

ESEA State and Federal Title Programs 8/25/22 Staff Training

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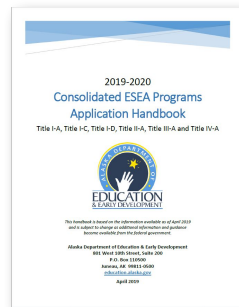
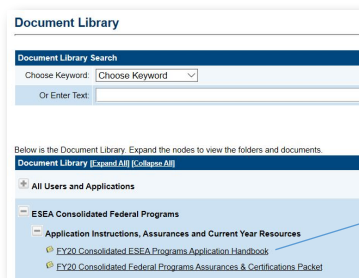
*Sign in sheets are required for almost all
state/federal programs grant trainings and meetings*

Agenda

- GMS Doc Library - ESEA Programs Handbook
- ESEA Title Funding Overview & Tasks for Title Grants
- Title I-A Basic : Improving Academic Achievement
- Title I-A School Improvement : CSI/TSI Schools
- Title I-C : Migrant Education & Eligibility
- Title II-A : Supporting Effective Instruction
- Title III : English Language Learner (ELL)
- Title IV-A : Student Support & Academic Enrichment
- Title V : Rural Education Achievement Program (REAP)
- Title VI : Indian Education
- Carl Perkins Funds
- School-Wide Plans
- Foster Care & Homeless
- Parent Engagement Requirements & Parent Notifications
- Time and Effort Reporting

GMS Doc Library - ESEA Programs Handbook

<https://gms.education.alaska.gov/>



ESEA Title Funding - Background Information

The purpose of ESEA Title funding is to:

- (1) **provide supplemental support** to raise the academic achievement of struggling learners, and
- (2) **address the complex challenges** that arise among students who live with disability, mobility problems, learning difficulties, poverty, transience and the need to learn English as a second language.

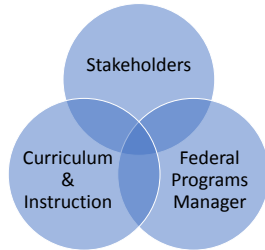
Federal funds are allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. More information is available at <https://education.alaska.gov/ESEA>.

Student needs are identified by reviewing student data and consultation with stakeholders.

Tasks In The Title Grants Process

- **Stakeholder Input** (planning by parents, students, staff, community)
- **Instructional Staff** (implementation of services)
- **Grants Manager & Business Office** (compliance and reporting tasks)

All three of the groups need to work together to get the best use of these federal funds.



Title Programs Development & Approval

Financial Side	Instructional Side
<p><u>Federal Programs Manager</u> (ensure compliance and budget management)</p> <p>Business Manager (fiscal approval)</p> <p>Superintendent (final approval)</p> <p>DEED (state approval)</p> <p>HR Department (staff qualifications, equitable assignments, staff reporting)</p>	<p><u>Federal Programs Manager</u> (provides guidance to instructional leadership)</p> <p>Instructional Leadership (includes groups below)</p> <ul style="list-style-type: none"> - Curriculum, Assessment, PD (planning) - Site Principals (supervision & meeting organization) - Classroom Instructors (teachers & paraprofessionals) - Parents & Students (provide input to plan) - Tribal Organizations (provide input to plan) - Homeless & Foster Care Contact for Schools - Migrant Staff (to recruit and provide interventions)

Title Budget & Request Process

- The budget for the **current year is developed at the end of the previous school year** in collaboration with stakeholders (staff, parents, students, etc.).
- Title funds are like all budgeted funds, they are **dedicated for specific items** during the budget planning process. There are **no “extra” funds** for new ideas.
- Since **almost all Title funds are for instruction and intervention of students**, if someone would like to purchase something that was not already in the Title budget, it will need to be reviewed by the Federal Programs Director to decide what items can be removed to free up funds for the new idea.
- After the **requests are reviewed by the Federal Programs Director, the budget is modified** to reflect the change (if the request is allowable by the specific Title fund).

