

**ORANGE COUNTY  
BOARD OF EDUCATION**

**AGENDA ITEM ABSTRACT**

**Meeting Date: June 19, 2014**

**AGENDA ITEM No. 14-06-(2)-17**

**ACTION ITEM: (Y/N) Y**

**SUBJECT: Title I Plan Approval 2014 -2015**

**INFO. CONTACT Dr. Del Burns / Dr. Lisa Napp**

**PHONE: (919) 732-8126**

**ATTACHMENTS:** 1. 2014 – 2015 Title I Application  
2. 2014 – 2015 Title I Budget

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**PURPOSE:** To provide the Board of Education for their review and approval the annual Title I application for 2014 - 2015.

**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 (\$25,389.00 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 2014 -2015 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 March 2014 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: Central Elementary (69.41%), New Hope Elementary (62.92%), Efland Cheeks Elementary (62.8%), and Partnership Academy (62.5%).

Title I funding will also support 4 district PreK programs, provide support for homeless students, increase parental involvement, and assist in District-Wide Professional Development and Instructional Initiatives offered to all Orange County Schools Title I Schools.

**FINANCIAL IMPACT:** The district will receive \$ 1,230,047.00 in Title I (050) funds for the 2014 – 2015 school year. This allocation reflects a \$69,164.00 decrease in funding from the 2013 - 2014 school year due to the impact of federal budget cuts. The district will offset the impact of federal budget cuts through the state recommended practice of applying 2013 - 2014 carryover funds to the 2014 – 2015 Title I part A budget. The estimated amount of carryover funds to be added to the 2014 -2015 Title I Grant Application is \$300,000.00.

**RECOMMENDATION:** The Superintendent recommends that the Board of Education approve the Orange County Schools Title I Application for the 2014 - 2015 academic year as presented.

# North Carolina Title I Statement of Assurances – 2014-2015

## 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 **6/19/2014**.

### 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]

Del Burns, Ed.D.

Typed Name of Superintendent

Signature of Superintendent

Date

## North Carolina Debarment Certification – 2014-2015

### 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.

Reference for US Government Debarred Vendors: <https://www.sam.gov>

Reference for NC Debarred Vendors: <http://www.doa.state.nc.us/PandC/actions.asp>

#### THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT or FISCAL AGENT

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.

Del Burns, Ed.D.

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Typed Name of Superintendent or Fiscal Agent

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Signature of Superintendent or Fiscal Agent

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

**Parent Involvement Set-Aside**

Percent of Set-Aside		LEA Set-Aside Amount from Total Title I Allocation (page 4)		Amount for Private School Equitable Services
4%	x	\$48,000.00	=	0

**Professional Development Set-Aside**

Percent of Set-Aside		LEA Set-Aside Amount from Total Title I Allocation (page 4)		Amount for Private School Equitable Services
7%	x	\$90,000.00	=	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
<b>Title I Planning Allotment</b>	Enter Title I Planning Allotment (PRC 050).	\$1,230,047.00
<b>1. District Administration</b>	Consistent with State law, an LEA may reserve up to 12% for administrative activities. Indirect Cost is included in the calculation.	\$147,605.00
<b>2. Parental Involvement</b>	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. <b>Note:</b> 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.	\$48,000.00
<b>Private School</b>	Enter the private school pro rata share of this set-aside. See page 3.	\$0
<b>3. Prekindergarten</b>	The LEA may reserve funds as are reasonable and necessary to conduct authorized activities such as preschool programs.	\$383,382.00
<b>4. Professional Development</b>	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: \$ 90,000.00 <input type="checkbox"/> Incentives/Rewards. \$	\$90,000.00
<b>Private School</b>	Enter the private school pro rata share of this set-aside. See page 3.	\$0
<b>5. LEA Improvement</b> No new allocation for 12-13 due to ESEA Flexibility Plan eliminating sanctions (not to be added into 12-13 total)	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).	\$ NA
<b>6. School Improvement</b> ESEA Flexibility Plan eliminates School Improvement Sanctions	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.	\$ NA
<b>7. Title I District-wide Instructional Initiative(s)</b>	Enter the amount to be reserved for such initiative(s). See page 7 for further information.	\$319,000.00
<b>Private School</b>	Enter the private school pro rata share of this set-aside. See page 3.	\$0
<b>8. Homeless</b>	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.	\$ 16,000.00
<b>9. Neglected/Delinquent</b>	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

<b>10. Other (please specify)</b>		\$0
<b>TOTAL</b>	Enter the <b>TOTAL set-aside</b> . Calculate the total of all set-asides listed.	<b>\$1,003,987.00</b>

