



MPS Federal Programs Handbook

2022 - 2023



Disclaimer: *The contents of this handbook are currently under revision by the Federal Programs Department of Montgomery Public Schools. This handbook is subject to change at any time given updates in federal or state legislation or guidance. The contents of this handbook is provided as technical assistance to support the administration, planning, implementing, monitoring, and evaluation of Title I Schoolwide/Targeted Assistance Programs. This information and documents are based upon the USDOE policy guidance, non-regulatory guidance and the Every Student Succeeds Act (ESSA). Additional ESSA legislation, regulations, and guidance can be obtained through the USDOE website at <https://www2ed.gov/documents/essa-act-of-1965.pdf>. Any questions not addressed in the handbook should be directed to an assigned Montgomery Public Schools (MPS) federal programs staff at 334-223-6852.*

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Federal Programs Overview

The *Elementary and Secondary Act of 1965*, as amended by *Every Student Succeeds Act of 2015*, provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I is the nation's largest federal assistance program for schools. The goal of Title I is to help every child get a high-quality education. Title I resources are directed toward students who need them most. Services may be provided at a non-public school who wish to participate.

As an LEA, our goal as Montgomery Public Schools Federal Programs Department is to administer all federally funded education programs by providing technical assistance to schools through the support of continuous improvement plans and Title budgets, planning, implementation, evaluation, and monitoring for compliance with federal statutes and regulations.

2022-2023 Title I Schools

School Name	Principal
Bellingrath Middle (Charter)	Mary Holloway
Brewbaker Intermediate	Natasha Starr
Brewbaker Middle	Jaime Dubei
Brewbaker Primary	Jaclyn Brown Wright
Capitol Heights Middle	Dr. Aurielo Harrison
Carr Middle School	Dr. Benjamin Brown
Carver Elementary	Juan Henderson
Catoma Elementary	Mary Markham
Chisholm Elementary	Lolita Osborne
Crump Elementary	William Shaw
Dalraida Elementary	Dr. Bryan Cutter
Dannelly Elementary	Dwight Brooks
PLA @Davis Elementary (Charter)	Ericka Anderson
Dozier Elementary	Dr. Keith Ledyard
Dunbar-Ramer	Dr. James Owens
Fitzpatrick Elementary	Dr. Charlesetta Robinson
Flowers Elementary	Tori Infinger
Garrett Elementary	Gena Robinson
Goodwyn Middle	Keisha Howard
Halcyon Elementary	Shannon Schmidt

Highland Avenue Elementary	Heather Grayson
Highland Gardens Elementary	Quantina Sides
Jefferson Davis High School	Demond Mullins
Johnson Elementary	Tiffany Scissum
King Elementary	Booker McMillian
Lanier High School	Joseph Roberson
Lee High School	Dr. Antjuan Marsh
McIntyre Comprehensive	Rose Tarantino
McKee Middle	Patrick Nelson
McMillian International	Faith Goshay
Morningview Elementary	Kenyetta Miller
Morris Elementary	Denitta Easterling
Nixon Elementary (Charter)	LaDedra Frazier
Park Crossing High School	Cheryl Fountain-Smith
Pintlala Elementary	Angela James Sampson
Southlawn Elementary	Tamara Winston
Southlawn Middle	Dr. Jamar Muhammad
Vaughn Road Elementary	Brenda Lindsey
Wares Ferry Road Elementary	Marcus Roberts
Wilson Elementary	Meredith Bishop

MPS Federal Programs Department Directory

307 South Decatur Street Montgomery, AL 36104

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SECTION 1:

Purpose of Title I

What Is Title I?

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds (ESSA) Act, is designed to help disadvantaged children reach high academic standards.

The Purpose of Title I

ESSA requires that an eligible school operating a schoolwide or targeted assistance program must develop a comprehensive plan that is designed with the involvement of teachers, principals, parents, etc.

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

1. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
2. Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
4. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
6. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
8. Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
9. Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
10. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
11. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
12. Affording parents substantial and meaningful opportunities to participate in the education of their children.

Overview of Schoolwide Programs

What Is A Schoolwide Program?

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school-

- Conduct a comprehensive needs assessment
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- Accountability for results. In a schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State’s challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.
- Evidence-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- Parent and family engagement. Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school’s values and

overall mission. These partnerships strengthen the school’s ability to meet the needs of all students and improve the school.

B. Core Elements of Schoolwide Programs

ESSA established high standards of accountability for State and local educational agencies (SEAs and LEAs), by requiring them to raise the achievement of all students, including students in the nation’s poorest schools. States must describe how schools will close the achievement gaps between major subgroups of students, make adequate yearly progress (AYP), and ensure that all students, including those who are educationally disadvantaged, meet the State’s academic achievement standards.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school’s operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

In general, schoolwide programs-

- ❖ Plan for comprehensive, long-term improvement
- ❖ Serve all students with highly qualified teachers and paraprofessionals
- ❖ Provide continuous learning for staff, parents, and the community

- ❖ Use research-based practices to develop and implement enriched instruction for all students
- ❖ Use inclusive approaches to strengthen the school’s organizational structure
- ❖ Consolidate resources to achieve program goals¹
- ❖ Engage in continuous self-assessment and improvement

There are three core elements of a schoolwide program.

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school’s strengths and challenges in key areas that affect student achievement.

