

Room 102

Federal Program Directors Summer Institute

Office of Federal Programs

July 26-28, 2022

Please Log-in to CCIP

Navigate to the FY23 Consolidated Application

Click the Title I Application Section

Presenters

Dr. LaTricia Townsend – Senior Director

Shawna Andrews – Consolidated PA Northeast

Dr. Pauletta Thompson – Consolidated PA North Central

Anita Harris – Data Quality

Dr. Masa Kinsey-Shipp – Consolidated PA Piedmont-Triad

Jody Koon – Title I Preschool Consultant

Paul Perrotta – Consolidated PA Western

Padlet Link

Please use this link to enter questions during this presentation. We will provide answers following our session.

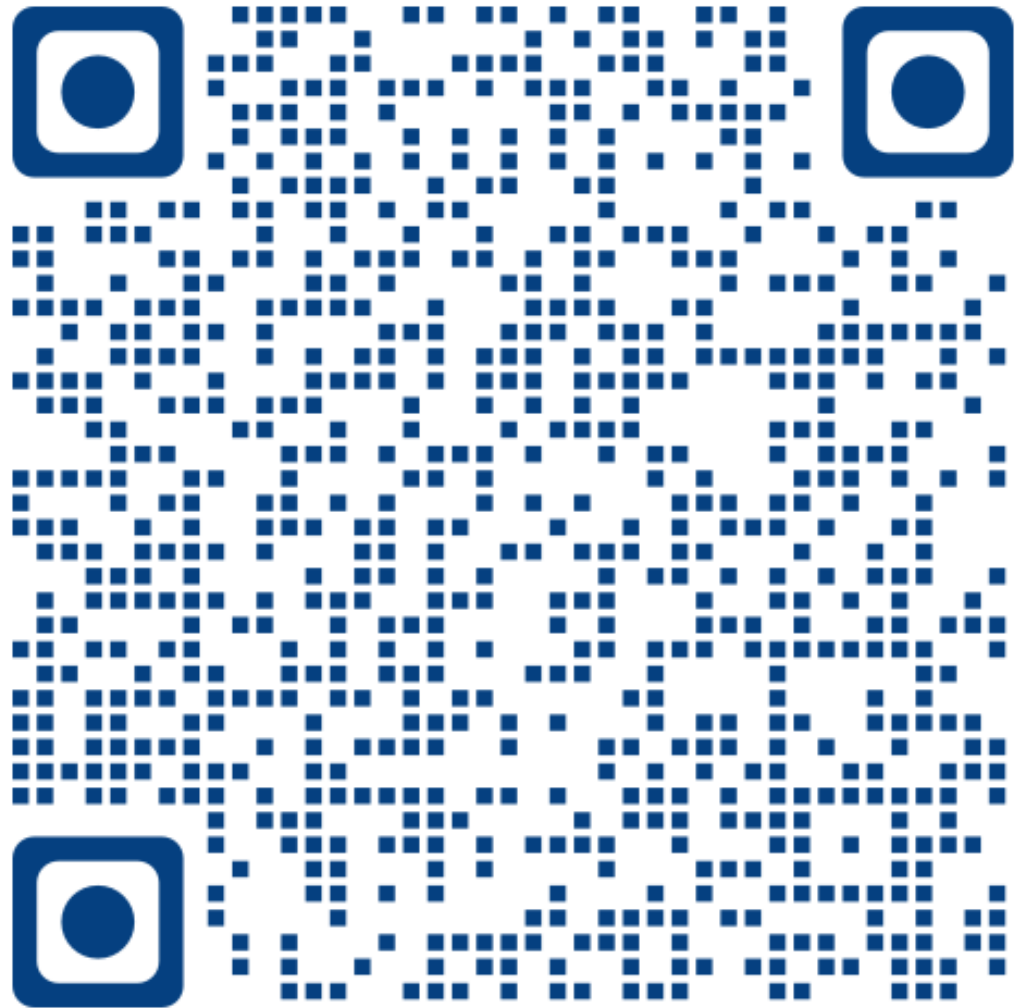
<https://padlet.com/drkinshipp/uc6j1fbpcpjjwfaqj>

<https://tinyurl.com/2s37p9t4>

Community Eligibility Provisions (CEP) and Direct Certification

Handbook Pages 56-57

Quick Poll



Direct Certification

Direct certification is the process under which LEAs certify children who are members of households receiving assistance under the Food Stamp program, Cash Assistance (formerly TANF) or FDPIR as eligible for free school meals, without further application, based on information provided by the State/local agency administering those programs.

Community Eligibility Provisions (CEP)

Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty LEAs and schools.

- CEP allows eligible schools to provide breakfast and lunch to all students free of charge without the burden of collecting and processing school meal applications. Schools that have adopted CEP are reimbursed using a formula based on the percentage of enrolled students participating in other Federal assistance programs.

