

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: June 20, 2011

AGENDA ITEM No. 11-06-(2)-11

ACTION ITEM: (Y/N) Y

SUBJECT: Title I Plan Approval 2011-2012

INFO. CONTACT: Dr. Denise Morton/Dr. Lisa Napp PHONE: (919) 732-8126

ATTACHMENTS: 1. 2011-2012 Title I Application
2. 2011-2012 Title I Budget

PURPOSE: To provide the Board of Education for their review and approval the annual Title I application.

BACKGROUND: Title I federal funding (Improving Academic Achievement of the Disadvantaged and The No Child Left Behind Act of 2001 P.L. 107-110) provides supplemental funding for schools who are identified as having high poverty rates. For the 2011-2012 school year, Title I funding will continue to support three elementary schools as well as the district's alternative school. To determine the schools that were eligible, data was collected and used from the May 2011 Meals Plus Student Eligibility Demographics report generated by the district's Child Nutrition department. The poverty rates at these four sites are as follows: Partnership Academy: (68.1%), Central Elementary (67.61%), Efland Cheeks Elementary (59.1%) and New Hope Elementary (55.37%).

Title I funding will also be used to support the district PreK program, provide support for homeless students, increase parental involvement, and assist in Local Education Agency (LEA) improvement efforts.

FINANCIAL IMPACT: The district will receive the \$841,137.00 in Title I (050) funds for the 2011-2012 school year.

RECOMMENDATION: The Superintendent recommends that the Board of Education approve the Orange County Schools Title I Application for the 2011-2012 academic year as presented.

North Carolina Title I Application – 2011-2012

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED
THE NO CHILD LEFT BEHIND ACT OF 2001 (P.L. 107-110)

LEA NAME	Orange County Schools	LEA CODE	680
Title I Director	Lisa A. Napp, Ed.D.	Mailing Address	200 E. King Street
Phone	919-732-6173 ext. 15501	Address 2	402 Nash Street
FAX	919-732-7791	City	Hillsborough
Email	lisa.napp@orange.k12.nc.us		
		State ZIP	NC, 27278

CERTIFICATION

The applicant designated above hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application. I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on 6/20/2011. (Month/Day/Year)

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

- identify eligible school attendance areas/schools and will allocate funds received under this Title to those areas/schools in accordance with section 1113.
- develop an LEA plan that is consistent with the requirements of section 1112.
- make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115.
- use Federal funds under this part to supplement not supplant State and local funds, consistent with section 1120A.
- ensure that all teachers and paraprofessionals working in programs supported by funds under this part are highly qualified as consistent with section 1119 as verified by each school principal served under this part.
- make provisions for services to eligible children attending private elementary and secondary schools in accordance with section 1120.
- annually review program effectiveness and make provisions for the implementation of school improvement procedures consistent with the requirements of section 1116.
- implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
- significantly improve the quality of instruction by providing staff in participating schools with substantial opportunities for professional development as required by section 1119.
- maintain its fiscal effort in accordance with section 9521.
- comply with comparability requirements specified in sections 1120A, 1114 and 1115.
- use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds allotted to the LEA as required by GEPA.
- retain title and control of property and equipment purchased under this title consistent with the requirements of GEPA.
- prepare and disseminate individual school performance profiles, as specified in section 1111.
- cooperate, by keeping records and providing information, in carrying out the evaluation of the Title I program conducted by or for the SEA, the Secretary or other Federal officials as required by GEPA.
- be responsible for repayment of Title I funds in the event of an audit exception. [GEPA]
- adopt effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from scientifically-based educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. [sections 1114 & 1115]

Typed Name of Superintendent	Signature of Superintendent	Date
STATE EDUCATIONAL AGENCY SIGNATURE		
		APPROVAL DATE

**CERTIFICATION REGARDING
DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

Website Reference for NC Debarred Vendors: <http://www.doa.state.nc.us/PandC/actions.asp>. Federal website for debarred vendors: <https://www.epls.gov/>

THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT.

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
2. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
3. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
4. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
5. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
6. A participant in a covered transaction may rely upon a certification of a perspective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

G. Patrick Rhodes

Typed Name of Superintendent

Signature of Superintendent

***Complete if Private Schools are Participating**

TITLE I EQUITABLE SERVICES FOR PRIVATE SCHOOL CHILDREN: Consistent with section 1120(a), an LEA shall after timely and meaningful consultation with appropriate private school officials, provide eligible private school children, on an equitable basis, special educational services or other benefits under this part that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

Set-Aside Proportion: Private schools are entitled to their pro rata share of certain LEA set-asides: parental involvement, professional development, and district-wide instructional programs. To ensure that services are equitable, compute the percent of private school children from low-income families residing in Title I-participating school attendance areas.

