

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: June 10, 2013

AGENDA ITEM No. 13-06-16

ACTION ITEM: (Y/N) Y

SUBJECT: Title I Plan Approval 2013-2014

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

ATTACHMENTS: 1. 2013-2014 Title I Application
2. 2013-2014 Title I Budget

PURPOSE: To provide the Board of Education for their review and approval the annual Title I application for 2013-2014.

BACKGROUND: Title I federal funding Part A of the Elementary and Secondary Education Act (ESEA) provides federal financial assistance to State Education Agencies (SEAs) and Local Educational Agencies (LEAs) to support K – 12 schools with at least 30% percent of their enrolled students living at or below the federal poverty level (\$19,530.00 for a family of 3). Title I funds support research based programs and strategies to ensure that all children meet challenging academic standards. For the 2013-2014 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 February 2013 Meals Plus Student Eligibility Demographics report generated by the district's Child Nutrition department. The poverty rates, in order of eligibility, at these four sites are as follows: Partnership Academy: (65.22%), Central Elementary (65.12%), New Hope Elementary (59.00%) and Efland Cheeks Elementary (58.00%).

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 \$ 1,299,211.00 in Title I (050) funds for the 2013-2014 school year. This allocation reflects a \$54,365.00 decrease in funding from the 2012 – 2013 school year due to the impact of federal budget sequestration. The district will offset the impact of federal sequestration through the state recommended practice of applying 2012 -2013 carryover funds to the 2013 – 2014 Title I part A budget.

RECOMMENDATION: The Superintendent recommends that the Board of Education approve the Orange County Schools Title I Application for the 2013-2014 academic year as presented.

North Carolina Title I Application – 2013 -2014

*IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED
ESEA FLEXIBILITY WAIVER*

| | | | | |
|-------------------------|----------------------------|------------------------|--------------------|--|
| LEA NAME | Orange County Schools | LEA CODE 680 | | NOTE: The completed paper application should be used to enter information on the web-based grants management tool, the Comprehensive Continuous Improvement Plan, by June 30, 2013. |
| Title I Director | Lisa A. Napp | Mailing Address | 200 E. King Street | |
| Phone | 919-732-3622 | Address 2 | | |
| FAX | 919-245-4150 | 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 June 10, 2013. (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 school-wide 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]

G. Patrick Rhodes

Typed Name of Superintendent

Signature of Superintendent

Date

STATE EDUCATIONAL AGENCY SIGNATURE

APPROVAL DATE

North Carolina Title I Application - 2013-2014

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

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 6/10/2013. (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 1118.
- 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]

G. Patrick Rhodes

Typed Name of Superintendent

Signature of Superintendent

June 10, 2013

Date

STATE EDUCATIONAL AGENCY SIGNATURE

APPROVAL DATE

North Carolina Debarment Certification -- 2013-2014

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 whom 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.dba.state.nc.us/PandC/reactions.asp>

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

June 10, 2013

Typed Name of Superintendent

Signature of Superintendent

Date

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

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

| | | | | |
|-----------------------------|---|---|---|---|
| Percent of Set-Aside 22% | x | LEA Set-Aside Amount from Total Title I Allocation (page 4) \$292,117.59 | = | Amount for Private School Equitable Services 0 |
|-----------------------------|---|---|---|---|

Parent Involvement Set-Aside

| | | | | |
|----------------------------|---|--|---|---|
| Percent of Set-Aside 1% | x | LEA Set-Aside Amount from Total Title I Allocation (page 4) \$13,000.00 | = | Amount for Private School Equitable Services 0 |
|----------------------------|---|--|---|---|

Professional Development Set-Aside

| | | | | |
|----------------------------|---|--|---|---|
| Percent of Set-Aside 2% | x | LEA Set-Aside Amount from Total Title I Allocation (page 4) \$30,000.00 | = | Amount for Private School Equitable Services 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). | \$1,299,211.00 |
| 1. District Administration | Consistent with State law, an LEA may reserve up to 12% for administrative activities. Indirect Cost is included in the calculation. | \$155,905.32 |
| 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. | \$13,000.00 |
| Private School | Enter the private school pro rata share of this set-aside. See page 3. | \$0 |
| 3. Prekindergarten | The LEA may reserve funds as are reasonable and necessary to conduct authorized activities such as preschool programs. | \$481,419.29 |
| 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: <input checked="" type="checkbox"/> Professional Development: \$ 30,000.00 <input type="checkbox"/> Incentives/Rewards: \$ | \$30,000.00 \$ |
| Private School | Enter the private school pro rata share of this set-aside. See page 3. | \$0 |
| 7. Title I District-wide Instructional Initiative(s) | Enter the amount to be reserved for such initiative(s). See page 7 for further information. | \$292,177.59 |
| 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. | \$ 10,000.00 |
| 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. | \$982,502.20 |

