

# Introduction to Title I, Part A Funding

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## Session Objectives

- Provide an overview of the laws and statutes regulating the funds.
- Explain how Title I, Part A funds are allocated to districts.
- Demonstrate how the funds are distributed to eligible schools.
- Provide an overview of schoolwide programs and targeted assistance programs.
- Discuss other issues regarding fiscal compliance.



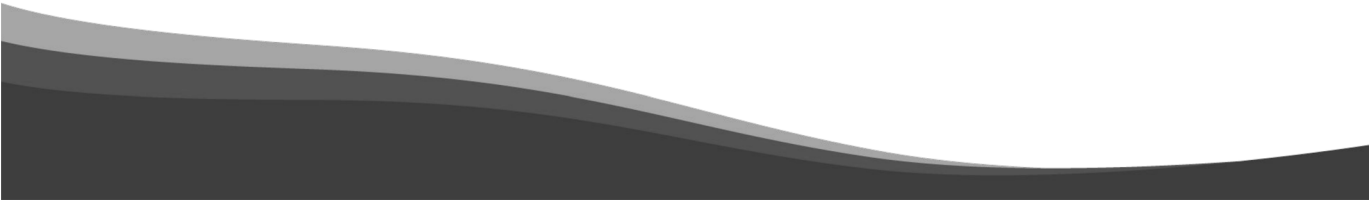
# Purpose of Title I, Part A Funding



## ESEA and Title I, Part A

*The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.*

**Title I, Part A funds are targeted to high-poverty school districts and provide supplementary education to students who are educationally disadvantaged or at risk of failing to meet the state standards.**



# Educational Equity

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background and/or family income.

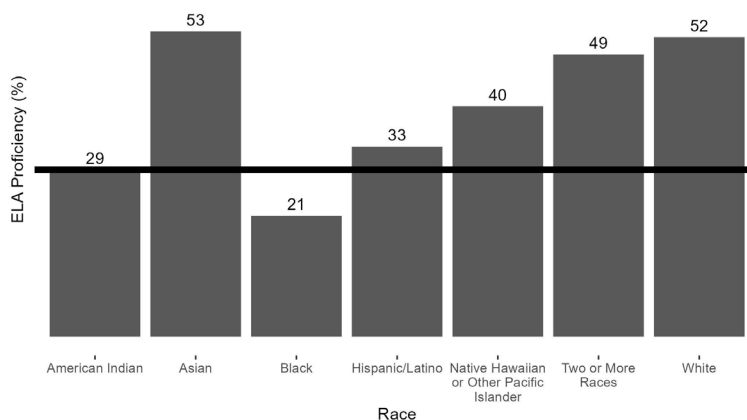
*Adapted from the Council of Chief State School Officers  
"Leading for Equity: Opportunities for State Education Chiefs"*

## It's not about poverty; it's about race.

Proficiency by Race, Statewide (3rd - 8th Grade Forward Exams, ACT, DLM)

2021-22 Wisconsin ELA Scores  
Non-ECD Students in Public Schools Statewide

White students experiencing poverty have higher proficiency rates than students of color not experiencing poverty



English language arts proficiency for economically disadvantaged white students

# Distribution of Funds

U.S. Department of Education

WI Department of Public Instruction  
(SEA -State Education Agency)

Local School District  
(LEA - Local Education Agency)

Title I School

# Allocation of Funds to LEAs

The formula is based on:

- the state's average per pupil expenditure, and
- the count of children from low income families.

US Census Bureau  
Small Area Income and Poverty Estimates (SAIPE) are used to determine poverty

# Allocation of Funds to LEAs

	Basic	Targeted	Financial Incentive	Concentration
LEA Poverty Percentage				
15%	X	X	X	X
5%	X	X	X	
2%	X			

**Prior to Allocating School  
Funding**

# Determining Amount for Equitable Participation

Equitable participation for private schools is calculated from an LEA's total allocation *before* reserving or allocating funds to its public schools.

## Reservations

Support students experiencing extenuating circumstances who attend non-Title I schools with Title I funds.



Title I Schools

Reservations can be a way to effectively support multiple Title I schools with Title I funds.

# Required Reservations

- **Homeless Reservation:**
  - Required for all LEAs.
  - Used to provide equitable services to students experiencing homelessness at any time during the year.
- **Neglected Reservation:**
  - Required for LEAs that have an institution for neglected children and youth within the LEA's boundaries.
  - Used to provide equitable services to children and youth in neglected institutions.
- **Family Engagement Reservation:**
  - Required if the LEA allocation is greater than \$500,000 (at least one percent).
  - Used to support family engagement activities.

