

Beyond Compliance

Office of Title Grants and Supports

Nathan Williamson
Director of Title
Grants and Support



Indiana
DEPARTMENT OF
EDUCATION



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Working Together for Student Success

Office of Title Grants and Support

Federal Grants

- Title I
- Title II
- School Improvement Grants
- Neglected and Delinquent

Special Programs

- Title IV
- Charter School
- Rural Low Income
- 21st Century Community Learning Centers

EL and Migrant

- English Learners
- Refugee
- Migrant
- McKinney Vento

Ombudsman

Data Coach

Bilingual Support



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Funding the Plan



Know the Basics and Flexibilities

Title Grants Side by Side

	TITLE I			TITLE II		TITLE III
Title I(a): Basic Programs	Title I(a): SIG 1003(a)	Title I(a): SIG 1003(g)	Title I(c): Migrant	Title I(d): Delinquent	Title II(a): Supporting Effective Instruction	Title III: English Learners
<p>Instruction (direct services) Support Services (direct services) Improvement of Instruction (PD) Other Support Services (Admin) Operation and Maintenance Transportation Community Service Operations Transfers</p>	<p>Effective Leadership Effective Instruction Student Supports</p>	<p>Leadership Development Improvement of Instruction (PD) Extended Learning Time Family Engagement Climate and Culture Comprehensive Instructional Reform</p>	<p>Administration Professional Development Family & Community Engagement Equipment and Software Instructional Materials and Supplies</p>	<p>Instruction (direct services) Support Services (direct services) Improvement of Instruction (PD) Other Support Services (Admin) Operation and Maintenance Transportation Community Service Operations Transition Services</p>	<p>Recruitment, Retention, Incentives and Differential Pay Professional Development Class-size Reduction</p>	<p>Professional Development Family and Community Engagement Tech Equipment and Software (Supplemental) Instructional Materials and Supplies (Supplemental) Personnel (Supplemental)</p>
<p>LEA Formula</p>	<p>An LEA is eligible for Title I funds through: -Basic Grants Formula: If the LEA has at least 10 formula children* and that number exceeds 2 percent of the Census Bureau's estimate of the LEA's age 5 to 17 population. -Concentration Grants Formula: If the LEA meets the Basic Grants eligibility criteria and the number of formula children* exceeds 6,500 or 15 percent of the Census Bureau's estimate of the LEA's population.</p>	<p>School Competitive</p>	<p>SEA Formula</p>	<p>State Agency (IDOC) & LEA Formula</p>	<p>LEA Formula</p>	<p>LEA Formula</p>
<p>LEA Eligibility: determined by four statutory formulas (see LEA Formula note above)</p> <p>LEA Allocation = Sum of four statutory formulas minus SEA reservations/set-asides</p> <p>School Eligibility: 35% low income (F/R Poverty). Or school poverty rate greater than LEA avg. poverty rate. Schools with a poverty percentage of 75 percent or higher must be served.</p>	<p>or CSI ive for is</p> <p>rt & v</p> <p>Improvement (CSI): Lowest 5% of Title I schools in state, or Title I F Schools, whichever is greater Any Public HS that fails to graduate 1/3 or > of students Title I schools in which any subgroup, on its own, would be ID'd as lowest-performing 5% and has not improved</p>	<p>Title I Served, Focus and Priority, 1st time D or F Schools (2016) Discontinued w/ ESSA</p>	<p>Identified Migrant Regional Centers</p>	<p>State Agency Neglected or Delinquent program within the LEA Educational Program in an N or D Institution, N or D Community Day Program, Adult Correctional Institution</p>	<p>LEAs</p>	<p>LEAs, Nonpublic Schools within geographical boundaries of participating LEAs</p>



INtelligrants



INtelligrants: The purpose of this project will be to improve the processing of the State and Federal funding streams.



Data Exchange: The purpose of this project will be to improve the process of data transfer and certification for student and educator level data submitted by schools and school corporations.



INview: The purpose of this project will be to improve access to IDOE data and resources.



Unified Access: The purpose of this project will be to establish and implement the foundational technical elements which will support the remaining projects.



Schools 360: The purpose of this project will be to implement a tool to improve the capacity of internal staff to support customers.



Know the Basics and Flexibilities

Title I	
Practice	Possibilities
Reading/Math	STEM
Interventions	Accelerated Learning
Instructional	Support (e.g. Counseling)
Targeted	Upgrade the Entire Educational Program
K-6	6-8; High School (50% skipping optional); Preschool