- Important note: CEP is a grant from the USDA, however direct certification is not dependent upon CEP.

Requirements for Participation in CEP

- The LEA, school(s), or cluster of schools must have a minimum of 40% “identified students” based on enrollment; this is not the same as the percent of students eligible for free or reduced-price meals.
- LEA must agree to provide meals to all students at no cost
- LEA must cover costs not provided in federal meal reimbursement with NON-federal funds
- LEA must NOT collect household applications in CEP schools

CEP vs. Direct Certification

CEP

- USDA Grant
- Districts must qualify to apply.
- Districts agree to not complete household applications in CEP schools.
- If districts receive the grant, all eligible school students eat free breakfast and free lunch.

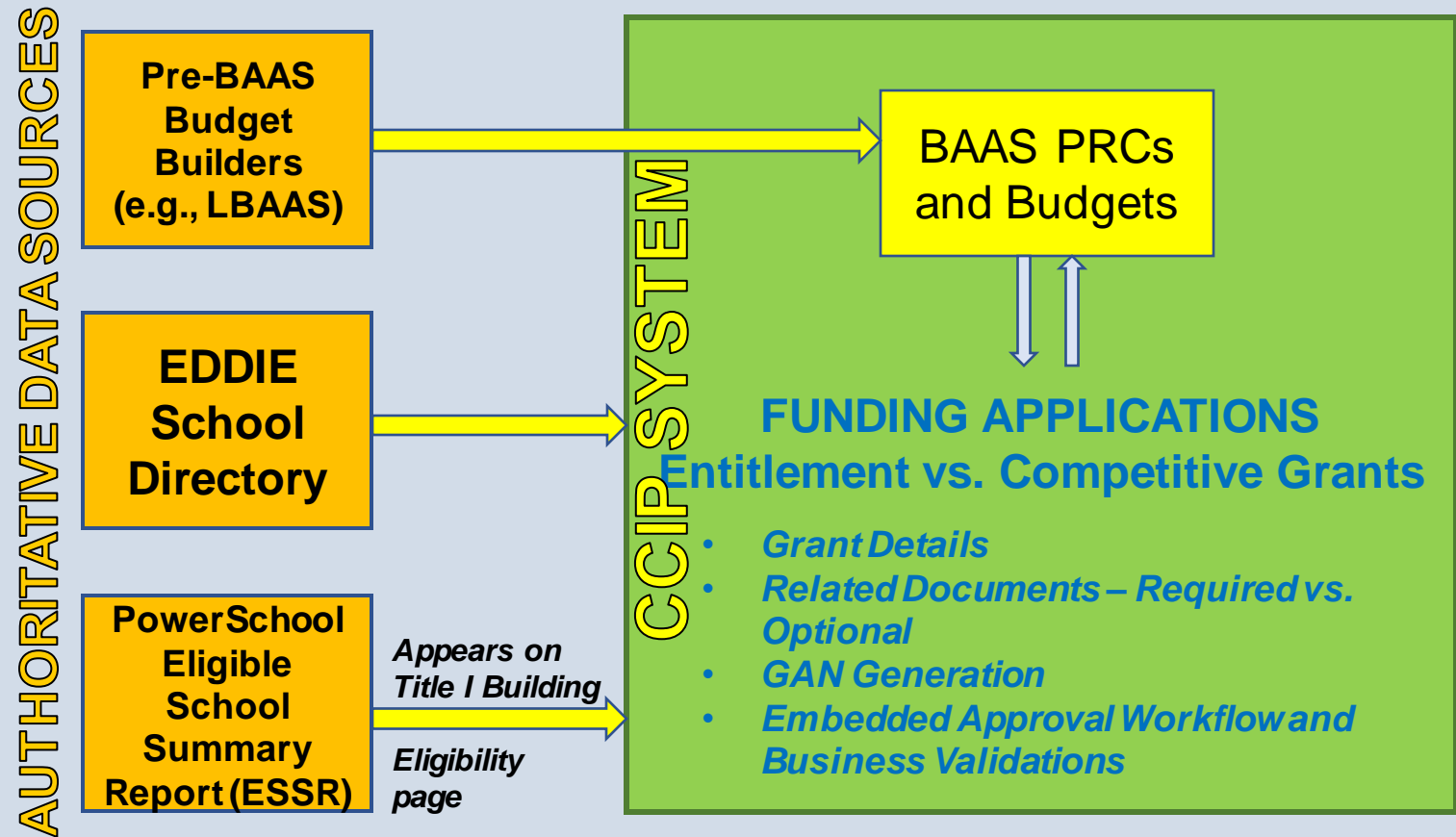
Direct Certification

- Certify children based on households receiving public assistance
- Do not have to participate in CEP grant to use Direct Certification
- Information is obtained from Child Nutrition
- Household applications are NOT used

Eligible School Summary Report (ESSR)

Handbook Reference p. 30

Where Does ESSR Fit into the Big Picture of CCIP?



