

Title I 2020 Application Changes and Reminders

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Webinar Agenda

- Updates on Supplement Not Supplant Methodology
- New requirements for the 2020 Title I Application
- Dyslexia Legislation and Title I
- Reminders
 - Non-public School Consultation
 - Homeless Reservation
 - Head Start Coordination
 - How to Minimize the Number of Amendments Needed
 - Foster Children



What is a “Methodology?”

- The term “methodology” refers to the manner in which State and local (non-federal) funds are allocated to schools.
- The methodology may not take into account a school’s Title I status.



What is a “Methodology?”

- IDOE will recognize the following methodologies LEAs may select from during the demonstration process:
 - Distribution of State and local (non-federal) resources based on the characteristics of the students (PPE)
 - Distribution of State and local (non-federal) resources based on staffing and supplies



What is a “Methodology?”

- Distribution of State and local (non-federal) resources based on a combined approach
- Other, as adopted by the LEA



Methodology Updates

NEW: The following **are exempt** from complying with the methodology requirements:

- **LEAs with one school for the entire school corporation (e.g. charters).** This refers to the legal configuration of the one school and not whether multiple legal schools are located within one physical building.



Methodology Updates

- **LEAs where all grade spans have a single school (i.e., no methodology is required for the single school grade span).**
 - For example, a school corporation that has one K-5 elementary school, one 6-8 middle school, and one 9-12 high school would be exempt. *This exemption is similar to the current comparability exemption.*

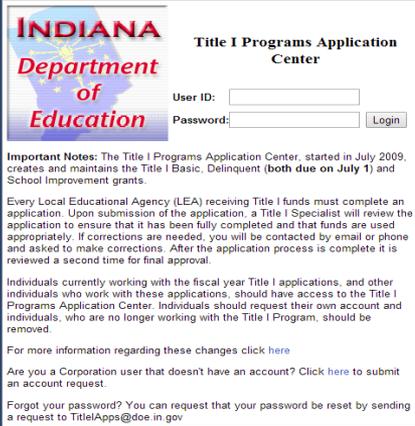


Methodology Updates

- LEAs with only Title I schools.
 - This applies only if all schools within the LEA are Title I. LEAs with a combination of grade spans where all schools are Title I but some grade spans are non-Title I must still comply with the methodology requirements.



IDOE's Title I Grant Website



The screenshot shows the login page for the Title I Programs Application Center. On the left is the Indiana Department of Education logo. The main heading is "Title I Programs Application Center". Below this are input fields for "User ID:" and "Password:" with a "Login" button. A section of "Important Notes" states that the center started in July 2009 and manages Title I Basic, Delinquent (due July 1), and School Improvement grants. It also notes that LEAs must complete applications and that corrections will be requested. A link is provided for more information. At the bottom, there are links for account requests and password resets.

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Title I Programs Application Center

User ID:

Password:

Important Notes: The Title I Programs Application Center, started in July 2009, creates and maintains the Title I Basic, Delinquent (**both due on July 1**) and School Improvement grants.

Every Local Educational Agency (LEA) receiving Title I funds must complete an application. Upon submission of the application, a Title I Specialist will review the application to ensure that it has been fully completed and that funds are used appropriately. If corrections are needed, you will be contacted by email or phone and asked to make corrections. After the application process is complete it is reviewed a second time for final approval.

Individuals currently working with the fiscal year Title I applications, and other individuals who work with these applications, should have access to the Title I Programs Application Center. Individuals should request their own account and individuals, who are no longer working with the Title I Program, should be removed.

For more information regarding these changes click [here](#)

Are you a Corporation user that doesn't have an account? Click [here](#) to submit an account request.

Forgot your password? You can request that your password be reset by sending a request to TitleApps@doe.in.gov

<https://title1.doe.in.gov/login.aspx>



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New Requirements for FY 2020

NEW:

- All LEAs will be required to provide the URL where the LEA report card is posted on the district's website.

13 Provide the URL where your LEA report card is posted on your website:



New Requirements for FY 2020

NEW:

- All questions on the public school information page must be completed.

*How the school will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Currently using 0 of 2000 characters

*How the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying schools with high rates of discipline, disaggregated by each subgroup of students

*If LEA provides preschool within the district, how the school will support, coordinate, and integrate services under Title I with early childhood education programs at the LEA and comply with the performance standards established under section 641(a) of the Head Start Act (42 U.S.C. 9836a(a))

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*If the school is a middle or high school, how the school will facilitate effective transitions for students from middle grades to high school, or from high school to postsecondary



New Requirements for FY 2020

NEW:

- Equity data reports will provide LEAs with baseline data.
- If the disparity is greater than one, you would need to address the disparity in your response.