2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide plan must--
 - a. Conduct Comprehensive Needs Assessment
 - b. Identify Schoolwide Reform Strategies, aligned with the needs assessment, that are evidence-based and provide opportunities for all children to meet the State’s proficient or advanced levels of academic achievement;
 - c. Provide instruction by High Quality Staff
 - d. Create Strategies to Attract Qualified Teachers
 - e. Offer High-Quality, Ongoing Professional Development;
 - f. Create strategies to attract highly qualified teachers;
 - g. Develop Transition Strategies
 - h. Identify measures to include Teacher Participation in Making Assessment Decisions
 - i. Conduct activities to ensure students experience difficulty attaining proficiency receive effective, timely and additional assistance
 - j. Standards Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs;
 - k. Identify measures to include teachers in decisions regarding the use of academic assessments;
 - l. Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
 - m. Coordinate and integrate Federal, State and Local Programs and Resources
 - n. Conduct an evaluation of the schoolwide program

The school must evaluate annually the outcomes and the plan’s implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

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Components of the Title I Schoolwide Diagnostic Program

1. Comprehensive Needs Assessment (Section 1114(b)(6))
2. Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))
3. Instruction by Qualified Staff (Sec. 1114(7)(A)(iii)(IV))
4. Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))
5. High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))
6. Transition Strategies (Sec.1114(7)(A)(iii)(V))
7. Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))
8. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))
9. Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))
10. Evaluation (Sec.1114(b)(3))

A comprehensive plan must address all of the components defined in the ESSA [Section 1114(b) of Title I of ESSA]. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program.

- ❖ **Comprehensive Needs Assessment:** Instructional strategies and initiatives in the comprehensive plan must be based on evidence-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.
- ❖ **Schoolwide Reform Strategies:** Strategies in the schoolwide plan which focus on helping ALL students reach the State's standards, include evidence-based methods and interventions that increase the quality and quantity of instruction.
- ❖ **Instruction by Qualified Staff:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.
- ❖ **Strategies to Attract Qualified Teachers:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

- ❖ *High Quality and Ongoing Professional Development:* Professional development is “sustained and ongoing,” and is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.
- ❖ *Transition Strategies:* This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.
- ❖ *Teacher Participation in Making Assessment Decisions:* In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.
- ❖ *Timely and Additional Assistance to Students Having Difficulty Mastering the Standards:* Identified students who experience difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level, will be provided timely, effective, and additional assistance.
- ❖ *Coordination and Integration of Federal, State and Local Programs and Resources:* Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.
- ❖ *Evaluation:* The school evaluates the results achieved by the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement.

LEA Allowable Uses of Funds

Usage of Funds for Schoolwide Schools

A local educational agency may consolidate and use funds together with other Federal, State, and local funds in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. No school participating in a schoolwide program shall be required to identify

particular children under this part as eligible to participate in a schoolwide program or to provide services that are supplementary, as otherwise required by section 1120A(b).

A school participating in a schoolwide program shall use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

Title I, Part A of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)

- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.
- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Instructional coaches to provide high-quality, school-based professional development.
- Increased learning time.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce. Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement

data to monitor progress, alert the school to struggling students, and drive decision making.

- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

SECTION 2:

Alabama Continuous Improvement Plan (ACIP)

Overview

ESSA requires that an eligible school operating a schoolwide or targeted assistance program must develop a comprehensive plan that is designed with the involvement of teachers, principals, parents, etc. The plan is developed around a comprehensive needs assessment.

The plan should be implemented, regularly monitored, and revised as necessary. The plan is based on students' needs to ensure that students are provided opportunities to meet the challenging State academic standards. All school-level plans will be created and/or developed in the electronic system named eProve. Chart 1.1 (see next page) provides guidance on the required ACIP components. Districts do not have to complete an ACIP in eProve.

Process

The federal programs coordinator or central office designee should ensure that all components of the ACIP are complete, including the applicable Schoolwide and Targeted Assistance Diagnostics, which are found in eProve Diagnostics and the school plan which is located in eProve Strategies.

- eProve Website: <https://myjourney.advanced.org/login>

It is the goal of MPS Federal Programs Department, in conjunction with the Office of Curriculum and Instruction to provide feedback to schools before approving the schools' ACIPs. Final approval from the central office can be done verbally or in writing/feedback notes to the schools. The ALSDE Office of School Improvement may have additional ACIP requirements for schools in Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) status.

The plans should be monitored, and evaluated throughout the year by school principals and their ACIP Teams. It is a working document that can be adjusted as needed. Schools should complete a thorough evaluation at the end of the year.

- Starting the Process:
 - **Have a strong ACIP Committee/Leadership Team in Place**
 - **ACIP** committee must include:
 - ✦ Teachers
 - ✦ Principals
 - ✦ Administrators
 - ✦ Other appropriate school staff
 - ✦ Students (secondary school)
 - ✦ Parents
 - ✦ Other appropriate Community Members

Federal Programs can view the plans at any time by logging into the eProve platform. As a reminder, schools must include **any** federal dollars that are being spent in their yearly plan. Funding should connect to an objective, critical initiative, or activity within the plan.

Writing the Plan

At this point in developing a schoolwide program, the planning team will have completed the needs assessment, analyzed results, identified priorities, created program goals, and selected strategies for activating those goals. All of these components come together in the writing of the comprehensive schoolwide plan. The comprehensive plan is designed to capture in writing a focused and coherent design to reform the entire school.

The planning team should also consider the following when assembling the comprehensive plan:

- ❖ **Does the school already have a comprehensive plan?** To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a functional and comprehensive plan for school improvement should build on it, rather than starting over, as long as the existing plan was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. No specific format is required. If an

LEA or SEA requires a specific plan format, then the information required for the schoolwide plan should be incorporated into it.

Note: The Alabama Department of Education requires all schools/districts utilize Cognia's eProve Strategies to format schoolwide plans (ACIP).