Title IA Basic – Improving Academic Achievement

- Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.
- Funding may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools.
- **Title I-A services must be “above and beyond” what is regularly provided by school districts.** These services are generally intervention materials and extra student support from instructional staff (in school or out of school).
- **More information is available at**
<https://education.alaska.gov/esea/Title-A>.

Title IA – Draft Budget for 2020-2021

FY23 Budget = 99,958.00

49,215.29 - Certificated Salaries

- Percentage of distance teacher salary
- Percentage of Principal/Testing Coordinator Salary
- Percentage of Area Principal's Salary

6,482.00 - Classified Salaries

- Percentage of salary for paraprofessional support

20,536.33 - Employee Benefits

15,367.35 - Supplies and Materials

- 4K - IXL
- 4K TpT
- 5,954.35 Supplies and Materials needed to support extra curricular/enrichment activities (scuba, drone piloting, kayak repair, kayak fishing, books, tape, fishing rods, oxygen tanks, flippers, wet suits, drones, etc.
- 200.00 - set aside to meet needs of any homeless students' needs - this amount adjusted based on need

390.00 - Other Expenses - Dues and Fees - Survey Monkey annual fee

1,500 - Tuition and Stipends for students

5317.03 - Indirect

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
<p>Title I-A Basic – Management</p> <p>(1) Application development (GMS)</p> <p>(3) Ranking & serving report (GMS)</p> <p>(4) Eligibility report (GMS)</p> <p>(5) Set asides report (GMS)</p> <p>(6) Budget/Revisions (GMS)</p> <p>(7) Staff training</p> <p>(8) Update SISD website (Title)</p> <p>(9) Submit ESEA Consolidated Application</p> <p>(10) Ensure compliance</p>	<p>Title I-A – Planning</p> <p>(1) <u>Initial Draft Budget Development</u> (in GMS) – development based on stakeholder needs</p> <p>(2) <u>Consultation</u> - Participate in stakeholder feedback meetings to finalize budget</p> <p>(3) <u>Program Details</u> (in GMS) - justify budget, explain why needed, explain details of funding use</p> <p>(4) <u>Finalize Budget</u> (in GMS) – Submit to state for approval</p>	<p>Title I-A – Implementation</p> <p>(1) Staff plan interventions (in or out of school)</p> <p>(2) Staff implement activities (in or out of school)</p> <p>(3) Staff order supplies (if approved by the Curriculum Director and budgeted)</p> <p>(4) Curriculum Director requests budget revisions (if there are changes needed)</p>

Title I School Improvement

Schools that do not make adequate yearly progress as measured by State criteria on State assessments for two or more consecutive years are in School Improvement Status. Funding is used to:

- (1) provide technical support for site-based planning and
- (2) provide implementation funds based on School Improvement Plan.

School Improvement funds are for identified schools only and generally for student interventions, services, staff PD, community engagement activities, etc. and implemented by site staff (in school or out of school).

BUDGET: \$50,000 (the budget is developed by site-based committee and approved by DEED)

School Improvement Identification

School Improvement funds are only for schools identified by DEED as CSI or TSI.

CSI: Comprehensive Support & Improvement

TSI: Targeted Support & Improvement

US: Universal Support (not identified)

- **Graduation Rate** - How many students graduated in 4 years or less (or 5 years)
- **ELL Progress** - How many students are meeting or exceeding growth target
- **Academic Achievement** - How many students score proficient or advanced
- **Academic Growth** - How many students are improving, or making growth

More information is available at <https://education.alaska.gov/akaccountability>

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
<p><u>Title IA-School Improvement Management</u></p> <p>(1) Budget/Revisions (to State) (2) Ensure Compliance</p>	<p><u>Title IA-School Improvement Plan</u></p> <p>(1) <u>Initial Draft Budget Development</u> (in GMS) – development based on stakeholder needs at CSI sites to finalize budget at CSI sites (2) <u>Program Details</u> (in GMS) - justify budget, explain why needed, explain details of funding use (3) <u>Finalize Budget</u> (in GMS) – Submit to state for approval (4) <u>Alignment</u> with School-Wide Plan for CSI sites (STEPP System) (5) <u>Initial application</u> for sites (State) (6) <u>Final report</u> for CSI sites (State)</p>	<p><u>Title IA - School Improvement Implementation</u></p> <p>(1) Consultation (school site stakeholders) (2) Application Development (school site principal) (3) Implementation of site plan (school site staff) (4) Time and Effort Documentation for any split funded positions</p>

