

2024-25 Title I, II and IV Stakeholder Review

October 10, 2024





Meeting Objectives

- To provide an opportunity for stakeholders to learn about how the District utilizes:
 - Title I – Improving the Academic Achievement of the Disadvantaged funding.
 - Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals
 - Title IV – Student Support and Academic Enrichment Program
- To provide an opportunity for stakeholders to give feedback on key sections of the District application for these funds.



Agenda

- Title I Basics
- Title I Allowable Uses of Funds
- Parent and Family Engagement
- Title I Budget and How Funds Are Used
- Title II Allowable Uses of Funds
- Title II Budget and How Funds Are Used
- Title IV Allowable Uses of Funds
- Title IV Budget and How Funds Are Used

Title I, Part A
Improving the
Academic
Achievement of
the
Disadvantaged



Purpose of Title I

The purpose of Title I is to improve the **academic achievement** of the **disadvantaged** by providing **fair, equitable, and high-quality education** to all children. Funds are to be used to help children meet **challenging state academic standards**, which may include programs, activities, and academic courses necessary to provide a “**well-rounded education**”.

Well rounded:

- English, reading, language arts, writing
 - Science, technology, engineering, mathematics
 - Computer Science
 - Foreign Languages
 - Civics and Government
 - Economics
 - Arts, music
- History, geography
 - Career & technical ed
 - Healthy, physical ed
 - Other content areas



What does it mean to be a Title I school?

Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...

- Providing timely assistance for students experiencing academic difficulties to help these student's meet the State's challenging content standards.
- Purchasing supplemental staff, programs, materials, or supplies that support the schoolwide plan.
- Conducting parent and family engagement meetings, trainings or activities that will help parents support their children academically.



What does it mean to be a Title I school?

- Accepting federal dollars comes with the agreement to implement requirements of the grant (compliance).



Title I, Part A Basics

- Title I, Part A is a state administered program.
 - US Dept of Ed funds to state based on statutory formula.
 - State grants funds to LEAs based on statutory formula.
 - LEA allocates funds to schools.



Title I, Part A Basics

- Allocations are based on:
 - **Census Poor** at the federal and state level – the number of children 5-17 from households at or below the poverty level, based on fiscal year census data.



The 2024-25 school year allocations are based on the FY2022 US Census Bureau data. Data used is always two years old.

- **% of students receiving Free/Reduced lunch** (or its equivalent) at the local level.



Types of Title I Programs

Schoolwide Program

- A comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.
- primary goal is to ensure that all students, particularly those that are low-achieving, demonstrate proficient and advanced levels of achievement of the state academic achievement standards.
- In a Schoolwide Program, all students are considered Title I students and all parents are considered Title I parents.

Provides program and fiscal flexibility to upgrade instruction for all children in a high-poverty school.

All Title I schools in PPS are Title I Schoolwide Programs



Two Types of Title I Programs

Targeted Assistance

- Designed to provide extra educational assistance beyond the regular classroom to at-risk students for not meeting the state's academic standards.
- Depending upon the grade, students are identified by objective criteria established by the District (K-2) or multiple, educationally related objective criteria.
- Only these students are considered Title I students and only the parents of these students are considered Title I parents.

Educational services provided to identified children who are low-achieving or at-risk of low achievement.

Foundational Requirements

- Federal funds must be used to supplement (add to) and in no case supplant (replace) state and local resources.
- District level plan must be submitted detailing expenditures for approval by PDE.
- At the school level, all costs must be included in or aligned to a need detailed in the school level schoolwide/school improvement plan.