**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.

<b>1. Title I Allotment</b>	Enter Title I Planning Allotment (PRC 050).	\$ 1,230,047.00
<b>2. Projected Carryover Funds for School Allocations</b>	Enter the amount of <b>projected carryover funds</b> that the LEA will include in the school allocations. The LEA is not required to expend all carryover funds for school allocations. ( <b>Note: Carryover PRC 050</b> ).	\$ 273,000.00
<b>3. Set-Asides</b>	Enter the <b>TOTAL set-aside</b> from the previous table on page 4.	\$1,003,987.00
<b>4. Title I Funds To Be Allotted To Schools</b>	Enter the total amount of <b>Title funds to be allotted to schools</b> . <i>(Title I Planning Allotment) plus (Project Carryover Funds) minus (Total Set-Asides) = Title I Funds Allotted to Schools.</i>	\$ 499,060.00
<b>5. Number of Low-Income Children</b>	If the LEA serves no schools below 35% low-income, the <b>total number of low-income children</b> is the number of such children in the schools being served. Include eligible private school children from participating private schools.	1041
<b>6. Number of Low-Income Children (125% rule)</b>	If the LEA serves schools below 35% low-income, the <b>total number of low-income children</b> is the number of such children in the district as a whole. Include eligible private school children from participating private schools.	0
<b>7. Cost Per Low-Income Child</b>	Calculate and enter the <b>cost per low-income child</b> . If the LEA serves no schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) = Cost Per Low-Income Child.</i>	\$492.16
<b>8. Cost Per Low-Income Child (125% rule)</b>	Calculate and enter the cost per low-income child using the <b>125% rule</b> . If the LEA serves schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) multiplied by 125% = \$ Per Low-Income Child.</i>	\$0
<b>9. Number of Eligible Private School Children</b>	Enter the <b>number of eligible private school children</b> (if applicable). To be eligible, a child must be low-income and reside in Title I-participating attendance area. See page 3.	0
<b>10. Private School Title I Allotment</b>	Calculate and enter the <b>private school allotment</b> . The allotment is determined by the following formula: <i>(Number of Eligible private school children) multiplied by (Cost Per Low-Income Child) = Private School Title I Allotment</i>	\$0

**POVERTY BANDS (If applicable)**

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

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 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 Professional Development	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
3	Portia Holman	Administrative Assistant	100%	District Administration	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
4	Dawn Bagwell	Differentiation Coach	100%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
5	Grace Clark	Early Literacy Coach	100%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
6	Matthew Hendricks	Academic Achievement Coach	100%	District Wide Instructional Initiative	<input type="checkbox"/> PRC141 <input checked="" type="checkbox"/> PRC 050
7	Celeste Mauriello	K-2 Math Coach	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. 70   | <b>Please provide a response for each:</b> |     |                                     |    |
| 2. Does the district receive McKinney-Vento (PRC 026) funds?   | <input type="checkbox"/>                   | Yes | <input checked="" type="checkbox"/> | 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?                  | <input checked="" type="checkbox"/>        | Yes | <input type="checkbox"/>            | No |
| 4. Have expenditures for homeless students that will be covered by the Title I set-aside been identified?  | <input checked="" type="checkbox"/>        | Yes | <input type="checkbox"/>            | No |
| 5. Were Title I funds set-aside for homeless students in the previous school year fully spent on homeless students?  | <input checked="" type="checkbox"/>        | Yes | <input type="checkbox"/>            | 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? | <input checked="" type="checkbox"/>        | Yes | <input type="checkbox"/>            | No |

**Migrant Education**

- |   |                          |     |                                     |    |
|---|--------------------------|-----|-------------------------------------|----|
| 1. Does the district receive Migrant Education Program (PRC 051) funds? | <input type="checkbox"/> | Yes | <input checked="" type="checkbox"/> | 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 Outcomes (AMO's & AMAO's) established by North Carolina DPI for 2012 – 2013 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 & AMAO's) established by North Carolina DPI for 2012 – 2013 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 – 3 students through formative assessments designed to address learners needs through identified strategies.	Increase in K-3 student proficiency as measured by ESEA Flexibility Plan Annual Measureable Outcomes (AMO's & AMAO's) established by North Carolina DPI for 2012 – 2013 school year. Increase overall proficiency in subgroups below 60% by at least 10%.	K-3 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).

