



Title I, Part A District Coordinator Webinar

December 11, 2019

Logistics

- ▶ To submit a question, send an email to tara.rodriguez@education.ky.gov
- ▶ The webinar will be recorded and posted on the Title I Documents and Resources webpage.



Review of October webinar topics

- ▶ **Updates and reminders**
 - **Monitoring**
 - **Comparability**
- ▶ **Monitoring, findings and recommendations**
- ▶ **Updated guidance on Equitable Services**
- ▶ **Census 2020**
- ▶ **National ESEA Conference February 4-7, 2020**



Agenda

- ▶ Revised allocations
- ▶ Census
- ▶ Parent and Family Engagement requirements–Evaluation



Revised allocations

The following announcement is in GMAP:

- ▶ **FY20 Final Allocations (11/27/2019)**
Final FY20 allocations for Title I-A, Title I-D, Title II-A, Title III English Learners and Immigrant, and Title V have been uploaded in GMAP. The revised allocations are only available, at this time, to districts that have received initial approval (KDE Consolidated Consultant Approved). Once districts receive the first KDE Consolidated Consultant Approval, the final allocation will be uploaded to allow remaining districts to make adjustments. **The revised Consolidated application for districts that have received initial approval is due January 15, 2020.**



Commissioner's Monday Message to Superintendents

Information about revised allocations also was communicated in the [December 2 Commissioner's Message to Superintendents](#):

- ▶ USED awarded states the portion of their FY 2019 Title I, Part A and Title II, Part A funds that the FY 2019 appropriation act made available Oct. 1.
- ▶ The October 2019 Title I, Part A awards were based on the revised final FY 2019 Title I, Part A allocations that USED provided states in September 2019. The October 2019 Title II, Part A awards were based on the final FY 2019 Title II, Part A allocations that USED provided states in June 2019.
- ▶ USED does not expect any changes to the revised final FY 2019 Title I, Part A allocations or the final FY 2019 Title II, Part A allocations.
- ▶ USED awarded all FY 2019 homeless education funds in July 2019. For Title III, Part A and Title IV, Part B, USED does not expect any changes to the FY 2019 allocations for these programs.



Explaining the Changes

- ▶ A reallocation could mean an increase or decrease in funds.
- ▶ These changes are influenced by a number of factors:
 - Finalized child counts
 - Qualification requirements of the four funding sources that make up Title I, Part A
 - Weighted formulas
 - Economic factors
- ▶ These changes are made on a national level. It's not as simple as comparing two neighboring districts in Kentucky.



Revised Allocations

- ▶ USED issues revised allocations to federal programs throughout the federal fiscal year (FFY).
- ▶ FFY begins Oct. 1 and ends Sept. 30
- ▶ Timeline
 - Tentative allocations are typically released in early spring and again in June.
 - The final allocation is typically released in early fall.
- ▶ Congress can amend the budget at any time during the year.



Why are funds reallocated?

- ▶ **The timing difference between the State and Federal fiscal years**
 - **Federal: Begins Oct. 1 and ends Sept. 30**
 - **State: Begins July 1 and ends June 30**
- ▶ **Congress can make changes to the amounts as they go through the budget. This can happen at any time during the year.**
- ▶ **A reallocation could mean an increase or decrease in funds.**



Revised Allocations

- ▶ **USED allocates funding to districts through four funding sources, each with its own qualification requirement. To be eligible to receive funding through each pot, individual districts must meet the minimum poverty criteria.**



Basic Grants

- ▶ The number of formula children must be at least 10 and more than 2% of the total school-aged population.



Concentration Grants

- ▶ The number of formula children within the district must exceed either 6,500 or 15% of the total number of children ages 5-17. To qualify for this funding source, an LEA must meet the eligibility criteria in the current year or have met the criteria at least once in the four years prior to the current year. Because falling out of eligibility for this funding source can greatly affect your total allocation, KDE will contact you if this applies.



Targeted Grants

- ▶ The number of formula children must be at least 10 and at least 5% of the total number of children aged 5 through 17.



Education Finance Incentive Grants

- ▶ The number of formula children must be at least 10 and at least 5% of the total number of children aged 5 through 17.