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) . | \$ 1,299,211.00 |
| 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) . | TBD June 14th, 2013 Funds will support Professional Development , Parent/Family Involvement/ Materials& Supplies per site-based Needs Assessment. |
| 3. Set-Asides | Enter the TOTAL set-aside from the previous table on page 4. | \$ 982,502.20 |
| 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. | \$ 316,708.80 |
| 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. | 869 |
| 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. | \$364.45 |
| 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 |

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 Source PRC 141 or PRC 050-Regular Title I |
|----|---------------|---|--------|--|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 | Lisa A. Napp | Title I & Elementary Ed. | 13% | District Administration | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 2 | Vickie Smith | Literacy & Prof. Dev. | 33.4 % | District Administration (moved from LEA Improvement) | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 3 | Portia Holman | Administrative Assistant | 60% | District Administration | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 4 | TBA | Differentiation Coach | 100% | District Wide Instructional Initiative | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 5 | TBA | Academic Achievement Coach | 100% | District Wide Instructional Initiative | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 6 | TBA | District Early Literacy Interventionist | 100% | District Wide Instructional Initiative | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 7 | TBA | K-2 Math Interventionist | 50% | District Wide Instructional Initiative | <input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050 |
| 8 | | | | | <input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050 |
| 9 | | | | | <input type="checkbox"/> PRC141 <input type="checkbox"/> PRC 050 |
| 10 | | | | | <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

1. Enter the number of homeless children that were identified in the previous project year. 81 (39 less than June 2012) Please provide a response for each:
2. Does the district receive McKinney-Vento (PRC 026) funds? Yes No
3. 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
4. Have expenditures for homeless students that will be covered by the Title I set-aside been identified? Yes No
5. Were Title I funds set-aside for homeless students in the previous school year fully spent on homeless students? Yes No
6. 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

Migrant Education

1. Does the district receive Migrant Education Program (PRC 051) funds? Yes No

2. 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

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 |
|---|---|---|---|
| Differentiation/Tier I Instruction | High Student Achievement for all students through Differentiated Instruction designed to address learners through language rich instruction. | Increase in K-12 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Academic Outcomes (AMAO's) established by North Carolina DPI for 2013 – 2014 school year. Increase overall proficiency in subgroups below 60% by at least 10%. | K – 5 students in Title I schools and 8 - 12 students in Alternative setting. |
| Academic Achievement | High Student Achievement for all students through Academic Achievement strategies designed to address learners ability to access education through self monitoring of appropriate learning centered behaviors. | Increase in K-12 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2013 – 2014 school year. Increase overall proficiency in subgroups below 60% by at least 10%. | K – 5 students in Title I schools and 8 - 12 students in Alternative setting. |
| Math Coach | High Student Achievement for K-2 students through formative assessments designed to address learners needs through identified strategies. | Increase in K -2 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2013 – 2014 school year. Increase overall proficiency in subgroups below 60% by at least 10%. | K-2 students in Title I schools. |
| District Early Literacy Interventionist | High Student Achievement for PreK-3 students through Language Experience approach and formative data analysis designed to address learners needs through delivering embedded staff development and inclusive Tier I and Tier II strategies. | Increase in PreK -2 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's) established by North Carolina DPI for 2013 – 2014 school year. Increase overall proficiency in subgroups below 60% by at least 10%. | Pre K-2 students in Title I schools. |

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.

| 2012 -2013 Set-Asides | Unexpended Carryover PRC 050 | Unexpended Carryover PRC 141 |
|--|------------------------------|------------------------------|
| Parental Involvement (1% required district set-aside) | \$4,556.81 | 0 |

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. X Carryover waiver will be requested.

| | |
|--|---|
| Estimated Total Amount of Carryover Funds: Title I Funds are expected to Carryover from 2012-2013 to 2013-2014 and a waiver will be written and applied for if the Carryover Funds total over 15% of the 2012 -2013 Title I budget (\$203,036.85) | PRC 050 \$ (Parent Involvement) Carryover \$4,556.81+\$2,349.99 = \$6,906.80 |
| Total Amount of Carryover Funds to be Used in School Allocations | \$ (Parent Involvement) (From Page 5, Line 2) District Carryover: \$4,556.81 School Carryover: \$2,349.99 |
| Explain use of Carryover Funds: Based on data from Orange County School District Comprehensive Needs Assessment as well as each Title I School's Comprehensive Needs Assessments carryover from the 2013 – 2014 budget will be used for 1) Each Title I School's site specific needs as identified through the Spring 2013 School-wide Comprehensive Needs Assessments; 2) Pre-K classroom students no longer eligible for NC Pre-K stipends due to a decrease in the North Carolina State eligibility formula and in need of financial support to attend Pre-K; 3) District – wide initiatives and Professional Development supports as identified through the Spring 2013 Orange County Schools Comprehensive Needs Assessments; | |