Know the Basics and Flexibilities

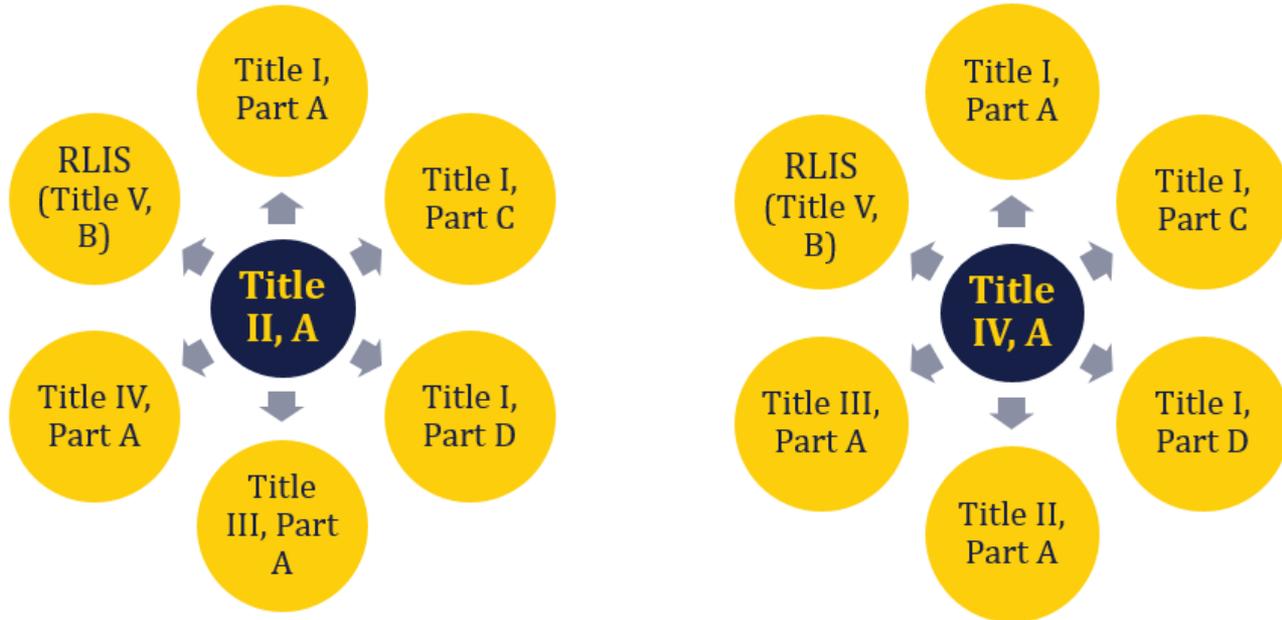
Title II	
Practice	Possibilities
Professional Development	Financial Incentives to Recruit/Retain Educators
Class-Size Reduction	Mentoring and Induction Programs

Title III - Benefits Beyond Core EL Program

Title IV - Flexible Block Grant for Well-Rounded Education, SEL, and and Technology Integration



Transferability



Title I Methodology

No Child Left Behind (NCLB)	Every Student Succeeds Act (ESSA)
Title I Program Administrator asks if each activity, personnel, program is supplemental (programmatic test)	The LEA's Chief Financial Officer will enact and demonstrate compliance with a locally-determined methodology to ensure Title I schools receive all of the state and local funds they would otherwise receive (fiscal test)
Presumptions or supplanting: Paying for an activity that was required by state or local law, or supported with state or local funds. Paying for the same services for eligible students that state and local funds support for non-eligible students	Ask the questions: Is it designed to improve student achievement? Will it benefit eligible students/schools? Is it consistent with Title I required plans and federal spending rules?
Example: LEA would like to fund instructional coaches with Title I funds at Title I buildings and then use general funds to pay for instructional coaches at non-Title I buildings (not allowable)	Same scenario would be considered allowable, based on the answers to the supplanting questions listed above.

Still in Effect for
Titles II, III, IV

No longer allowable

In effect for 2018-2019 school year



Methodology Exceptions

Excluded from Supplement Not Supplant Methodology Test

Exclusion of Local Funds that Meets the Intents and Purposes of Title I

Single School LEAs
(e.g. Charter)

Grade Span with a Single School

(Three Buildings Total: One Elementary, One Middle, One High)

LEAs with Only Title I Schools



Census 2020



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TransACT



TransACT
ParentNotices
COMPLIANCE AND COMMUNICATION CENTER™

Parent and Family Engagement

Restart

Help

Q:

Does your district or school receive Title I, Part A funds or Title III funds, or both?

- Yes, Title I funds, but not Title III funds.
- Yes, both Title I and Title III funds
- Yes, Title III funds, but not Title I funds
- No, neither Title I nor Title III funds.

Continue

Federal Requirement

ESEA/ESSA Title I, Section 1116(a)(1) says, A district may receive funds under Title I, Part A only if the district conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA/ESSA. Districts must plan and implement these programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

ESEA/ESSA Title III, Section 3115(c)(3) requires districts receiving Title III funds to implement activities and strategies that enhance or supplement language instruction educational programs for English learners that must include parent, family, and community engagement activities.