Supplement not Supplant

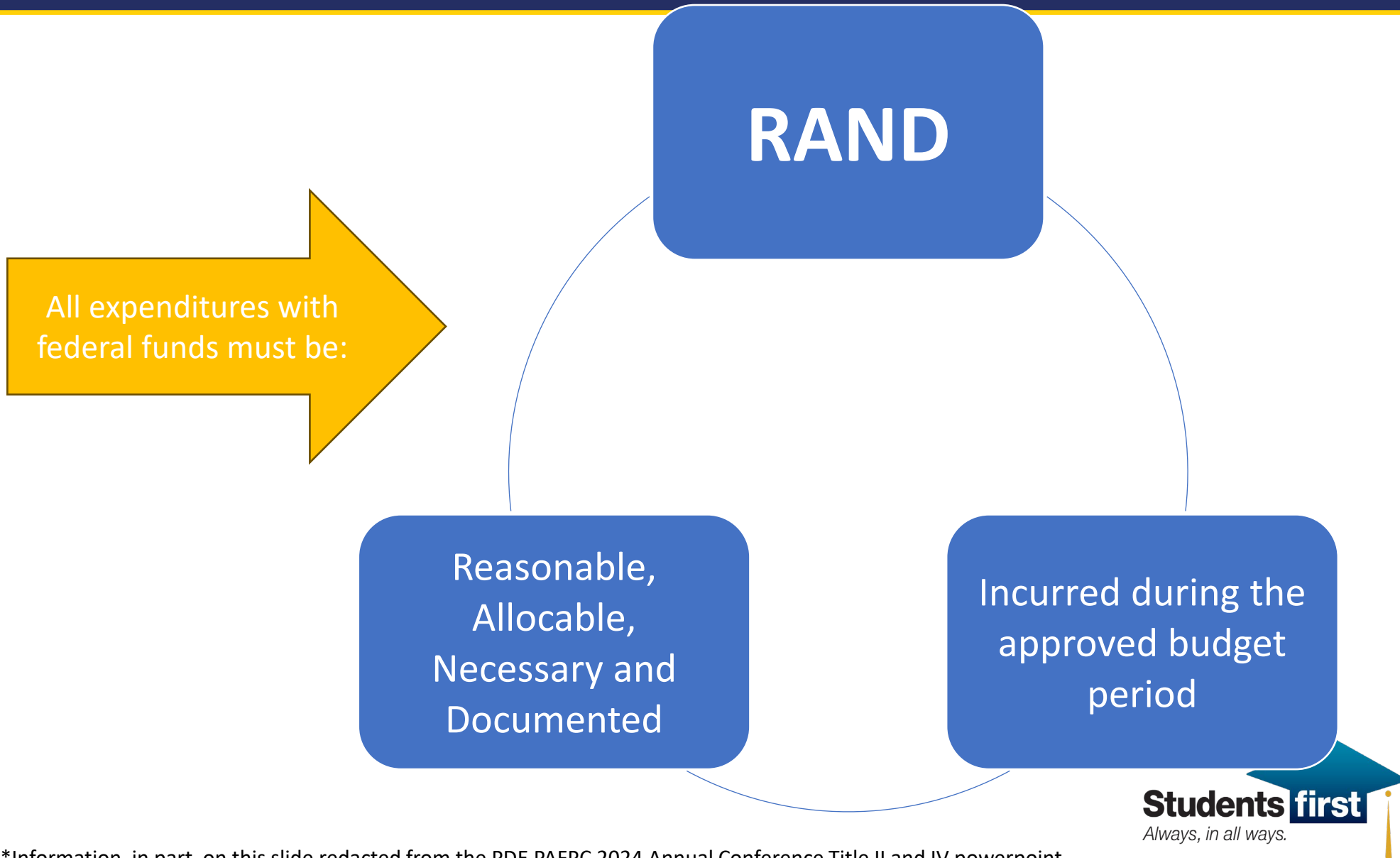
Three presumptions of supplanting are:

1. Providing services required under state and local law
2. Providing services that were provided in a prior year with state or local funds
3. Providing same service using federal and non-federal funds

*Information on this slide redacted from the PDE PAFPC 2024 Annual Conference Title II and IV powerpoint.



Uniform Guidance Basic Factors of Allowability 200.403



*Information, in part, on this slide redacted from the PDE PAFPC 2024 Annual Conference Title II and IV powerpoint.

Title I Allowable Activities



Well-Rounded Education

- **WELL-ROUNDED EDUCATION.**—The term “well-rounded education” means courses, activities, and programming in subjects such as:
 - English
 - Reading/LA
 - Writing
 - Science
 - Technology
 - Engineering
 - Math
 - Arts
 - History
 - Geography
 - Computer Science
 - Music
 - Career and Tech Education
 - Health
 - Physical Education
 - Foreign languages
 - Civics and Government
 - Economics
- and any other subject, as determined by the State or District, with the purpose of providing all students access to an enriched curriculum and educational experience.

Title I General Uses of Funds

Additional staff to provide additional support for students (teachers, paras, counselors, social workers etc.)

Materials and Supplies

Staff Development

Parent and Family Engagement

Activities and programs defined in a Title I Schoolwide Plan (as long as allowable).