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, 2013. 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 rtrantham@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>2/28/2013</u> |
| Source of Membership | <u>NC Wise Enrollment Membership</u> | Date Collected | <u>2/28/2013</u> |

Eligible Schools Report



285R TAS SES/Choice Title I Part D, M&D Student Participation Schools ID for Improvement HCW/ISE Roster School Summary Other Roster RLS LEA Improvement School Improvement Program Roster

Eligible Schools Summary Report

School Year: 2013-2014

Submitted On 2013-08-03 15:55

Schools: All Title I Non Title I

In EDDIE: All Yes No

| School Code | School Name | Charter School | Grade Span | Total Resident Children | # Low Income Students | % Low Income Students | School Served | Eligibility - Program Model | Eligibility Justification | Program Justification | # Students Served TAS | Grades Served TAS | Served 1st Year | Served 1st Year Comment | In EDDIE | School Year |
|-------------|---------------------------|----------------|------------|-------------------------|-----------------------|-----------------------|---------------|-----------------------------|---------------------------|-----------------------|-----------------------|-------------------|-----------------|-------------------------|----------|-------------|
| 680304 | A L Stanback Middle | N | 08-08 | 615 | 278 | 45.20 | N | SW | | | | | | | Y | 2013-2014 |
| 680308 | Cameron Park Elementary | N | KG-05 | 679 | 237 | 34.90 | N | Not Eligible | | | | | | | Y | 2013-2014 |
| 680310 | Cedar Ridge High | N | 09-12 | 1054 | 298 | 28.27 | N | Not Eligible | | | | | | | Y | 2013-2014 |
| 680312 | Central Elementary | N | PK-05 | 324 | 211 | 65.12 | Y | SW-SW | | | | | 2009-2010 | | Y | 2013-2014 |
| 680316 | Charles W Stanford Middle | N | 08-08 | 614 | 214 | 34.85 | N | Not Eligible | | | | | | | Y | 2013-2014 |
| 680324 | Eiland Cheeks Elementary | N | PK-05 | 468 | 270 | 57.69 | Y | SW-SW | | | | | 2009-2010 | | Y | 2013-2014 |
| 680327 | Gravelly Hill Middle | N | 08-08 | 467 | 188 | 40.26 | N | SW | | | | | | | Y | 2013-2014 |
| 680328 | Grady Brown Elementary | N | P2-05 | 489 | 206 | 42.32 | N | SW | | | | | | | Y | 2013-2014 |
| 680329 | Hillsborough Elementary | N | KG-05 | 444 | 82 | 18.47 | N | Not Eligible | | | | | | | Y | 2013-2014 |
| 680330 | New Hope Elementary | N | PK-05 | 641 | 376 | 58.66 | Y | SW-SW | | | | | 2009-2010 | | Y | 2013-2014 |
| 680332 | Orange High | N | 09-12 | 1205 | 422 | 35.02 | N | TAS | | | | | | | Y | 2013-2014 |
| 680335 | Partnership Academy | N | 06-12 | 28 | 15 | 53.57 | Y | SW-SW | | | | | 2009-2010 | | Y | 2013-2014 |
| 680336 | Pathways Elementary | N | PK-05 | 471 | 185 | 39.28 | N | TAS | | | | | | | Y | 2013-2014 |

BLENDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

| | |
|--|---|
| <p>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.</p> | |
| <p>Students are identified as eligible for the Blended Title I classroom after being assessed by the Dial 3. Children scoring at or below the 50th percentile are placed in order of most at risk to least at risk. Additionally, parent/family interviews, referrals from county agencies serving young children, and teacher recommendations are taken into consideration and data is recorded on a rubric. The most academically at risk children are offered a Title I Blended classroom slot. If a family declines the offer the children on the wait list are contacted until the class is full.</p> | |
| <p>Curriculum and Instructional Approach: Indicate the curriculum that is being implemented by the district.</p> | |
| <p>Preschool Choices:</p> <p><input checked="" type="checkbox"/> The Creative Curriculum for Preschool , 4th Edition <input type="checkbox"/> The Empowered Child, Child time, 2nd Edition <input type="checkbox"/> Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education <input type="checkbox"/> High/Scope Preschool Curriculum <input type="checkbox"/> Opening the World of Learning (OWL) <input type="checkbox"/> Passports <input type="checkbox"/> Tutor Time Lifesmart</p> | <p>Infant-Toddler Choices:</p> <p><input type="checkbox"/> The Creative Curriculum for Infants, Toddlers, and Twos, 2nd Edition <input type="checkbox"/> High/Scope Infant-Toddler Curriculum <input type="checkbox"/> The Program for Infant/Toddler Care (PITC)</p> |
| <p>Ongoing Assessments to Monitor Progress: Indicate the assessment instrument(s) used to monitor child progress.</p> <p><input type="checkbox"/> High Scope Child Observation Record 2nd Edition (COR) <input type="checkbox"/> Work Sampling System <input checked="" type="checkbox"/> Creative Curriculum Developmental continuum <input type="checkbox"/> Galileo Online Assessment System <input type="checkbox"/> Learning Accomplishment Profile, 3rd Edition (LAP-3) <input type="checkbox"/> Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime) <input checked="" type="checkbox"/> Other: Pre- and post Dial 4 assessments, Concepts in Print, Essential Learning Outcomes based on Common Core ELA and Math Standards, Kindergarten Readiness rubric;</p> | |
| <p>Describe how the information gathered through this process will be collected and used to monitor progress and inform instruction. Formative assessments are administered at a minimum of three times per school year. Additionally, formative screens, observation check lists, anecdotal notes, parent input, and observations by early childhood specialists inform needs based instructional activities designed for whole group and small group activities, as well as play time.</p> | |
| <p>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 and as appropriate. District staff development in the area of Literacy, Math, and Science as well as Common Core is offered. All staff attend the state NAEYC conference.</p> | |
| <p>Family Involvement: Describe the strategies to be used to involve families in the education of their child(ren). Pre-K teachers contact families to arrange home visits at the beginning of the year. Teachers have an open door policy for parents and families to come and join activities during the school day. Evening Parent/Family workshops are held in the area of literacy and math. Celebrations are help throughout the year and all Pre-K parents and families are invited to PTA functions and programs. Check to indicate any other PreK programs that operate in the LEA separate from Title I:</p> <p><input checked="" type="checkbox"/> Head Start <input checked="" type="checkbox"/> Exceptional Children (Self Contained)</p> | |

TITLE I FUNDED PRE-KINDERGARTEN 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.

Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.

| Total # of Students | Funding Source: (select one) 1 District Set-Aside 2 School Allocation | Amount of Title I Funding | Title I Paid Staff | | |
|---------------------|--|---------------------------|--------------------|-------------------|-------|
| | | | Teachers | Paraprofessionals | Other |
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K(State Funded Pre-K)?

Yes No If yes, complete the following with projections for next year:

Note: Title I students must be identified first.

| Total # of Dually Eligible Students | NC Pre-K(State Funded Pre-K) Funding Per Child Per Month | Estimated Total of NC Pre-K(State Funded Pre-K) Funds |
|-------------------------------------|--|---|
| | | |

BLENDED 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.

| Total # of Students | Total # of Title I Students | Title I Paid Staff | | | Proportion of Pre-K Funding by Program | | | Amount of Title I Funding |
|---------------------|-----------------------------|--------------------|-------------------|-------|--|------------|---------------|---------------------------|
| | | Teachers | Paraprofessionals | Other | % Title I Funds | % EC Funds | % Other Funds | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 64 | 48 | 1 | 2 | | .75 | .25 | | 481,419.29 |

*Specify source of, "Other" funds:

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K(State Funded Pre-K)?

Yes No If yes, complete the following with projections for next year:

Note: Title I students must be identified first.

| Total # of Dually Eligible Students | NC Pre-K(State Funded Pre-K) Funding Per Child Per Month | Estimated Total of NC Pre-K(State Funded Pre-K) Funds |
|-------------------------------------|--|---|
| | | |