- ❖ **How will the budget support the plan?** The schoolwide plan should contain a budget that identifies all of the resources that will be available to implement the schoolwide

program. In the spirit of Title I schoolwide programs, the budget should reflect the commitment the staff has made to using all available resources, as allowed, to improve the achievement of all students.

- ❖ **How will this plan accommodate changes over time?** Once written, the schoolwide plan remains in effect as long as the school chooses to be a schoolwide program. However, creators of the original schoolwide plan should acknowledge from the beginning that the schoolwide plan will evolve and grow over time as changes occur inside and outside of the school. A school must review and revise its plan as necessary, evaluating it at least annually. These activities are likely to result in modifications that address changing student needs, new instructional approaches, or modifications in the State’s standards, assessments, or accountability system.
- ❖ **Who will monitor the implementation of the plan?** A school has flexibility in how it monitors the operation of the schoolwide program, but generally, a school team consisting of the principal, teachers, parents, external technical assistance providers, and other representatives from the school and community is given this responsibility. Representatives of programs from which funds have been consolidated should also be included on the team. Each member of the team should be knowledgeable about the purpose of schoolwide programs, the required components, and the contents of the school plan.

Additional Resources

Principals and leadership teams can view the FY23 Federal Programs ACIP presentation conducted during the 2022-23 District Pull Out Sessions to revisit district common themes, objectives, and other important points for developing critical initiatives and activities that support district’s Curriculum and Instructional expectations for all schools.

ACIP Presentation Zoom Link:

https://drive.google.com/drive/folders/1sABg-sRI_VsETXCRCrO_K2UBojTnvNd

ACIP Presentation PowerPoint Link:

https://docs.google.com/presentation/d/1_2vxH_Tgswydpb4e_JQhdOoHi9pIH0ay1mGgdzBuys/edit#slide=id.p1



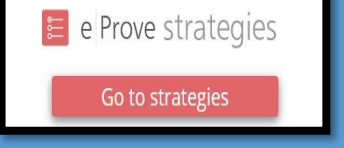
Chart 1.1: ACIP Checklists

Title I Schools ACIP Checklist	Non-Title Schools ACIP Checklist
_____ Administer Title I Parent Surveys (Spring or Fall)	_____ Administer Parent Surveys (Spring or Fall)
_____ Administer Staff and Student Surveys (Spring or Fall)	_____ Administer Staff and Student Surveys (Spring or Fall)
_____ Complete the applicable Title I Diagnostic (Schoolwide or Targeted Assistance)	_____ Complete plan in eProve Strategies
_____ Complete plan in eProve Strategies	

Chart 1.2: Additional Website Resources

- https://padlet.com/andrel_harrison1970/StrategicThinkingResourcesAlabamaSchools
- <https://alsde.onlinehelp.cognia.org/>
- <https://extranet.cognia.org/extranet> (use eProve password and username to log-in)

Chart 1.3: Guidance on required ACIP Components

		
<p>Data from survey results assist with developing a school's needs assessment.</p>	<p>The Title I Diagnostic can be found under the ALSDE Content Tab in eProve Diagnostics. The Title I Diagnostic is for Title I Schools ONLY.</p>	<p>Both Title I and Non-Title Schools and must complete an ACIP in eProve Strategies.</p>
<p>Parent Surveys</p> <ul style="list-style-type: none"> • Title I Schools must use the required Title I Parent Survey that can be found under the ALSDE Content Tab in both English and Spanish • Non-Title Schools may use any parent survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> • Schoolwide or Targeted Assistance Title I Comprehensive Needs Assessment 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> • This is an annual plan that contains strategic themes, objectives, critical initiatives, activities, financial resources, etc.

<p>Teacher Surveys or Inventories Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> Schools may use any teacher survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I ACIP Assurances 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> The <i>Annual Implementation Plan</i> within eProve Strategies will function as your school’s yearly ACIP.
<p>Student Surveys or Inventories Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> Schools may use any student survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice. 	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I Parent and Family Engagement Plan 	<p>Title I Schools and Non-Title Schools</p> <ul style="list-style-type: none"> If a Title I School, be sure to include all federal dollars used in the financial resources section of the plan.
	<p>Title I Schools Only</p> <ul style="list-style-type: none"> Schoolwide or Targeted Assistance Title I Coordination of Resources- Comprehensive Budget 	

SECTION 3:

Annual Title I Bookkeepers/Principals Training Overview

Overview

Montgomery Public Schools Federal Programs Team is a dedicated group committed to supporting the district, principals, and school teams leverage Title funding to positively impact the teaching and learning environments.

The annual Title I bookkeepers/principals training provides bookkeepers and principals with specific information and training to ensure support in administrating federal funding to MPS forty-one title schools. The annual training is supported with ongoing collaboration and support by our Federal Programs Team.

This 2022-23 academic year training was conducted via Zoom in alignment with this COVID-19 consciousness time we are experiencing. The FY23 Title I/CSI Bookkeepers Training Zoom recording can be accessed using the following link:

Time: August 8, 2022, 09:00 AM Central Time (US and Canada)

<https://mps-k12-al-us.zoom.us/j/83695594219?pwd=b2RzMEVlR0luTzE5QzBXbVlrZEJRdz09>

Time: August 8, 2022, 11:00 AM Central Time (the US and Canada)

<https://mps-k12-al-us.zoom.us/j/83203852617?pwd=NG8vNnBuVC9KSnFEQ2NLU2FMc1NNQT09>

Things to Learn from this training:

- Procedures for processing Title I Requisitions
- Forms used by the Title I Office for processing (Payrolls, Requisitions, Professional Development, Time & Effort, Inventory, etc.)
- Correct coding for processing Title I expenditures
- Track Requisitions to a Purchase Order and then to payment
- How to generate your Budget Analysis Report
- How to generate your Title I Detail Variance Report
- How to submit Contracts