Revised 4/18/22

How else is ESSR data used?

- Integral part of the Title IA application within Consolidated
 - Building Eligibility page mimics what is submitted in PowerSchool-ESSR
 - Used to determine Per Pupil Allocation in CCIP (Building Eligibility and School Allocation) for Title IA
- Authoritative source of Title I status for School Report Card (SRC)
- To determine Teacher Loan Forgiveness eligibility, posted on website

Who – What – Why

Who reports? All PSUs (Districts, Charter Schools and Lab Schools), those that receive Title I funds and those that do not receive Title I funds.

What is collected? Total # Children enrolled at the school/Total # low-income children/Title I program (or declaring 'Not Title I') that will operate during upcoming school year.

Why is it collected? Reported to USED and used within CCIP to calculate Title IA Per Pupil Allocations. Also used in the School Report Card (SRC) and for Teacher Loan Forgiveness.

Where Does the ESSR Collection Reside?

- As with N or D and TAS collections, the data collection module can be found in PowerSchool, under Federal – Title I

Federal

CTE

Concentrator Survey

Title I

ESSR

Part D N&D Aggregate

Pt D N or D Oct Hdcnt/YE
Priv Schl Cnt

Determine Poverty Percentage

Select option used to determine poverty percentage:

☐ 1 ☒ 2 ☐ 3

1 – Direct certification data only for all schools

2 – Direct certification data in CEP schools and household applications in non-CEP schools

3 – Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

Option 1: Enter Only Direct Certification in All Schools (CEP and Non- CEP)

Low-Income Students =
Direct Certification

Option 2: Direct Certification in CEP Schools & Household Applications in Non-CEP Schools

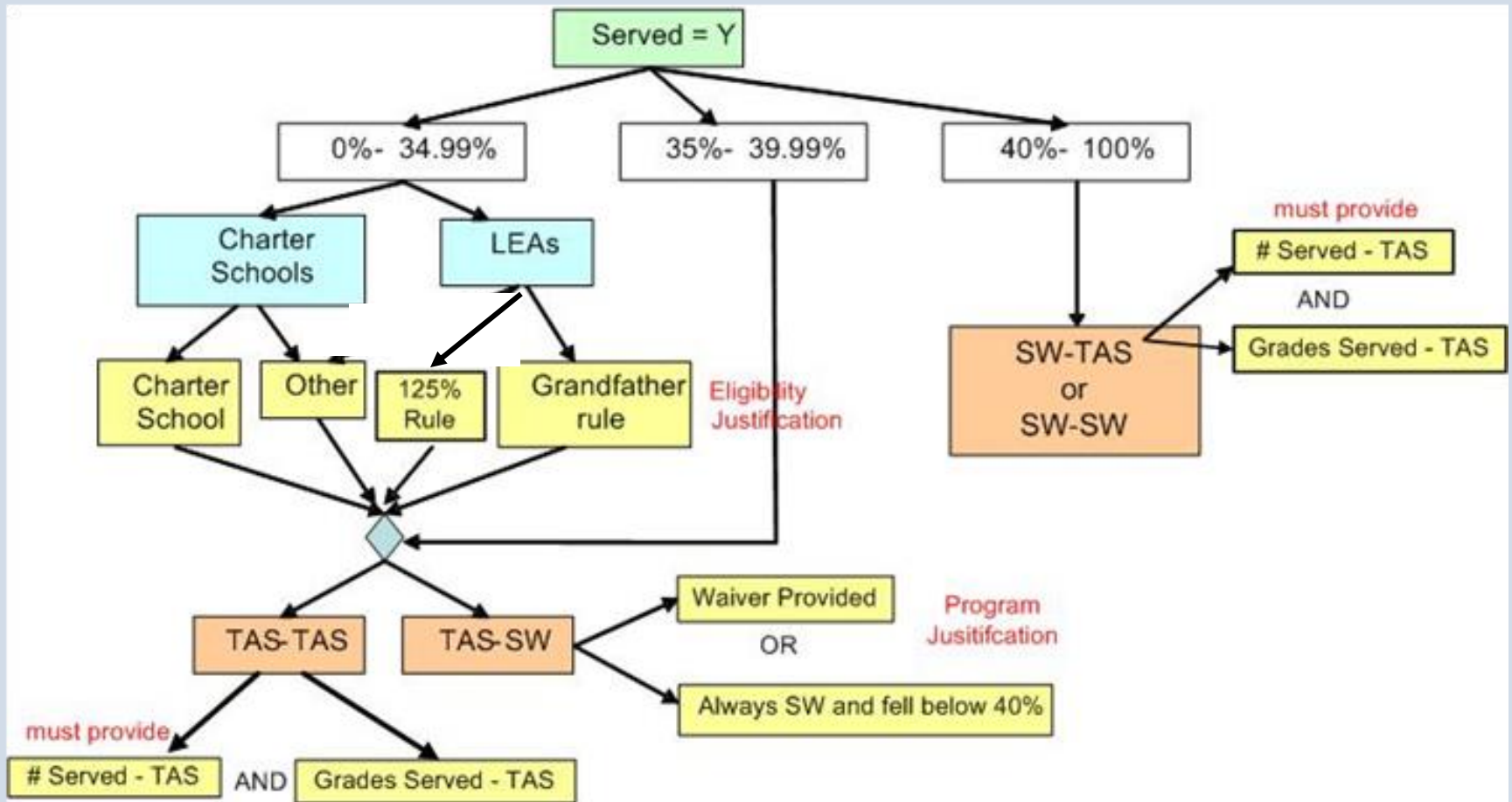
CEP = # Low Income Students
= # Direct Certification

