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Title I-A Basic Application Directions

Contents

Program Detail Tab
Objectives and Activities Page 1 Tab
The district must complete each objective listed on the page. Districts should coordinate the their descriptions on this page with each school's Title I, Part A Plan.

Objective 1 describes how the district will use Title I, Part A funds to increase English/Language Arts achievement across the district.

Objective 2 describes how the district will use Title I, Part A funds to increase mathematics achievement across the district.

Objective 3 describes how the district identifies students for Title I, Part A services. While all students in a schoolwide program are identified as receiving Title I, Part A services, the schools still must have a process in place to identify and serve those students at- risk or most at-risk of not meeting state and local standards.

Objective 4 describes how a district with a Head Start and other preschools coordinates its Title I-A program and family engagement opportunities with these entities. This is to create a cohesive program so that Head Start and preschool children enter the public schools with the prerequisite skills to succeed.

Objective 5 describes how the district supports Foster Care students. Districts must have a foster care education program regardless of any identified foster care students in the district. Foster care students can show up at any time. These children are automatically eligible for Title I, Part A services.

Objectives and Activities Page 2 Tab
Question 1 asks how the district will use Title I, Part A funds for professional development activities for Title I, Part A teachers. However, not all districts use Title I, Part A funds for PD. If this is the case, the district should select "No" for question 1. The large textbox would then not require a response. If the district selects "Yes," it must have a corresponding FTE on the FTE page under the Title I-A Basic Budget page.

Question 2 asks how the district will use Title I, Part A funds for professional development activities to help paraprofessionals meet the highly qualified definition under the ESSA. However, not all districts pay for paraprofessionals out of Title I, Part A funds. If this is the case, the district should select "No" for question 3. The large textbox would then not require a response. If the district selects "Yes," it must have a corresponding FTE on the FTE page under the Title I-Basic Budget page.

Improving Graduation Rates Tab

All districts (including K-6 and K-8 districts), regardless of configuration or size, must complete this section.

Family Engagement Activities Tab
The district must complete each question on this page. An explanation of how the district integrates the following five ESEA requirements must be provided:

1. Title I, Part A Parent and Family Engagement Policy - All school districts receiving Title I, Part A funds are required under Section 1116(a)(2) of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the school district. ESSA states that the District Parent and Family Engagement Policy must be jointly developed with parents, incorporated into both the Title I, Part A LEA Plan and Title I, Part A Parent and Family Engagement Plan, and distributed to parents of participating children in a format and language parents can understand. Parents and family members, and other community stakeholders all need to be involved in the development, implementation, and yearly evaluation (recommended at the end of the SY) of the Title I, Part A Parent and Family Engagement Written Policy and family engagement activities.

2. Title I, Part A Parent and Family Engagement School Plan/Policy - ESEA requires schools to develop their own parent and family engagement plans/policies and disseminate them to parents. These policies should be aligned to the district's written parent and family engagement policy, but they should be distinct and facilitate building-level parental engagement. The plan is made available to the local community and is updated periodically to meet the changing needs of parents and the school. 1116(b).

3. Title I, Part A Annual Parent Meeting - Each year, recommended at the beginning of the SY, schools served by Title I, Part A programs are required to host a meeting for parents to explain what the Title I, Part A program is and how parents can become involved in the Title I, Part A program. This is different from the annual evaluation districts are required to conduct with parents and family members of children served by Title I, Part A programs. Districts must follow the Montana Open Meetings Law and be able to show that there was a published agenda, a sign-in sheet, and that minutes were taken.

4. Title I, Part A Building Capacity for Parent and Family Involvement - In addition to the required annual Title I, Part A Meeting, schools must also offer a flexible number of additional activities to encourage parent and family engagement. Each school must carry out activities and strategies that are aligned with the LEA's parent and family engagement policy which helps to build the capacity of Title I parents and families for meaningful engagement in their child's education, 1116(e). All districts receiving Title I, Part A funds should have at least three family engagement activities during the academic year. These activities must have an academic component or have some sort of component where parents can get assistance to help their child with schoolwork. Unless there is a mandatory academic or educational activity, an open house, back-to-school night, and/or parent-teacher conferences will not count toward this requirement.