Training Index:

- Timelines
- Time & Effort
- Title I Requisitions
- CSI Requisitions
- Title I Purchase Orders
- CSI Purchase Orders
- Title I Payrolls
- CSI Payrolls
- District Payrolls
- Title I Professional Development
- CSI Professional Development
- Inventory
- Budget Analysis Report
- Budget Detail Variance Report
- Steps to download Documents
- Reminders
- Contact Information

Federal Programs

- To access documents you may go to www.mps.k12.al.us
 - Click on Departments
 - Click on Federal Programs
 - Click on Title I
 - Then go to third paragraph click on the words **(Click here)**

SECTION 4:

MPS Federal Programs Sample Forms

Hiring Protocols

Protocol for Hiring Personnel Paid with Federal Funds

- **Principals** will complete and submit the **Position Request Form** and **Personnel Validation Form** to the Federal Program Office.
- *The **Federal Program Director** will verify the position is **aligned with the ACIP and determine if funds are available in the school's budget.***
- The **Federal Program Director** will approve or deny the position request and send a copy to the Director of Human Resources and the principal. If denied, an explanation will be provided and the school may adjust and resubmit. If approved, Human Resources will post the position.
- After the interview, principals will make the recommendations using the **Personnel Action Form** and submit it to the Federal Program Director. *(If you send the form to Human Resources, it will be rerouted to the Federal Program Director which may delay processing.)*
- The **Federal Program Director** will vet the person recommended to ensure the salary does not cause the budget to exceed allocation and to ensure personnel meets certificated requirement. After which, a copy will be emailed to the principal and forwarded to the Director of Human Resources for processing. Please note the Office of Human Resources will **not** recommend an applicant to the superintendent for hiring, if the Federal Program Director has not approved the position.

Title I/CSI Position Request Form

This position is required for full or part time positions. Each personnel requires a separate form even if there will be multiples of the same position. If a Job Announcement must be posted, the request must be completed PRIOR to posting. This form must be completed annually.

1. **School/Program:** _____
2. **Duty assignment:** _____
3. **Position Title:** _____ 4. **School year:** _____
5. **New/Replacing/Continuing Unit :** _____

6. **What strategy does this position address in your CIP?** _____

7. **Comments: Please provide any necessary justification or information for this position:**

8. **Estimated salary and benefits:** _____

9. **Fund Source(s): (Check all that apply)**
- | | | |
|-------|---|---------|
| _____ | Title I School/Program Allocation | _____ % |
| _____ | Comprehensive Support & Improvement (CSI) | _____ % |

I acknowledge that federal funds are available and request their use for personnel as indicated above.

_____	_____
Principal/Program Head (signature)	Date

_____	_____
Approved	Denied

_____	_____
Federal Programs Director (signature)	Date

_____	_____
Approved	Denied

_____	_____
Chief Academic Office	Date

Unless otherwise noted, all references to ESSA in this document refer to the Elementary and Secondary Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015.

FY23

Title I / CSI Personnel Validation Form for FY 22

School Name:

Position Title	Cost	Rational for Position	Data Validating Need for Position

If you and your leadership team had the position in your Title I budget in the previous year, how did you evaluate the effectiveness of the position/Individual?

Principal Signature

Date

Federal Programs' Director Signature

Date

Chief Academic Officer

Date

**Federal Programs
TITLE I / CSI PERSONNEL ACTION FORM**

Employee Name _____ Date of Request _____
 School/Department _____ Position _____ Effective Date _____

New Employee Job Transfer _____ Termination

Type of Change	Annual Salary	Benefits –Insurance \$9,600.00 Full time Employee-20.21% Part time Employee-7.78%
Salary		
Position		
Full-time/Part-time		
Classification (Certified or Support)		

New Position Replacement If replacement, indicate employee’s name: _____

Comments: _____

Principal’s Signature _____ Date _____

Federal Programs Director Signature _____ Date _____

Chief Academic Officer Signature _____ Date _____

Human Resources Signature _____ Date _____

Note: Please submit a schedule within (5) days of hire date

Cover Sheet

School: _____ **Principal:** _____ **Funding Amount:** _____ **Funding Source:** ___(Title I) ___(CSI) District Initiative

Federal Program Director: Dr. Eric James

Chief Academic Officer: Bernard Mitchell

Application Status:

_____ Funding Approved _____ Disapproved

_____ C & I Approved _____ C & I Approved with Revisions _____ C & I Denied

Bus Transportation: _____ I plan to offer Extended Day Bus Transportation to students _____ I do not plan to offer Extended Day Bus Transportation

Comments:

Extended Day and/or Evening Academy Program Expectations

ALL EXTENDED DAY and/or EVENING ACADEMY PROGRAM PLANS MUST BE APPROVED BY THE FEDERAL PROGRAMS DIRECTOR and CHIEF ACADEMIC OFFICER. Each school participating in an Extended Day or Evening Academy Program must submit the required Plan to the Federal Programs Director before the start of the program to verify availability of funds.

Job postings and Staffing decisions should be determined based off the number of identified students scheduled to participate in the program. Recommendations for class sizes are 15:1 student to teacher ratio (secondary). Class sizes are to be monitored daily, while adhering to the (3) day absence expectation, to ensure that staffing reflects student attendance. Recommendations to staff changes/program continuation may change due to class size. *This recommendation will be made from the Federal Programs Director, and **approved by the MPS CHIEF ACADEMIC OFFICER.***

SECTION 5:

Other Federal Programs and Fiscal Requirements

Supplement, Not Supplant (SNS)

Title I, Part A Requirements

General Information

A State education agency or local education agency shall use Federal funds received under [Title I, Part A] only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under [Title I, Part A], and not to supplant such funds.