Out-of-Field Teachers		District		State
Student Group	Title I School Status	Percent of Instruction*	Rate of Disparity**	Percent of Instruction*
Low Income Students	At Title I Schools	10.4 %	1.41	7.0 %
	At Non-Title I Schools	7.4 %		6.9 %
Non-Low Income Students	At Title I Schools	11.7 %	3.34	4.9 %
	At Non-Title I Schools	3.5 %		4.7 %
Minority Students	At Title I Schools	10.3 %	1.49	8.0 %
	At Non-Title I Schools	6.9 %		6.2 %
Non-Minority Students	At Title I Schools	10.9 %	2.18	4.9 %
	At Non-Title I Schools	5.0 %		5.4 %
Inexperienced Teachers		District		State
Student Group	Title I School Status	Percent of Instruction*	Rate of Disparity**	Percent of Instruction*
Low Income Students	At Title I Schools	17.5 %	1.29	14.0 %
	At Non-Title I Schools	13.6 %		9.7 %
Non-Low Income Students	At Title I Schools	17.8 %	1.25	10.9 %
	At Non-Title I Schools	14.2 %		7.6 %
Minority Students	At Title I Schools	17.4 %	1.26	15.2 %
	At Non-Title I Schools	13.8 %		9.5 %
Non-Minority Students	At Title I Schools	17.7 %	1.28	11.1 %
	At Non-Title I Schools	13.8 %		8.2 %



New Requirements for FY 2020

NEW:

- [Comprehensive Positive School Discipline Resource Guide](#)
 - Examples: restorative practices, collaboration with community agencies, peer programming
- [Research-Based Equitable School Discipline Model Policy](#)

How the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying schools with high rates of discipline, disaggregated by each subgroup of students



New Requirements for FY 2020

- Only LEAs that have a Title I funded preschool need to respond to this question (*Mark N/A if it is not applicable*).
- [Head Start Performance Standards](#)
- IDOE will provide training on this in the future. If you are not currently in compliance, you can indicate that you plan to attend training that will be provided.

If LEA provides preschool within the district, how the school will support, coordinate, and integrate services under Title I with early childhood education programs at the LEA and comply with the performance standards established under section 641(a) of the Head Start Act (42 U.S.C. 9836a(a))



Dyslexia Legislation and Title I

- Dyslexia Specialist: If this person will be supporting Title I schools, then Title I funds can support the costs of training to deem this person the LEA's dyslexia specialist.
- If a district chooses to train more than the one required person, Title II funds could also be used for this.

<https://www.doe.in.gov/sites/default/files/titlei/title-and-dyslexia.pdf>



Dyslexia Legislation and Title I

- The required provision of services to children at non-Title I schools who have identified dyslexic characteristics must be provided with other state/local funds only.
- However, Title I cannot be used to pay for universal screening for all students as testing and activities to identify students eligible for services is not allowable.



Application Reminders

Non-Public School Consultation

- **NEW:** LEAs must use the new consolidated consultation form beginning for FY 2020. Older versions of the consolidation form will not be accepted.

<https://www.doe.in.gov/grants/equitable-services-consultation>

LEA Affirmation of Consultation With Non-Public School Officials

The following consultation topics are part of the requirements under Section 1117 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation should be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of eligible Title I students in the non-public school.

The following topics must be discussed during the ongoing consultation process. Check to indicate that the topic has been discussed.

Title I, Part A

1. The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend non-public schools has been discussed;

LEA Affirmation of Consultation With Non-Public School Officials

**Title I, C; Title II, A; Title III, A; Title IV, A and
21st Century Community Learning Centers Program (21st CCLC)**

The following consultation topics are part of the requirements under Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation should be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of eligible Title I students in the non-public school.

Check the programs that apply:

Title I, C Title II, A Title III, A Title IV, A 21st CCLC Program

The following topics must be discussed during the ongoing consultation process. Check to indicate that the topic has been discussed.

