

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom-left portion shows a classroom with several desks and chairs, a blue wall, and colorful balloons. A large white diagonal shape cuts across the image from the top-left to the bottom-right, serving as a background for the text.

Comprehensive Improvement Planning and Title I, Part A

Including Title I, Part A in Diagnostic Tools



Kentucky Department of
EDUCATION

Agenda

- Brief overview of Title I, Part A
- Allowable and approvable expenditures
- Title I and the comprehensive improvement timeline
 - District and school assurances
 - Needs assessment
 - Comprehensive improvement plans
 - Progress monitoring
 - English learner plan (Lau Plan)
 - Professional development plan

Title I, Part A

- Title I, Part A (Improving Basic Programs) is one of the largest federal programs supporting elementary and secondary education. These supplemental resources help ensure that:
 - All children have a fair, equal and significant opportunity to obtain a high-quality education;
 - Support and resources are provided to achieve proficiency on challenging state academic achievement standards and assessments;
 - Resources are targeted to districts and schools in the greatest need.
- Title I, Part A is part of the Elementary and Secondary Education Act (ESEA) of 1965 and was most recently reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

School-based program

- Title I, Part A is meant to be a school-based program so that schools can make decisions about what services will most influence student outcomes.
 - The majority of Title I funds should be allocated to participating schools.
- Consultation between the district and its schools is required during the development of the Title I application and the implementation and evaluation of the program.
 - Consultation is ongoing.
 - Ongoing consultation allows the district and schools to adjust programs as necessary.

Allowable v. approvable Title I purchases

- Allowable
 - The most recent non-competitive federal funding matrix lists the object code as an allowable expense under Title I, Part A.
- Approvable
 - Reasonable – Not excessive in amount
 - Allocable – Meets the intent of the Title I, Part A program
 - Necessary – Essential for carrying out the program
 - Documented – Supports an identified need and is included in the approved application
- [Allowable Cost Checklist and Procedures for Title I, Part A Funds](#)

Comprehensive Improvement Planning and Title I, Part A

- The [Comprehensive Improvement Planning Timeline](#) outlines a collaborative process involving multiple stakeholders to develop district and school improvement plans and implement them with fidelity.
 - The process and timeline are outlined in [703 KAR 5:225](#).
- Title I, Part A is one of the programs that should be involved in this process.
- Needs and strategies identified during the improvement planning process must relate directly to how districts and schools spend their Title I funds.

Comprehensive Improvement Planning Timeline

	Comprehensive District Improvement Plan (CDIP)	Comprehensive School Improvement Plan (CSIP)
Phase One (Aug. 1 – Oct. 1)	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Districts • Executive Summary for Districts 	<ul style="list-style-type: none"> • Continuous Improvement Diagnostic for Schools • Executive Summary for Schools • School Safety Report
Phase Two (Oct. 1 – Nov. 1)	<ul style="list-style-type: none"> • Needs Assessment for Districts • District Assurances • District Safety Report 	<ul style="list-style-type: none"> • Needs Assessment for Schools • School Assurances
Phase Three (Nov. 1 – Jan. 1)	<ul style="list-style-type: none"> • Comprehensive District Improvement Plan • The Superintendent Gap Assurance 	<ul style="list-style-type: none"> • Comprehensive School Improvement Plan
Phase Four (Jan. 1 – Dec. 31)	<ul style="list-style-type: none"> • Non-Traditional Instruction Continuation of Learning Plan for Districts • English Learner Plan for Districts (Lau Plan) • Professional Development Plan for Districts • Progress Monitoring 	<ul style="list-style-type: none"> • Professional Development Plan for Schools • Progress Monitoring

Needs assessment

- The needs assessment utilizes multiple data sources to determine the current state of the district/school, as well as the processes, practices and conditions that contributed to that state.
- Provides the framework to clearly and honestly identify the most critical areas for improvement that will be addressed during the planning process.
- Starting point for goals, objectives, strategies and activities.
- ESSA 1114(b)(6) states that schools operating schoolwide programs **must** base those programs on a comprehensive needs assessment.

Needs assessment and Title I

- [2 CFR 200.403\(a\)](#) states that for a cost to be allowable, it must be necessary for the performance of the program.
- Title I, Part A is a needs-based program.
 - Could the cost be deemed necessary for the operation of a quality, efficient Title I, Part A program as outlined in the district's Title I, Part A application?
 - Is the need for the cost supported in the needs assessment, CDIP/CSIP, or a statement in the Grant Management Application and Planning system (GMAP) application?
 - What example(s) could be provided to any auditor to document the cost as necessary?

Protocol and documentation

- Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed and how the meetings are documented.
- Suggested documentation
 - Needs assessment
 - Evidence of meetings (detailed meeting minutes, sign-in sheets, etc.)
 - Evidence of data analysis

Data review and analysis

- Review of previous plan
- Trends
- Current state
 - Academic and non-academic
- Priorities/Concerns
- Strengths/Leverages
- Evaluate the teaching and learning environment

Comprehensive Improvement Plans (CDIP and CSIP)

- Focus on priority needs, funding and closing achievement gaps between identified subgroups of students.
- **Goal** – Long-term three- to five-year target based on the required district/school level goals (proficiency, achievement gap, transition readiness, etc.). Informed by the needs assessment.
- **Objective** – Short-term target to be attained by the end of the current academic year.
- **Strategy** – Approach to systematically address the process, practice or condition the school will focus its efforts upon, as identified in the needs assessment, to reach goals or objectives.
- **Activity** – Actionable step used to deploy the chosen strategy.

CDIP and CSIP (cont.)