ESEA Section 1118(b)(1)

- An LEA receiving Title I, Part A funds must continue to use its Title I, Part A funds only to supplement, and not supplant, the funds that would be made available from State and local sources in the absence of such Federal funds.

Other Federal Programs

Title I, Part C – Migrant Children Education

Funds provided under [Title I, Part C] shall be used to address the [supplemental] needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except those migratory children who are eligible to receive services under [Title I, Part A] may receive those services through funds provided under [Title I, Part A], or through funds under [Title I, Part C] that remain after the agency addresses the needs described in [the comprehensive plan].

Section 1306(b)(2)

Title I, Part D – Neglected and Delinquent Children Programs

A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

Section 1415(b)

Title II, Part A – Supporting Effective Instruction

Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Section

2301 Title III, Part A – Language Instruction for English Learners & Immigrant Students

Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Section 3115(g)

Title IV, Part B – 21st Century Community Learning Centers

Each application submitted under paragraph (1) shall include an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.

Section 4204(b)(2)(G)

Title V, Part B – Rural Education Achievement Program

Funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

Section 5232

Title IX, Part A – McKinney-Vento Homeless Assistance Act

Services under paragraph (1) – shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.

42 U.S. Code §114433(a)(2)(A)(iii)

Time and Effort

An employee whose salary and wages are supported, in whole or in part, with Federal funds is required to document their time spent working on Federal programs. The submitted documentation is used to ensure that charges reflect an accurate account of the employee's time and effort devoted to each Federal program. (Appendix B of 2 C.F.R. Part 225 (formerly OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*))

There are two types of documentation that are used to show time and effort in Alabama:

- 100% Certifications
- Personnel Activity Reports (PAR)

100% Certifications

For employees who work solely on a single Federal award or cost objective, a periodic certification is required. These certifications must be prepared at least semi-annually and signed by the employee and supervisory official who has firsthand knowledge of the work performed after the last day on the semi-annual certification.

Personnel Activity Report (PAR)

For employees who work on multiple activities or cost objectives, a Personnel Activity Report (PAR) is required.

SECTION 6:

Federal Programs Monitoring

Definition and Purpose of Monitoring

Monitoring is the regular and systematic examination of an LEA's administration and implementation of the Federal education grant, contract, or cooperative agreement administered by the United States Department of Education (ED) through the Alabama State Department of Education (ALSDE). Monitoring assesses the extent to which States provide leadership and guidance for local education agencies (LEAs) and schools in implanting policies and procedures that comply with statutes and regulations. ED requires the ALSDE to monitor LEA implementation of Federal education grants.

LEA Self-Assessment

The LEA will complete an annual self-assessment. The Self-Assessment will serve as a catalyst for the LEA program review and provide the opportunity for the LEA to request specific technical assistance from the ALSDE. The ALSDE will compile identified needs for the purpose of planning local, regional, and state training sessions to address identified needs.

ALSDE Desk Reviews

The ALSDE Desk Review will examine evidence that demonstrates the LEA focuses federal funds on programs, services, materials, and other support to ensure that all students particularly those who are among the targeted subgroups - economically disadvantaged, major racial/ethnic groups, English Learners, migrant, students with disabilities - reach proficient and advanced levels on the state's assessments.

- Evidence will be gathered through the approval process for eGAP applications.
- LEA Expenditure Reports and eGAP budgets will be reviewed to ensure that the LEA systematically coordinates the use of the separate sources of federal funds with state and local funds and to verify funds were spent according to approved budgets and to supplement and not supplant state and local funds.

Onsite Reviews

School districts will be scheduled for an onsite review based on a combination of a five-year cycle and risk assessment. The Federal Programs Section of the Alabama State Department of Education On-Site Compliance Review Manual and eProve will be used to document review findings.

- Each local education agency is encouraged to contact their regional specialist for assistance in preparing for an onsite review.

Federal Programs Comprehensive Monitoring Visit Protocol

Pre-Monitoring Activities	Onsite Visit	Post-Visit/Corrective Action Support
<p style="text-align: center;">Technical Assistance</p> <p>Onsite per request by LEA 2 to 3 months prior to a scheduled monitoring visit</p>	<p>Some of the activities that will take place during an Onsite Visit include:</p> <ul style="list-style-type: none"> • Entrance Conference • School Visits • Parent Interviews • Program Coordinator Interviews • Exit Conference with Federal Programs Coordinator and other staff as desired by the District <p>NOTE: The onsite visit may last from 1 to 3 days, depending on evidence revealed through the desk review, interviews, school visits, and whether the District has submitted all requested information in a timely manner.</p>	<p style="text-align: center;">No Findings Found</p> <p>The monitoring visit process is completed for the Federal Programs Section</p>
<p style="text-align: center;">Document Request Email</p> <p>Some of the items that will be requested include:</p> <ul style="list-style-type: none"> • Budget Analysis Report by Cost Center (YTD) • List of New Hire Teachers • Gross Employee Salary Report by Cost Center (Current Year) • Teachers paid with Federal Funds • List of all instructional paraprofessionals in Title I schools • LEA Planning Template • List of schools with high EL populations and number of EL students 		<p style="text-align: center;">Findings Found</p> <p>The Program Coordinator will be guided through the Corrective Action Process by the Monitoring Team Leader.</p> <p>Here is a brief summary of the process:</p> <ol style="list-style-type: none"> 1. Findings, follow actions and timeline explained on site 2. Technical Assistance related to follow-up actions or documents required to clear the findings explained with a timeline for submission in eProve as requested or needed by District

