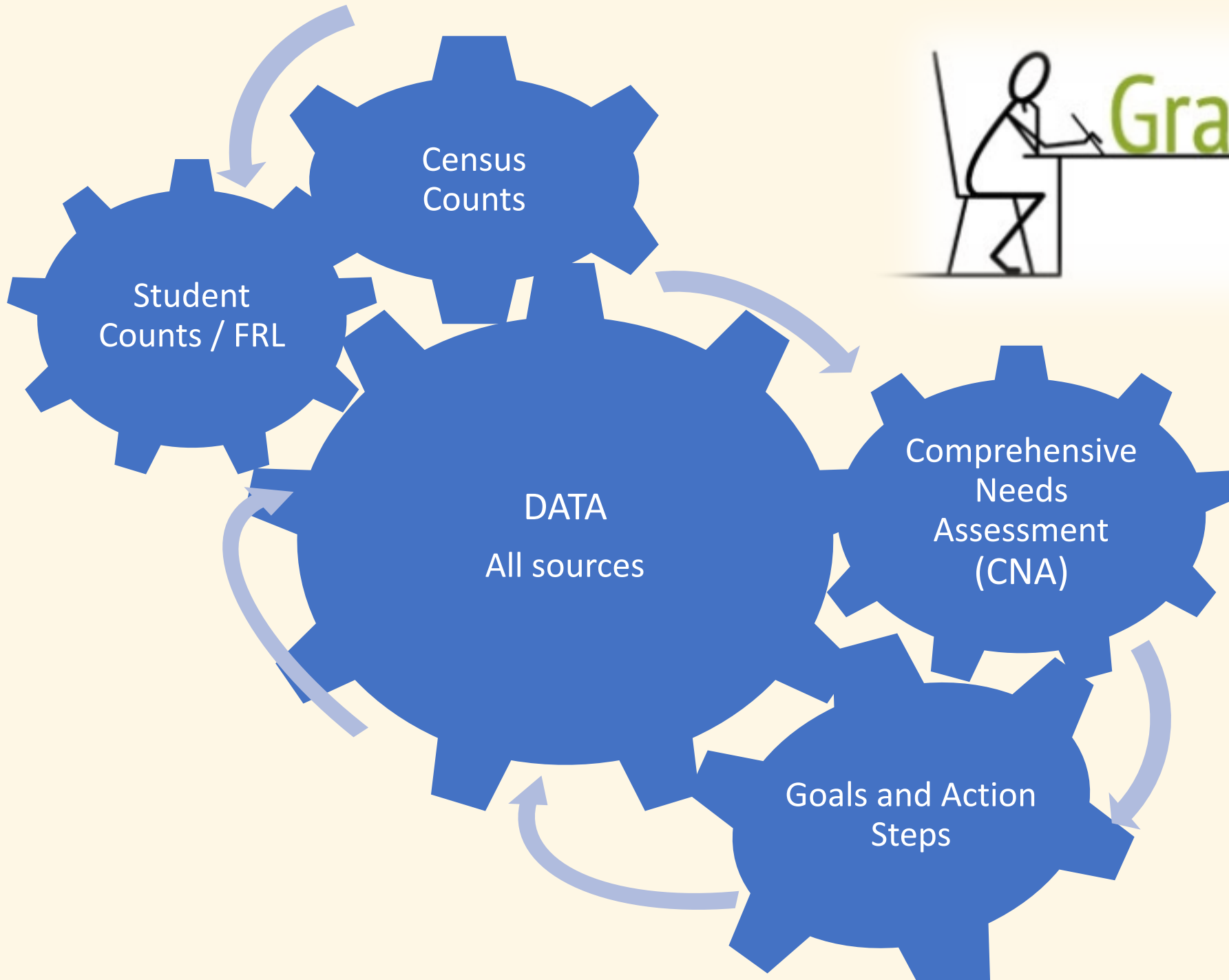
- Identification – Home Language Survey
- AZELLA Assessment
 - Placement at time of enrollment for new students & Yearly Spring Reassessment
- Federal Requirements & State Requirements
 - 3 Models (beginning 2020-21) – we primarily use 2
 - **Targeted and Explicit Instruction –**
 - **Integrated Instruction**
 - Pull-Out (60+60 mins Elem, 50+50 mins MS/HS) **OR**
 - Two-Hour Model (120 mins Elem; 100 mins MS/HS **plus an integrated hour**)