Non-CEP = # Low Income =
Free and Reduced

Option 3: Direct Certification in All Schools regardless of being CEP or Not & Use 1.6 Multiplier in All Schools

Low Income Students =
Direct Certification

Eligibility – Program Model Determination



What Does ESSR Look Like?

Completed and submitted ESSR data:

PowerSchool SIS Start Page > ESSR Today is: 06/23/2022 PSU Office 22-23 Year

Functions

- Attendance
- Dashboard
- Enrollment Summary
- Health Management
- Importing & Exporting
- Incident Management
- Master Schedule
- Search Attachments
- Special Functions
- Teacher Schedules
- Custom Links

Reports

- Form Reports
- System Reports
- NCDPI Reports
- ReportWorks
- PSCB Custom Reports
- sqlReports
- State Reports
- Standalone Reports

People

- Student Search
- Staff Search
- Contact Search
- Enroll Student
- Create Staff
- Create Contact

Federal

- CTE
- Concentrator Survey
- Title I
- ESSR
- Pt D N or D Oct Hdnt/YE
- Priv Schl Cnt

Eligible School Summary Report: 2022-2023

Instructions

Data below is read-only

Approval Status

The data has been approved on 06/01/2022 15:26:25 by [User Name]

ESSR - Total 37 school(s)

Select option used to determine poverty percentage: 1 2 3

1 - Direct certification data only for all schools
 2 - Direct certification data in CEP schools and household applications in non-CEP schools
 3 - Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

In EDDIE: Yes Record Modified: All Schools: All

School Year	In EDDIE	Record Modified	School Code	School Name	Community Eligibility	Total Enrollment	# Identified Students	Multiplier	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS	Current Grade Levels	Grades Served TAS	Served 1st Year
2022-2023	Y	Y	10303	ABSS Early College at ACC	N	215	N/A	N/A	94	43.72	N	SW				09,10,11,12,XG		
2022-2023	Y	Y	10450	Alamance Virtual School	N	459	N/A	N/A	188	40.96	N	SW				0K,01,02,03,04,05,06,07,08,09,10,11,12		
2022-2023	Y	Y	10304	Alexander Wilson Elementary	N	597	N/A	N/A	304	50.92	N	SW				PK,0K,01,02,03,04,05		
2022-2023	Y	Y	10308	Altamahaw-Ossipee Elementary	N	599	N/A	N/A	288	48.08	N	SW				0K,01,02,03,04,05		
2022-2023	Y	Y	10347	Audrey W. Garrett Elementary	N	590	N/A	N/A	325	55.08	Y	SW-SW				PK,0K,01,02,03,04,05		2014-2015
2022-2023	Y	Y	10346	B. Everett Jordan Elementary	N	367	N/A	N/A	207	56.4	Y	SW-SW				0K,01,02,03,04,05		2006-2007
2022-2023	Y	Y	10310	Broadview Middle	Y	858	403	1.6	645	75.17	Y	SW-SW				06,07,08		2006-2007
2022-2023	Y	Y	10311	Career and Technical Education Center	N	0	N/A	N/A	0	0	N	Not Title I				09,10,11,12		
2022-2023	Y	Y	10320	E M Yoder Elementary	N	375	N/A	N/A	165	44	N	SW				PK,0K,01,02,03,04,05		
2022-2023	Y	Y	10324	Eastern Alamance High	N	1131	N/A	N/A	439	38.82	N	TAS				09,10,11,12,XG		
2022-2023	Y	Y	10326	Eastlawn Elementary	Y	589	313	1.6	501	85.06	Y	SW-SW				PK,0K,01,02,03,04,05		2002-2003
2022-2023	Y	Y	10328	Edwin M Holt Elementary	N	541	N/A	N/A	206	38.08	N	TAS				0K,01,02,03,04,05		

What Does ESSR Look Like?