Determining a District's Minimum Allocation Using the Hold Harmless Amount

- ▶ Title I, Part A has a variable hold-harmless guarantee which sets the minimum allocation for each district.
- ▶ Calculated by multiplying the previous year's final allocation by the hold-harmless rate
 - 95% if the district's poverty percentage is 30% or greater;
 - 90% if the district's poverty percentage is between 15% and 30%
 - 85% if the district's poverty percentage is below 15%
- ▶ The district poverty percentage is based solely on census poverty percentage data.



Reallocations: Next Steps

- ▶ When reallocations are released, the GMAP application must be revised.
- ▶ Applications are revised using the same process as completing the original application, outlined in the GMAP Training Video Series.
- ▶ Revised applications must follow the same workflow as original applications.
- ▶ Reallocations will not affect the district's ability to draw down funds.



Reallocation Effects

- ▶ A change in allocation can affect many aspects of the GMAP application:
 - Parent and family engagement reservation
 - Per pupil amounts
 - Private school funds and services
 - Budget
- ▶ MUNIS will also need to be updated in a timely fashion to align with GMAP.



Resource on Census Poverty and Hold Harmless Percentages

- ▶ For more information about Title I, Part A allocations and eligibility, see the [Notification of Tentative Census Poverty and Hold Harmless Percentages document](#) on the [Title I Documents and Resources page](#).



Questions?



Parent and Family Engagement— ESSA Section 1116

- Districts
 - ▶ (a) Local Educational Agency Policy
- Schools
 - ▶ (b) School Parent and Family Engagement Policy
 - ▶ (c) Policy Involvement
 - ▶ (d) Shared Responsibilities for High Student Academic Achievement
- Districts and Schools
 - ▶ (e) Building Capacity for Involvement
 - ▶ (f) Accessibility



Parent and Family Engagement— ESSA Section 1116

- ▶ **(a) Local Educational Agency Policy**
- ▶ **(b) School Parent and Family Engagement Policy**
- ▶ **(c) Policy Involvement**
- ▶ **(d) Shared Responsibilities for High Student Academic Achievement**
- ▶ **(e) Building Capacity for Involvement**
- ▶ **(f) Accessibility**



ESSA Section 1116(a)(2)(D): Evaluation of the Policy



(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

KDE Title I Handbook

- ▶ The [Title I, Part A handbook](#) is linked on the [Documents and Resources](#) page
- ▶ Pp. 23-30 address parent and family engagement
- ▶ Supplementary resources are available in the Title I, Part A Sample Documents folder and appendices of the handbook.



Possible data sources

- ▶ Parent surveys
- ▶ Parent meetings (e.g., focus groups)
- ▶ Open discussion forums
- ▶ District student achievement data



Evaluation

In general,

- ▶ Analyze evidence and data
- ▶ Identify strengths and opportunities for improvement
- ▶ Make changes to the policy as needed based on results from the evaluation



What are some steps we can take to evaluate our policy?

