



2017-2018 Title I Application

GUIDANCE Document

Title I, Part A

Improving Basic Programs

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Introduction: This Guidance Document was developed to assist Title I Directors as they complete the **Title I Application** for SY 2017-2018. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.

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A. STAFF CREDENTIALS AND CERTIFICATION:

The LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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.

Points of Clarification

- Definitions (ineffective, inexperienced, or out-of-field teachers) will be provided from the Maryland Consolidated State Plan Draft. Refer to Section 5.3 A Educator Equity. 5.3 A Educator Equity (Definitions)
- Disproportionality rates for State are provided for reference on the Maryland Consolidated State Plan Draft. Refer to Section 5.3 B Educator Equity. 5.3 B Educator Equity (Rates and Disproportionalities)

Section 1112 (c) Assurances-- local education agency plan shall provide assurance that the local educational agency will--

(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

(7) If a LEA chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(9a) of the Head Start Act.

https://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS_ACT_PL_110-134.pdf

1. **Describe the ongoing process of how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.**
2. **Describe how the LEA will ensure the certification and licensure status of teachers assigned to Title I schools is maintained.**
3. **The LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable State certification and licensure requirements.**
 Yes Not Applicable No. If No, Explain:

This requirement applies to all instructional paraprofessionals regardless of funding.

Not Applicable means:

- **There are no paraprofessionals in the schoolwide schools;**
- **The LEA has no schoolwide schools; or**
- **Paraprofessionals are not assigned to instructional duties**

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools meet applicable State certification and licensure requirements.

Yes

Not Applicable

No. If No, Explain:

Not Applicable means:

- There are no paraprofessionals paid with Title I funds in the schools; or
- The LEA has no targeted assistance schools

Implications for Application and Program Review

- The LEA will provide evidence that demonstrates collaboration between the Human Resources, the Title I office, and the school administration to coordinate certification and licensure information involving schools receiving Title I funds. (SANE)

Points of Clarification

- If an LEA is found to be out of compliance in the area of Paraprofessionals, one or more of the following corrective actions will be required immediately:
- The LEA will immediately remove/reassign each non-qualified paraprofessional from instructional assignments in a Title I school until he/she meets the qualifying requirements.
- The LEA will report to MSDE and reimburse the Federal Program with State or Local Funds, the amount of Title I funds that have been expended on salaries, wages, fringe benefits, etc. for any paraprofessional identified as not qualified in a Title I school.
- The LEA will release the paraprofessional from employment.
- Exceptions of non-instructional staff may include:
 - One-on-one special education paraprofessionals
 - Recess monitor

Point of Clarification

The LEA will refer to sections 5.3A and 5.3B (Educator Equity) of the Maryland Consolidated State Plan Draft when demonstrating whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. [MD Consolidated State Plan Draft 5.3 Educator Equity \(PP. 75-78\)](#)

Points of Clarification

[Teacher Staffing Report](#): See pages 2-3 for list of critical shortage areas

1111(g)(1)(B)

- 5a. Describe any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students. (1112 (g)(B)(ii))**
- 5b. If there are 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, describe how the LEA will identify and address the disparities.**

Section 1112 (e) PARENTS RIGHT- TO- KNOW

(1) Information for Parents (QUALIFICATIONS) - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (1112 (e)(1)(A))

(i) Whether the teacher -

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) whether the child is provided services by paraprofessionals and if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for four 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.

6. **DESCRIBE the process, including specific timelines/dates used to notify parents whose children attend Title I schools about the licensure and certification of their teachers, by addressing each lettered item separately. Sec. 1112 (e)(1)**

a. Describe how and when (date) the school or LEA notifies the parents of each student attending Title I schools that they may request information regarding the professional qualifications of their child’s classroom teacher (known as “Parent’s Right to Know”).

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland’s State certification and licensure requirements at the grade level and subject area in which the teacher has been assigned.

Implications for Application and Program Review

- The LEA will provide evidence of written communication that notifies the parents of each student attending Title I schools that they **may** request information regarding the professional qualifications of their child’s classroom teacher and if applicable the qualifications of paraprofessionals providing services to their child. The LEA will need to provide and maintain evidence of any responses to parent requests.

7. **Identify by name, title, and department staff responsible for ensuring compliance with Section 1112 (c)(6).**

Implications for Application and Program Review

- Representatives from the offices listed on #7 must participate in the Annual Title I, Part A Program Review.

If the LEA does not have any Title I schoolwide programs, proceed to [Section C - Targeted Assistance](#).

B. SCHOOLWIDE PROGRAM- [Schoolwide Guidance](#)

For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

Section 1114 SCHOOLWIDE PROGRAMS

(a) In General-

(1) Use of funds for Schoolwide Programs

(A) ELIGIBILITY - Local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION - A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.

Points of Clarification

LEAs may request a waiver with the State to operate a schoolwide program in Targeted Assistance schools with less than 40 percent poverty if the LEA and school deem a schoolwide program will best serve the needs of the students.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless— (A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or (B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

Points of Clarification

The comprehensive needs assessment should drive the implementation of specific evidence-based strategies in the schoolwide plan. – [Schoolwide Program Plan Components Checklist](#)

(7) includes a description of—

COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

Points of Clarification

State definition of well-rounded education is forth coming.

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

- (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
- (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Points of Clarification

Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, schools participating in a schoolwide program may only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds.

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) **PRESCHOOL PROGRAMS.**—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(d) **DELIVERY OF SERVICES.**—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) **USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.**—

(1) **IN GENERAL.**—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) **FLEXIBILITY OF FUNDS.**—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) **RULE OF CONSTRUCTION.**—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

(Maryland requires Title I schools to include parent and family engagement strategies in their schoolwide plan.) Implementing strategies to increase parent and family engagement in accordance with section 1116.

COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b)(5)

1. Consolidating Funds (Check one):

- Federal funds
- Federal, State, local funds
- Not Consolidating Funds

i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

iii. The LEA has submitted a waiver for specific Targeted Assistance schools to operate a schoolwide program (Only the approval letter from MSDE allows an LEA to waive Targeted Assistance Program for Schoolwide in specific schools)

- Yes
- No

2a. Describe how the LEA includes the 4 components in all schoolwide programs: Specificity and transparency are important. [Schoolwide Guidance](#)

2b. Describe how the LEA ensures evidence-based strategies are being implemented by schools. (6/22/17)

2c. If any of the components of a Schoolwide Program plan are not adequately addressed, describe the steps the LEA will take to ensure that revisions to schoolwide plans will occur in a timely manner.