Title I-C Migrant Education

- Title I, Part C, Migrant Education’s goal is to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated activities that remove a child from their normal daily living and schooling. In Alaska, this is primarily fishing related activities.
- Migrant education services must be above and beyond what is regularly provided by the school district (and above and beyond what is provided by Title I-A funds).**
In this district these funds have been used to purchase items needed by families, provide additional intervention materials, and to provide extra instructional support (in school or out of school).
- The school has a summary sheet of qualifying activities and associated requirements. Migrant family recruitment is all year long. However, to qualify for the next school year, the paperwork must be submitted to the state for review by November of the previous school year.
- Title I-C funds are for the instruction, intervention, and support of students that qualify for migrant services (by participating in activities such as subsistence or commercial fishing).
- More information is available at <https://education.alaska.gov/esea/TitleI-C>.

Title I-C Migrant Ed Draft Budget

82,800.07 TOTAL for FY23
(will not total below as we have just received carry over funds from FY22 and these have not been budgeted)

- \$7,000 - Certificated
 - Extra duty for local school migrant activity coordinators (one per school)
- \$45,552.64 - Classified
 - Portion of district migrant recruiter/records manager salary
 - Portion of paraprofessional salary for each school
- \$8,321.42 - Benefits
- \$3,903.08 - Professional and Technical
 - Contracts for non-school staff to provide instruction in things like scuba, kayak repair, drones, etc.
- \$350.00 - postage for mailing copies of documents to DEED and books, etc. to students
- \$13,148.60 - Teaching intervention supplies
- \$4,524.33 - Indirect (6.75%)

Title I-C Migrant Education Eligibility Summary

The general requirements are:

- A guardian and child must travel at least 20 miles** from their home to do qualifying work (measured by actual miles traveled, not by air miles). If less than 20 miles, it must be a different school district.
- Qualifying work includes:**
 - commercial or subsistence fishing** (dipnet, driftnet, setnet, pole, jig, pots, diving, digging, collecting, seining, trolling, etc.)
 - seafood processing** (subsistence cutting, drying, smoking, canning, freezing or processing at places such as Silver Bay Seafoods in Craig)
 - commercial logging** (harvesting, planting, thinning, processing, etc)
 - berry picking or processing** (berries cannot be from family land)
- All of the trips must add up to a minimum of 7 nights/8 days** away from home during the past 12 months (including winter trips).

Title I-C Migrant Education Eligibility Summary

(4) **The activity must be an economic necessity for the family.** It must provide needed food or income that is brought back to the home. It must be considered difficult to continue residence without the food or income from the activity.

** If the person fishing, picking, logging, or processing is 14-19 years old, he or she can participate in the activity without an additional guardian. A person 14- 19 years old can also qualify as the working guardian for other children.*

*** A child that is attending school in a different school district or homeschooling, but lives within the boundaries of SISD, is eligible for migrant services in both school districts (such as Mt. Edgcombe or Craig schools).*

**** Students that have dropped out of school and not graduated yet are eligible until they turn 20 years old (including students with a GED).*

Title I-C Migrant Education Eligibility Summary

The benefits to a student and family include, but are not limited to:

(1) Additional educational resources (such as books)

(2) Opportunities for student support (from the additional funding provided to the school district for migrant students)

(3) Automatically eligible for free lunch and migrant services if the child transfers to another school district (such as Craig or Ketchikan)