# Optional Reservations

## Other available reservations include:

- Administration
- Centralized Services
- Professional Development
- Migrant, Delinquent, and Out-of-Home Care (*Reservations that support services to eligible students who do not attend Title I schools*)
- Preschool
- Financial Incentives (*specific for LEAs with TSI and CSI schools*)
- Indirect Costs

## Public and private reservations are taken separately

- Private Reservation Options: Administration, Family Engagement, Indirect Costs





# Allocating Funds to Schools



## Title I School Eligibility

Title I Eligibility is determined through ranking. The ranking is based on the number of children in poverty in an attendance area (school).

LEAs may use one of the following to measure low-income:

- Census data
- National School Lunch Act data
- W-2 data
- Medicaid data OR
- A composite of the above measures.

When available, private schools must use the same measure as the LEA. If the same poverty measure isn't available, the selected measure must be comparable to the LEA's.



# Title I School Eligibility

- LEAs serve schools based on poverty data by rank order.
- LEAs must serve all schools with a poverty rate of 75% or higher.

An LEA is exempt from ranking if they have fewer than 1,000 students OR they have only one school per grade span.

## Ranking Options

### LEA's poverty average:

- All schools above the LEA poverty average are eligible.

### 35% Rule:

- All schools above 35% poverty are eligible.

### Grade span grouping using the LEA's poverty average:

- Schools organized by grade span and all schools above the LEA poverty average are eligible.

### Grade span grouping using the grade span's poverty average:

- Schools organized by grade span. Each group has a poverty average calculated, and all schools above the group poverty average are eligible.

# High School Ranking Exception

An LEA may serve a high school with a poverty rate between 50 and 75 percent before it serves other schools with a poverty rate at or below 75 percent.

## Determining Per Pupil Amounts

- Per pupil amounts are assigned to every eligible public school the LEA plans to serve with Title I funds.
- LEAs may allocate funds to each eligible school or allocate a higher amount of funds to the school(s) with the higher percentage of low-income students.
- An LEA determines the per pupil amount for each school, but:
  - Schools must be served based on rank order.
  - The same per pupil amount may be allocated to each school.
  - Schools with higher poverty rate cannot receive a lower per pupil amount than a school with a lower poverty rate (unless an LEA is exempt).

# Per Pupil Amounts and School Allocations

Public School	Per Pupil Amount	School Allocation
<b>Red School</b> 150 Low Income Students	\$1,000	\$150,000
<b>Blue School</b> 100 Low Income Students	\$1,000	\$100,000
<b>Green School</b> 300 Low Income Students	\$900	\$270,000

The amount allocated to each school (the 'School Allocation') is the total amount of Title I funds available to support services within the school. An LEA should budget for schools based on how funds have been allocated on the Title I Public Schools Eligibility screen.

## Title I Schoolwide and Targeted Assistance Programs

# Types of Title I Programs

## Targeted Assistance

*Title I supplemental services are provided to a select group of children.*

Eligible children – children identified with the greatest academic need (failing, or most at risk of failing) the state's academic achievement standards.

## Schoolwide (SWP)

*All staff, students, & resources are part of the Title I schoolwide program.*

The SWP is a comprehensive reform strategy designed to upgrade the entire educational program in order to improve the achievement of the lowest achieving students.

# Goals of Title I Programs

## Targeted Assistance

Improve teaching and learning to enable **targeted** students to meet challenging state performance standards which may include resources necessary to provide a well rounded education.

## Schoolwide (SWP)

Upgrade the entire educational program for **all** students based upon the school's comprehensive plan.

# Who are “Title I Eligible” Students?

## Targeted Assistance

*Title I students are identified through a multi-step process.*

Schools must first use multiple academic measures to identify eligible students.  
Then schools rank students according to academic need.

## Schoolwide (SWP)

*All students are Title I students.*

Schools are not required to rank students for services. The SWP upgrades the educational program for all students while addressing the needs of the lowest achieving students.