3. Describe the process to ensure that the components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of

Schoolwide/School Improvement Plans. Provide a timeline, if applicable.

4. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of Schoolwide programs.

5. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in Schoolwide plans, the effectiveness of Schoolwide program implementation, fiduciary issues and program effectiveness.

Implications for Application and Program Review

- Representatives from the offices listed above must participate in the Annual Title I, Part A Program Review.

If the LEA does not have any Title I Targeted Assistance programs, proceed to [Section D Parent and Family Engagement](#).

C. TARGETED ASSISTANCE SCHOOLS

Section 1115 {20 U.S.C. 6315} COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for school wide program under section 1114, have not received a waiver under section 1114(a) (1) (B) to operate such a school wide program, a local educational agency serving such a school wide program, a local educational agency serving such a school may use funds received under subsection (c) identified as greatest need for special assistance.

Points of Clarification

- According to Schoolwide Programs Section 1114 a(1)(B)
 - Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.
 - LEAs may request a waiver with the State to operate a school wide program in Targeted Assistance schools with less than 40 percent poverty if the LEA and school deem a school wide program will best serve the needs of the students.

Points of Clarification

[Targeted Assistance Program Checklist](#)

(b) Targeted Assistance School Program-To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall** —

- (1) determined which students will be served;
- (2) serve participating students identified as eligible children under subsection (c) including by-
 - (A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

Points of Clarification

In Maryland, eligible students are the students that are identified to be served as participating students from the eligible population.

For the purpose of the document, eligible students will refer only to participating students.

Points of Clarification

State definition of well-rounded education is forth coming.

(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which **may** include-

- (i) expanded learning time, before- and after-school, and summer programs and opportunities; and
- (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Points of Clarification

- Based on the identified needs of the school, schools with Targeted Assistance programs may implement a schoolwide tiered model such as:
 - PBIS
 - Restorative Practice
 - Restorative Justice
 - Mentor Based Support such as Big Brother Big Sister Programs
 - Social Emotional trainings programs
 - Social Skills trainings
 - Proactive classroom management
 - Other evidence-based strategies and/or programs

Implication for Program Review

- If the LEA use Targeted Assistance School funds for a schoolwide tiered model to prevent and address behavior problems as well as alignment with current needs assessment of the school, then the LEA will need to provide sufficient evidence in the Title I application.

(C) coordinate with and support the regular education program, which **may** include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

(F) **if appropriate and applicable**, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d); and

(G) provide to local educational agency assurances that the school **will-**

(i) help provide an accelerated, high quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) Eligible Children-

(1) Eligible Population-

(A) In General- the eligible population for services under this section is-

(i) children not older than 21 age who are entitled to a free public education through grade 12, and

(ii) children who are not yet at grade level at which the local educational agency provides a free public education.

(B) Eligible Children from Eligible Population-From the population described in subparagraph (A) eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.

Points of Clarification

The Multiple Selection Criteria for students from preschool through grade 2 must include data from current pre-assessment or baseline data utilized in the LEA for pre-school through grade 2 (i.e. KRA, DIBELS, etc.).

(2) Children included-

(A) In General- children who are economically disadvantaged, children with disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) Head Start and Preschool Children- a child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part b of title II, or in preschool services under this title, is eligible for services under this part.

(C) Migrant Children - a child who at any time in the 2 years preceding the year for which the determination is made, received services under this part.

(D) Neglected or Delinquent Children- a child in a local institution for neglected or delinquent children and youth attending a community day program for such children is eligible for services under this part

(E) Homeless Children- a child who is homeless and attending any school served by the local educational agency is eligible for services under this part

(3) Special Rule- funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) Integration of Professional Development- to promote the integration of staff supported with funds under this part into regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may-

- (1) participate in general professional development and school planning activities, and
- (2) assume limited duties that are assigned to similar personnel who are not as so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

Points of Clarification

Title I funded personnel should have similar duties assigned to personnel in the same or similar position (i.e. café duty, bus duty, etc.).

Implication for Program Review

- Documentation will be required to demonstrate that Title I funded personnel and similar personnel have equitable duty assignments. For example, if all teachers have a duty period, the Title I teachers schedule could reflect a duty period, but may not reflect more.

(e) Special Rules-

(1) Simultaneous Services-nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate

(2) Comprehensive Services- If-

- (A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
- (B) funds are not reasonably available from other public or private sources under this part may be used as last resort to provide such services including-
 - (i) the provision of basic medical equipment such as eyeglasses and hearing aids;
 - (ii) compensation of a coordinator;
 - (iii) family support and engagement services;
 - (iv) integrated student support; and
 - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

Implications for Program Review

- Documentation required that Title I Targeted Assistance funds are being utilized as last resort.
- If comprehensive services are appropriate to address school needs, these needs must be determined by the school's comprehensive needs assessment.

(f) Use of Funds for Dual or Concurrent Enrollment- a secondary school operating a Targeted Assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(b) to eligible children under subsection (c) (1) (B) who are identified as having the greatest need for special assistance.

(g) Prohibition-Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal government to require a local educational agency or school to submit the results of a comprehensive needs assessment of plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) Delivery of Services - the services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement.

1. The LEA has submitted a waiver to operate a schoolwide program:

Yes

No

List the Title I school(s) by name and assigned MSDE ID number below.

2. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. NOTE: Children from preschool through grade 2 must be selected solely based on objective criteria.

3. DESCRIBE how the LEA helps Targeted Assistance Schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. These instructional strategies must strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c) (1) (C). (In Maryland small group is described as one-on-one instruction or a student-to-teacher ratio of no more than 8:1.)

a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

b. Helping provide an accelerated, high-quality curriculum.

c. Minimizing the removal of children from regular classroom instruction for additional services.

d. Delivery of services, if delivered by nonprofit or for-profit external providers, with expertise in using evidence-based or effective strategies to improve student achievement. (if applicable)

4. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and to the extent practicable from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff in identifying and meeting the comprehensive needs of eligible children in the program.

5. DESCRIBE the specific steps to be taken to review and analyze achievement data of the targeted assistance programs.

6. DESCRIBE the ongoing process for developing, implementing, and monitoring targeted assistance requirements. Provide a timeline, if applicable.

7. In addition to the LEA Title I coordinator, identify by name, title, and department the staff responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

Implications for Program Review

- Representatives from the offices listed must participate in the Annual Title I Program Review.