2009-2010 Set-Asides	Unexpended Carryover PRC 050	Unexpended Carryover PRC 141
Parental Involvement ( 1% required district set-aside)	\$ 16,802.00	N/A
LEA Improvement (10% required district set-aside)	No longer required under ESEA Flexibility Plan	N/A
School Improvement (20% set aside for choice/SES) If entering "0," complete below.	No longer required under ESEA Flexibility Plan	N/A



**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.

<b>Estimated Amount of Carryover Funds from 2013 - 2014</b>	<b>\$ 300,000.00</b>
	<b>Parent Involvement: \$ 16,802.00</b>
	<b>Per Pupil Allocation: \$ 273,000.00</b>
	<b>Contracted Tutoring: \$ 10,198.00</b>

**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 [rtrantham@dpi.state.nc.us](mailto: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.

<b>Source of Low-Income</b>	<u>Free &amp; Reduced Student Data</u>	<b>Date Collected</b>	<u>3/30/2014</u>
<b>Source of Membership</b>	<u>Power School / Home Base</u>	<b>Date Collected</b>	<u>3/30/2014</u>



**Eligible School Summary Report: 2014-2015**

**Instructions**

Data below is read-only

**Approval Status**

The data has been approved on 05/30/2014 13:24:50 by Portia Holman.

**ESSR - Total 13 school(s)**

Direct Certification Data Only for all schools in LEA? Yes ~ No

In EDDIE: All Record Modified: All Schools: All

School Year	In EDDIE	Record Modified	School Code	School Name	Community Eligibility	Total Enrollment	# Identified Students	Multiplier	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS	Current Grade Levels	Grades Served TAS	Served 1st Year
2014-2015	Y	Y	680304	A L Starback Middle	N	648		1.6	314	48.51	N	SW				08,07,08		
2014-2015	Y	Y	680308	Cameron Park Elementary	N	659		1.6	239	36.27	N	TAB				0K,01,02,03,04,05		
2014-2015	Y	Y	680310	Cedar Ridge High	N	1129		1.6	354	31.38	N	Not Title I				09,10,11,12		
2014-2015	Y	Y	680312	Central Elementary	N	378		1.6	261	69.41	Y	SW-SW				PK,0K,01,02,03,04,05		2009-2010
2014-2015	Y	Y	680318	Charles W Stanford Middle	N	643		1.6	217	33.75	N	Not Title I				06,07,08		
2014-2015	Y	Y	680324	Eiland Cheaka Elementary	N	500		1.6	314	62.8	Y	SW-SW				PK,0K,01,02,03,04,05		2009-2010
2014-2015	Y	Y	680328	Grady Brown Elementary	N	473		1.6	222	46.93	N	SW				PK,0K,01,02,03,04,05		
2014-2015	Y	Y	680327	Gravelly Hill Middle	N	478		1.6	208	43.51	N	SW				08,07,08		
2014-2015	Y	Y	680329	Hillsborough Elementary	N	449		1.6	74	16.48	N	Not Title I				0K,01,02,03,04,05		
2014-2015	Y	Y	680330	New Hope Elementary	N	658		1.6	414	62.92	Y	SW-SW				PK,0K,01,02,03,04,05		2009-2010
2014-2015	Y	Y	680332	Orange High	N	1222		1.6	405	33.14	N	Not Title I				09,10,11,12		
2014-2015	Y	Y	680335	Partnership Academy	N	40		1.8	25	62.5	Y	SW-SW				06,07,08,09,10,11,12		2009-2010
2014-2015	Y	Y	680336	Pathways Elementary	N	471		1.6	211	44.8	N	SW				PK,0K,01,02,03,04,05		

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**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)     N/A    

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 (11a, 11b, 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			Per Pupil Cost	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	R	A
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
335	1. Partnership	40	25	62.5	492.16	N/A	\$12,304.00	.15							
312	2. Central Elementary	376	261	69.41	492.16	N/A	\$128,453.76			1		1			
324	3. Eiland - Cheeks Elementary	500	314	62.8	492.16	N/A	\$154,538.24	3		1					
330	4. New Hope Elementary School	658	414	62.92	492.16	N/A	\$ 203,754.24	3							
304	5. A.L. Stanback Middle	646	314	48.61	0	N/A	\$0								
327	6. Gravelly Hill Middle	478	208	43.51	0	N/A	\$0								
336	7. Pathways Elementary School	471	211	44.8	0	N/A	\$0								
328	8. Grady A. Brown	473	208	46.93	0	N/A	\$0								
308	9. Cameron Park Elementary	659	239	36.27	0	N/A	\$0								
316	10. Orange High School	1222	405	33.14	0	N/A	\$0								
332	11. Charles W. Stanford Middle	643	217	33.75	0	N/A	\$0								
310	12. Cedar Ridge High School	1129	354	31.36	0	N/A	\$0								
329	13. Hillsborough Elementary	449	74	16.48	0	N/A	\$0								
	14.						\$								
	15.						\$								
	16.						\$								
	17.						\$								
	18.						\$								
	19.						\$								
	20.						\$								
	21.						\$								