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
Title I-C Migrant - Management (1) Title IC initial application (GMS) (2) Migrant literacy grant application (3) Staff training (4) Supervise migrant recruiter(s) (5) Review & approve Certificate of Eligibility (COE) from recruiter(s) (6) Manage migrant records (7) Process enrollment records (8) FRR-Fall Recruitment Report (9) Semester Course History Reports (10) Mass Withdrawal Report (State) (11) Summer Withdrawal Report (12) Final Migrant Lit Report (13) Quality Control COEs (State) (14) Priority for Service Report (15) Budget/Revisions (GMS) (16) Final Title IC report (GMS) (17) Ensure compliance	Title I-C Migrant - Planning (1) <u>Initial Draft Budget Development</u> (in GMS) – development based on stakeholder needs (2) <u>Consultation</u> - Participate in stakeholder feedback meetings to finalize budget (3) <u>Program Details</u> (in GMS) - justify budget, explain why needed, explain details of funding use (4) <u>Finalize Budget</u> (in GMS) – Submit to state for approval (5) <u>Planning summer activities</u> – if summer activities are identified (6) <u>Planning literacy activities</u> – if literacy activities are funded	Title I-C Migrant - Implementation (1) Staff plan interventions for migrant students (in or out of school) (2) Staff implement activities for migrant students (in or out of school) (3) Staff order supplies (if approved by the Curriculum Director and budgeted) (4) Curriculum Director requests budget revisions (if there are changes needed) (5) Time and Effort Documentation for any split funded positions

Title II-A Supporting Effective Instruction

- These funds aim to increase student achievement by elevating teacher and principal quality through recruitment, hiring and retention strategies.
- Title II-A funds are to provide one or more of the following:
 - increase student achievement
 - improve the quality & effectiveness of teachers, principals, & leadership
 - increase the number of teachers, principals, & leaders
 - provide greater access to teachers, principals, & leaders

More information is available at <https://education.alaska.gov/esea/TitleII-A>.

Title II-A Budget

FY23 Budget = \$27,098

\$6,400 - Certificated Salaries

- Stipends for extra duty days for PD for struggling teachers

\$2,800 - Non-Certificated Salaries

- Extra duty stipends for classified instructional staff

\$1,121.23 - Employee Benefits

\$9,800 - Professional and Technical

- Contractual costs for Fall Inservice

\$7,592.33 - Supplies, Materials and Media

\$2,000 - Other Expenses (dues and fees)

- Annual subscription to ATP to recruit teachers.

\$1,717.44 - Indirect (6.75%)

<u>FEDERAL PROGRAM MANAGER TASKS</u>	<u>JOINT PLANNING TASKS</u>	<u>INSTRUCTIONAL STAFF IMPLEMENTATION</u>
<u>Title II-A – Management</u>	<u>Title II-A – Planning</u>	<u>Title II-A – Implementation</u>
(1) Initial application (GMS) (2) Budget/Revisions (GMS) (3) Staff training (4) Final report (GMS) (5) Ensure compliance (6) Update public information on SISK website	(1) <i><u>Initial Draft Budget Development</u></i> (in GMS) – development based on stakeholder needs (2) <i><u>Consultation</u></i> - Participate in stakeholder feedback meetings to finalize budget (3) <i><u>Program Details</u></i> (in GMS) - justify budget, explain why needed, explain details of funding use (4) <i><u>Finalize Budget</u></i> (in GMS) – Submit to state for approval	(1) Staff participate in PD &/or recruiting, if funds are used for those purposes (2) Time and Effort Documentation for any split funded positions

Title III - English Language Learner (ELL)

The purpose of these funds are to help school districts in:

- implementing English language instructional programs for English learners
- carrying out activities to enhance existing English language instruction and academic content for English learners
- implementing programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction

• **More information is available at:**

<https://education.alaska.gov/esea/TitleIII-A>

Title III – ELL Services

SISK does not have enough ELL students to receive any Title III funding.

However, we do need to survey parents and evaluate any children that may be eligible for ELL services.

Title IV-A Support & Academic Enrichment

Title IV SSAE program is intended to improve students' academic achievement by:

- (1) providing all students with access to a well-rounded education
- (2) improving school conditions for student learning
- (3) improve the use of technology to improve the academic achievement and digital literacy of all students

**Districts that receive \$30,000 or more must conduct a comprehensive needs assessment that includes, at a minimum, a focus on all of the three priority areas (with 20% of funds going to each of the three areas, except technology). The needs assessment must occur at least once every 3 years.*

More information is available at <https://education.alaska.gov/esea/titleIV-A>.