<p>Desk Review</p> <p>Review documentation submitted in eProve</p>	<p>3. Monitoring Team Leader directs/reviews/approves documentation submitted in eProve or via email</p>
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Preparing for Onsite Review

ALSDE Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Contact LEA Federal Programs Coordinator at least two weeks prior to the onsite/desk review • Provide a planning template for scheduling school visits • Identify schools that will be visited • Inform the Federal Programs Coordinator of expectations and process for the school visits 	<p>District Level:</p> <ul style="list-style-type: none"> • Review the onsite monitoring document • Contact your ALSDE Specialist to provide technical assistance (if needed) • Review the Required Documents List provided by ALSDE • Collaborate with all central office staff responsible for reports, personnel, inventory, and fiscal issues • LEA Federal Programs Coordinator notifies the schools selected for visits and explains the school visit process to the staff • Organize all supporting documents that confirm meetings, work sessions, parent notifications, and collaboration so that they are easily accessible (signin sheets, agendas, working notes, emails, etc.) <p>School Level:</p> <ul style="list-style-type: none"> • School teams should include the Principal, ACIP members and others that are designated by the principal • School principals are responsible for having teams assembled at scheduled times • Encourage all the school team members to be comfortable with sharing the ACIP revision process and the wonderful things that are going on in their schools

Federal Programs Compliance Monitoring Q&A

1. How often do you conduct a compliance monitoring onsite visit of a school system?
 - A compliance monitoring onsite visit will be conducted on school systems determined by the ALSDE Risk Assessment this is performed on every school system in the spring of each year.
2. When is the schedule set for each school system for a compliance monitoring onsite visit?
 - The schedule will be set in June of each year.
3. How long does it take to conduct a compliance monitoring onsite visit?
 - Depending on the size of the school system, most visits last 2 to 3 days.
4. How many staff members from the ALSDE will be conducting the on-site visit?
 - It varies depending on the size of the school system.
5. What happens when the school system is out of compliance?
 - The school system will need to create a Corrective Action Plan (CAP) in order to bring the school system into compliance.
6. How much time does a school system have to complete the Corrective Action Plan?
 - Each school system has 60 days from the date of the exit conference (last day of the onsite visit) to have all findings corrected and documentation submitted to the ALSDE as evidence.
7. Can a school system ask for assistance from Federal Programs before the review?
 - Yes, we encourage school systems to do so. A Technical Assistance form can be downloaded from the Compliance Monitoring section of the ALSDE website.
8. Can we correct items when the compliance monitoring onsite visit is in process and have the findings removed from the report and taken off the CAP?
 - You may correct the findings, but they will be marked as a finding and listed as corrected onsite.
9. When does the school system receive the report?
 - The report is sent electronically to the school system at the end of the compliance onsite monitoring visit.
10. How can I find out when my school will be reviewed again?
 - In the spring of each year, the ALSDE Risk Assessment will determine which school systems will be monitored, and a schedule will be available in June of each year.
11. What resources are available prior to or during the onsite monitoring visit?
 - Staff Assignments for Onsite Document Review and Site Visits
 - Parent Interview Information and Questions
 - School Visitation Interview Questions (Served and Non-Served)
 - Private School Visitation Interview Questions (if served)
 - Sample Email with Information
 - Evidence of Implementation and Compliance Supplement
 - LEA Onsite Visit Planning Template

All these resources are available by request and during the MEGA Federal Program Coordinator training.

Federal Programs Common Citations/Findings at LEA Compliance Monitoring

- Enrollment Procedures
- Evidence that the LEA developed a high-quality age-appropriate English language instructional education program(s), which are evidence-based and designed to meet the needs of EL children, including immigrant children and youth
- Teacher Units (Can be a Supplement/Supplant issue)
- Expenditures (Can be a Supplement/Supplant issue) • Certified Teachers
- Time and Effort/100% Certification
- Inventories
- Evaluations
- EL Core Acquisition Program Evaluation
- English Learners (EL)
- Board Policies that deal with Immigrant, Migrant, Homeless, Foster Care and EL students
- Homeless Program
- Private Schools
- No evaluation of the Title III program
- LEA has not ensured that all core academic subject teachers who teach in a school-wide program were certified and teaching in-field at the time they were hired
- LEA does not have a procedure that allows parents/guardians to waive Title III supplemental English language instruction educational services
- LEA has not provided high-quality professional development to teachers who provide English language development or access to the core curriculum
- LEA has not developed high-quality age-appropriate English language instruction educational programs that are scientifically research-based and designed to meet the needs of EL children
- LEA does not have a formal plan for disseminating information about programs for homeless children and youth
- School leadership team could not describe the core curriculum used for ELs and did not receive adequate professional development
- Documentation does not support consultation with an appropriate representative for determining LEA set-asides
- Documentation revealed that the LEA violated supplement not supplant by purchasing classroom furniture
- There is no evidence parent notification was provided for students being taught by a certified teacher teaching out-of-field
- Timely consultation with the non-public school was not provided to ensure the inclusion of non-public school participation in eGAP

