

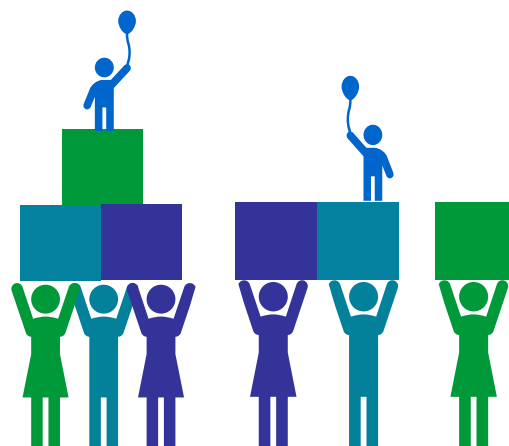
Coordinating Funding with Title I, Part A: An effective use of supplemental services

Coordinate your various federal funds to make the most of your services to students. Groups of students throughout Wisconsin are facing enormous disparities and educators must be effective with limited resources. Focus your services on your students' greatest needs rather than separate programming for different funding streams. Leverage what you're already doing and enhance it to support training, coaching, and other resources your budget couldn't cover without intentional collaboration. This allows you to make the most of your funds through collaboration, it can help to ensure your staff have the capacity to implement your plan, and it can help to leverage your efforts towards the greatest impacts.

Use Title I Funds to Support Collaboration

Title I, Part A (Title I-A) funds can be used to coordinate Title I-A services for students that are eligible. Title I services must be aligned to the student's needs to meet the state academic standards. You can use Title I-A funds to collaborate by paying for planning time, professional learning, curriculum development, or meetings to coordinate services. Examples of what services could look like but are not limited to academic supports to enhance reading skills or social emotional interventions to address engagement and attendance. Title I-A funds may be used to:

- Pay for a Title I-A interventionist's time to meet with other teachers who are supporting the same students. For example, paying for the time your Title I-A targeted assistance program's reading interventionist to meet with the Special Education Team, or Homeless Liaison might help the Title I-A program coordinate services for their students.
- Ensure there is time in schedules and team meetings to meet on a regular basis during the school day. Have a collaborative time in the schedule that gives staff a chance to plan based on areas of success and challenges.
- Provide extended contracts to give time after school or during the summer to align programming and curriculum. As an example, your schoolwide plan your school needs to create better opportunities for students with IEPs to be successful. You could use Title I-A funds to pay staff to design instructional activities based on Universal Design for Learning (UDL) principles. Depending on the data it may make sense to offer extended contracts to staff so they can enrich your curriculum in a way that is culturally responsive to engage all students.
- Create meaningful opportunities for stakeholder input and family engagement. Title I-A, like many other federal grants, has requirements around stakeholder engagement and coordinating outreach can make the most of stakeholder's precious time. Thoughtful planning can help ensure traditionally marginalized communities are included in the outreach and actively engaged.
- Plan and set goals based on a comprehensive needs assessment. Have Title I funded programming align to the root cause and highest leverage practices identified for your school or district. Focus on the evidence based instructional practice that is meeting your local needs. Make the work you are doing effective instead of adding more strategies.



We can reach greater heights with coordination



Supplementing Services

Title I-A programs are intended to be supplemental or above and beyond what are provided through state and local resources. Title I Schoolwide programs have more flexibility in how Title I-A funds can supplement the greatest needs across a school. If your district or schools have federal identifications under ESSA and/or IDEA, you are already implementing an evidence-based improvement strategy as part of your continuous improvement requirements. Leverage what you're already doing whenever possible. Title I Targeted Assistance programs must work to support the needs of identified students so they can meet the state academic standards. Because of the focused eligibility for services in Targeted Assistance programs, the services are typically an intervention with specific goals and criteria for services. These interventions or supplemental services can be provided with the regular program of instruction in the classroom or can look like one of the following intervention strategies:



- Provide additional time such as summer school, before or after school tutoring, or additional intervention time during the school day. Work to ensure the additional time is aligned to the core instruction, needs, and identities of the students.
- Reiterate lessons to dive deeper in the materials. Students might need to access the information in a variety of ways or multiple times. For example, during universal instruction you can offer small group instruction with a co-teacher. Specific learner needs could be addressed within the universal instruction by offering multiple options for accessing instruction for all learners.
- Teachers can give access to additional resources such as additional texts, technology, software, manipulatives, or supplies that go beyond what is provided in the universal setting. For example, providing access to additional books aligned specifically to a student's culture might be helpful to engage students that your data shows you are not meeting their needs currently with the lessons provided.

Title I Funds Cannot Supplant



Title I funds must supplement your districts state and local funds for the education of students eligible for Title I. Title I funds cannot supplant state and local funds. This means Title I funds cannot replace state and local funds. A school must receive its full share of state and local funds whether or not it is a Title I school and must not be penalized by having Title I funds replace state or local funding. Title I is intended to help schools and districts go above and beyond what they normally provide for their students.

Title I-A funds cannot be used to provide services that would otherwise be required. For example, services with the intent to meet the goals of an Individualized Education Program (IEP), such as specially designed instruction, cannot be provided by Title I-A funds.

Statute

1114(a)(1)(A) – ELIGIBILITY – A 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.

1114(b) – SCHOOLWIDE PROGRAM PLAN (2) 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)

1115(b) TARGETED ASSISTANCE SCHOOL PROGRAM - (2) serve participating students identified as eligible children under subsection (c), including by - (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, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

1115(c)(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.

1118 (b)(1) -IN GENERAL. –A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.