Title IV-A SSAE Draft Budget

FY23 Budget = \$13,187

\$7,104 - Classified Salaries

- Portion of Ag Program Coordinator salary

\$560.92 – Benefits

\$1,788.67 – Supplies, Materials, and Media

- Supplies and materials for our outdoor activities

\$675 – Indirect (6.75%)

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
<u>Title IV - Management</u>	<u>Title IV - Planning</u>	<u>Title IV - Implementation</u>
(1) Initial application (GMS) (2) Budget/Revisions (GMS) (3) Staff training (4) Final report (GMS) (5) Ensure compliance (6) Update public information on SISD website	(1) <i>Initial Draft Budget Development</i> (in GMS) – development based on stakeholder needs (2) <i>Consultation</i> - Participate in stakeholder feedback meetings to finalize budget (3) <i>Program Details</i> (in GMS) - justify budget, explain why needed, explain details of funding use (4) <i>Finalize Budget</i> (in GMS) – Submit to state for approval	(1) Staff implement activities (in or out of school) (2) Staff order supplies (if approved by the Curriculum Director and budgeted) (3) Curriculum Director requests budget revisions (if there are changes needed) (4) Time and Effort Documentation for any split funded positions

Title V - Rural Ed Achievement Program (REAP)

Title V REAP funds are:

*-to address the needs of rural, low-income schools
-for initiatives aimed at improving student achievement*

- Small, Rural School Achievement Program (SRSA)
- Rural and Low-Income School Program (RLIS)

More information is available at <https://oese.ed.gov/offices/office-of-formula-grants/rural-insula-native-achievement-programs/rural-education-achievement-program/>

Title V - REAP Draft Budget

\$6,700 TOTAL (SRSA for FY22)

\$6248 – PowerSchool HR Module

\$452 – Indirect (6.75%)

To improve student achievement, attendance, and graduation rate we need to recruit and retain the highest-quality teachers. With the best teachers, our students have a better chance of improving achievement. To accomplish this we will use these funds to pay for our recruiting and retention HR software that includes staff induction materials.

<u>FEDERAL PROGRAM MANAGER TASKS</u>	<u>JOINT PLANNING TASKS</u>	<u>INSTRUCTIONAL STAFF IMPLEMENTATION</u>
<u>FED PROG MANAGER TASKS</u>	<u>JOINT PLANNING</u>	<u>INSTRUCTIONAL STAFF TASKS</u>
<u>Title V REAP - Management</u>	<u>Title V REAP - Planning</u>	<u>Title V REAP - Implement</u>
(1) Initial application (2) Budget/Revisions (Federal) (3) Staff training (4) Final report (Federal) (5) Ensure compliance (6) Update public information on SISD website	(1) <u>Budget section</u> - development based on staff & student needs (2) <u>Program Details</u> - justify budget, explain why needed, explain details of funding use (3) <u>Consultation</u> - Participate in stakeholder feedback meetings to finalize budget	(1) Staff implement activities, if funds are budgeted for activities

Title VI - Indian Education

- The Title VI Indian Education grant is designed to help Indian students be successful in school and prepared for life after high school.
- Title VI Indian Education funding supports the efforts of districts to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging academic standards as all other students.
- Students qualify for Indian Education funding **ONLY if a parent completes a "Title VI Student Eligibility Certification (also known as a "506" form)**. This form requires the tribal identification number of the child, parent, or grandparent. It is not required that parents complete this form. However, the school district will lose Indian Education funding for any child that does not have this document on file.