DOCUMENTATION:

8. Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students, and implementing the targeted assistance program.

9. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2017-2018 to a schoolwide program in 2018-2019, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

List the Title I school(s) by name and assigned MSDE ID number below.

Reminder: Please be sure to include the name of the school and the proposed timeline for the planning year.

D. PARENT AND FAMILY ENGAGEMENT

To encourage parent and family engagement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each system's Master Plan.

Section 1116: District Level Parent and Family Engagement Policy

I. Local Educational Agency Parent and Family Engagement Policy/Plan Review

a) LOCAL EDUCATIONAL AGENCY POLICY-

- (1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —
 - (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
 - (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
 - (C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.
 - (D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in

improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (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);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy; and (C) in paragraph (3)—

Points of Clarification: Definition of Evidence based

Examples of Evidence-based Parent and Family Engagement Strategies:

- [Title I Family Involvement Team Training \(FITT\): Frederick County](#)
- [Home Visits initiative: Charles County](#)
- [Bridges to Knowledge: A Literacy Partnership : Allegany County](#)

Points of Clarification

- Review of the LEA’s Parent and Family Engagement Policy/Plan and the Annual Evaluation will not hold up the LEA’s approval of the Title I Application. Title I Specialist will provide timely feedback if additional work is needed for compliance.

[District Level Parent and Family Engagement Checklist](#)

II. **School Level Parent and Family Engagement Plan Review**

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the

means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(3) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(4) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

Points of Clarification

[School Level Parent and Family Engagement Checklist](#)

III. School-Parent Compact

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part 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. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

- (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Points of Clarification

[School-Parent Compact Checklist](#)

IV. Distribution of Funds

3) RESERVATION-

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.
 2. PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.
- (C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

Points of Clarification

- Not all Title I schools need to receive Title I, Part A Parent and Family Engagement funds as long as the schools have sufficient non-Title I funds to support the Parent and Family Engagement requirements.
- Schools receiving Title I, Part A Parent and Family Engagement funds do not need to be in rank order, but priority must be given to high need schools (e.g. 2017-2018 SY – Priority and Focus schools)

(D) USE OF FUNDS—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less than 1 of the following:

- (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.’’

Points of Clarification

- (iii) - MSDE uses “evidence-based practices” and not “best practices” (reference iii above).
- (iv) - Subgrants are allowed. LEAs must note that subgrants can increase the level of risk that the LEA assume.

Please provide the date when the current LEA’s Parent and Family Engagement Policy/Plan was reviewed: _____

- 1. Describe the LEA’s process for involving parents and families in the development of the Title I Parent and Family Engagement Policy/Plan.**

- 2. Does the LEA have a tool to evaluate the effectiveness of the Title I Parent and Family Engagement Policy/Plan?**
 - a. If yes, please attach.**

 - b. If no, please describe how the LEA will develop a tool to evaluate the effectiveness of the content of the LEA’s Title I Parent and Family Engagement Policy/Plan?**

- 3. Describe the process the LEA will use to ensure that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families.**

- 4. Describe the process the LEA will use to ensure that each Title I school has a School-Parent Compact that meets statutory requirements and is shared to parents and families.**

- 5. Describe *how* the LEA ensures that Title I parents and families have input into the Title I allocation for parent and families engagement at the district and school level.**

Monitoring Parent and Family Engagement

- 6. Describe the LEA’s process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.**

- 7. In addition to the LEA Title I coordinator, identify by name, title, and department the staff responsible for monitoring parent involvement.**

DOCUMENTATION:

8. **Attach a copy of the LEA's most current distributed Parent and Family Engagement Policy/Plan.**

9. **If applicable, attach a copy of the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.**

Implications for Program Review

- Representatives from the offices listed on #7 must participate in the Annual Title I Program Review.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS
SEC. 1117. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

Points of Clarification for Section 1117

References

- Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESSA of 1965 as Amended by the ESSA:
<https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
- Side-by-Side Comparison: <https://innovation.ed.gov/files/2016/07/NCLB-ESSA-Equitable-Services-Comparison-Chart-FINAL.pdf>
- Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit
<https://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) **IN GENERAL.**—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

Points of Clarification

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
- Educational radio and television
- Dual or concurrent enrollment
- Mentoring
- Mobile educational equipment
- Computer equipment and technology

(2) **SECULAR, NEUTRAL, NONIDEOLOGICAL.**—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—

(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.

(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

Points of Clarification

The results of agreements following consultation must be transmitted to the SEA's equitable services Ombudsman. The Ombudsman should establish a process for receiving documentation of agreements from each LEA.

(4) EXPENDITURES.—

(A) DETERMINATION.—

(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

(ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.

(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

Points of Clarification

In general, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. This provision helps to ensure that an LEA uses the funds available under Title I to provide equitable services in the fiscal year for which the funds were appropriated so that eligible students, teachers and other educational personnel, and families receive the services to which they are entitled in a timely manner. It reinforces the requirement that an LEA conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated. There may be extenuating circumstances in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

Points of Clarification

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools' Addendum document for additional directions.

(b) CONSULTATION.—

(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency's programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B).

Points of Clarification

The goal of consultation is to reach agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. The written affirmation that consultation has occurred must provide the option for private school officials to indicate that such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Such process shall include consultation on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;

- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- (G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- (H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;
- (I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- (J) whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- (K) when, including the approximate time of day, services will be provided; and
- (L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

Points of Clarification

The list of consultation topics has been expanded to include (I-L):

- How the proportionate share of funds is determined;
- Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to pool funds for equitable services;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate Title I equitable services funds with funds available for services to private school children under other ESEA programs.

Pooling: The option to either pool funds for multiple private schools or provide services on a school-by-school basis is unchanged. The only change is that the statute now specifies that an LEA must consult with private school officials regarding these options.

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) **TIMING.**—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) **DISCUSSION**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) **DOCUMENTATION**—Each local educational agency shall maintain in the agency’s records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) **COMPLIANCE.**—

(A) **IN GENERAL**—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) **PROCEDURE**—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) **STATE EDUCATIONAL AGENCIES**—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—

(i) requested that the State educational agency provide such services directly; and

(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) **ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS**—

(1) **CALCULATION**—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—

- (A) using the same measure of low income used to count public school children;
- (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
- (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
- (D) using an equated measure of low income correlated with the measure of low income used to count public school children.

(2) COMPLAINT PROCESS—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS—

(1) IN GENERAL—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.