In participating public school attendance areas:

# of Private School Children from low-income families	+	# of Public School Children from low-income families	=	Total number of children from low-income families
N/A		N/A		N/A
# of Private School Children from low-income families	÷	Total number of children from low-income families	=	Percent of Set-Aside
N/A		N/A		N/A

District-wide Instructional Programs Set-Aside (does not apply to preschool programs)

Percent of Set-Aside	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	=	Amount for Private School Equitable Services
0		0		0

Parent Involvement Set-Aside

Percent of Set-Aside	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	=	Amount for Private School Equitable Services
1%		\$ 8411.00		0

Professional Development Set-Aside

Percent of Set-Aside	x	LEA Set-Aside Amount from Total Title I Allocation (page 4)	=	Amount for Private School Equitable Services
0		0		0

DISTRICT SET-ASIDES

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This consultation must also occur with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

NOTE: For LEAs that will serve schools below 35% low-income, set-asides should not be listed until the per pupil cost is determined on page 5).

Set-Asides	Description	Amount
Title I Planning Allotment	Enter Title I Planning Allotment (PRC 050).	\$841,137.00
1. District Administration	Consistent with State law, an LEA may reserve up to 12% for administrative activities. Indirect Cost is included in the calculation.	\$76,039.76
2. Parental Involvement	An LEA that receives more than \$500,000 under subpart 2 of Part A must spend at least 1% of its allocation for parental involvement activities. LEAs whose allocation is \$500,000 or less are required to expend Title I funds for parent involvement activities. However, the law does not stipulate the amount to be spent. Note: Of the 1% Parent Involvement set aside at the district level, then not less than 95% of those funds must be distributed to the Title I schools. Enter the private school pro rata share of this set-aside. See page 3.	\$8411.37
Private School		\$0
3. Prekindergarten	The LEA may reserve funds as are reasonable and necessary to conduct authorized activities such as preschool programs.	\$348,168.77
4. Professional Development	LEAs may reserve Title I funds to support ongoing training and professional development, as defined in Title IX. Additionally, each LEA may reserve up to 5% of their Title I funds to provide incentives and rewards to teachers to work in Title I schools that are in improvement, corrective action, or restructuring. Reservation will be utilized for: X Professional Development: \$ <input type="checkbox"/> Incentives/Rewards: \$	\$0
Private School	Enter the private school pro rata share of this set-aside. See page 3.	\$0
5. LEA Improvement	LEAs identified for improvement, shall spend not less than 10% of the allocation for professional development including funds reserved for professional development for schools in School Improvement, but excluding funds reserved for professional development under section 1119 (referenced in line 4).	\$84,113.70 +11,061.00 (carryover)
6. School Improvement	Each LEA shall spend an amount equal to 20% of its allocation for provision of school choice related transportation costs and supplemental education services unless a lesser amount is needed. If Title I, Part A funds will be used to fund this set-aside, please indicate the amount. An LEA may, but is not required to, count costs for parent outreach and assistance regarding public school choice and SES toward its 20 percent obligation, subject to a cap of 1 percent thereof.	\$23,075.46
7. Title I District-wide Instructional Initiative(s)	Enter the amount to be reserved for such initiatives. Literacy: Lucy Calkins Readers Workshop, Middle School Writing Conventions; (LEA carry over from 2010-2011)	\$11,061.68 (Carryover LEA -2010-2011)
Private School	Enter the private school pro rata share of this set-aside. See page 3.	\$0
8. Homeless	Each LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in participating schools to serve homeless children who do not attend participating schools.	\$7000.00
9. Neglected/Delinquent	Enter the amount for Neglected (Title I, Part A) and/or Delinquent (Title I, Part D). This will be received as a separate allocation amount. See page 22.	\$0
10. Other (please specify)		\$0
TOTAL	Enter the TOTAL set-aside . Calculate the total of all set-asides listed.	\$ 557869.81

SCHOOL ALLOCATIONS

Funds are allocated based on the number of children from low-income families in each eligible school attendance area or school. Allocation per child may vary by school, as long as higher per-child allocations are provided to schools with higher percentages of low-income children. The LEA may not reduce allocations from the previous year by more than 15% for schools in corrective action or restructuring.