# Qualifiers for Title I Student Service Delivery

## Targeted Assistance

Title I teachers and paraprofessionals provide intensive supplemental instruction and/or interventions to **targeted students.**

## Schoolwide (SWP)

Any practices and staffing identified in the schoolwide plan in order to create high levels of academic achievement for **all students in the school.**

# Title I Staff Qualifications for Instructional Services

## Targeted Assistance

Teachers funded by Title I must hold a valid state license in the instruction they are providing.

Paraprofessionals funded by Title I must meet the requirements of [Title I Paraprofessional Hiring Implementation Guide](#)

## Schoolwide (SWP)

All teachers, regardless of funding source, must hold a valid state license in the instruction or instructional support they are providing. All paraprofessionals in a schoolwide program must meet the requirements of [Title I Paraprofessional Hiring Implementation Guide](#)

# Title I Staff Qualifications for Instructional Services

## Teachers

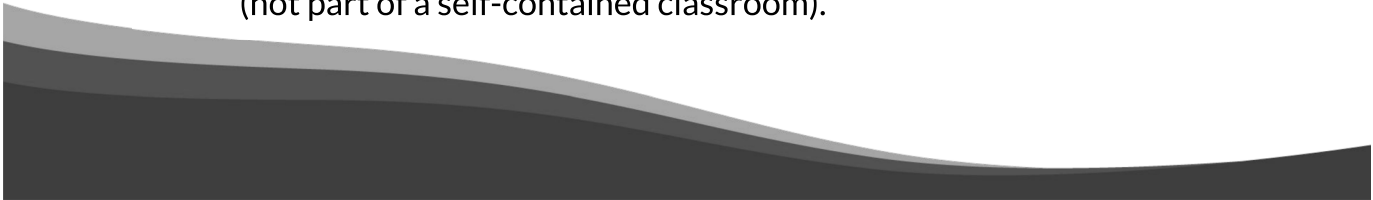
**Title I teachers must hold a valid license in the content area they are teaching at the time of hire.**

Example: a teacher who holds an elementary license in regular education is qualified to teach in the core academic areas (Language Arts, Mathematics, Science, and Social Studies) in elementary grades.

# Title I Staff Qualifications for Instructional Services

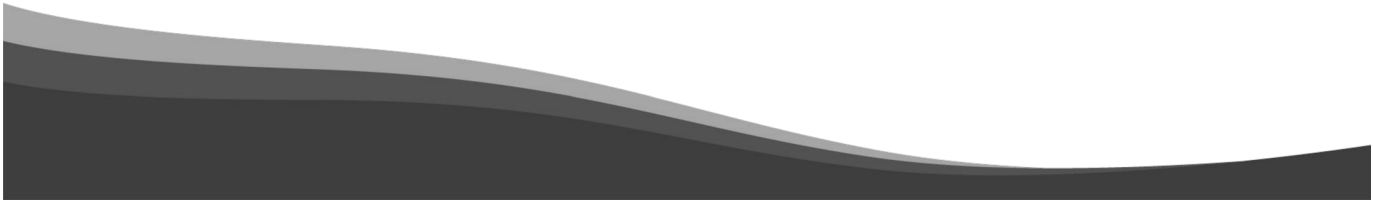
## Teachers

### A Reading License is required:

- if the individual teaches **more than** one period of reading per day beyond universal instruction;
  - if the reading assignment is part of a Title I targeted assistance program; or
  - if the reading assignment is part of a reading intervention program (not part of a self-contained classroom).
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# Title I Staff Qualifications for Instructional Services

## Teachers

- There is no separate elementary math license for math instruction or math coaching.
  - If the individual is teaching high school math or coaching high school math teachers, the individual must hold a math license (400) at the time of hire.
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# Title I Staff Qualifications for Instructional Services

## Paraprofessionals

Paraprofessionals must meet these requirements at the time of hire:

- A high school diploma and:
  - have completed two years of post-secondary education (48 credits), or
  - have an associate's degree, or
  - have met a rigorous standard of quality and demonstrated knowledge of, and ability to assist in instruction in reading, writing or mathematics, or reading, writing or math readiness by taking and passing one of the [hiring requirements options](#)

# Title I Staff Qualifications for Instructional Services

## Paraprofessionals

- Paraprofessionals provide instructional support services under the direct supervision of a teacher with a valid license in the content area they are teaching
- Staff who hold a special education paraprofessional license do not necessarily meet the Title I requirements for instructional support.

## Program Aides

- Program Aides provide non-instructional support (i.e. clerical, personal care services, cafeteria/playground supervision) and are not considered paraprofessionals. They are not required to meet the same standards as paraprofessionals.