Unsubmitted ESSR data:

Eligible School Summary Report: 2022-2023

Instructions

Click on the Edit link beside the School Year. This will take you to the Eligible School Detail to enter the data.

Approval Status

After data for all In EDDIE schools below is submitted with **Record Modified** status as "Y", an Approve button will display.

ESSR - Total 1 school(s)

Select option used to determine poverty percentage: ☐ 1 ☐ 2 ☐ 3 Set this value first

1 - Direct certification data only for all schools
2 - Direct certification data in CEP schools and household applications in non-CEP schools
3 - Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

In EDDIE: ☐ Yes ☒ No Record Modified: ☐ All ☒ Schools: ☐ All ☒ None

School Year	In EDDIE	Record Modified	School Code	School Name	Community Eligibility	Total Enrollment	# Identified Students	Multiplier	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS	Current Grade Levels	Grades Served TAS	Served 1st Year
2022-2023	Y	N	105000	Carolina International School												OK,01,02,03,04,05,06,07,08,09,10,11,12		

After data for all In EDDIE schools below is submitted with **Record Modified** status as "Y", an Approve button will display.

ESSR - Total 180 school(s)

Select option used to determine poverty percentage: ☐ 1 ☒ 2 ☐ 3 Set this value first

1 - Direct certification data only for all schools
2 - Direct certification data in CEP schools and household applications in non-CEP schools
3 - Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

In EDDIE: ☐ Yes ☒ No Record Modified: ☐ All ☒ Schools: ☐ All ☒ None

School Year	In EDDIE	Record Modified	School Code	School Name	Community Eligibility	Total Enrollment	# Identified Students	Multiplier	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS	Current Grade Levels	Grades Served TAS	Served 1st Year
2022-2023	Y	N	600300	Albemarle Road Elementary												OK,01,02,03,04,05		
2022-2023	Y	N	600301	Albemarle Road Middle												06,07,08		
2022-2023	Y	N	600399	Alexander Graham Middle												06,07,08		
2022-2023	Y	N	600308	Allenbrook Elementary												PK,OK,01,02,03,04,05		
2022-2023	Y	N	600302	Ardrey Kell High School												09,10,11,12,XG		
2022-2023	Y	N	600311	Ashley Park												PK,OK,01,02,03,04,05,06,07,08		

What if Changes are Needed?

- After you have completed the ESSR it can take 24 to 72 hours to populate in CCIP
- If changes are needed after submission, e-mail anita.harris@dpi.nc.gov and request your ESSR to be “unsubmitted” – include the name of your PSU and your LEA number
- After editing and submitting changes, it can take another 24 to 72 hours to re-populate in the CCIP

ESSR Activity

1. Log in to CCIP at <https://ccip.schools.nc.gov>
2. Select ***FP-Consolidated Application*** in FY23 Funding Applications list
3. Scroll to the Building Eligibility page in the Title IA application
4. Is data there? If all 0s, this is an indication that PowerSchool-ESSR has NOT been submitted yet

Building Eligibility/PPA

Handbook Pages 47, 49, 50, 72

Per Pupil Allocation (PPA) Page

- Minimum PPA
- Poverty Bands
- Rank Order
- PPA Must Match Budget



Poverty Bands

Minimum Per Pupil Amount (PPA) \$ 586.70

Low Income		PPA	Base Allocation			Additional Allocations		
%	#		School Alloc	Parent and Family Engagement	Total Amount	Additional funds from Carryover	Parent and Family Engagement	CSI/TS Set A
B	C	D	E (C x D)	F	G (E + F)	H	I	J
69.48	107	1,171.25	125,323.75	1,258.45	126,582.20	0.00	0.00	
61.40	264	1,024.57	270,486.48	3,104.97	273,591.45	0.00	53.38	
57.54	290	976.17	283,089.30	3,410.76	286,500.06	0.00	0.00	
52.70	244	815.46	198,972.24	2,869.74	201,841.98	0.00	0.00	
51.14	224	800.00	179,200.00	2,634.52	181,834.52	0.00	0.00	
47.16	341	746.17	254,443.97	4,010.58	258,454.55	0.00	0.00	
47.07	185	746.17	138,041.45	2,175.83	140,217.28	0.00	0.00	
42.66	157	746.17	117,148.69	1,846.51	118,995.20	0.00	0.00	
Low Income	1812	Total Allocations	1,566,705.88	21,311.36	1,588,017.24	0.00	53.38	

Stand Up, Hand Up, Pair Up



Building Eligibility/PPA Questions

- Did this district use the minimum PPA amount for each school?
- Why are the PPA amounts different for some schools? Is this allowable?
- How do you determine poverty bands?
- Do you have to use poverty bands?
- Advantages and disadvantages of using poverty bands? (FED. Prog. Director's perspective)

Planning Allotment & Actual Allotments

Handbook Reference p.16-18

Planning Allotment

- When: Approximately June of each year
- Based on current information and WILL be updated once ALL information is finalized.
- MAY change after actual allotments are calculated.