- Evidence for determining equitable services to non-public schools by the LEA was not provided
- School-Parent Compacts are not being utilized correctly
- School-Parent Compacts are missing signatures
- School personnel are not sure of the purchase for the School-Parent Compact
- LEA does not have the required evaluation for each Electronic Continuous Improvement Plan for schoolwide schools
- State earned foundation units were not placed appropriately prior to Title I funded staff being placed in Title I schools
- Evidence revealed that the school's annual meeting of Title I parents did not inform parents of Title I requirements and their right to be involved
- School-Parent Compacts did not include the six required components under School Responsibility
 - No evidence that the LEA makes private school officials aware of the procedure to file a complaint to the ALSDE regarding timely and meaningful consultation
- LEA does not have a formal plan for disseminating information about programs for homeless children and youth
- No evidence that the LEA conducts an annual evaluation of the effectiveness of programs for homeless children and youth
- No evidence that the LEA conducted or sponsored professional development for the school/LEA personnel in order to heighten awareness of the problems and needs of homeless children
- Incorrect procedures are in place in regards to a struggling EL student during the two year monitoring time frame
- Evidence revealed that not all teachers in Title I SW schools are certified
- The district could not provide evidence of a dispute resolution policy for homeless education
- LEA has not ensured that all core academic subject teachers who teach in a Title I SW program were certified at the time they were hired
- LEA has not been able to systematically communicate the English Learner Policy to all school and LEA personnel, specifically the vocabulary related to procedures surrounding the exit criteria or monitoring after exiting
- LEA has not systematically provided professional development to all school and LEA personnel related to WIDA Standards and defining a core curriculum for ELs
- LEA has not ensured that Federal funds under Title I, Part A are only to supplement the funds that would in the absence of such Federal funds be made available from non-Federal sources, and not to supplant such funds
- Time and Effort is not maintained correctly for all employees paid with federal funds
- All teachers whose salaries are paid with Title II funds are not fully certified to teach in the areas to which they have been assigned

- No evidence that a Core ESL program was in place or evaluated
- Insufficient documentation that the 21st CCLC program is being implemented according to the approved application
- Board approved policy of admitting students does not include a statement including immigrant status
- No evidence to verify the evaluation of the Core ESL program
- Parent Interview responses did not support that the LEA Parent and Family Engagement Plan was developed jointly with, agreed on, and distributed to parents
- LEA did not make private school officials aware of the procedure to file a complaint to the ALSDE regarding timely and meaningful consultation in the initial letter sent to private schools
- LEA procedure for waiving EL services should only allow waiving Title III supplemental services
- Documentation and staff interviews did not support that effective professional development has been provided for policies, procedures, and the Core EL program ACIP budget pages do not reflect the correct amounts allocated to the schools according to eGAP and MacAleer budget analysis reports
- Instructional aides being paid with Title I funds were functioning as special education aides
- LEA has not maintained 100% certification documentation for teacher paid with Title II funds
- Non-certified teachers or teachers teaching out-of-field in Title I schoolwide schools
- LEA expenditures for personnel do not match the approved application
- No evidence that the district has a process for inventorying equipment purchases
- LEA documentation reflected that each EL student had not been assessed for growth in English language acquisition using the state-approved test ACCESS for ELLs

Equitable Services for Private Schools

General Information

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), private school students and teachers have been eligible to participate in the Title I, Part A (Title I) program. The reauthorization of the ESEA by the Every Student Succeeds Act (ESSA) continues the requirement that a local educational agency (LEA) that receives Title I funds provide equitable services to eligible private school students, their teachers, and their families. This guidance is intended to be used in conjunction with the Title I statute and applicable regulations by both public and private school officials.

An LEA shall (a) after timely and meaningful consultation with appropriate private school officials, provide eligible children and/or staff, on an equitable basis, applicable services such as: instructional services, counseling, mentoring, one-on-one tutoring, professional development opportunities, etc., that address their needs; and for Title I, Part A targeted assistance programs (b) ensure that teachers and families of the children participate on an equitable basis (pursuant to ESSA, Section 1116).

Eligible Programs

Title I, Part A, Section 1117: (Equitable Services to Private Schools)

Title I, Part C: (Migrant Education)

Title II, Part A: (Teacher and Principal Training and Recruiting)

Title III, Part A: (English Learners)

Title IV, Part A: (Student Support and Academic Enrichment)

Title IV, Part B: (21st Century Community Learning Centers)

Overview of Selected Equitable Services Program Requirements

- LEA must keep annual documentation on file which meet all requirements of the ESSA, Sections 1117 and 8501
- LEA is required to provide equitable services for eligible private school students and staff
- Equitable Services must be secular, neutral, and non-ideological for all educational services, materials, professional development opportunities, and equipment
- Equitable Services must be provided in a timely manner
- LEA must document timely and meaningful ongoing consultation meetings

- LEA and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private students meeting the consultation requirements of Sections 1117 and 8501
- LEA must submit signed Affirmation of Consultation forms for each participating private school
- LEA is the fiscal agent and must maintain control of all federally funded purchases for materials, property, and equipment
- LEA must hire and oversee all staff providing instructional services to private school students
- LEA funds for private school educational services shall be obligated within the same fiscal year received
- Carryover of unobligated funds for private school services may only be Alabama State Department of Education (ALSDE) approved for extenuating circumstances
- LEA shall provide to private school officials a written explanation for disagreements
- LEA must ensure all private school program services meet the needs (according to data) of the students/staff and are reasonable, necessary, allowable, allocable, and meet all Education Department General Administrative Regulation (EDGAR) requirements
- Private school officials shall have the right to file a formal complaint with the ALSDE if the LEA did not provide due consideration to private school official views or did not make decision(s) that treat private school/students equitably (after documented attempts to collaborate and reach an agreement with the LEA are not successful)
- Equitable services are monitored and enforced by the ALSDE

The Consultation Process

Consultation must be both timely and meaningful to ensure the equitable participation of private school students, teachers, and parents. It must occur before the district or other entity makes any decisions that affect the ability of private school students, teachers, and their families to equitably participate in the benefits of the program. Consultation begins early enough for the entire process of program design and development to be completed, for exploring the option of third-party providers, and for services to begin by the start of the school year.