1. Title I Allotment	Enter Title I Planning Allotment (PRC 050).	\$841,137.00+\$11,061.68 (C) = \$852,198.68
2. Projected Carryover Funds for School Allocations	Enter the amount of projected carryover funds that the LEA will include in the school allocations. The LEA is not required to expend all carryover funds for school allocations. (Note: Carryover listed here may include both PRC 050 and/or PRC 141).	\$44,495.00
3. Set-Asides	Enter the TOTAL set-aside from the previous table on page 4. Total amount of 2011-2012 Sets Asides = \$557,869.81 (includes \$11,061.68 LEA Carryover from 2011-2012)	\$ 557,869.81
4. Title I Funds To Be Allotted To Schools	Enter the total amount of Title funds to be allotted to schools. (Title I Planning Allotment) plus (Project Carryover Funds) minus (Total Set-Asides) = Title I Funds Allotted to Schools.	\$338,823.62
5. Number of Low-Income Children	If the LEA serves no schools below 35% low-income, the total number of low-income children is the number of such children in the schools being served. Include eligible private school children from participating private schools.	844
6. Number of Low-Income Children (125% rule)	If the LEA serves schools below 35% low-income, the total number of low-income children is the number of such children in the district as a whole. Include eligible private school children from participating private schools.	0
7. Cost Per Low-Income Child	Calculate and enter the cost per low-income child. If the LEA serves no schools below 35% low-income, then (Total Title I Funds Available) divided by (Number of Low-Income Children) = Cost Per Low-Income Child.	\$401.45
8. Cost Per Low-Income Child (125% rule)	Calculate and enter the cost per low-income child using the 125% rule. If the LEA serves schools below 35% low-income, then (Total Title I Funds Available) divided by (Number of Low-Income Children) multiplied by 125% = \$ Per Low-Income Child.	\$0
9. Number of Eligible Private School Children	Enter the number of eligible private school children (if applicable). To be eligible, a child must be low-income and reside in Title I-participating attendance area. See page 3.	0
10. Private School Title I Allotment	Calculate and enter the private school allotment. The allotment is determined by the following formula: (Number of Eligible private school children) multiplied by (Cost Per Low-Income Child) = Private School Title I Allotment	\$0

POVERTY BANDS (if applicable)

Band	Poverty Percent Or Grade Spans		Per Pupil Cost
	From	To	
1			
2			
3			
4			
5			
6			

Complete the table to show how poverty bands will be implemented. If poverty bands are used, indicate whether the band is determined by using poverty or grade span (K-5; 6-8; etc.)

EXAMPLE (based on Poverty Percent):

Poverty Band	Percent Low-Income	Per-Pupil Cost
1	From 100% to 75%	\$500.00
2	From 74% to 50%	\$300.00
3	From 49% to 35%	\$150.00

DISTRICT SET-ASIDE JUSTIFICATIONS (Attach additional pages as needed).

TITLE I DISTRICT-LEVEL STAFF POSITIONS: List all Title I district-level staff positions. (NOTE: A job description must be on file in the LEA for each position listed.)
All split-funded positions funded through Title I must maintain time and effort logs.

Name	Position	FTE	Name of Set-Aside for Funding the FTE (e.g., LEA Improvement)	PRC 141 or PRC 050-Regular Title I	PRC Source
1	2	3	4		5
Lisa A. Napp	Elementary Dir.	13%	District Administration	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050	
Portia Holman	Administrative Assistant	60%	District Administration	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050	
Vickie Smith	Literacy Coordinator	33.34	LEA Improvement	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050	
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050	
				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050	
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				<input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050	

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS: Complete for Homeless Children Attending Non-Title I Schools and Migrant Children Attending Title I Schools.

Homeless Education

- Enter the number of homeless children that were identified in the previous project year. 2
- Does the district receive McKinney-Vento (PRC 026) funds?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Did the Title I coordinator and local homeless liaison meet to discuss the amount of Title I funds to set-aside for homeless students?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Have expenditures for homeless students that will be covered by the Title I set-aside been identified?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Were Title I funds set-aside for homeless students in the previous school year fully spent on homeless students?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Does the LEA provide services comparable to those provided to children in Title I schools to homeless children who do not attend participating schools?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Migrant Education

- Does the district receive Migrant Education Program (PRC 051) funds?

	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Does the LEA assure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive Title I services?

	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

DISTRICT-WIDE INSTRUCTIONAL INITIATIVES: If program funds are expended for district-wide initiatives, justify such expenditures by describing the services, programs, and activities. Show the demonstrated relationship between needs assessment data and the proposed instructional initiatives that provide an equitable opportunity for participation of all Title I schools.

Name of District Initiative	Identified Need(s)	Objectives in measurable terms	Indicate student population served
K-8 Readers Workshop; K-8 Literacy/Grammar;	High Student Achievement for all AYP subgroups with focus on Black Students, English Language Learners, and Economically Disadvantaged Students;	Increase in Student Proficiency by at least 10% as indicated on K-2 Summative Assessments and 3-5 EOG scores; Increase in Developmental Scale Score on EOG's indicating at least one year's growth in a year's time; Increase in Writing Sample proficiency both site-based and on demand in K-8.	District K-8 students;
Assessing Math Concepts/AMC Math Intervention;	Orange County Schools is in LEA Improvement in the area of math; Focus will be on K-5 students struggling to master math skills and students identified as AIG and not meeting growth expectations;	All students identified as having difficulty accessing Math Expressions Curriculum will receive Assessing Math Concepts (AMC) assessment and interventions; At least 50% of the students receiving the (AMC) intervention will master the basic math concept identified as greatest area of need. At minimum an increase in cohort mastery of basic math skills ranging from 15% - 50% will occur each year. Skill set mastery will contribute to students accessing the NCSOS/Common Core and aid in building the background knowledge requisite to learn and master program of study (Math Expressions). Mastery of the program of study will contribute to students transitioning successfully from K-5 math to middle school math at higher levels of rigor;	District K-5 students;

CARRYOVER FROM SET-ASIDES: Funds not expended from the previous year's set-asides for Parental Involvement and LEA Improvement must be expended in the current project year and appropriately coded as such. List the amount of carryover for Parental Involvement (Purpose Code 5880) and LEA Improvement (Purpose Code 5870) that will be expended in addition to the current year's set-aside amount.