(2) PROVISION OF SERVICES—

(A) PROVIDER.—The provision of services under this section shall be provided—

- (i) by employees of a public agency; or
- (ii) through contract by such public agency with an individual, association, agency, or organization.

(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.

(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—

- (1) waive the requirements of this section for such local educational agency;
- (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and
- (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I, Part A services. Refer to the Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003. Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended By The Every Student Succeeds Act (ESSA), November 21, 2016

1. **DESCRIBE the LEA's process for:**
 - Inviting private schools to participate in the Title I, Part A program;**
 - Reaching agreement on how to provide equitable and effective programs for eligible private school children; and**
 - Transmitting the results of such agreement to the State Ombudsman.**
2. **DESCRIBE the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.**
3. **DESCRIBE the LEA's process for ensuring that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.**
4. **DESCRIBE the LEA's dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.**
5. **DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.**

DELIVERY OF SERVICES

6. **Will LEA staff provide the services directly to the eligible private school students?**
 Yes No
If yes, when will services begin? _____
7. **Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?**
 Yes No
If yes, identify the LEA(s) involved and the date the services will begin. _____
8. **Will the LEA enter into a third party contract to provide services to eligible private school students?**
 Yes No
If yes, when will services begin? _____

DOCUMENTATION:

9. Attach a timeline for consultation and affirmation meetings with private school officials.

10. Attach copies of written affirmation(s)/consultation agreement and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Education for Homeless Children and Youths Program Non-Regulatory Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility.

LEAs receiving Title I, Part A funds must include in the local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children. (ESEA Section 1112(a)(1)(B) and (b)(6)).

1. Describe how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii)).

Points of Clarification

Examples, but not limited to -

- Items of clothing necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students; and
- Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.

The LEA must reserve sufficient Title I funds to provide services to homeless student who attend non-Title I schools that are comparable to those provided to student in Title I schools. (ESEA Section 1113(c)(3)(A)).

Title I, Part A reserved funds may be used to fund all or part of the LEA's Homeless liaison's salary. In addition, if an LEA is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

2. Describe the method used for determining the amount reserved, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside.

3. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1115(c)(2)(E).

Implications for Program Review

- Representatives from the offices listed on #3 must participate in the Annual Title I Program Review.

G. SUPPORT FOR FOSTER CARE STUDENTS

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

<https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>

Maryland Foster Care Memo (May 12, 2017) – to be uploaded with this guidance document.

The new foster care provisions under Title I of the ESEA as amended by the ESSA are intended to minimize disruptions for children in foster care by requiring the SEA and LEA to collaborate with child welfare agencies to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)). These provisions build upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act).

An LEA that receives Title I funds is to assure in its local plan that it will develop and implement clear written procedures, in collaboration with the State. The LEA Foster Care Point-of-Contact (POC) and local child welfare agency, govern how transportation to maintain children in foster care in their school of origin when in the best interest will be provided, arranged, and funded for the duration of a child's time in foster care (ESEA Section 1112(c)(5)) by December 10, 2017.

Points of Clarification

Some examples of the potential role or responsibilities of the LEA Foster Care POC are:

- Coordinating with the corresponding child welfare agency POC on the implementation of the Title I provisions;
- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating the transfer of records and immediate enrollment;
- Facilitating data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation costs disputes, if any;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

Points of Clarification

COLLABORATION:

Some examples of LEA collaboration with the child welfare and other relevant agencies include:

- Ensuring that all school staff are sensitive to the complex needs of foster youth, informed about the impact that trauma has on a child's ability to learn, appropriate interventions and strategies are in place to support them to succeed in school;
- Training school staff including principals, teachers, school counselors, school social workers, and school enrollment personnel about the needs of children in foster care and background information about the child welfare system;
- Training on the importance of maintaining children in their schools of origin, understanding the process and factors involved in making a best interest determination, coordinating transportation plans, protecting student privacy, and maintaining accurate education records for children in foster care; and
- Raising awareness and increasing knowledge about child welfare policies, (e.g. case plan requirements and other state laws pertaining to the education of children in foster care).

LEAs and child welfare agencies may choose to establish a structure to facilitate their collaboration, such as, a work group, task force, or interagency committee, customized to the needs of the local community, community stakeholders such as representatives from the court, community providers, education advocacy groups and parent mentor groups. LEAs should maintain sign-in, agendas, notes, evaluation (SANE) for meetings.

- 1. DESCRIBE how the LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)).**

Points of Clarification

- The procedures shall include how the LEA will establish and maintain this collaborative work and transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care.

- 2. In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).**

Implications for Program Review

- Representatives from the offices listed on #2 must participate in the Annual Title I Program Review.

II. TABLES AND WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. The LEA must only check one method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).**

A.	Free Lunch
B.	Free and Reduced Lunch
C.	Temporary Assistance for Needy Families (TANF)
D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
E.	Children eligible to receive medical assistance under the Medicaid program
F.	Community Eligibility Provision(CEP)
G	NEW: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply)** the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

A.	Use FARMS to identify low-income students
B.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a

	representative sample if complete actual data are unavailable
C.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
D.	Use comparable poverty data from a different source, such as scholarship applications
E.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
F.	Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

_____ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

_____ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

_____ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project

the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 7-4.**

____ **New Exception:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). Complete Tables 7-6.2.

____ **District-wide and school percentage below 35% rule** – District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, but not below district-wide percentage. Title I, Part A funds may run out before serving all schools above 35%. Complete Tables 7-3 and 7-5.

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2016 to complete this table along with the September 30, 2016 enrollment data.**

Points of Clarification:
*PreK students are counted as ONE child.

<hr style="width: 80%; margin: 0 auto;"/> <p>Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2016)</p>	÷	<hr style="width: 80%; margin: 0 auto;"/> <p>Total LEA Student Enrollment (September 30, 2016)</p>	=	<hr style="width: 80%; margin: 0 auto;"/> <p>District-Wide Average (percentage) of Low-Income Children</p>
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Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME

CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (_____)		÷		
Middle (_____)		÷		
High (_____)		÷		

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT-WIDE POVERTY (125% RULE)

_____ Local Educational Agency Title I, Part A Allocation (Taken from Table 7-8) (Should match # on C-1-25)	÷	_____ Total Number Of Low-Income Public and Private School Students (Taken from Allocation Worksheet)	=	\$ _____ Per Pupil Amount
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Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____

MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.