Timely consultation requires that the public school district provide advance notice of consultation meetings to private school officials. Meaningful consultation covers all required topics and affords private school officials a genuine opportunity to express their views. Effective consultation is ongoing, two-way communication and discussion of the best ways to meet the needs of private school students and teachers under the provisions of the particular program. Consultation is significantly enhanced when public school officials provide information about the amount of funds available for services, in advance of any consultation meeting, in order for private school officials to have the opportunity to adequately prepare for discussions.

“Intent to Participate” Form

An “Intent to Participate” form is a document that LEAs send annually to private school officials to determine their interest in participating in Title I equitable services. The form might include a brief description of the programs for which equitable services are available as well as a list of allowable activities, services, and benefits. Some LEAs send this form by registered mail in order to document receipt of the form by private school officials. An LEA might also send such form by email with read receipt.

An LEA may set a reasonable deadline, taking into consideration private school schedules, for private school officials to indicate their intent to participate. An LEA should provide clear and enough notice of the deadline, identify potential consequences for not meeting the deadline, and give adequate time for private school officials to respond.

Determining Which Private Schools to Contact

An LEA has a responsibility to contact all private schools within the district that might have students eligible to participate in Title I programs—i.e., students who live in a participating Title I public school attendance area in the LEA. An LEA also has a responsibility to contact private schools outside the district if the LEA has reason to believe students who reside in a participating Title I public school attendance area attend those schools. An LEA may not be aware, however, of every instance in which a student who resides in a participating Title I public school attendance area attends a private school outside of the district. Thus, if a private school has students, it believes may be eligible for Title I services because they reside in a participating Title I public school attendance area in another LEA and the private school has not been contacted by that LEA, it would be prudent for private school officials to contact the LEA directly in order to ensure that their eligible students are considered for Title I services.

Documentation to Support That Meaningful Consultation Has Occurred

It is also good practice for an LEA and appropriate private school officials to maintain a record of notes about topics addressed and decisions made during consultation meetings. Retaining meeting agendas and sign-in sheets is also good practice. In order to verify that it has met the requirement for timely and meaningful consultation and has provided equitable services, as a best practice, an LEA may want to document that it has:

- Annually informed the private school officials of the opportunity to participate in the Title I program and the various services available;
- Engaged in timely consultation, allowing for meaningful discussion between the LEA and appropriate private school officials regarding services and other benefits;
- Identified the needs of private school students, teachers, and families;

- Allocated a per-pupil amount of funds for services to private school students, teachers, and families that is calculated from the proportional share in accordance with ESEA section 1117(a)(4)(A);
- Provided services, programs, materials, and resources;
- Evaluated programs and services for effectiveness; and
- Adequately addressed problems and formal complaints raised by private school officials.

Allocating Funds for Equitable Services

An LEA would determine the proportionate share of funds available for equitable services as follows:

1. Based on prior year's data, determine the total number of children from low-income families residing in each participating public school attendance area who attend public and private school
2. Determine the overall proportion of these children who attend private schools
3. Apply this proportion to the current year's allocation to determine the amount of funds available for equitable services.

In addition, LEAs must reserve at least 1% of its Title I allocation for parent & family engagement activities if the LEA's entitlement exceeds \$500,000. LEAs must calculate the proportionate share of the 1% of the Title I allocation.

Transferability

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs. Before a transfer of funds from a program subject to equitable services requirements, timely and meaningful consultation must occur between the LEA and private school officials. The purpose of the meeting is to describe federal programs impacted by the transfer and to determine the intent of private school's participation in programs receiving transferred funds.

Complaints

Pursuant to §1117 and 8501 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), a private school official has the right to file a written complaint with the ALSDE Ombudsman asserting that a school district did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school, or did not make a decision that treats private school students equitably.

Private school officials filing a complaint with the Ombudsman concerning equitable services under ESSA must do so in writing and utilize the ALSDE form that requires the following information:

- full name, address, email address, and telephone number of individual(s) or organization(s) filing the complaint;
- description of the situation or allegation including whether or not the school district engaged in consultation that was meaningful and timely, gave due consideration to the views of the private school officials, or made decisions that treated private school students equitably;
- name of the school district the complaint is being filed against and names of any other agencies or employees involved;
- statement identifying which title requiring equitable services has been allegedly violated;
- all facts supporting the allegation; and
- efforts made to resolve the complaint with the school district.

Complaints, which must be signed by the individual(s) or organization(s) filing the complaint and copied to the school district, must be mailed to the ALSDE Ombudsman at the following address:

Alabama State Department of Education
Ombudsman for Equitable Services
P.O. Box 302101
Montgomery, AL 36130

Once the Ombudsman receives the complaint, he/she will respond to the complaint in writing within forty-five (45) calendar days. The Ombudsman's response will include his/her decision and information about filing an appeal, if necessary.

In the event the complainant is dissatisfied with the decision of the Ombudsman, the complainant may appeal directly to the Secretary of Education at the US Department of Education within 30 days of the decision of the Ombudsman. The Secretary investigates and resolves the appeal no later than 90 days after receipt of the appeal.

Evaluating the Effectiveness of Services

LEA officials must assess annually the progress of the Title I program toward enabling private school participants to meet the agreed-upon standards. Student performance results will be reviewed annually. When the standardized test information is available, the Title I teacher(s) and the private school official(s) will meet to analyze the assessment results for the participating students. Their goal is to determine whether the level of student performance, as measured by the standardized test, has met or exceeded the desired outcomes agreed to in consultation.

Based on consultation, the effectiveness of the Title I program at each private school will be measured through comparing the targeted percentage of students reaching the established performance-level standard and the agreed-upon year-end percentage of students achieving the performance level.

In the event the Title I program fails to meet the annual progress target, consultation will occur to examine the student performance data to determine whether modifications are required.