Can pay for programs in all content areas defined in the "Well-Rounded Education" in ESSA (if in SW Plan).

Counseling and mental health programs

Mentoring programs

Access to advanced coursework

Student behavior supports

Credit recovery

Title I Parent and Family Engagement



Parent and Family Engagement

Parent and Family Engagement is one of the key pillars of Title I, emphasizing the importance of involving parents and families in their children's education.

The idea is that when parents are actively engaged in their children's education, students are more likely to:

- ☑ Succeed academically
- ☑ Have better attendance rates
- ☑ Display positive behavior in school



The U.S. Department of Education defines parent and family engagement as “the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities”.

Programmatic Purposes

- Title I funds can only be used for a programmatic purpose. Refers to meetings that support the **academic** achievement of students.
- Meetings regarding the curriculum, assessments, how parents can help students at home such as reading and math nights.
- Meetings to discuss the academic focus of the school.
- Can pay for refreshments for parents and childcare
 - Social events are unallowable.
 - Even if the meeting is for an academic purpose, entertainment and any associated activities are unallowable.

Parent & Family Engagement Investment

Districts must set-aside 1% of their Title I allocation for parent and family engagement.

Statutory Set-Aside
\$147,973

90% must be distributed to schools (includes \$2,900 per school FACE Coordinator stipend)

Actual Set-Aside
280,416

District level parent and family engagement is supported with an additional set-aside.

\$15,000



Parent & Family Engagement Calculation

- Every school receives a proportionate share of parent and family engagement funds. This share is depending upon the amount of their basic Title I funding.

Example:

Basic Title I Allocation	\$ 265,980
PFE Allocation 1.8%	\$ 4,788
FACE Coordinator Stipend & Benefits	\$ 2,900
Total Title I Allocation	\$ 273,668



Title I PFE Funds Allocated at the District Level

To support Title I
related PAC meetings
(Refreshments,
Childcare, Supplies)

To support the
revision of the
District PFE Policy

Staff PFE PD
(attendance at
conferences)

Title I PFE Funds Allocated at the School Level

<p>Title I related PSSC meetings (Refreshments, Childcare, Supplies, Books)</p>	<p>FACE Coordinator Stipend</p>	<p>Parent and/or FACE Coordinator attendance at the SPAC conference</p>	<p>Communications (Postage)</p>
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Title I School Level Required PFE Activities

- Annual Title I Meeting
- Review and revision of Parent and Family Engagement Policy
- Review and revision of School-Parent Compact
- Training on the state standards, assessments and how to monitor your child's progress.
- Materials and training to help parents work with their children to improve their children's achievement such as literacy and math training.



1st Topic of Feedback

Key Point:

The District not only believes that engaging parents and families is an important part of educating students, but Title I requires that District's meaningfully engage parents in the education of their students and set-aside funding to sup

After reviewing how the parent and family engagement funds are allocated and used at the District and school level do you have any feedback regarding how the funds are allocated and/or utilized OR recommendations for changes to consider for next school year?



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Your school is having a parent engagement line dancing event.

ⓘ Start presenting to display the poll results on this slide.

Title I Budget



Ranking and Serving

Prior to serving (allocating funds) Districts must rank their buildings from highest to lowest based on poverty percentages:

- Federal law requires Districts to serve schools that are greater than 75% first; regardless of grade span.
- If funds remain, then the District must continue to rank and serve buildings either regardless of grade span or by grade span.

2024-25 Title I Funding Tiers

Tier	Direct Certification %'s x 1.6	Tier %	Eligible Enrollment	Per Pupil Amount
Tier 1A (23 Schools)	≥ 130%	38.17%	6,144	\$620-\$725
Tier 1B (13 Schools)	110% - 129.9%	25.43%	4,093	\$515-\$550
Tier 2A (7 Schools)	100% - 109.9%	17.74%	2,855	\$310-\$325
Tier 2B (0 Schools)	90% - 99.9%	.00%	0	\$0
Tier 3A (4 Schools)	75% - 89.9%	13.16%	2,119	\$176-\$185
Tier 3B (0 Schools)	60% - 74.9%	.00%	0	\$0
Tier 3C (3 Schools)	35% - 59.9%	5.50%	886	\$170-\$175
Total Students			16,097	