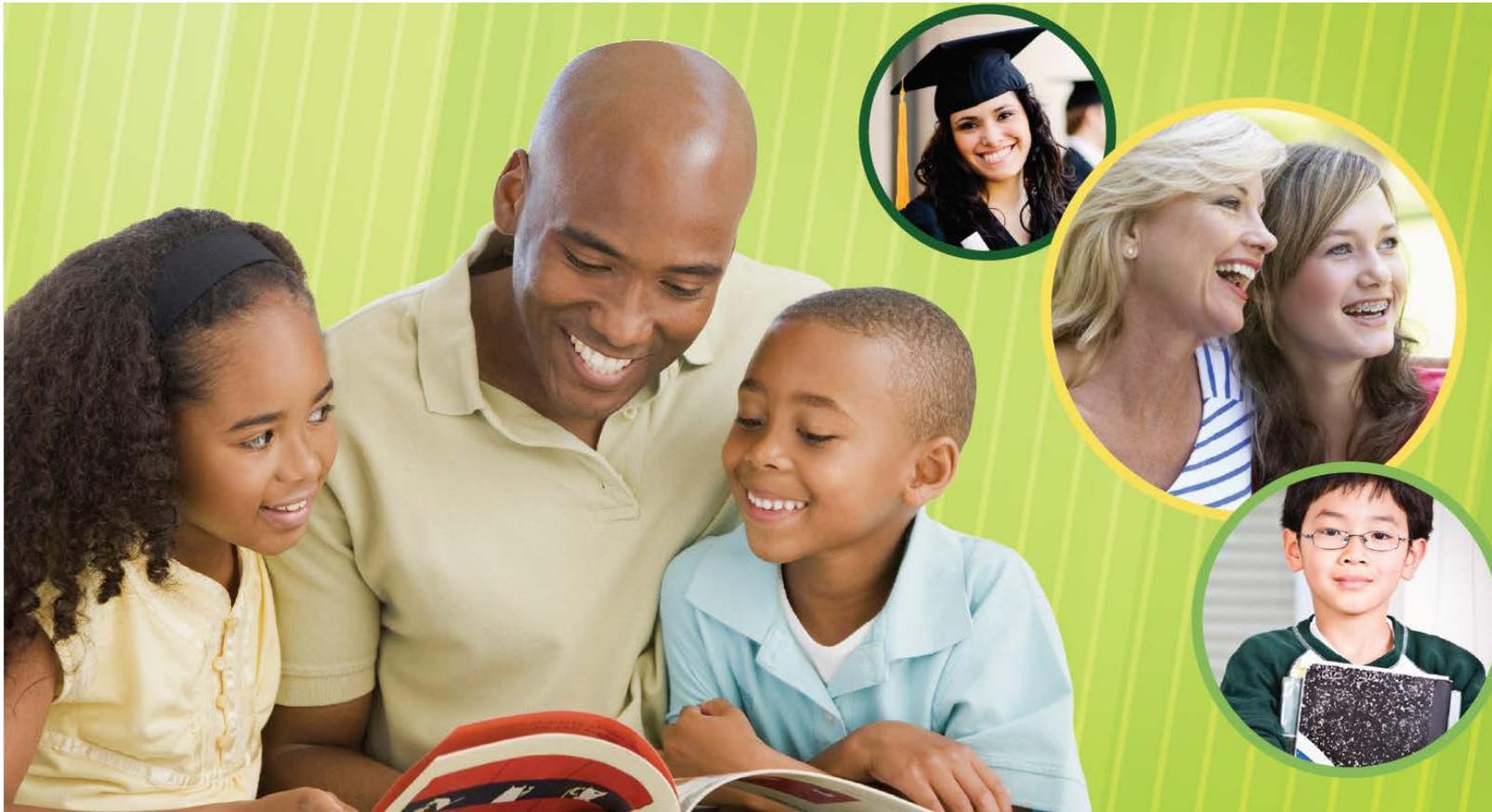
Quality tools—Data Questions adapted from Edie Holcomb:

- ▶ What question(s) are we trying to answer with the data?
- ▶ What does the data/information tell us?
- ▶ What does the data/information not tell us?
- ▶ What are the causes to celebrate?
- ▶ What is the need for improvement?
- ▶ What are our next steps?



Georgia's Title I, Part A Systemic Family Engagement Guide

▶ Section 2, Input and Annual Evaluation



More Options for Guiding Questions

1. Where did our Title I Parent and Family Engagement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?
2. What were our student achievement goals this year?
3. How did we work as partners with parents, families, and the community in meeting those goals?
4. How can we improve with actively engaging parents and families in the activities of our schools?
5. Do we have any barriers to parent and family engagement that need to be addressed?
6. How are we doing with distributing our district and school parent and family engagement plans to all Title I parents and the community?
7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?
8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents, families, and the community?
9. How can we improve building parent capacity?
10. Based on these evaluation findings, what changes do we want to make to our parent and family engagement plan for next year?



ESSA Section 1116: Items to Address During Evaluation

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;



ESSA 1116(a)(2)(D)(i), (ii), (iii) as Questions

- ▶ In our district, what are some of the barriers to greater participation by parents in parent and family engagement activities, especially parents who are economically disadvantaged, are disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background?
- ▶ In our district, what are the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers?
- ▶ What are strategies to support successful school and family interactions?



Questions?



National ESEA Conference 2020

- ▶ Conference focused on ESEA federal programs
- ▶ View the [session descriptions and schedule](#)
- ▶ February 4-7, 2020 in Atlanta, Georgia
- ▶ Hosted by the National Association of ESEA State Program Administrators
- ▶ Registration is now open! Visit the [National ESEA Conference web site](#) for more information



Resources

- ▶ [Georgia Department of Education Systemic Family Engagement Guide –Section 2](#)