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Resources and Timeline

CSI

Projected
150+

TSI

Projected
300+

Planning
\$50,000 Grant

CNA/SIP is due
10/11/19

Implementation

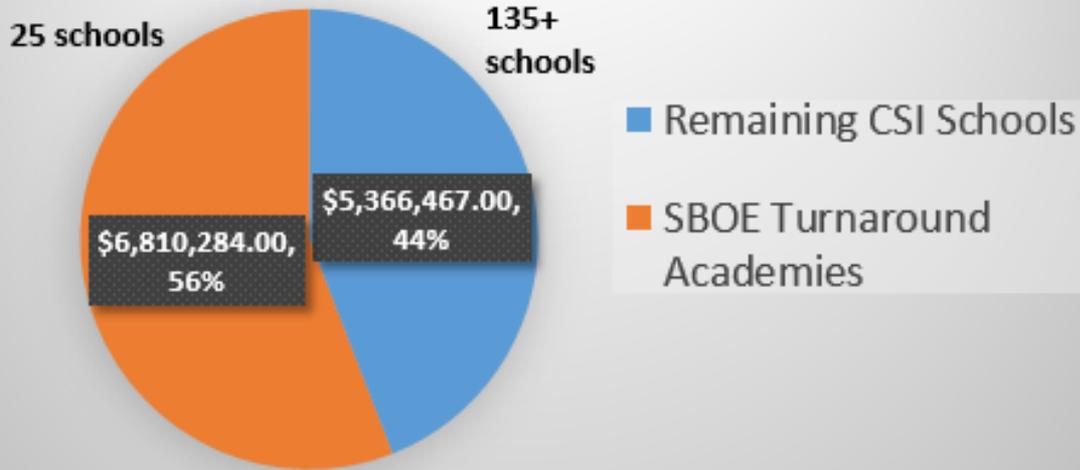
Evidence-based
interventions

Not eligible for 1003 SIG Funds
IDOE to provide technical assistance
(TA) resources and hours through the
Department and partners with
expertise in the affected subgroups



State Board of Education Actions

FY 20 SIG Implementation Funding Distribution



Projected
300+

Planning
\$50,000 Grant

CNA/SIP is due
10/11/19

SIG Funds
al assistance
through the
ers with
subgroups



Resources and Timeline

TSI

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graph TD; TSI[TSI] --> EA[Equity Audit]; TSI --> CF[Curriculum Framework]; TSI --> IF[Instructional Framework]; TSI --> PE[Parental Engagement];
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Equity Audit

Curriculum
Framework

Instructional
Framework

Parental
Engagement



English Learner Program Staffing

“Where formal qualifications have been established...[as] a school district generally requires its teachers in other subjects to meet formal requirements, a school district must either

- 1) Hire teachers who already have the necessary formal qualifications to teach EL students; or*
- 2) Require that teachers already on staff be trained or work towards attaining the necessary formal qualifications and obtain the formal qualifications within a reasonable period of time”*

Office of Civil Rights and Department of Justice (2015)



English Learner Program Staffing

IDOE is Clarifying EL Program Staffing Requirements and will Release Updated Guidance at the Beginning of the 2019-2020 School Year

All English Learners in Indiana LEAs are Entitled to Receive EL Instruction from a Qualified Teacher Who Acts as the EL Teacher of Record

The EL Teacher of Record Must Hold a Valid Indiana ENL License or Meet All Requirements of a Defined Alternate Qualification Pathway By July 1, 2022



English Learner Program Staffing

August 2019	IDOE Guidance released at EL Directors' meetings in MSD Lawrence Township
July 2020	LEAs submit their plan and progress to ensure EL programs are staffed as required as part of federal programs pre-application process
July 2021	LEAs submit their plan and further progress to ensure EL programs are staffed as required as part of federal programs pre-application process
July 2022	Every EL enrolled in an Indiana LEA has an EL Teacher of Record who holds an Indiana ENL license or has met the requirements of the EL Teacher of Record Rubric. LEAs submit their staffing compliance documentation as part of federal programs pre-application process



WIDA Access Testing

All English Learners,
Every Year

100 Percent
Participation

Impacts Federal A-F
Accountability System

Time-Sensitive
Window and Return
Materials Deadline



Section 1111 (Title I) of ESSA
Requires LEAs to Administer
WIDA, and the Data is Used to
Generate Title III / NESP

Per 200.338 of EDGAR, Failure
to Comply with These
Requirements May Result in
Withholding of Funding,
Including Title I, A, Title III, and
Non-English Speaking Program
Funds



What's Next?

Annual EL Directors' Meeting

MSD Lawrence Township Schools

August 14

10 a.m. – 4 p.m.

Every Indiana LEA is strongly encouraged to send a representative.

[Register Now](#)



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McKinney - Vento Training

July 2019	McKinney-Vento RFP released with one-year (individual LEA) and three-year (regional LEA cooperative) submission option
August 2019	LEAs notified of proposal funding status
June 2020	McKinney-Vento RFP released with three-year (regional LEA cooperative) submission option only



McKinney - Vento Training

ESSA Requires Each LEA to Appoint a Homeless Education Liaison

State Law Codified that the Liaison Must Train all LEA Staff Who May Interact with Homeless Students (including non-certified staff) ***At Least Once Annually***

(IDOE to Provide Training Slide Deck)

Homeless Education Liaisons Must Participate in Annual Training

New :“Kickstand” Curriculum

Returning: Training of Sufficient Intensity and Duration (e.g. Title Con)



Questions?

Nathan Williamson

Director

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nwilliamson@doe.in.gov