Sample School Level Poverty Calculation

COLUMN A Number of low-income students	COLUMN B Total building enrollment	COLUMN C Column A divided by column B	COLUMN D Multiply column A by 1.60	COLUMN E Divide Column D by column B	COLUMN E Total school poverty reported for Title I allocation
	Food Serv	% direct	direct	% DC	%DC + 60%
direct	total	certified	certified	plus	with
certified	enrollment	only	times 1.60	percentage	100% cap
354	532	66.54%	566.40	106.47%	100.00%

2024-25 Title I Statistics

	Public (PPS)	Non-Public
Number of Title I Schools (Programs)	50	30*
Number of Schoolwide Programs	50	Not Applicable
Number of Students	16,097	511 (during 2023-24)

- * IU2 – 10 Diocese and 9 Non-Publics
- * IU3 – 10 Non-Publics (including one Diocesan School)
- * External Contractor – 1 Non-Public



2024-25 Title I Breakdown

Overall % Breakdown by Category			Schools: Staff vs. Non-Staff Costs		
Category	Budget	%	Category	Budget	%
Central	\$ 2,282,917	15.43%	Staff*	\$ 10,448,019	93.84%
School*	11,133,416	75.24%	Non-Staff	685,397	6.16%
Non-Pubs	1,380,875	9.33%		\$ 11,133,416	100.00%
Total	\$ 14,797,208	100.00%			
*Includes school-based coaches.					

2024-25 District Level Title I Budget

Category	Amount
Base Allocation	\$ 14,797,208
Carryover (15%)	\$ 2,244,886
Total Available	\$ 17,042,094
Required Set Asides	
• Parent & Family Engagement	\$ 319,951
• Non-Public (NP) Share & NP PFE	1,380,875
• Homeless	10,000
Total Required Set Asides	\$ 1,710,466
Optional Set Asides	
• Program Evaluation – Central Admin	\$ 222,002
• State and Federal Liaison – Central Admin	352,435
• Professional Development	6,111,086
• Indirect Cost / NP admin costs	842,450
Total Optional Set-Asides	\$ 7,527,973
Funds Available to Distribute to schools	\$ 7,803,655



School Level Title I Use of Funds

Staff salary & benefits
(teachers, paras,
counselors, social
workers, librarians,
interventionists,
tutors)

Communications
(postage)

Software licenses,
Supplies, Books,
Equipment
(Computers, Ipads,
Interactive panels,
Projectors)

Student Snacks

After and summer
school programming

Staff PD
(consultants,
supplies, books
etc.)

PFE
(including FACE
stipend)

2nd Topic of Feedback

Key Points:

- Title I funding is to be used as supplemental funding to upgrade the entire school with a focus on those that are lowest-achieving.
- Centrally, Title I funds can be used to support positions that programmatically or fiscally support Title I schools.

After reviewing how the District allocates Title I funding at the District level and how schools, in general, spend their allocation, do you have any feedback in regard to how the District utilizes Title I funding OR recommendations for changes to consider for next school year?



3rd Topic of Feedback

Key Points:

- Title I law requires that schools that have 75% or more low-income students be serviced by Title I.
- Title I law also requires that schools are ranked by poverty and then serviced in order. In other words, schools with higher poverty must be allocated Title I funding before schools with lower poverty.

After reviewing the District's Title I funding tiers that help us ensure that, per the legislative intent, higher poverty schools are adequately funded and served first, do you have any feedback in regard to the tiers?



Title II –
Supporting
Effective
Instruction
(Professional
Development)



Title II, Part A – Supporting Effective Instruction

Purpose:

- To improve teacher and leader quality and focus on preparing, training, and recruiting high-quality teachers and principals;
- To provide students from low-income families and minority students with greater access to effective educators.
- Supplement, not supplant requirement –
 - Presumption of supplanting occurs when a District uses federal funds to provide services that:
 - are required under other federal, state, or local laws
 - the District provided with non-federal funds in the prior year



Title II Allowable Activities



Title II Allowable Uses of Funds

- Class size reduction
- Recruitment and retention of teachers and principals
- Professional Development in the areas of (not an exhaustive list):
 - improved teaching and student learning and achievement
 - Expansion of access to and opportunities for STEM
 - Identification of trauma, mental illness, and intervention
 - Safety, alcohol, and drug abuse and chronic absenteeism
 - Selecting and implementing assessments
 - Improved staff working conditions
 - Data usage
 - Technology integration
 - Supplemental induction/mentoring programs
 - PFE
 - IEP development and implementation



2024-25 Title II Budget

Professional Development (Coaches)	\$1,402,170
Non-Public Share	\$ 319,170
Indirect & Administration Cost	\$ 40,771
Total	\$1,402,111



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The District would like to use Title II funds to pay for student supplies.