Actual Allotment

- When: Mid to Late Fall
- Budgets Amendments and adjustments may need to be made
- This amount takes into consideration:
 - The actual amount of funds received by NC
 - Final data of the PSU
 - New and expanding charters

Allotment Activity

- Identify your Title | Allotment

Title I Preschool

Handbook Reference p. 62

CCIP Sections 9 & 10

9. Early Childhood Education Programs (SEC. 1112(b)(8))

A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

Nash County Public Schools participates in the NC Pre-K Advisory Board, the Local Smart Start Transition alignment and Ready Schools Committee as well as the Early Childhood Education advisory committee in order to improve access to high quality services for all children birth to five.

Nash County Public Schools also provides resources to increase access to high quality services in partnership with community providers for all children birth to five, including:

- Classroom-based instructional programs
- Salaries and benefits for teachers and instructional assistants
- Professional development for early childhood professionals who serve Title I eligible children, including providers in non-school settings.
- Develop agreements to share demographic and other data on children transition from early childhood settings to schools.
- Identify and support opportunities for joint professional development with community early childhood partners.
- Create formal transition plans at each NCPS elementary schools.
- Provide summer learning resources to give children entering school a smooth entry into the traditional school experience.

Indicate any/all partners that assisted with the development of transitions plans:

- ☒ NC Pre-K
- ☒ Exceptional Children
- ☒ Head Start
- ☒ Private Childcare
- ☐ Other (Describe below)

B. LEA Preschool Programs (check all that apply)

- ☐ None - This option is available ONLY to charter schools. Move to section 10.

CCIP Sections 9 and 10

B. LEA Preschool Programs (check all that apply)

☐ None - This option is available ONLY to charter schools. Move to section 10.

☒ Title I Preschool

☒ Preschool set asides (line 10 on the Set Asides page)

☐ School Allocation funds per schoolwide decision process

☒ Exceptional Children

☐ Head Start

☒ NC Pre-K

☐ Other (describe below)

C. Title I Full-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- 100% of the children in the classroom are documented as eligible for Title I preschool.
- Some of the children may also qualify for NC Pre-K.
- The classroom may be funded 100% with Title I dollars, although other sources of funding may be utilized.

Does the LEA have one or more Title I Full-Eligibility preschool classrooms?

☒ No - Move to Part D

☐ Yes - Complete the following:

Total number of children in full-eligibility classrooms

Total number of Title I children in full-eligibility classrooms who also qualify for NC Pre-K

\$ Total amount of Title I funds, allocated to full-eligibility classrooms

\$ NC Pre-K funding per child, per month allocated to full-eligibility classrooms

CCIP Sections 9 & 10

D. Title I Blended-Eligibility Preschool Classrooms

This is a preschool classroom that meets all the following conditions:

- Some, but not all, children are documented as eligible for Title I preschool.
- Some, but not all, of the funding comes from Title I.
- The proportion of Title I funding is determined by the percentage of Title I-eligible children enrolled in the classroom.
- Cost allocation is required.

Does the LEA have one or more Title I Blended-Eligibility preschool classrooms?

☐ No - Move to section 10

☒ Yes - Complete the following:

170 Total number of children in blended classrooms

145 Total number of Title I children in blended classrooms

145 Total number of Title I children in blended classrooms who also qualify for NC Pre-K

\$ 566,344.48 Total amount of Title I funds, allocated to blended classrooms

\$ 473.00 NC Pre-K funding per child, per month allocated to the blended classrooms

Indicate the proportion of preschool funding for blended classrooms by program:

12 % Title I

76 % NC Pre-K

12 % Exceptional Children

0 % Other (describe below)



CCIP Sections 9 & 10

10. Coordination Requirements (SEC. 1119(a)-(b))

* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document. The MOU requirements can be found in Section 1119 (a)-(b) (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-resources>)

☐ Check here if you are a Charter or Lab School without an elementary (K-5) grade span; you are not required to have an MOU.