****Title VI funds are for initiatives designed at improving academic achievement & access to cultural activities for Indian/Native Alaskan students.***

Title VI - Indian Education Draft Budget

\$8389 TOTAL for FY23

Budget displayed was for FY22 but FY23 will be similar

\$5656 - Supplies for cultural activities

\$2000 - Wages for Native instructors to provide activities

\$554 - Indirect (6.75%)

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
Title VI Ind Ed - Manage	Title VI Indian Ed – Planning	Title VI Ind. Ed - Implement
(1) Budget/Revisions (Federal) (2) Staff training (3) Initial Application Part I (EASIE/EDEN) (4) Application Part II (EASIE/EDEN) (5) Final Part III (EASIE/EDEN) (6) Update public information on SISD website (Ind Ed) (7) Ensure compliance (8) Update public information on SISD website	(1) <u>Initial Draft Budget Development</u> - development based on stakeholder needs (in EASIE) (2) <u>Consultation</u> - Participate in stakeholder meetings to finalize budget (3) <u>Program Details</u> (in EASIE) - justify budget, explain why needed, explain details (4) <u>Finalize Budget</u> (in EASIE) -submit to state for approval (5) <u>Planning summer activities</u> -if summer activities planned	(1) Staff implement activities (in or out of school) (2) Staff order supplies (if approved by the Curriculum Director and budgeted) (3) Curriculum Director requests budget revisions (if there are changes needed) (4) Time and Effort Documentation for any split funded positions

Carl Perkins Funds for CTE Courses

- **The purpose of Perkins** is to provide individuals with the academic and technical skills needed to succeed in a knowledge and skill-based economy. Perkins supports career and technical education (CTE) that prepares its students both for postsecondary education and the careers of their choice.
- **Carl Perkins funds are for Middle School & High School CTE courses** (in school or out of school) *that lead to an approved career pathway.*
- **Current courses in SISD** that are eligible for Perkins funding include: ***Automotive Technology, Construction, Culinary Arts, Design & Fabrication, Greenhouse Management, Welding, Mining Operations, and SCUBA.***
- **Other classes can be approved** by creating a CTE Plan of Study and getting it approved by the DEED
- **More information** available at <https://education.alaska.gov/cte/carlperkins>

Carl Perkins Program – Requirements

- **CLNA – Comprehensive Local Needs Assessment.** Perkins V requires that funding decisions be directly tied to needs determined by this assessment. The CLNA must be updated every two years to gather and organize data under five required categories.
- **4-YEAR PLAN** - A framework for the description, maintenance, and improvement of districts' Perkins V Career and Technical Education (CTE) programs. Readers of this plan should come away with a clear picture of what the district is currently offering under Perkins V, and what improvements or changes the district plans to make in the next four years.
- **Advisory Committee** – Including: principals, teachers, paraprofessionals, counselor, special education rep, admin, local workforce board rep, local business rep, tribal rep, parents, students, etc.
- **CTE Program of Study (CTEPS) - Career Pathway** – sequence of academic and technical content at the secondary and postsecondary level
- **Personal Learning and Career Plan (PLCP)** - A planning tool for students that should include career interest inventories, career information, resume, etc.

Carl Perkins – Reporting Student Performance

The Perkins required performance indicators include:

- Four-Year Graduation Rate
 - Extended-Year Graduation Rate (5 years in Alaska)
 - Academic Proficiency in Reading/Language Arts
 - Academic Proficiency in Mathematics
 - Academic Proficiency in Science
 - Secondary Post-Program Placement
 - Non-Traditional Program Concentration
 - CTE Program Quality Indicator – Work Based Learning
- **More information** available at <https://education.alaska.gov/cte/carlperkins>

Carl Perkins – CLNA Process

The Perkins V Comprehensive Local Needs Assessment Process:

(1) GATHER INFORMATION

- Student Performance
- Program Quality-Size, Scope & Quality, Labor Market Alignment

(2) CREATE CTE PROGRAMS OF STUDY (CTE-PS)

(3) RECRUITMENT, RETENTION, & TRAINING OF STAFF PLAN

(4) ENSURE EQUITY & ACCESS

- More information available at <https://education.alaska.gov/cte/carlperkins>

Carl Perkins Funds Draft Budget

\$15,000 TOTAL FY23

\$4000 – Certificated Salary

- Stipend for program coordinator

\$568.40 - Employee Benefits

\$9717.32 – Supplies for CTE courses (only for approved Perkins courses)

\$714.00 – Indirect (6.75%)