ⓘ Start presenting to display the poll results on this slide.

4th Topic of Feedback

Key Points:

- Funding is allocated to support teachers through coaching.
- Title II can be used for PD or other ways to improve teacher or principal quality consistent with the grant regulations.

After reviewing the District's planned use of Title II funding do you have any feedback in regard to how the District is utilizing these funds OR recommendations for changes to consider for next school year?



Title IV Student Support & Academic Enrichment Grants



Title IV, Part A – Student Support & Academic Enrichment Grant

Purpose:

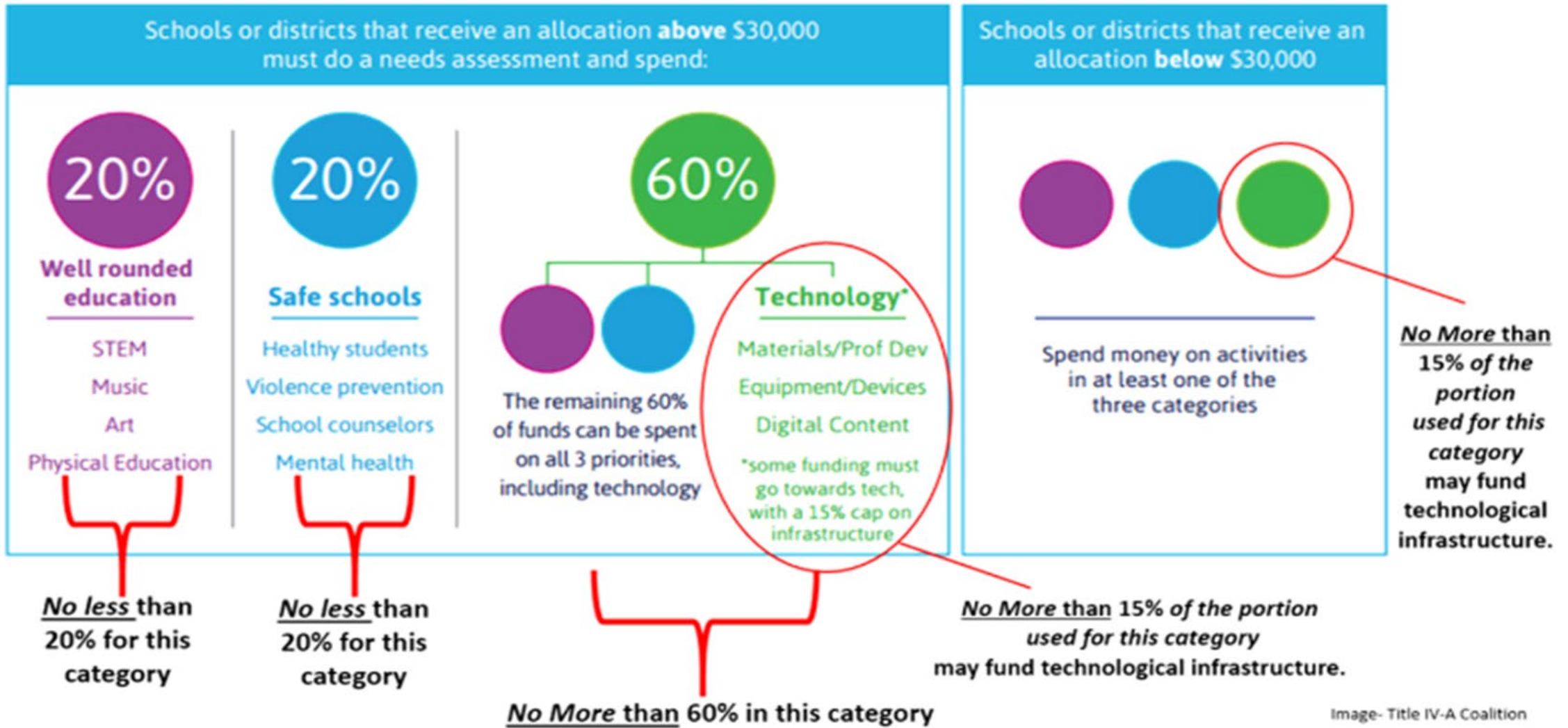
The purpose of Title IV is to improve student academic achievement by increasing the capacity of States, local educational agencies, schools and local communities to:

- Provide all students with **Well-Rounded Educational** opportunities;
- **Safe & Healthy Students** - Improve school conditions for student learning; and
- Promote the **Effective Use of Technology** in supporting academic achievement and digital literacy.