Table 7-6.1 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will serve for one additional year.</p> <p>To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY		
<p>Ranking High Schools - New ESEA Exceptions to the Ranking Requirement</p> <p>Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B))</p>		
List the high schools that the LEA is choosing to serve under this exception.		
Name of School(s)	MSDE ID Number	Poverty Percent

Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1118 (c);
2. The school is receiving supplemental funds from other State and local sources that are spent according to the requirements of section 1114 and 1115;
3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.

<p>Number of Skipped Schools :</p>	<p>Note: The completed 2017-2018 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Title I Application.</p> <p>LEA <u>must</u> submit a copy of the approved request letter.</p>
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B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve** funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Total Title I 2017-2018 Allocation		\$ _____ (Taken from the C-1-25)	
		Total Reservations	DETAILED BUDGET DESCRIPTION
1	<p>Proportional Share for Equitable Services:</p> <p>List activities and cost associated with Equitable Services (Table 7-9, Lines 1a-e, as applicable)</p>	<p>Total Equitable Services Reservation:</p> <p>\$ _____</p>	<p>An LEA <u>must</u> reserve off the top of the LEA’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc. <i>(Use Table 7-9 for calculations)</i></p> <p>Provide a breakdown of expenditures including all necessary costs associated with activities.</p> <p>Parent and Family Engagement (1% of the total Equitable services)</p> <p><i>Use remaining funds after Parent and Family Engagement set aside to allocate the following activities:</i></p> <ul style="list-style-type: none"> • Administration cost (subtract from the remaining total) • Professional Development cost (subtract from the remaining total) • Use the remaining balance for Instructional support.
2	<p>Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA.</p> <p>Not less than 90% of the 1% shall be distributed to schools with priority</p>	<p>Total Parent and Family Engagement Reservation:</p> <p>\$ _____</p>	<ul style="list-style-type: none"> • Spending plans must align with the district and/or school level Parent and Family Engagement Plan, and provide details about the purpose of the activity and any necessary supplies/materials to support activity; • Use the following USDE guidelines as it relates to expenditures for food for parent meetings: • USDE agrees that providing food for parents as an incentive for them to attend trainings, meetings, etc. is appropriate. However, food cost must be reasonable and necessary. The following will be the per person “rule of thumb” for purchasing food for parent meetings:

	<p>given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>		<ul style="list-style-type: none"> • Light snacks: \$2 - \$3 or less; • Breakfast: \$3 - \$5 or less, • Lunch: \$5 - \$8 or less • Dinner: \$8 - \$11 or less
3	<p>District-wide Title I Instructional Program(s)</p>		<p>LEAs may reserve funds for district-wide instructional programs for Title I schools such as:</p> <ul style="list-style-type: none"> • District-wide summer school that supplements the instructional program; • Transportation, salaries and materials are allowable costs; • Special learning opportunities, such as environmental summer programs are allowable if students who attend Title I schools are the only participants; • ESOL services that are above and beyond what the Local Education Agency provides for all schools; • Expansion of pre-K programs to full-day programs if the LEA only provides half-day programs; • Expansion of pre-K programs to serve 3 year olds. <p><u>Please note:</u> In order to be considered a district-wide reservation, <u>all</u> Title I schools in the LEA or <u>all</u> Title I schools in a particular grade span <u>must participate in the activity.</u></p>
4	<p>District-wide Professional Development</p> <p>34 CFR Sec. 200.60</p> <p>Sec. 9101 (34) of ESEA</p>		<p>LEAs may reserve funds for district-wide professional development programs for Title I schools such as:</p> <ul style="list-style-type: none"> • Professional development for Title I schools that is above and beyond what the Local Education Agency program provides for all schools. <p>As a reminder – USDE guidance prohibits using Federal funds to provide food at professional meetings, including those that you may have with LEA staff.</p> <p><u>Please note:</u> In order to be considered as a district-wide reservation, <u>all</u> Title I schools in the LEA or <u>all</u> Title I schools in a particular grade span <u>must participate in the activity.</u></p>
5	<p>Administration (including mid-level) for services to public school</p> <p>34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)</p>		<p>Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation.</p>
6	<p>Support for Title I</p>		

	<p>Priority Schools</p> <p><u>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools only)</u></p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide sufficient funds for a priority school to implement its intervention plan.</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.</p>		<p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model that each school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools</p> <p><u>(Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s</u></p>		<p>LEAs should list each Focus school, and the amount of funding that it will receive in this section. LEAs should include a separate detailed narrative for each Focus School as an appendix.</p> <p>For those Focus Schools identified because of the achievement gap with either the students with disabilities or English Learners student groups, strategies should disproportionately benefit those students.</p> <p>For those Focus Schools identified because of the achievement</p>

	<p><u>County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p>	<p>gap with a racial or ethnic student group, an LEA should consider the needs of the lowest-performing students in targeting interventions and supports - based on an assessment of the specific academic needs of the school and its students - regardless of the particular student group or student groups to which the students belong.</p>
8	<p>Support to Low Performing Title I Schools</p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools and Prince George’s County Public Schools).</u></p> <p>LEAs with Focus schools may set aside district level Title I, Part A funds to support Focus schools.</p>	<p>Local Discretion: An LEA that does not have Priority Schools, but does have Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development.</p> <p>Identify Focus Schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p> <p>For those Focus Schools identified because of the achievement gap with either the students with disabilities or English Learners student groups, strategies should disproportionately benefit those students.</p> <p>For those Focus Schools identified because of the achievement gap with a racial or ethnic student group, the LEA should consider the needs of the lowest-performing students when targeting interventions and supports. Interventions must align with the identified academic needs of the school and its students, regardless of the particular student group or student groups to which the students belong.</p>
9	<p>Services to Neglected Children</p>	<p>List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used</p>