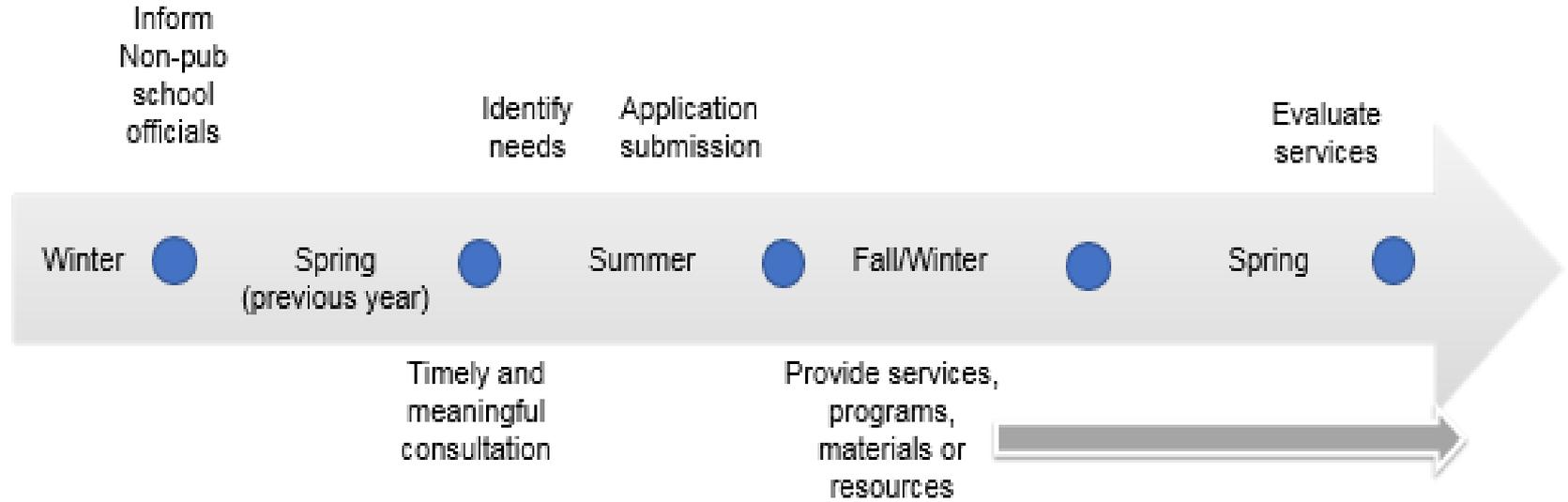


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Suggested Non-Pub Consultation Timeline



Application Reminders Homeless Set Aside

- This amount is to benefit homeless students who attend Title I and non-Title I schools. All LEAs are **required** to complete the Title I, Part A Homeless Reservation Template.
- [LEA Homeless Count](#)

TITLE I, PART A HOMELESS RESERVATION TEMPLATE FOR SY 2019-2020

Method for Determining Homeless Reservation – Select ONE method below.

All LEAs are **REQUIRED** to select one of the United States Department of Education (USED) approved methods for determining the amount of the Title I, Part A homeless reservation to benefit all homeless students in Title I **and** non-Title I schools. The reservation must be determined in collaboration with the District McKinney-Vento Homeless Liaison or additional stakeholder, if the Title I Program Administrator and Homeless Liaison is the same person. Other stakeholders could include the M-V Grant Coordinator, the LEA Superintendent, a school counselor or social worker familiar with student needs. **This mandatory set-aside will be reserved on the District Wide Set-Asides page and budgeted on the District Wide Homeless budget in the Title I, Part A grant application.**

Check the appropriate box:

- Method 1:** Identify count of homeless students in all school buildings in the LEA and determine a “reasonable and necessary” amount to provide comparable Title I services to homeless students; OR to provide comparable Title I services AND other allowable services to homeless students.
- Method 2:** Identify count of homeless students in all school buildings in the LEA and multiply by the LEA’s average per-pupil Title I, Part A allocation.
- Method 3:** Identify count of homeless students in all school buildings in the LEA and reserve a specific percentage based on the LEA’s poverty level or total Title I, Part A allocation.
- Method 4:** Identify count of homeless students in all school buildings in the LEA and reserve an amount of Title I funds greater than or equal to the amount of the LEA’s portion of the M-V allowance.

Detailed Description: In the rare occurrence that an appropriate homeless set-aside is \$0, a detailed description is required to justify this set-aside amount and LEA decision.



Application Reminders

Head Start

- All LEAs (that serve kindergarten) are **required** to complete the Head Start Coordination form.
- [Head Start map](#)

Title I, Part A

LEA Affirmation of Coordination with Head Start

The ESEA, as amended by the Every Student Succeeds Act (ESSA), requires LEAs receiving Title I funds to develop agreements with Head Start and other early childhood providers to increase coordination. The goal of this coordination is to provide higher-quality learning experiences and a more seamless transition to kindergarten.

The following activities must be addressed in a [formal agreement](#) between the LEA and Head Start. If feasible, the LEA may also enter into formal agreements with other early childhood programs. Indiana Head Start Grantees can be found [here](#).

Check to indicate that each activity, referred to under Section 1119 of ESSA regarding coordination requirements, has been addressed in a formal agreement.

- 1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program:
- 2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- 3. Conducting meetings involving parents, kindergarten, or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children:



Minimize Amendments

- \$15K: Professional Development
- \$15K: Professional Development: Jane Wilson, Joe Smith, and Nancy Jones attending the National Reading Recovery Conference February 8-11, 2020.
- \$15K: Three team members will attend a literacy workshop, aligned to our district goal for Depth of Knowledge, such as the National Reading Recovery Conference. Travel costs per local travel policy.



Title I and Foster Care

- Strong Collaboration Between DCS and IDOE
- SEA and State Child Welfare to Have a Separate POC from McKinney-Vento
- Each LEA must have a foster care POC, including charter schools.



Title I and Foster Care

- Process is Collaborative Using POC Checklist
- Dispute resolution process has been created to discuss disagreement for best interest placement.
- DCS has Final Decision
- Immediate Enrollment



Title I and Foster Care

- Transportation to be Provided to Help Meet the Best Interest Determination for Foster Youth (Across Customary School/County Boundary Lines as Needed)
 - LEA Written Transportation Plans are Required
 - Title I Funds Can Be Used to Help Offset Additional cost Associated with Transportation of Foster Youth



Timeline

- LEAs must submit their 2020 Title I Application by July 1, 2019.



Questions?

Please Direct Questions Regarding the 2020 Title I Application to Your [federal grants specialist](#) or:

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