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

X Head Start Smart Start Exceptional Children NC Pre-K (State Funded Pre-K) 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 | | TOTALS PER SITE |
|--------------------------|--------------------------------|--|------------------------------|----------|-------|---|---------------------------------------|------------|---------------|------------------------------------|--------------------|---------------------|
| | | | Tchrs | | Paras | | % Title I Funds | % EC Funds | % Other Funds | Salaries | Other** | |
| | | | R | A | R | A | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 1. Central Elem. | 16 | 12 | 1 | 1 | | | .75 | .25 | | \$124,502.09 | \$ 19,168.94 | \$143,671.03 |
| 2. Efland - Checks Elem. | 16 | 12 | 1 | 1 | | | .75 | .25 | | \$ 82,623.27 | \$ 19,168.94 | \$101,792.21 |
| 3. New Hope Elem. | 16 | 12 | 1 | 1 | | | .75 | .25 | | \$ 99,870.98 | \$ 19,168.94 | \$119,039.92 |
| 4. Pathways Elem. | 16 | 12 | 1 | 1 | | | .75 | .25 | | \$ 97,747.20 | \$ 19,168.93 | \$116,916.13 |
| 5. | | | | | | | | | | \$ | | |
| 6. | | | | | | | | | | \$ | | |
| 7. | | | | | | | | | | \$ | | |
| 8. | | | | | | | | | | \$ | | |
| TOTALS | 64 | 48 | 2 | 2 | | | .65 | .35 | | \$404,743.54 | \$76,675.75 | \$481,419.29 |

*Specify Source of "Other"
 Funds: Title Funds allocated for Instructional & Nutritional Needs

SCHOOL ALLOCATIONS -PPA LIST

Per Pupil Amount (PPA) \$ 364.45
Determined based on low-income students in the entire district, not just those served

Min Alloc (P + NP)

| SCHOOL SERVED | Total Resident Children | # Low-Inc Public (P) | # Low-Inc Non-Public (NP) | PPA x (P + NP) | PPA | P Amt E x B | NP Amt E x C | Total F + G |
|--------------------------|-------------------------|----------------------|---------------------------|----------------|-----|-------------|--------------|-------------|
| | A | B | C | D | E | F | G | H |
| Central Elementary | 324 | 211 | | 76,899.37 | | - | - | - |
| Efland Cheeks Elementary | 468 | 270 | | 98,402.04 | | - | - | - |
| New Hope Elementary | 641 | 376 | | 137,033.96 | | - | - | - |
| Partnership Academy | 23 | 15 | | 5,466.78 | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| | | | | - | | - | - | - |
| TOTALS | | 872 | 0 | | | - | - | - |

Amount Remaining \$ 316,708.80
*Based on Min PPA * Total # Of LEA Low-income Students*

PRIVATE SCHOOLS

The LEA is to retain documentation to demonstrate that accredited nonpublic schools were given a timely and equitable opportunity to participate but were ineligible because:

- 1) students did not reside in served attendance areas;
- 2) students residing in served attendance areas did not have poverty counts to generate funds; or
- 3) students residing in served attendance areas were not identified as educationally in need by nonpublic school officials.

The district must retain documentation for nonpublic schools that decline Title I services for eligible students. Documentation must:

- 1) demonstrate that timely and meaningful consultation between the LEA and the nonpublic school official took place;
- 2) support that equitable educational services and other benefits to eligible nonpublic children were offered; and
- 3) include a written statement or letter declining services and signed by the nonpublic school official.

Services may be provided at the school site, mobile unit, public school, student's home, rental/leased site, computer-assisted lab, portable unit, community-based site, or other.

Website reference for Non-Public Schools Directory: <http://www.ncdnpe.org/hhh118.asp>

| Name of Private School | Date of Initial Consultation to Discuss Participation | Served (Y or N) | If Private School is participating complete below: | | | | | Site for Services |
|---|---|-----------------|--|-----------------------------|-------------------------|-------------------|------------|-------------------|
| | | | Grade Span | Number of Eligible Students | Estimated Number Served | School Allocation | | |
| | | | | | | Regular Title I | ARRA Funds | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Private schools were contacted 3 times and a meeting was held to share information about Title Services. One Private School responded to the communications and attended the district meeting. The Private school opted not to participate. | April, 2013 | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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.

LEA/Charter School Code: 680

LEA /Charter School Name: Orange County Schools

Section 9524 Certification of Constitutionally Protected Prayer

This is to certify that our Board of Education does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under our authority as set forth in the United States Department of Education guidance to the extent that the guidance does not conflict with controlling precedent.

Section 9306 Single Set of Assurances

The LEA listed above assures the following as a condition of receiving funds under No Child Left Behind:

- (1) Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
 - (2)(A) The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities;
 - (2)(B) The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) The applicant will adopt and use proper methods of administering each such program, including:
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
 - (B) The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) The applicant will cooperate in carrying out any evaluations of such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under such program;
- (6) The applicant will:
 - (A) Submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program;
 - (B) Maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
- (7) Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

G. Patrick Rhodes

6/10/2013

inted Name of Superintendent/Charter School Director

Signature of Superintendent/Charter School Director

(Date)