FEDERAL PROGRAM MANAGER TASKS

JOINT PLANNING TASKS

INSTRUCTIONAL STAFF IMPLEMENTATION

Perkins - Management

- (1) Initial application (GMS)
- (2) Budget/Revisions (GMS)
- (3) Ensure compliance
- (4) Update public information on SISD website

Perkins – Planning

- (1) **Initial Draft Budget Development**– developed from stakeholder needs (including business) needs from CLNA
- (2) **Consultation**
- Stakeholder meetings
- (3) **Program Details** (in GMS)
- justify budget, explain why
- (4) **Finalize Budget** (in GMS)
- (5) **Staff training**
- (6) **Update Courses** - Portal
- (7) **Yearly All-In-One** - Report
- (8) **Needs Assessment (every 2 years)**– conduct a CLNA
- (9) **4 Year Plan** - Developed based on CLNA

Perkins - Implementation

- (1) Staff teach courses with Perkins approved syllabus
- (2) Staff assess students with Perkins approved assessments
- (3) Staff order supplies (if approved by the Curriculum Director and budgeted)
- (4) Curriculum Director requests budget revisions (if there are changes needed)
- (5) Staff develop new career pathways and courses to address student needs
- (6) Staff update career pathways and courses to address student needs

REAP-Flex (combining Title II & IV with I-A)

- REAP provides eligible rural districts the flexibility to use federal funds received under one Title program for activities authorized under another program. This flexibility, called REAP-Flex by DEED, may be referred to as AFUA (Alternate Fund Use Authority) by US ED. Prior to REAPing funds, the district should confer with stakeholders of the Application Development team. Prior to REAPing funds, the district should confer with stakeholders of the Application Development team.
- In SISD, it is suggested that we move all Title II-A and Title VI-A funds to Title I-A to reduce the reporting requirements and reduce the number of codes needed for purchases.
- More information at <https://www2.ed.gov/programs/reapsrsa/eligibility.html>

Schoolwide Plans

- **Purpose:** Title I schoolwide program is designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students. A guide for decision making and a tool to generate discussion and collaboration.
- **Eligibility:** 40% or more of students living in poverty, regardless of the grades (or a waiver from the state for Title I school districts).
- **STEPP system:** online program that organizes plan and records information. This allows the state to easily monitor it and new district staff to find it.
- **Starting point:** revise the last schoolwide plan and enter into STEPP

Schoolwide Plan Requirements

- **Conducting a comprehensive site needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing
- **Preparing a comprehensive site schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment.
- **Annual evaluation of the site schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective.

Schoolwide Plan Committee Requirements

• Committee meeting - required members:

- Principal
- Teacher
- Paraprofessional
- Site Staff
- Parent / Community Member

*Others can be invited (students, pre-k, tribal representatives, etc.)

*SW Plan must be reviewed and revised annually

*Signed by the superintendent and the principal

More information available at <https://education.alaska.gov/aksupport>

Title X-C McKinney-Vento Homeless

Title X-C of ESEA, called the McKinney-Vento Homeless Assistance Act, includes requirements for all districts to identify and serve children and youth experiencing homelessness so that these children have access to the same free appropriate public education as provided to other children and youth in the state.

More information about Homeless student requirements is available at <https://education.alaska.gov/esea/TitleX-C>.

**** Title funds must be set aside for homeless student needs**

Foster Care

In order to support students in foster care, ESSA requires districts to do the following:

- (1) Establish a Foster Care Point of Contact (POC) that Alaska's Office of Children's Services (OCS) can work with;
- (2) Allow students in foster care to remain in their "school of origin" unless a determination is made that it is not in the student's best interest;
- (3) Provide transportation to school of origin with coordination of OCS;
- (4) Facilitate expedited enrollment in a new school when it is determined in the student's best interest to change schools.

More information about Foster Care requirements is available at <https://education.alaska.gov/esea/Title-A/foster-care>.