2009-2010 Set-Asides		Unexpended Carryover PRC 050	Unexpended Carryover PRC 141
Parental Involvement (1% required district set-aside)	\$ 7032.41	0	0
LEA Improvement (10% required district set-aside)	\$ 11061.68	0	0
School Improvement (20% set aside for choice/SES) if entering "0," complete below.	0	0	0

- LEA has met the regulatory criteria* in §200.48(d)(2)(i); and intends to spend the remainder of its 20-percent obligation on other allowable activities, specifying the amount of that remainder [§200.48(d)(2)(iii)]. Records demonstrating that it has met the criteria will be maintained for review. An LEA must meet, at a minimum, the following criteria:
- Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of opportunities to transfer or to receive SES [§200.48(d)(2)(i)(A)].
 - Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by:
 - Providing timely, accurate notice to parents.
 - Ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents, and are made widely available and accessible through broad means of dissemination, such as the internet, other media, and communications through public agencies serving eligible students and their families.

3. Ensure that eligible SES providers are given equal access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities [§200.48(d)(2)(i)(C)].
4. Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by providing a minimum of two enrollment "windows," at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider [§200.48(d)(2)(i)(B)]. Enrollment periods for 2009-2010: 1. 2.

OTHER CARRYOVER: The amount of funds available for carryover is limited to 15% of the current year's allocation. List the estimated total amount of carryover funds for the district. List the amount of carryover used in School Allocations. List any other uses of carryover funds planned for the current project year. Carryover waiver will be requested.

Estimated Total Amount of Carryover Funds	PRC 050 \$ 56,142.88 + PRC 141 \$ 0 = Total Carryover \$ 56142.88		
Total Amount of Carryover Funds to be Used in School Allocations	\$ 0 (From Page 5, Line 2)		
Will carryover funds be expended for any district-wide initiative?	X	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Explain:	<p>At the end of the 2010-2011 fiscal school year, OCS identified carry over funds from LEA Improvement. In May of 2011, a district needs assessment focus group with stakeholders representing parents, teachers, principals and community members met. The focus groups studied district data and identified Literacy, Math, and Pre-K programs as areas in need of Title I funding support and district wide initiatives. LEA Carryover Funds will be used to support the area of Literacy through a district-wide initiative to support 1) increase in student ability to engage in silent reading comprehension for a sustained period of time at or above student grade level particularly in the area of non-fiction texts. Materials and supplies to support this district-wide initiative will absorb the \$11,061.60 in 2010-2011 Carryover Funds. 2011-2012 LEA Improvement Funds will support the Assessing Math Concepts (AMC) intervention initiative. Four Pre-K classrooms will be supported by 2011-2012 Title I Set Aside Funds.</p>		
		If yes, list the amount to be used:	\$11,061.60

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ELIGIBLE SCHOOLS SUMMARY (Instructions)

School Attendance Areas: Title I funds can only be used in eligible school attendance areas. A "school attendance area" means the geographic area of a particular public school in which the children served by that school reside. An "eligible school attendance area" is one where the percentage of children from low-income families who live in the school attendance area is at least as high as the percentage of children from low-income families in the LEA as a whole.

The Consolidated Federal Data Collection (CFDC) - Eligible Schools Summary Report (ESSR) system opened on April 7th, 2010. All users are required to have an NCID K-12 username and password. The CFDC-ESSR system collects Title I School eligibility and program model information in compliance with new federal requirements. All LEAs and Charter Schools, both those that receive Title I funds and those that do not receive Title I funds, must report ESSR data through the CFDC-ESSR system.

If you already have a NCID K-12 username, please do not register for another username. You can verify if one already exists by clicking on the "Forgot your User ID?" or "Forgot Your Password?" on <https://ncid.nc.gov>. All NCID usernames are in the form `firstname_lastname`.

Registration steps are as follows:

1. Identify CFDC users.
 - a. LEAs must identify primary and alternate users.
 - b. Charter Schools must only identify a primary user.
2. LEAs and Charter Schools must register for an NCID K-12 account at <https://ncid.nc.gov/>. For instructions go to <http://www.dpi.state.nc.us/ncid/k12/>.
3. Upon successful NCID K-12 registration, Title I Directors or Charter School Coordinators must email the name of their user(s) to Richard Trantham at crantham@dpi.state.nc.us.
4. LEAs and Charter Schools must register for the CFDC-ESSR system at <https://schools.nc.gov/title1fdc>.
5. A confirmation e-mail will be sent after CFDC-ESSR registration.