# Title I Parent and Family Engagement

## Targeted Assistance

For parents and families of Title I students

## Schoolwide (SWP)

For all families

2023-2024 ESEA Monitoring Guidance Document

# Who can participate in Professional Development paid for with Title I funds?

## Targeted Assistance

Administrators, teachers, and other staff who work with Title I students

All school staff in targeted assistance schools may participate, if such participation will result in better addressing the needs of participating Title I students.

## Schoolwide (SWP)

All school staff



# Title I Equitable Participation




## Private School Equitable Participation

**Title I services must meet the needs of private school students as determined by consultation. These services must:**

- Supplement the private school's general education (similar to a targeted assistance school); and
- Be secular, neutral, and non-ideological.

**The proportional share available for participating private schools is based on the LEA's total allocation and is determined before reservations.**

- The private school-level allocations are based on the number of low-income private school students residing within served Title I public attendance areas (*each student meeting this criteria generates a per pupil amount*).
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# Public vs. Private Per Pupil Amounts

## Public Schools

\$1,000 Per Pupil Amount

\$1,000 Per Pupil Amount

\$900 Per Pupil Amount

After reservations are taken out, LEAs assign a per pupil amount to eligible schools according to their rank order using poverty averages.

## Private Schools

Private School A

Private School B

Private School C

\$600 PPA

\$600 PPA

\$600 PPA

After reservations are taken out, the private share is divided equally among the total number of low-income private to determine the per pupil amount used within *all* private schools.

# Title I Fiscal Requirements

# Allowable Costs

Is it allowable?

This is the most common question LEAs ask DPI and the most common question DPI consultants ask each other.

The answer is:

It depends

## Title I, Part A Supplement not Supplant

Most LEAs in Wisconsin are either completely exempt from having a methodology or may only need to have a methodology for certain grade spans.

An LEA is not required to have a methodology if:

- it has only one school,
- it has only Title I schools, or
- all of its grade spans are exempt.

A grade span is exempt if it contains:

- one school,
- only non-Title I schools, or
- only Title I schools.

# Allowable Costs

Comply with Supplement Not Supplant Requirements

## Targeted Assistance

*Services for the needs of Title I students, parents, and educators.*

Allowable costs must meet the needs identified for the Targeted Assistance program.

## Schoolwide

*Strategies identified through the Schoolwide Plan.*

Allowable costs must support the comprehensive improvement efforts identified through the Schoolwide Plan.

# Grant Period & Carryover Policy

**Fiscal Year: July 1 to June 30**

<b>LEA's Allocation* Less than \$50,000</b>	<b>LEA's Allocation* Greater than \$50,000</b>
<ul style="list-style-type: none"><li>• No limit on carryover.</li></ul>	<ul style="list-style-type: none"><li>• LEAs may carryover 15% of the total allocation.</li><li>• LEAs must apply for a waiver to carryover more than 15% of the total allocation. This is only allowed once every three years.</li></ul>

\* Allocation plus any funds transferred to Title I, Part A

# Additional Title I Requirements

## Maintenance of Effort

- To demonstrate state/local effort is maintained.

## Comparability

- To demonstrate that LEAs provide comparable state/local resources to Title I schools and non-Title I schools.

## ESEA End-of-Year Report

- Used to report on student demographics served in Title I programs (targeted assistance and low-grade schoolwide programs) to USDE.
- [ESEA End-of-Year Report Technical Assistance Document](#)

# Technical Assistance

**Title I Shorts:** <http://dpi.wi.gov/title-i/title-i-shorts>

**Deadlines and Fiscal Information:** <https://dpi.wi.gov/title-i/fiscal-information>

- Determining Allowable Costs
- Supplement, not Supplant
- Carryover
- Comparability Report

**DPI's Title I Website:** <https://dpi.wi.gov/title-i>

# Resources from DPI that Promote Equity

- [PEFA Report](#)
- [Family and Community Engagement in PEFA](#)
- [Creating Safe and Healthy Environments for Immigrant and Refugee Youth](#)
- [Trauma Informed Modules](#)
- [McKinney-Vento Modules](#)

## Contacts

### **Title I Education Consultant Directory**

<http://dpi.wi.gov/title-i/consultant-directory>

### **Title I Network Coordinators**

<https://dpi.wi.gov/title-i/network>