5. Title I, Part A School-Parent Compact - Each Title I-A school shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student achievement and how the school and parents will build and develop a partnership to help students achieve the state's high academic standards. Each school distributes compacts to parents and families annually to all Title I, Part A identified students 1116 (d).

Tribal Consultation Tab

Districts with a student population >50% Native American or if the LEA receives >$40,000 Impact Aid Funds must provide verification of a "timely and meaningful" consultation with tribe or tribal organization officials regarding the provision of federal education program services to

American Indian and Alaska Native students by the LEA. It also includes the federal requirements governing the LEA services offered. Completed TransACT forms TC-01 and TC-02 must be uploaded.

Budget Pages Tab

Targeted Assistance Full-Time Equivalents Tab

The district must enter the number of FTEs for all staff members who are paid for out of Title I, Part A funds. These numbers must be close to the actual number. Keep in mind this is the equivalent of an FTE. For example, if you receive $10,000, it would not be reasonable to pay 2 FTEs, however, it would be reasonable to pay .25 FTE.

Budget Detail Tab

This page will contain detailed budget information on how Title I, Part A funds will be spent during the school year.

1. Expenditure Description and Itemization must include the following:
    a. 100 Personal Services – Salaries
        1. Position(s) salaries are for
        2. Staff Count
        3. Specific Duties
    b. 200 Personal Services—Employee Benefits
        1. Position(s) salaries are for
        2. Staff Count
        3. Specific Duties
    c. 300 Purchased Professional and Technical Services – MUST HAVE SIGNED CONTRACT
        1. Date Range of Contract
        2. Specific Services Provided in Contract
        3. Details - staff count, unit cost, number of units
        4. Rationale - Why is this expense allowable under this grant?
    d. 400 Purchased Property Services
        1. Service/rental date range
        2. Specific Services Provided
        3. Details – unit cost, number of units
        4. Rationale - Why is this expense allowable under this grant?
    e. 500 Other Purchased Services
        1. Service date range
        2. Specific Services Provided
        3. Details – staff count, unit cost, number of units, travel-related expenses, per diem, hotel, mileage (except fuel, fuel is 600)
        4. Rationale - Why is this expense allowable under this grant?
    f. 600 Supplies
        1. Date range of purchases
        2. Specific Supplies Purchased ("supplies" is not acceptable description)
        3. Details - Unit cost, number of units
        4. Rationale - Why are these expenses allowable under this grant?
    g. 700 Property and Equipment
        1. Date range of purchases

2. Specific Property/Equipment Purchased
3. Details - Unit cost and number of units if applicable
4. Rationale - Why are these expenses allowable under this grant?
        h. 800 Other Expenditures
1. Date range of purchases
2. Specific Expenditures Purchased
3. Details - Unit cost and number of units if applicable
4. Rationale - Why are these expenses allowable under this grant?

2. Remember that set asides that are listed on Targeting Step 4 under the Consolidated Application must show up on the budget pages. (These set asides maybe on the Basic, Schoolwide, or a combination of both budget pages.)
3. If the district has, and chooses to use its indirect cost rate, that amount is calculated on the lower, left-hand corner of the page. The indirect cost rate amount cannot exceed the maximum amount. The amount that the district wants to use must be placed in the open box (G) Budgeted Indirect Cost Rate on the lower, right-hand corner of the page.
4. After this page has been calculated and saved, the district must then go back to the Consolidated Application, click on Select Eligible Attendance Areas, go to Targeting Step 4, place the budgeted indirect cost rate amount in the Indirect Cost Rate Box directly about the "ghosted" out Indirect Cost rate amount, and then recalculate the page.

Property and Equipment Tab
1. Should a district purchase any singular item with a cost of $5,000 or more, this page must be completed. The district will give a description of the item, how many are being purchased, and the unit cost. The page will automatically calculate the total costs.
2. If needed, further clarification can be given in the textbox at the bottom of the page.

Budget Summary Tab

This page just gives an overview of the budgeted items saved on the Budget Detail page. Data cannot be entered on this tab.

Page Lock Control Tab

1. The page lock control tab can be used to unlock any page within the Title I-Basic portion of the grant application.
2. After clicking on the tab, check the radio button titled Expand All to see the list of options.
3. The district may select the Open Page for Editing radio button for any page that needs change, and then it must click the Save Page button to open the page.