For the Title I Application

Within the CFDC-ESSR, the user should access the excel format for the Eligible Schools Summary Report. Utilizing this spreadsheet, please:

- List all schools in the LEA in rank order, in descending order from highest percent (not number) of poverty to lowest percent of poverty. Number 1 is the highest poverty school in the system; number 2 is the second highest poverty and so on to the lowest poverty school.
- Print a copy of the CFDC-ESSR excel spreadsheet to be used with the Title I application.

Additional Information (please provide in the spaces below)

- ◆ Enter the source of low-income and the date the data was collected. (e.g., free/reduced lunch data, etc.)
- ◆ Enter the source of membership (total number of resident children) and the date the data was collected. (e.g., principals monthly report, SIMS data, etc.)

Note: Low-income and membership data should be collected during the same time period. Measure(s) selected must be used consistently throughout the LEA to select schools and allocate funds.

Source of Low-Income	<u>Free & Reduced Student Data</u>	Date Collected	<u>5/31/2011</u>
Source of Membership	<u>NC Wise Data</u>	Date Collected	<u>5/31/2011</u>

COMPARABLE SERVICES

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if --

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed. Note: Approval for skipping schools is contingent upon the LEAs provision of substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost: Calculate per pupil amount based on inclusion of the schools listed below in Title I Funds to be Allotted to Schools (page 5)

School Name	Grade Span	Number of Low-Income Students	Anticipated Title I Funding	Comparable Funding Source(s)	
				Local Supplemental Dollars	State Supplemental Dollars
1	2	3	4	5	6

Description of Comparable Funds: Provide a description of the per pupil allocation of staff, curriculum materials, and instructional supplies provided for non-Title I schools compared to the school(s) eligible for Title I funds that the LEA proposes to skip.

Description of Comparable Services: Provide a brief description of the comparable services to be offered.

Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program--

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

SCHOOLWIDE PROJECT SCHOOLS FUNDING

List schools in rank order according to percent low-income. Attach additional pages as necessary (1a, 1b, etc.). Note: Schools in Title I school improvement are required to spend not less than 10 percent of their Title I allocation on providing quality professional development. [Section 1116(b)]

School Code	School Name	RESIDENT CHILDREN			School may enter Corrective Action or Restructuring? (Y or N)	School Allocation	Staff Funded by Title I (List as Full-Time Equivalent)								
		Number Enrolled	LOW-INCOME				Tchrs	Paras			* Other			Tutors (Y or N)	
			Number	Percent				R	A	R	A	R	A		
1		3	4	5	6	7	8	9	10	11	12	13	14	15	16
335	1.Partnership Academy	22	15	68.18	401.45	N	\$6021.57	.15							
312	2.Central Elementary School	318	215	67.61	401.45	N	\$86311.75	1							
324	3.Eiland Cheeks Elementary School	480	284	59.17	401.45	N	\$114011.80	2.5							
330	4.New Hope Elementary School	596	330	55.37	401.45	N	\$132478.50	2.5							
336	5.Pathways Elementary School	519	224	43.16	0	N	\$0								
327	6.Gravelly Hill Middle School	509	206	40.47	0	N	\$0								
304	7.A.L. Stanback Middle School	607	247	40.69	0	N	\$0								
328	8.Grady Brown Elementary School	517	204	39.46	0	N	\$0								
316	9.C.W. Stanford Middle School	558	193	33.28	0	N	\$0								
308	10.Cameron Park School	629	226	35.93	0	N	\$0								
332	11.Orange High School	1167	394	33.76	0	N	\$0								
329	12.Hillsborough Elementary School	413	83	16.46	0	N	\$0								
310	13.Cedar Ridge High School	978	231	23.6	0	N	\$0								
14.							\$								
15.							\$								
16.							\$								
17.							\$								
18.							\$								
19.							\$								
20.							\$								
21.							\$								

22.																								
23.																								
	TOTALS										7335	2837												

*Provide a description of any Other positions that will be funded by Title I.

NOTES: Schools in Corrective Action or Restructuring must receive an allocation that is not reduced by more than 15% as compared to the previous year's allocation. The amount noted in column 6 should match page 5, line 7, unless the LEA is choosing to implement poverty bands or grade span groupings.

R = PRC 050 – Regular Title I A = PRC 141 - ARRA

TARGETED ASSISTANCE SCHOOLS FUNDING

Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards. Eligible children must be identified on the basis of multiple, educationally-related, objective criteria established by the LEA and supplemented by the school. Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient children are eligible for Title I services on the same basis as other children that are selected for services. Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards. List schools in rank order according to percent low-income. Rank schools in descending order from highest percent of poverty to lowest percent of poverty. Attach additional pages as needed. **Note: Schools in Title I school improvement are required to spend not less than 10 percent of their Title I allocation on providing quality professional development. (Section 1116(b))**

School Code	School Name	Grade(s) Served by Title I	Number Low-Income	Per Pupil Cost	School Allocation	School may enter Corrective Action or Restructuring? (Y or N)	Estimated Number of Students Served	Title I Paid Staff in FTEs																
								Teachers		Paras			*Other											
								R	A	R	A	R	A	R	A									
1	2	3	4	5	6	7	8	9	10	11	12	13	14											
	1.																							
	2.																							
	3.																							
	4.																							
	5.																							
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22.																			
TOTALS																			

*Provide a description of any Other positions that will be funded by Title I.