- **Measure of Success** – Observable criteria which shows the impact of the work.
- **Progress Monitoring** – Process used to assess the implementation of the plan, the rate of improvement and the effectiveness of the plan.
 - Includes timelines and responsible individuals.
- **Funding** – Local, state or federal funds/grants used to support (or needed to support) the improvement initiative.

Improvement plans and Title I, Part A

- ESSA 1114(b) requires schools operating schoolwide programs develop a comprehensive plan with input from stakeholders based on a needs assessment.
 - The CSIP serves as a school's Title I Schoolwide Plan
- Be intentional in determining what activities will be supported with Title I funds. Indicate the amount of Title I funds being used to support the initiative on the diagnostic.
- There should be clear connections from the needs assessment to the CSIP/CDIP to the GMAP application.

CSIP requirement

- Instructions for completing the CSIP are included in the template.
- Funding column instructions
 - “List the specific federal, state or local funding source(s) used to support each improvement initiative. **If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.**”

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Collaboration on improvement plans

- ESSA 1112(a)(1)(A-B) requires that district Title I plans must be
 - Developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in districts with charter schools), administrators, other appropriate school personnel and with parents of children in schools served under Title I, Part A; and
 - Coordinated with other programs under ESSA as appropriate including: Individuals with Disabilities Education Act (IDEA), Career and Technical Education (CTE) Act, Workforce Innovation and Opportunity Act, McKinney-Vento Homeless Assistance Act, Adult Education and Family Literacy Act, and other acts as appropriate.

Monitoring program implementation

- District coordinators are responsible for the oversight and monitoring of Title I, Part A program implementation at participating public and private schools.
 - Processes and procedures in place to verify the activities/strategies in the approved application are being implemented effectively.
 - Work with schools to analyze data and evaluate program plans for effectiveness in addressing major problem areas and increasing student achievement.
- The CDIP/CSIP should guide you in some of the documentation that program implementation is being monitored.

Processes and procedures

- What processes and/or procedures does the district have in place to monitor program implementation?
 - Regular meetings
 - Walkthroughs
- How are these processes and procedures being documented?
 - Meetings agendas and detailed meeting minutes
 - Regular email correspondence
 - Documents such as 30-60-90-day plans or a plan, do, study, act (PDSA) tool
 - Walkthrough notes

District and school assurances

- Acknowledgement of various requirements and confirmation that those requirements are being met.
- Many of the School Assurances tool relate to the Title I, Part A program.
 - **Parent and family engagement** (policy, annual meeting, compact, involving parents in program development, providing parents with required information, parent and family engagement events, etc.)
 - **Schoolwide programs** (CSIP development, coordination with stakeholders and other programs, etc.)
 - **Targeted assistance programs** (identifying and serving students, coordination with other programs, professional development, etc.)

English learner plan for districts (Lau Plan)

- To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA) of 1974, all districts must develop a local plan outlining how the district will meet its obligations to English learner (EL) students and their families.
- Commonly called the Lau Plan.
- KDE's [District Guide for the English Learners Program](#) for a full list of required contents.
- How does this relate to Title I, Part A?

Lau Plan and Title I, Part A

- Civil rights requirements cannot be paid for using Title I or Title III funds.
- Title I funds may be used to provide **supplemental** services for Title I-eligible EL students.
- Title I-funded supports for EL students should be compared to the Lau Plan to ensure all expenditures are truly supplemental.
- Activities and services in the Lau Plan should not be paid for with Title I, Part A funds. Common issues include:
 - Staffing and supporting an EL program
 - Ensuring meaningful communication with parents who have limited English proficiency

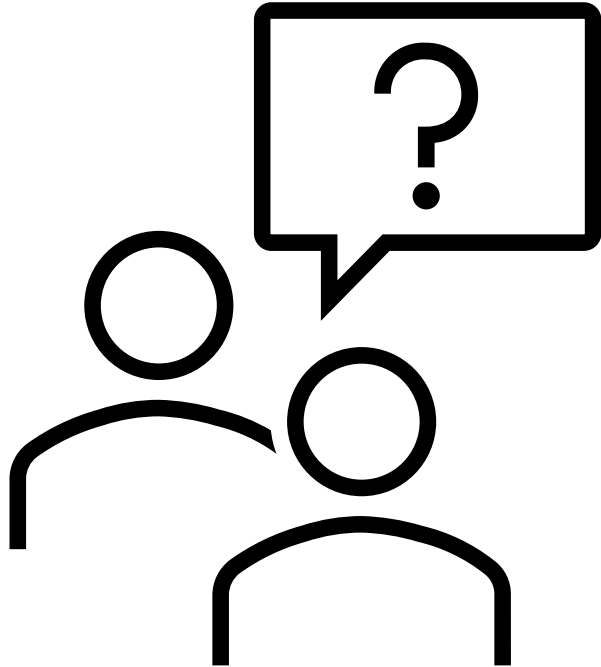
Professional development (PD) plan

- Designed to meet the needs identified in the needs assessment.
- Identify top two focus areas requiring PD that support continuous improvement.
 - Objective
 - Monitoring
 - Indicators of success
 - Targeted audience
 - Resources
 - Ongoing supports

PD and Title I, Part A

- Reasonable expenses related to needs-based PD are allowable under Title I, Part A.
 - Registration fees, travel, lodging, meal reimbursement, materials, workshop consultant/speaker
- ESSA 1114(b)(7)(A)(iii)(IV) states that the schoolwide plan should include a description of PD and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.
- Strategies learned during PD must be monitored for effective implementation.

Questions and contact information



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