	<p>Sec. 1113(c)(3)(B)(C) of ESEA</p> <p>Must reserve funds if N & D programs exist.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>		<p>to provide educational services to identified children.</p>
<p>10a</p>	<p>Required: Education for Homeless Children and Youth (Must)</p> <p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>		<p>All LEAs must follow the requirements of the McKinney-Vento Act, whether or not they have a McKinney-Vento subgrant.</p> <p>Education for Homeless Children and Youths Program Non-Regulatory Guidance:</p> <p>https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf</p> <p>An LEA <u>must</u> reserve funds to provide additional services to homeless children and youth in Title I and non-Title I schools—e.g., tutoring in a homeless shelter or to provide allowable services not ordinarily provided to Title I participants.</p> <p>Title I, Part A funds may be used for homeless children and youth who attend Title I schools, that may not ordinarily be provided to other Title I students (ESEA section 1113(c)(C)(ii)).</p> <p>ESEA 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 <i>non-Title I schools</i> that are comparable to those services the LEA provides to</p>

			children in Title I schools.
10b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).		<p>The Title I funded portion of the Homeless Liaison position can only be for duties related to homeless education as outlined in McKinney-Vento.</p> <p>(add a link for duties of liaison)</p> <p>Report FTE, salary and fringe job description must be attached for this position</p>
10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).		<p>DOCUMENTATION – Attach:</p> <p>1) a description of how the LEA calculated the excess costs of providing transportation to homeless students;</p> <p>2) the calculations that the LEA used to arrive at the figure on this section.</p> <p>Costs that may be charged to Title I are the incremental costs to transport a homeless child or youth to his or her school of origin that are above what the LEA would otherwise provide to transport the student to his or her assigned school.</p>
11	Total for Table 7-8 This amount includes all district costs for Title I, Part A.	Total: \$_____	Present this total on Table 7-10, Line 2

BUDGET INFORMATION TO DETERMINE EQUITABLE PROPORTIONAL SHARE - TOOL

Table 7-9				
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR.)				
1.a: Determining Proportional Share for Equitable Services				
<p>_____</p> <p>Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area.</p> <p>(Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	÷	<p>_____</p> <p>Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families.</p> <p>(Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)</p>	=	<p>_____</p> <p>Proportion of reservation</p>
<p>_____</p> <p>Proportion of reservation</p>	x	<p>_____</p> <p>Total Title I Allocation</p> <p>(Use # from Table 7-8, 1st line)</p>	=	<p>_____</p> <p>Proportional Share for Equitable Services</p>
1.b: Determining Parental and Family Engagement Reservation				
<p>\$ _____</p> <p>Total Proportional Share for Equitable Services</p> <p>(Table 7-9, line 1a)</p>	x	<p>1% (for Parent Involvement)</p>		<p>\$ _____</p> <p>Proportional share available to parents of private school participants</p>
1.c : Remaining for Instruction, Professional Development and Administration				
<p>\$ _____</p> <p>Proportional Share for Equitable Services</p> <p>(Table 7-9, line 1a)</p>	-	<p>\$ _____</p> <p>Proportional share available for parents of private school participants</p> <p>(Table 7-9, line 1b)</p>	=	<p>\$ _____</p> <p>Proportional share for instruction, Professional Development, administration, and/or other allowable services</p>

1.d : If using funds for PD, subtract amount for agreed upon PD.				
\$ _____ Remaining for instruction, Professional Development, and Administration (Table 7-9, line 1c)	-	\$ _____ Agreed amount of Professional Development (determined during consultation)	=	\$ _____ Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
\$ _____ Remaining for instruction and Administration (Table 7-9, line 1d)	-	\$ _____ Agreed amount of Administration (determined during consultation)	=	\$ _____ Proportional share remaining for equitable services for instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, i.e., instructional, counseling, mentoring, etc.)				
Points of Clarification <ul style="list-style-type: none"> This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts. 				
\$ _____ Remaining proportional share for instruction (Table 7-9, Line 1e)	÷	_____ Number of private school students (Use the total number reported in the Title I Allocation Worksheet Column N.)	=	\$ _____ PPA Allocation for eligible private school student

BUDGET INFORMATION TO DETERMINE LOCAL SCHOOL SYSTEM PPA

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	
2	Total Districtwide Reservations - Table 7-8 line 11	minus	
3	Total PPA–This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. (LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA.)	equals	

C. CARRYOVER INFORMATION

Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2016 - September 30, 2017)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the **LEA must consult with appropriate private school officials.** (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I **2016-2017** allocation: \$ _____

The estimated amount of Title I funds the school system will carryover: \$ _____

1. The estimated percentage of carryover Title I funds as of **September 30, 2017** _____ (**THIS IS A PROJECTION.**)

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes No

Schoolwide Program Plan Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan.

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:

- What types of qualitative and quantitative data are being collected?
 - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
 - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
 - Counseling, school-based mental health programs, specialized instructional support services;
 - Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - Schoolwide tiered model to prevent and address problem behavior;
 - Professional development and other activities for teachers;
 - Strategies to assist preschool children in transition

Things to consider:

- How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
- What evidence is being collected to demonstrate the effectiveness of reforms?

3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Strategies to Increase Parent and Family Engagement (Section 1116)

Things to consider:

- How will parents, families, and community members be involved in developing the schoolwide plan?
- How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

Things to consider:

- Identify all federal, state, and local programs and services.
- How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

Every Student Succeeds Act (ESSA) - TARGETED ASSISTANCE PROGRAM CHECKLIST

1115. TARGETED ASSISTANCE SCHOOLS

(b) **Targeted Assistance School Program-** To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall**:

Eligible Children	check
<p>Selection for eligible students. (Section 1115 (c)(1)(B)) Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</p>	
Seven Components of a TAS Program (1115 (b)(2)(A-G))	
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include- (i) expanded learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) if appropriate and applicable , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d);	
(G) provide to local educational agency assurances that the school will - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.	

Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)

FCPS values our families as partners in the educational process. Title I parents are invited to become members of the FCPS Family Involvement Title I Team. This team explores the 6 Standards for Family-School Partnerships as outlined by the Parent Teacher Association (PTA); welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, and sharing power, and collaborating with the community. As we explore each of the standards, we share best practices currently in place, challenges we are facing, and solutions to those challenges. Information gathered at our meetings is shared with Title I Principals.

We also provide feedback on family involvement activities, collect ideas for future activities, and aid in the development of goals for our FCPS Family Involvement Compact/Plan.

Parents that have attended FITT meetings have been called upon to serve on committees and to facilitate meetings with other parents. They often hold office in PTA. They give public comment at Board of Education and Frederick County Council meetings. Not only do they now volunteer in the school setting but have also become community volunteers as well.

Title I Parents have found their voice through this partnership.

Donna Quatman-Wilder (donna.wilder@fcps.org)
Frederick County Public Schools, Maryland
Family and Community Involvement Teacher Specialist

Charles County Public Schools (CCPS): Home Visits initiative

The relationship-building model of parent-teacher home visits is supported by the Flamboyan Foundation and was created by the Parent-Teacher Home Visit Project (PTHVP) Sacramento, California. PTHVP's most recent study was published in 2015 by Johns Hopkins University. A national evaluation of parent-teacher home visits is currently being conducted in CA, CO, NV & DC by Research Triangle Institute and Johns Hopkins University. CCPS follows PTHVP's 5 Core Practices to ensure respect, communication and collaboration.