☒ Check if LEA/Charter/Lab School has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Documents		
Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload up to 1 document(s)]	 Current MOU/MOA with Head Start	 2021-22 Headstart MOU

Enter the effective dates for the MOU/MOA:

* Start Date:

08/11/2021



* End Date:

06/30/2022



11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

☐ Check here if your LEA does not have grade spans beyond 7th grade (Skip to Section 12)

* Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (check all that apply):

- ☒ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.
- ☒ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from

ESSA Sec. 1119.[20 U.S.C.6332] Coordination Requirements

- **Memorandum of Understanding**
- The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), **requires local educational agencies (LEAs) receiving Title I funds** to develop agreements with Head Start and other early childhood providers to increase coordination
- Formal document required between LEAs and Head Start

Title I Preschool Critical Resources for Standard Operations and High Quality-Handbook p.62

- [Title I Preschool NC Standards and Procedures](#)
- [North Carolina's Early Learning Standards \(aligned to SCOS\)](#)
- [DOE Non-Regulatory Guidance Early Learning in ESSA](#)
- [Toolkit-New Early Childhood Coordination Requirements in the ESSA-for pr....pdf \(ccsso.org\)](#)

Title I Preschool NC Standards and Procedures -Funding

- A Title I school may use a portion of their Title I allocation to operate a preschool program
- A PSU/LEA may reserve an amount from its total allocation to operate a preschool program for eligible children in the PSU/LEA as a whole or for a portion of the PSU/LEA
- A PSU may reserve an amount from its total allocation and use those funds to support other comparable public early childhood education programs to operate Title I preschool programs such as Head Start. to add text

Title I Preschool NC Standards and Procedures-**Funding**

- **Title I Preschool**
- Uses Title I dollars only
- **Blended Preschool**
- Uses Title I dollars with other preschool dollars
- Title I contribution determined by % of Title I children in each preschool class
- **Dual Enrollment**
- Uses Title I dollars with state funded preschool dollars

Title I Preschool NC Standards and Procedures- **Eligibility**

- Children who are younger than the age of five by August 31 (The kindergarten eligibility cutoff date)
- Children living within the local program's designated attendance area are eligible to apply for enrollment in the Title I preschool program
- Most at risk students- identified on basis of multiple, educational related, objective criteria
- Screening results
- Teacher/Parental Input
- Rank order list
- Roster of students

Title I Preschool NC Standards and Procedures- **Uses and Decisions**

- Title I can fund high-quality preschool.
- Dollars are flexible: Communities can use the funds to best meet their own needs—to improve quality, provide comprehensive services, expand opportunities, or lengthen the day of services.
- Decision makers in local school districts make the decisions of how to use Title I dollars to support preschool.

Title I Preschool NC Standards and Procedures- Monitoring Element 8

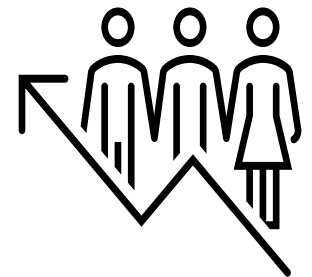
- [Title 1 Preschool Student Trace](#)
- [Title 1 Pre-K Monitoring Checklist](#)

Parent and Family Engagement (PFE)

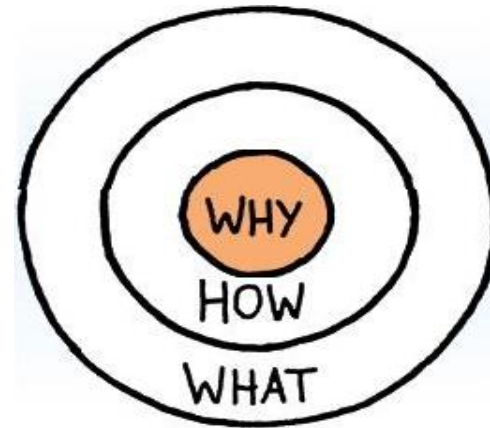
Handbook Pages 57-61

- Parent and Family Engagement
- Parent and Family Engagement Policy
- School-Parent Compact
- Parent Rights-To-Know

When parents are provided opportunities to be engaged partners at school and support for helping their children learn at home, children benefit immensely, and are more likely to experience success.



Parent Family Engagement (PFE)



PFE Requirements and Opportunities

IN GENERAL, 1116(a)(1)

A Public-School Unit (PSU) may receive such Federal funds only if:

- ✓ conducts outreach to ALL parents and family members, AND
- ✓ implements programs, activities, and procedures for the involvement of parents and family members in programs consistent with this section.

1

Parent and Family Engagement Written Policies

2

School-Parent Compact

3

Parent Rights-to-Know

Common Barriers to Parent and Family Engagement?

- COVID
- Prior Experiences – not so good?
- Cultural differences
- Language
- Access and Disability
- Lack of Understanding
- Environmental – Homelessness, Foster Care, etc.
- Low level of Literacy
- Parent Motivation
- Availability
- Fears
- Current events
- Other...?

Understanding Barriers, Challenges, and Differences

Possible implications that may affect engaged parents, students, and educators?