TOTALS				
--------	--	--	--	--

**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.)

**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 , 4<sup>th</sup> Edition
- The Empowered Child, Child time, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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 2<sup>nd</sup> Edition (COR)
- Work Sampling System
- Creative Curriculum Developmental continuum
- Galileo Online Assessment System
- Learning Accomplishment Profile, 3<sup>rd</sup> 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	12	1		1		.69	.25	.6	\$ 95,845.50
2. Efland - Cheeks Elementary	16	12	1		1		.69	.25	.6	\$ 95,845.50
3. Central Elementary	16	12	1		1		.69	.25	.6	\$ 95,845.50
4. Pathways Elementary	16	12	1		1		.69	.25	.6	\$ 95,845.50
5.										\$
6.										\$
7.										\$
8.										\$
<b>TOTALS</b>	64	48	4		4		.69	.25	.6	\$383,382.00

**\*Specify Source of "Other" Funds:**  
**NCPReK**

**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
<b>TOTALS</b>				

**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.)

### **BLENDING 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 identified as eligible for the Blended Title I classroom after being assessed by the Dial 3. Children scoring at or below the 50<sup>th</sup> 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.

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

**Preschool Choices:**

X The Creative Curriculum for Preschool, 4<sup>th</sup> Edition

The Empowered Child, Child time, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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 2<sup>nd</sup> Edition (COR)

Work Sampling System

X Creative Curriculum Developmental continuum

Galileo Online Assessment System

Learning Accomplishment Profile, 3<sup>rd</sup> Edition (LAP-3)

Learning Care System (for use with Tutor Time Lifesmart and the Empowered Child Childtime)

X Other: Pre- and post Dial 4 assessments, Concepts in Print, Essential Learning Outcomes based on Common Core ELA and Math Standards, Kindergarten Readiness rubric;

**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.

**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. Staff visited Project Enlightenment in Raleigh, NC and have participated in Professional Development activities offered through Project Enlightenment. Staff has requested and we are seeking Professional Development offered by Project Enlightenment in the area of Conscious Discipline.

**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 and the end of the school 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 held throughout the year and all Pre-K parents and families are invited to PTA functions and**

programs as well as Family Academy 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

More at Four

OTHER:

SET-ASIDES and PPA CALCULATION

Pro-rata calculation as follows:		
1	# of Low-Income <b>Non-Public School</b> Students SERVED. Enter 0 (zero) if none.	0
2	# of Low-Income Public School Students <b>SERVED</b>	1041
3	Total # of Low-Income <b>Public School Students (Served and Not Served)</b>	3258
4	% Pro Rata Share	0.0000%
Totals		
5	Title I Planning Allotment	1,230,047.00
6	% of Set-Aside (Non-Public School Pro Rata Share)	0.0000%
Set Asides		<b>Amount</b>
7	Administrative (12% maximum)	147,605.00
8	Focus School Interventions	-
9	Priority School Interventions	-
10	Professional Development for Teachers in Title I Schools	90,000.00
11	Nonpublic Professional Development Amount	0
12	<input type="checkbox"/> The district certifies that it meets its commitment under the HQT standards (Section 1119)	
13	Parent Involvement (1% minimum for allocations above \$500,000)	48,000.00
14	Nonpublic Parent Involvement Amount	-
15	Homeless Amount (Section 1113©(3)(A) - comparable to Title I PPA)	16,000.00
16	Homeless (Consolidated Appropriations Act 2014)	-
17	PreKindergarten	383,382.00
18	Neglected/Delinquent	-
19	District-Wide Instructional Initiative Amount (for Title I schools only)	319,000.00
20	Non-Public District-Wide Instructional Initiative Amount	-
21	Other	-
22	Total Set Aside	1,003,987.00
Per Pupil Amount (PPA) Calculation - All buildings served with at least 35% low-income.		<b>Amount</b>
23	Total Title I Adjusted Allocation (Total Planning Allotment Minus Set Asides)	226,060.00
24	Carryover/Additional Funds to be available for PPA (optional)	273,000.00
25	Total Allocation Amount	499,060.00
26	Total LEA Number of Low-Income Students	3258
27	PPA - the minimum PPA for the entire district's low-income, not just those in schools served	\$ 153.18








**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.

Student assessments  Report Cards  Parent Surveys  Teacher Input  Other:

Please summarize the LEA plan for ongoing consultation (how often, stakeholders involved, etc.):

**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.

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

### 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.