NOTE: Schools in Corrective Action or Restructuring must receive an allocation that is not reduced by more than 15% as compared to the previous year's allocation.

A = PRC 141 - ARRA

R = PRC 050 - Regular Title I

TARGETED ASSISTANCE SCHOOLS PROJECT DESCRIPTION Reading Math Other

Complete one page for each type of project setting (reading, math, and other).

School Code	School Name	Project Setting	*Pull Out Settings			Regular Instructional Time for Subject	Targeted Assistance Programs use Title I resources to help participating children meet the state's challenging student academic achievement standards expected of all children. Planning for students served under Title I should be incorporated into existing school planning. Programs should give primary consideration to providing extended learning time such as an extended school year, before and after-school programs and summer programs.
			Days per Week	Minutes per Day	6		
1	2	3	4	5	6	<p>Project Settings include the following:</p> <ul style="list-style-type: none"> SE - A scheduled elective program is one in which participating students receive Title I instructional services during an elective period. PO - The pull-out setting involves pulling students from the regular classroom on a limited basis. <ul style="list-style-type: none"> Note: In order to ensure compliance with Section 1115, Title I services offered during the regular instructional day may not exceed 25% of the students' total instructional time. IC - The in-class model involves the use of resource teachers (Title I teachers) and/or other resources in the regular classroom. <ul style="list-style-type: none"> Note: The in-class support that is most effective does not resemble a pull-out in the back of the classroom. 	

<ul style="list-style-type: none"> • AOEL - The add-on/extended learning model involves providing Title I services at times other than the regular instructional day (before school, after school or summer school). <p style="text-align: center;">Note: Title I statute strongly encourages the use of this model.</p>			

TITLE I FUNDED PREKINDERGARTEN CLASSES

Title I Funded Pre-Kindergarten classes are those in which all children have been through the selection process and determined eligible for Title I. Attach additional pages if needed. **Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.**

School Name	Total # of Students Per School	Funding Source: (select one) 1 District Set-Aside 2 School Allocation	Amount of Title I Funding Per School	# of Title I Paid Staff in Full Time Equivalents (FTEs)						
				Teachers			Paras			Other
				R	A	R	A	R	A	
1	2	3	4	5	6	7	8	9	10	
TOTALS										

Dually Eligible Students

Do any Title I eligible students also qualify for More-at-Four or Even Start funding? Yes No **if yes, complete the following with projections for next year:**
 The children listed above may be dually eligible for other programs as well (e.g., Title I/More-at-Four/Even Start). **Note:** Title I students must be identified first.

School Name for Title I Funded Classes (as listed above)	Total # of Dually Eligible Students Per School	More-at-Four Funding Per Child Per Month	Estimated Total of More-at-Four Funds Per School Per Year	Estimated Total of Even Start Funds Per Class

TITLE I FUNDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

Title I Participant Identification: Describe how the district will select students for Title I funded preschool. Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards.

Curriculum and Instructional Approach: Indicate the curriculum that is being implemented by the district.

Preschool Choices:

- The Creative Curriculum for Preschool, 4th Edition
- The Empowered Child, Child time, 2nd Edition
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education
- High/Scope Preschool Curriculum
- Opening the World of Learning (OWL)
- Passports
- Tutor Time Lifesmart

Infant-Toddler Choices:

- The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition
- High/Scope Infant-Toddler Curriculum
- The Program for Infant/Toddler Care (PITC)

Ongoing Assessments to Monitor Progress: Indicate the assessment instrument(s) used to monitor child progress.

- High Scope Child Observation Record 2nd Edition (COR)
- Work Sampling System
- Creative Curriculum Developmental continuum
- Galileo Online Assessment System
- Learning Accomplishment Profile, 3rd Edition (LAP-3)
- Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime)
- Other:

Describe how the information gathered through this process will be collected and used to monitor progress and inform instruction.

Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.

Family involvement: Describe the strategies to be used to involve families in the education of their child(ren).

Check to indicate any other Prek programs that operate in the LEA separate from Title I:

- Head Start
- Smart Start
- Exceptional Children
- More at Four
- OTHER:

BLENDING PRE-KINDERGARTEN CLASSES Blended Pre-Kindergarten classes are those in which some children have been determined eligible for Title I and some have been determined eligible for other programs (e.g., Exceptional Children, Head Start). Each program provides funding in proportion to the number of children served by that program. Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.