If Allocation is greater than \$30,000:

If below \$30,000:



Title IV Allowable Activities



Well-Rounded Education

- **WELL-ROUNDED EDUCATION.**—The term “well-rounded education” means courses, activities, and programming in subjects such as:
 - English
 - Reading/LA
 - Writing
 - Science
 - Technology
 - Engineering
 - Math
 - **Arts**
 - History
 - Geography
 - Computer Science
 - **Music**
 - Career and Tech Education
 - Health
 - Physical Education
 - Foreign languages
 - Civics and Government
 - Economics
- and any other subject, as determined by the State or District, with the purpose of providing all students access to an enriched curriculum and educational experience.

Well-Rounded Educational Opportunities

- **Accelerated learning programs (IP & IB)**
- College and Career counseling
- **Social-Emotional Learning**



Safe and Healthy Students

Safe and Supportive Schools

- Bullying and harassment prevention
- School dropout prevention
- Reducing use of exclusionary discipline practices
- Building school and community relationships
- **Culturally Responsive Teaching**
- Positive Behavioral Interventions and Supports (PBIS)

Student Physical & Mental Health

- Healthy, active lifestyles
- Nutritional education
- Trauma-informed classroom practices
- Drug and violence prevention
- School-based health and mental health services
- **Preventing use of alcohol, tobacco, and other drugs**

This is not a complete list of allowable uses of funds.

Effective Use of Technology

Non-infrastructure

- Professional development
- Technology
 - Digital literacy and citizenship
 - Personalized learning
 - Blended learning

Infrastructure

- Devices, equipment, software applications, **platforms** and digital instructional resources
- 15% cap

2024-25 Title IV Budget

Category	Amount
Well-Rounded	
AP Exam fees for low-income students	\$ 10,000
Supplies and Equipment to support music/visual arts	\$ 310,000
ACT Work Keys Assessment software	\$ 35,000
Social Emotional Learning Curriculum	\$ 142,035
Summer Leadership Academy PD for school-based staff	\$ 117,115
Safe and Healthy	
Drug/Violence Prevention Contract	\$ 125,000
Culturally Responsive Teaching Contract	\$ 60,000
Culturally Responsive PD Materials and Supplies	\$ 16,600
Effective Technology	
Social Emotional Learning Curriculum	\$ 25,000
Non-Public Equitable Share	\$ 260,221
Indirect Costs (both public and non-public)	\$ 27,224
Total	\$ 1,128,195

5th Topic of Feedback

Key Points:

- Flexible grant to provide students with a well-rounded education.
- Our District must spend at least 20% on well-rounded; at least 20% on safe and healthy students and a portion on the effective use of technology.

After reviewing the District's use of Title IV funding do you have any feedback in regard to how the District is utilizing these funds OR recommendations for changes to consider for next school year?



Title I Monitoring



Why must the District be monitored?

- PDE is required by federal law to monitor all Districts on a cyclical basis and based on risk (low, medium or high). High risk is monitored annually.
- Factors that determine risk:
 - Title I allocation
 - New personnel (Supt., Fed Prog Coord. And Business Manager) and new accounting software
 - Late submission of applications/plans/reports
 - Previous monitoring findings
 - Participation in training
- Most Districts are monitored every 4 years.
- PPS is high risk and therefore monitored annually.



Why must the District be monitored?

- Ensure compliance with federal laws and regulations.
- Avoid audit exceptions
- Technical assistance



2024-25 SYschools that will be visited by PDE

K-5	K-8	6-8	6-12	9-12
Beechwood K-5	Mifflin K-8	Classical 6-8*	CAPA 6-12	Carrick HS
Concord K-5	Langley K-8*	South Brook 6-8	Milliones 6-12*	Perry HS*
Linden K-5	Morrow K-8*			
Miller K-5	Sunnyside K-8			
Montessori K-5				
Spring Hill K-5				
Weil K-5				
West Liberty K-5				



Questions?