1. *Home visits are voluntary for educators and families, and arranged in advance.*
2. *Educators are trained, and compensated for visits outside their school day.*
3. *Focus of the first visit is relationship building; we discuss hopes and dreams.*
4. *No targeting – visit all or a cross-section of students so there is no stigma.*
5. *Educators conduct visits in pairs, and after the visit, reflect with their partner.*

The Parent-Teacher Home Visit program is open to our three-year-old teachers through fifth grade teachers. Teachers plan and implement two visits and two follow-up communications each school year. The first visit (summer or fall) focuses on relationship building, sharing hope/dreams and goal setting. The first visit is a valuable opportunity to develop meaningful two-way communication. Next, the teacher will follow-up by phone call, letter, school visit or email. The second visit (winter or spring) will focus on academics. The teacher will close out the school year with a final follow-up by phone call, letter, school visit or email. After each home visit, the teacher will complete a log that will capture the following topics discussed, knowledge gained, student artifacts, strategies/tools, and follow-up. Below is a checklist to support teachers as they plan home visits.

Planning the Home Visit

- Make appointments in advance, and schedule the visit to accommodate family schedules. Find out if a brief 20-30 minute visit is feasible. The initial contact can be made by letter (see sample below) or telephone. Follow up with reminders (written note, phone call).
- Be clear about the purpose of your visit (get to know family, share curriculum materials). Assure the family that the purpose is not to pass judgment on the family members or their home.
- If calling by phone, practice how you will explain the purpose of the home visit to the family member when you call so your first communication goes smoothly.
- Learn names of family members. Learn about the family's culture so you can predict their language uses, social expectations and traditions. Arrange to take an interpreter with you if needed.
- Plan a brief agenda and think about ways to initiate topics without playing "20 questions."
 - How will you introduce yourself and establish rapport?
 - What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?
 - What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?
 - What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?
- Learn about the area in which your student's family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.

Allegany County Public Schools: BRIDGES to Knowledge: A Literacy Partnership

Allegany County Public Schools (ACPS) celebrates a community-based literacy partnership between Cash Valley Elementary School and BRIDGES Barber & Beauty. It's called, "BRIDGES to Knowledge."

Each month, the school media specialist compiles a selection of 20-25 high interest, award-winning, and multicultural books which are loaned to the barber shop. The barber, in turn, displays the books and encourages patrons to read while they wait or read aloud to the barber as he cuts their hair. The barber listens, asks questions, provides support and acts as a role model demonstrating a love for books and reading. This partnership provides access to quality books for children who live in high poverty areas and increases the amount of out-of-school time students and families read for fun!

Evidence of success has been significant. Children and families have embraced the concept. The owner of BRIDGES Barber & Beauty has reported observing:

1. parents putting their phones down to read to their children.
2. parents rereading classic books they loved as children.
3. a student read 7 books while she was there!
4. children walking past the game system and reaching for books instead.
5. parents stating, "I didn't know my child was interested in that" or "I didn't know my child could read like that."
6. people he least expected to pick up a book do just that.
7. students and adults who are strangers to one another begin friendships by talking about books and stories.
8. interaction among people visiting the shop increase.

There are exciting plans to move forward with this initiative.

- Visitors to the shop will be invited to write their names on a chart and place a star next to their names each time they read a book.
- The principal will be visiting the shop through the summer to present a weekly storytime to children and to make herself accessible to the families.
- The owner will be running a "little library" loaning books for children to take home.
- Books, magazines, and newspapers for grown-ups will be coming soon!
- Parent trainings will be held at the shop by the school reading specialist to support families in the neighborhood as they encourage their students to read at home.

This is an authentic partnership between a business owner with a passion for helping others, a proud community that needs support, and a school that wants to meet their students and families where they are, right in their neighborhood. During a recent book drive to supply the shop with books for the summer months, a woman drove 2.5 hours to make a donation of books because she heard about the partnership in the newspaper and believed in the mission of "BRIDGES to Knowledge." GREAT THINGS ARE HAPPENING IN ALLEGANY COUNTY!

Laura Michael (laura.michael@acpsmd.org)

Allegany County Public Schools, Title I School Support Specialist

District Parent and Family Engagement Policy/Plan Checklist

In support of strengthening student academic achievement, each local educational agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA’s expectations for parental and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities.

Please use the checklist below as a support tool in helping you create and assess your District Parent and Family Engagement Policy:

Yes	No	
		Does the LEA have a current year district parent and family engagement policy/plan? Section 1116 (a)(2)
		Is the district parent and family engagement policy/plan presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the district parent and family engagement policy/plan jointly developed with and agreed on with parents? PL 114-95 Section 1116 (a)(2)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the district parent and family engagement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) Section 1116 (a)(2)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

Yes	No	
		Does the district policy describe how the LEA will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan? PL 114-95 Section 1116 (a)(2)(A)
		Does the district parent and family engagement policy/plan describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance? Section 1116(a)(2)(B)
		Building Capacity Requirements
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)
		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

Yes	No	
		Does the district parent and family engagement policy/plan describe how the LEA will build the schools' capacity for parental involvement in the following ways... (Building Capacity Options)
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. Section 1116(e)(6)
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. Section 1116 (e)(7)
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. Section 1116 (e)(8)
		4. May train parents to enhance the involvement of other parents. Section 1116 (e)(9)
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. Section 1116 (e)(10)
		6. May adopt and implement model approaches to improving parental involvement. Section 1116 (e)(11)
		7. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section. Section 1116 (e)(12)
		8. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. Section 1116 (e)(13)
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

Yes	No	
		Does the district parent and family engagement policy/plan describe how the LEA will coordinate and integrate parental involvement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? Section 1116 (a)(2)(C)
		Does the district parent and family engagement policy/plan describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? Section 1116 (a)(2)(D)
		Does the district parent and family engagement policy/plan describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section (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); (ii) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? Section 1116 (a)(2)(D)(i - iii)
		Does the district parent and family engagement policy/plan describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (district and school) policies? Section 1116 (a)(2)(E)
		<i>Retain documentation of surveys and other evaluation tools</i>
		<i>Maintain sign-in sheets and records of interviews</i>
		<i>Sign-in sheet for meetings</i>
		<i>Agenda of meeting to discuss evaluation data</i>
		<i>Minutes of meetings</i>
		Does the district parent and family engagement policy/plan describe how to involve parents in the activities of the schools, which may include establishing a parent advisory board? Section 1116 (a)(2)(F)