School Name	Total # of Students Per School	Total # of Title I Students Per School	Title I Paid Staff (in FTEs)				Proportion of Prek Funding by Program			Amount of Title I Funding For Site
			Tchrs	Paras		% Title I Funds	% EC Funds	% Other Funds		
			R	A	R	A				
1	2	3	4	5	6	7	8	9	10	11
1. New Hope Elementary	16	9	1	1			.50	.35	.15	\$89,508.86
2. Efland-Cheeks Elementary	16	9	1	1			.50	.35	.15	\$71,816.33
3. Central Elementary	16	9	1	1			.50	.35	.15	\$95,488.30
4. Pathways Elem.	16	9	1	1			.50	.35	.15	\$92,710.22
5.										\$
6.										\$
7.										\$
8.										\$
TOTALS	64	36	4	4	4	4	.50	.35	.15	\$338,168.77

***Specify Source of "Other" Funds:** Each class has space for 3 tuition paying students totaling 12 tuition paying students throughout the district. Until the state budget is passed the impact More At Four funding will have on the sites is unknown. When notification of More At Four funding is received the composition of students in each class may have to be changed according to proposed state law. A possible outcome is two Pre-K classes will be funded with a combination of federal funding and two Pre-K classes will be funded with a combination of state funds. Title I funds that may be freed up from the Pre-K set aside line item will be reallocated to the three Title I elementary schools. If needed a per pupil formula will be used for reallocation.

Dually Eligible Students

Do any Title I eligible students also qualify for More-at-Four or Even Start funding? Yes No If yes, complete the following with projections for next year: The children listed above may be dually eligible for other programs as well (e.g., Title I/More at Four/Even Start). Note: Title I students must be identified first.

School Name for Title I Funded Classes (as listed above)	Total # of Dually Eligible Students Per School	More-at-Four Funding Per Child Per Month	Estimated Total of More-at-Four Funds Per School Per Year	Estimated Total of Even Start Funds Per Class

	TOTALS
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Estimated Cost

The total estimated cost of operating all classes above, including all sources of funds is: \$ _____
 (Include all funds needed including teacher salaries and benefits, materials and supplies, equipment, snacks, professional development costs, parental involvement costs, field trips, etc.)

BLENDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

Title I Participant Identification: Describe how the district will select students for Title I funded preschool.

Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards.

Students are selected to be in the blended classroom after being assessed and scoring at or below 50% on the state approved Dial - 3 screen. Parent interviews, referral by county agencies serving young children at-risk, and teacher recommendations are taken into consideration during the selection process. The most academically at-risk four year olds are identified from the applicant list.

Curriculum and Instructional Approach: Indicate the curriculum that is being implemented by the district.

Preschool Choices:

- The Creative Curriculum for Preschool, 4th Edition
- The Empowered Child, Child time, 2nd Edition
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education

Infant-Toddler Choices:

- The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition
- High/Scope Infant-Toddler Curriculum
- The Program for Infant/Toddler Care (PITC)

X High/Scope Preschool Curriculum

- Opening the World of Learning (OWL)
- Passports
- Tutor Time Lifesmart

Ongoing Assessments to Monitor Progress: Indicate the assessment instrument(s) used to monitor child progress.

X High Scope Child Observation Record 2nd Edition (COR)

- Work Sampling System
- Creative Curriculum Developmental continuum
- Galileo Online Assessment System
- Learning Accomplishment Profile, 3rd Edition (LAP-3)
- Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime)
- Other.

Describe how the information gathered through this process will be collected and used to monitor progress and inform instruction.

Assessments are completed three times per year using anecdotal notes, formative screens, observation checklists, parent input and observations by early childhood specialists.

Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.

State mandated Health and Safety training is offered annually. District staff development in the areas of literacy and math will be offered as well as workshops on the Common Core and More. Pre-K staff has requested to attend the state early childhood conference and funds are being identified to help pay registration.

Family Involvement: Describe the strategies to be used to involve families in the education of their child(ren). Orientation to Pre-K, home based literacy and math skills and invitations to attend special events hosted by the Pre-K teachers and children. All parents are invited to join K-5 PTA and PTA Title I events.

Check to indicate any other PreK programs that operate in the LEA separate from Title I:

X Head Start

Smart Start

X

Exceptional Children

X More at Four

OTHER:

PRIVATE SCHOOL PARTICIPATION

Name of Non-Public School:	School Allocation (based on LEA per child amount)
Name of Non-Public School Official:	District-wide Instructional Program Portion (based on % pro rata share)
Address of Non-Public School:	Parental Involvement Set-Aside Portion (based on % pro rata share)
Phone/FAX Number of Non-Public School	Professional Development Portion (based on % pro rata share)

Project Summary Attach additional pages as needed.

Participant Identification Students from low-income families are not automatically eligible for services. Participating students must reside in a participating public school attendance area and have an educational need as determined by multiple-objective educationally related criteria.

Criteria for participant identification (multiple responses required): Parent Surveys/input Teacher input Achievement test results
 Student portfolios Other:

Curriculum and Instructional Services

Curriculum to be supported: Reading Math Other:

Instructional Approaches: Extended Day Services/Tutoring Summer Programs Saturday Programs Counseling Programs
 Computer-assisted instruction Home Tutoring Other:

Services to be provided by: Highly qualified teachers directly hired by the LEA
 Qualified paraprofessionals directly hired by the LEA and supervised by a highly qualified teacher
 Third-party provider contracting with the LEA
 Other:

Types of Materials and Equipment - Computer equipment and other supplies purchased with Title I funds may be used only by Title I students in the Title I program.
 Books Computers and/or software products Supplemental Curriculum Materials Other:

Monitoring of Progress - Ongoing consultation between the LEA and the private school is to occur. Please list the items to be reviewed as a part of this ongoing consultation.