Native American

- Johnson O'Malley Program Identification
 - **JOM Student Eligibility form** and copy of tribal enrollment verification such as Certificate of Degree of Indian Blood or Census Number. (At least ¼ degree Indian blood descendant of a member of an Indian Tribe)
- Title VI Identification
 - **ED 506 form** completed & verified
- Monthly Parent Committee meeting for each funding source
- Student Referral Form
- Resources –advocacy, cultural activities & presentations, tutoring, and celebration gatherings







- Title I
- Title II
- Title III
- Title IV
- Title VI
- Comprehensive (CSI) and Targeted School Grant (TSI & aTSI)
- Johnson O'Malley
- Education for Homeless Children aka McKinney-Vento
- Gifted
- Early Literacy
- School Safety CONTINUING



- ARP Homeless I
- ARP Homeless II
- School Safety NEW
- American Indian Needs
- Spring Tutoring

- District Improvement Plan
- Grant vs M&O
- Each grant has unique requirements:
 - Supplement Not Supplant – SNS vs SNS Methodology
 - Maintenance of Effort and Comparability
 - Guidance for use
 - Rules –Attorney General
 - Regulations - EDGAR
 - Paperwork
 - Deadlines



ESSA TITLE I - A Improving Academic Achievement

The purpose of Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.



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ESSA TITLE II - A PROFESSIONAL DEVELOPMENT

LEAs are to offer a “well-rounded” educational experience to all students and to provide “equitable access to effective teachers.”

ESSA 8101(42) “Professional Development”

*(A) Activities that are an integral part of school and LEA strategies for **providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging State academic standards; and***

*(B) Are **sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused and are aligned to broad school and LEA plans***



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ESSA TITLE IV - A Student Support and Academic Enrichment (SSAE)

Ensuring all students have access to a holistic well-rounded education is central to the shared work across programs in ESSA.

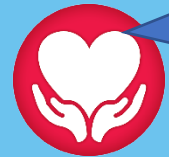
An opportunity to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology toward improving the academic achievement and digital literacy of all students. (ESSA Sec.4101)





Are you
aware
that...

Private Non-Profit School Services



Title I

- All private schools **in the Tucson Area**
- Title I – if students live in the boundaries of an Amphi Title I school
- Tutoring services



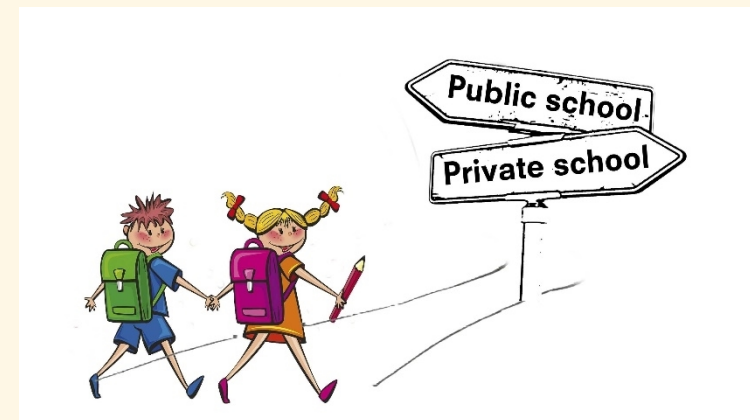
Title II & IV

- All private schools **in our boundaries**
- All registered students in their school



Title III

- ▶ All private schools **in our boundaries**
- ▶ If students have indicated language other than English on the Home Language Survey Form
- ▶ If not proficient, services and training for private school teachers





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