FEDERAL PROGRAM MANAGER TASKS	JOINT PLANNING TASKS	INSTRUCTIONAL STAFF IMPLEMENTATION
Foster Care & Homeless Management	Foster Care & Homeless - Planning	Foster Care & Homeless - Implementation
(1) Application development (GMS)	(1) <u>Train Staff</u>	(1) Process student enrollment records
(2) Ensure compliance	(2) <u>Notify Community</u>	(2) Determine if services needed
	(3) <u>Develop plans to address needs</u>	(3) Contact authorities/OCS as needed
	(4) <u>Document plans</u> (GMS)	

Parent and Family Engagement Policies

- Each **district must implement programs, activities, and procedures** for the involvement of parents and family members.
- Each **district & school must have a written parent/family engagement policy** developed jointly with, agreed on with, and distributed to parents.

Templates for this process can be found on the states website:

- [District Parent and Family Engagement Policy Template \(docx\)](#) (05-17-056)
- [School Parent and Family Engagement Policy Template \(docx\)](#) (05-17-057)
- [Sample Annual Title I Parent Meeting Agenda \(docx\)](#)

School-Parent Compacts

- Each **school must jointly develop, with parents, a school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. DEED provides a template on the website:
- [School-Parent Compact Template \(docx\)](#) (05-19-012)

Parent and Family Engagement Policies

Building Capacity for Involvement of Parents

- **Provide assistance to parents** of children served by the school or district, as appropriate, in **understanding** such topics as the challenging State **academic standards**, State and local **academic assessments**, the **requirements of Title I**, and **how to monitor a child's progress and work with educators** to improve the achievement of their children.
- **Provide materials and training to help parents to work with their children** to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
- **Coordinate and integrate parent involvement programs and activities** with other Federal, State, and local programs, including public preschool 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.
- Ensure that **information related to school and parent programs**, meetings, and other activities is sent to the parents of participating children in a **format** and, to the extent practicable, in a **language the parents can understand**; and
- Provide such **other reasonable support** for parental involvement activities under this section as parents may request.

Reporting Requirements for Title I-A

- **More information about the ESEA Parent & Family Engagement is available at**
<https://education.alaska.gov/eSEA/title-i-a/parentfamilyengagement>

Parent Notification – Teacher Qualifications

- ESSA requires that districts receiving Title I notify the parents of each of the following:
 - **TEACHER QUALIFICATIONS**
 - At the beginning of each school year, a district must notify the parents that the they may request information regarding the professional qualifications of the student’s classroom teachers, including at a minimum:
 - Whether the student’s teacher
 - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parent Notification – Teacher Qualifications

ESSA requires that districts receiving Title I notify the parents of this Additional Information:

- Information on the level of achievement and academic growth of the student; and
- Notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parent Notification – Testing Transparency

Opting out of Assessments

- At the beginning of each school year, a district must notify the parents that they may request information regarding any policy regarding student participation in required assessments, which shall include parental right to opt the child out of such assessment.
- Each district must make widely available through public means information on each assessment required by the state, including:
 - The subject matter assessed;
 - The purpose for which the assessment is designed and used;
 - The source of the requirement for the assessment; and
 - The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - The time and format for disseminating results.

Parent Notification – Language Instruction

Each district must inform parents of an English learner (EL) being identified.

- This must happen no later than 30 days after the beginning of the school year or within 2 weeks of identification as an English learner.
- More details of what specifically needs to be provided to parents is available at:
<https://education.alaska.gov/esea/title-i-a/parentfamilyengagement>

Time & Effort Reporting

- **The salaries and wages of any employee charged to a Federal grant must be supported by some form of time and effort documentation that accurately reflects the work performed.**
- It does not matter if it is IDEA funding, or Title funding, or Perkins - formula or discretionary – for any employee funded by a federal grant, the subrecipient must have supporting documentation that the amount claimed on the grant reflects the amount of time the employee spent working on the grant's objectives.
- Time and effort records become subject to review during audits, monitoring, etc.
- The level of detail needed for the supporting documentation is dependent on the job responsibilities of the employee. In the world of Federal grants, the employee is considered to either have a "single cost objective" or "multiple cost objectives."

ANY QUESTIONS?