Please summarize the LEA plan for ongoing consultation (how often, stakeholders involved, etc.):
 Student assessments Report Cards Parent Surveys Teacher input Other:
Professional Development for Staff

Professional Development to be provided by: LEA Staff Third-party provider Other: N/A
 Professional Development Activities will be used to support: Reading Math Other: N/A

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Complete one for each participating non-public school.

Section 1120(b) of the No Child Left Behind and § 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where, and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services of eligible private school children in accordance with § 200.10 and how the LEA will use the results of that assessment to improve Title I services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with § 200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under § 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decisions that affected the participation of eligible private school children in the Title I, Part A program.

STATEMENT OF ASSURANCES

Assurances are given that –

- Nonpublic school officials have provided accurate and reliable low-income data to the district for children residing in eligible school attendance areas for purposes of allocating Title I funds.
- The LEA has determined a per pupil allocation for each eligible school attendance area and reserved that amount for each nonpublic low-income child residing in the participating school attendance area.
- The educational services and other benefits offered to eligible nonpublic children are equitable in comparison to services and benefits for public school children.
- Each nonpublic school child receiving Title I assistance resides in a Title I-served school attendance area and has educational need based on multiple, objective, academically-related criteria.
- The educational services and other benefits provided to eligible nonpublic school children are secular, neutral, non-ideological, and under the district's administrative direction and control.

Public School Official _____

Date _____

Private School Representative _____

Date _____

School District _____

Name of Private School _____

THE LEA MUST MAINTAIN A COPY OF THIS FORM IN ITS RECORDS AND PROVIDE A COPY TO THE SEA.

NEGLECTED AND DELINQUENT INSTITUTIONS

Provide the following information for each institution for neglected and/or delinquent youth operating in the LEA with Title I funds.

LEA Name:	Type of Institution:	<input type="checkbox"/> Neglected	<input type="checkbox"/> Delinquent
Institution Name:	Type should reflect the original charter.		
Institution Official:	Regular Educational Services provided by:	<input type="checkbox"/> LEA Schools	<input type="checkbox"/> Institution-based
Institution Address:	LEA must attach a copy of the formal agreement if regular educational services are provided by the institution		
Institution Phone:	Percent of students that will reside outside the boundaries served by the LEA upon leaving the facility:	<input type="checkbox"/> More than 30%	<input type="checkbox"/> 30% or less
Email:		If 30 percent or less, the LEA must use a portion of funds to operate a dropout prevention program within its schools.	

PROJECT NARRATIVE

Participant Identification

Describe the population served and specifically how student academic needs are assessed at intake.

Instructional Program

Describe the instructional program/project to be implemented. Include strategies, pupil services support, and procedures that will be used to meet the identified needs of the participants.

Types of Materials and Equipment Used

Describe the instructional materials and equipment to be used in the program/project.

Monitoring of Progress/Other Assessments Used

Describe how the progress of participating students will be monitored and the types of assessments used to determine program effectiveness. Please provide specific, measurable outcomes to be evaluated throughout the year.

Professional Development for Staff

Describe the training that will be offered to teachers working with neglected or delinquent students.

Transition activities

Describe the strategies that will be implemented to assist children and youth in making successful transitions from the institution.

Neglected and/or Delinquent Budget Worksheet

Prepare a budget showing how funds will be spent to improve the academic achievement of children served. Use the budget worksheet below to show how the funds will be expended. There should be a correlation between the budget line items and the activities described in the project narrative.

Description of Expenditure	Amount To Be Budgeted
Total Budget Amount	

**ORANGE COUNTY SCHOOLS
BUDGET REQUEST FORM**

PAGE ___ OF ___

FISCAL YEAR 2011-2012 (FY '11)

FORM FOR SUBMITTING ORIGINAL BUDGET FOR Title I (PRC 050) 002 **FUND**

SCHOOL OR PROGRAM: _____ **841,137.68**

BUDGET CODE	ACCOUNT DESCRIPTION	BUDGET AMOUNT
District Administration	No more than 12% of the budget	76,039.76
Parent Involvement	At least 1% of total budget	8,411.37
Pre - K		348,168.77
LEA Improvement	At least 10% of total budget	84,113.70
School Improvement		23,075.21
Homeless		7,000.00
School Allocations		294,328.87
TOTAL BUDGET		841,137.68

Prepared By: *[Signature]* Date: 6/14/2011

Approved by Budget Manager: *[Signature]* Date: 6/14/2011

Approved by Finance Officer: _____ Date: _____

FOR FINANCE OFFICE USE ONLY
ENTRY DATE: _____
INITIALS: _____