Adapted from the Title I Statewide SS/FACE Initiative, Region 16 ESC

School Parent and Family Engagement Policy/Plan Checklist

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental and Family Engagement Policy/Plan:

Yes	No	
		Does the school have a current year school parent and family engagement policy? Section 1116 (b)(1)
		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) Section 1116 (b)(1)
		Was the school parent and family engagement policy/plan jointly developed with and agreed on with parents? Section 1116 (b)(1)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agendas for meetings?</i>
		<i>Sign-in sheet for meetings including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school parent and family engagement policy/plan distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) Section 1116 (b)(1)
		<i>Student handbook?</i>
		<i>District website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at beginning of school year event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

Yes	No	
		Was the school parent and family engagement policy/plan made available to the local community? Section 1116 (b)(1)
		<i>Document how the policy/plan was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.</i>
		Does the school parent and family engagement policy/plan describe there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? Section 1116 (c)(1)
		<i>Provide documentation for the annual meeting...</i>
		<i>How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc.</i>
		<i>Agenda for the meeting including handouts that may be provided</i>
		<i>Sign-in sheets including name and title/position</i>
		<i>Minutes of meeting</i>
		Does the school parent and family engagement policy/plan affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? Section 1116 (c)(2)
		Does the school parent and family engagement policy/plan describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy? Section 1116 (c)(3)
		Does the school parent and family engagement policy/plan describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan? Section 1116 (c)(3)
		Does the school parent and family engagement policy/plan address how parents/families will be provided timely information about school programs under this part? Section 1116 (c)(4)(A)
		Does the school parent and family engagement policy/plan address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? Section 1116 (c)(4)(B)

Yes	No	
		Does the school and family engagement policy/plan address how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? Section 1116 (c)(4)(C)
		Does the school parent and family engagement policy/plan advise if the schoolwide program plan is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? Section 1118 (c)(5)
		Does the parent and family engagement policy/plan describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways... (Building Capacity Requirements)
		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)
		2. Shall 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. Section 1116 (e)(2)
		3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. Section 1116 (e)(3)
		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)
		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (e)(14)
		<i>For all the building capacity requirements maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>

Yes	No	
		Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways... (Building Capacity Options)
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. Section 1116 (e)(6)
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. Section 1116 (e)(7)
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. Section 1116 (e)(8)
		4. May train parents to enhance the involvement of other parents. Section 1116 (e)(9)
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. Section 1116 (e)(10)
		6. May adopt and implement model approaches to improving parental involvement. Section 1116 (e)(11)
		7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. Section 1116 (e)(13)
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
		<i>Agendas for meetings and programs</i>
		<i>Sign-in sheets at meetings and training events including name and position/title</i>
		<i>Minutes of meetings or record of training event</i>
		<i>Letters and newsletters and other print info</i>
		<i>E-mails and electronic files</i>
		<i>Telephone log</i>
		<i>Record of home visits</i>
		Adapted from Title I Statewide SS/FACE Initiative, Region 16 ESC

School-Parent Compact Checklist

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, 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. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Please use the checklist below as a support tool in helping you create and assess your School-Parent Compact:

Yes	No	
		Does the school have a current year school-parent compact? section 1116 (d)
		Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) PL Section 1116 (b)(1)
		Was the school-parent compact jointly developed with parents/families? Section 1116 (d)
		<i>Invitation to parents/families to attend meeting?</i>
		<i>Agenda for meeting?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) Section 1116 (b)(1)
		<i>Student Handbook?</i>
		<i>School or district website?</i>
		<i>Direct mail?</i>
		<i>E-mail?</i>
		<i>Placed in newspaper?</i>
		<i>Provided at student registration?</i>
		<i>Provided and explained at "back to school" event?</i>
		<i>Discussed at parent-teacher conference?</i>
		<i>Other?</i>

Yes	No	
		Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)
		Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? Section 1116 (d)
		Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? Section 1116 (d)(1)
		Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? Section 1116 (d)(1)
		Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: volunteering in the classroom, participating in decision-making, use of extracurricular time? Section 1116 (d)(1)
		Does the compact address the importance of communication between teachers and parents/families on an ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand ? Section 1116 (d)(2)(D)
		Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? Section 1116 (d)(2)(A)
		<i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i>
		Does the school provide frequent reports to families on their child's progress? Section 1116 (d)(2)(B)
		<i>What types of reports?</i>
		<i>How frequently?</i>
		<i>Telephone logs?</i>
		<i>E-mail history?</i>
		<i>Home visits?</i>
		<i>Other?</i>

Yes	No	
		Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? Section 1116 (d)(2)(C)
		<i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity</i>
		Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school-parent compact (at least annually)? Section 1116 (c)(3)
		<i>What tools were used to receive parent input? (surveys, interviews, etc.)</i>
		<i>Invitation to parents to review the findings?</i>
		<i>Agenda of meetings?</i>
		<i>Sign-in sheet for meeting including name and title/position?</i>
		<i>Minutes of meeting?</i>
		<i>Final product, a school-parent compact?</i>

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ESSA NON-REGULATORY GUIDANCE DOCUMENTS

1. [United State Department of Education – ESSA Webpage](#)
2. [Every Students Succeeds Act \(Law\)](#)
3. [ESSA Transition FAQs](#)
4. [Non-Regulatory Guidance: Early Learning](#)
5. [Non-Regulatory Guidance: Fiscal Changes and Equitable Services](#)
6. [Non-Regulatory Guidance: Foster Care](#)
7. [Non-Regulatory Guidance: Graduation Rate](#)
8. [Non-Regulatory Guidance: Homeless Children and Youths](#)
9. [Homeless Fact Sheet](#)
10. [Non-Regulatory Guidance: Schoolwide Programs](#)
11. [Non-Regulatory Guidance: State and Local Report Cards](#)
12. [Accountability Under Title I, Part A FAQs](#)
13. [Non-Regulatory Guidance: Title II](#)
14. [Non-Regulatory Guidance: Title III Accountability](#)
15. [Non-Regulatory Guidance: Title III](#)
16. [Non-Regulatory Guidance: Title IV Student Support and Academic Enrichment](#)
17. [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments \(Evidence-Based Strategies\)](#)