Antecedents

- COVID
- Unable to advocate or feel one's voice matters
- Poor communication or misunderstanding
- Inappropriate responses to a skill vs. performance deficit
- More targeted training needed
- Difficulty meeting cultural, ethnic, linguistic, or accessibility needs
- Inclusion and differentiation practices may need to improve
- Historically low performing subgroups and equity issues
- Complex issues around social media, school safety, and any actions that might divide or target people



Behaviors & Consequences

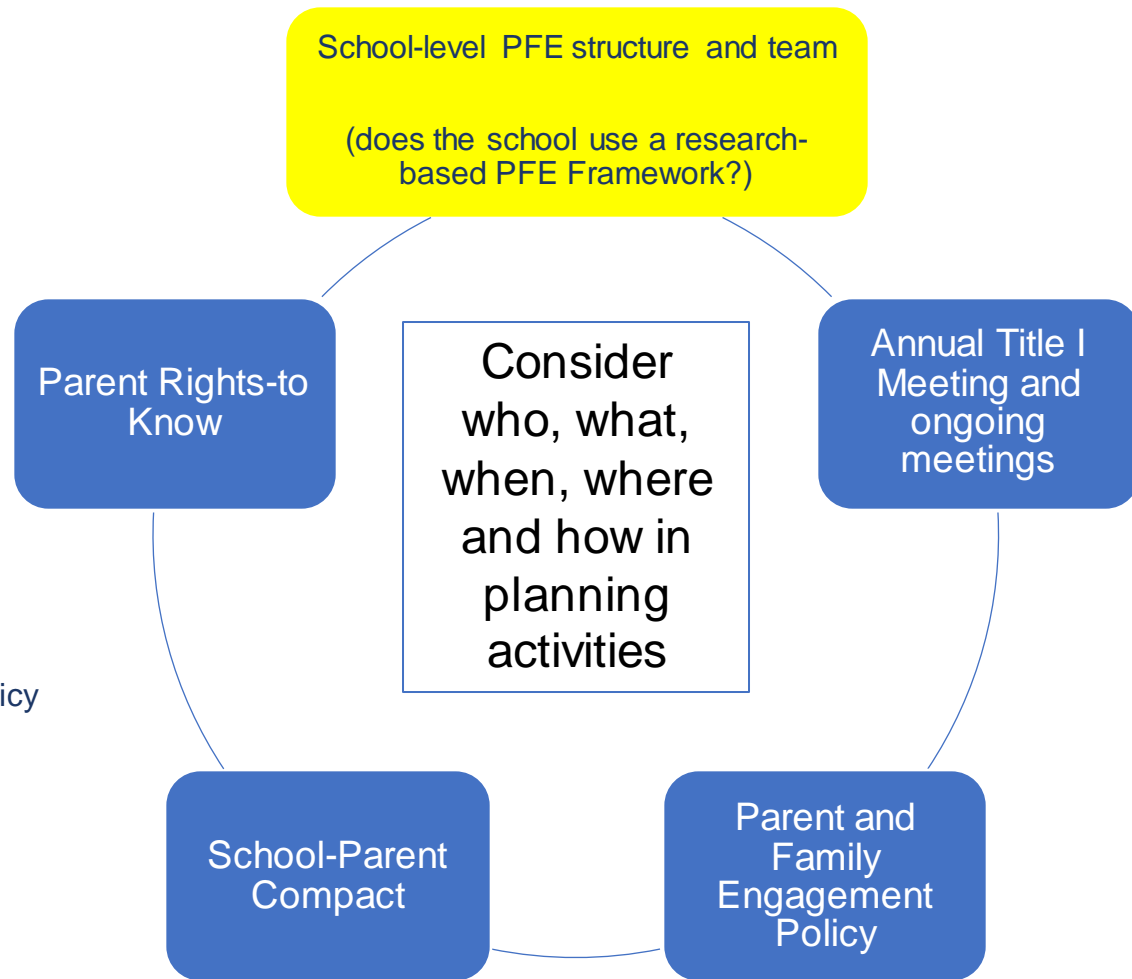
- Low membership or attendance
- Fear or hopelessness
- Hurt feelings or arguments
- Lack of trust or bias
- Lack of confidence, self-esteem, or knowledge with a plan for how to respond
- Disinterested – “I don’t care” or “I don’t have the time”
- Moving on to another school or field
- Current goals and expected results fall short
- Insecure feelings around SAFETY– emotionally, socially, physically, learning
- A rise in mental health needs

 The Importance of Planning and Outreach
To Engage, Support, Advance Relationships, Train, Resolve
And Sometimes, Reconcile – *with goals to retain and sustain!* 

The Importance of Title I School-Level Planning

For Efficiency, Timeliness, Effectiveness, and Compliance with Parent and Family Engagement (PFE)

- Annual Title I Meeting (and ongoing meetings) - to inform parents and families of their school's participation, purposes, SW or TAS, requirements, and right of parents to be involved
- Ensure the role of parents to jointly develop, review, and update the:
 - 1.) Title I Plan
 - 2.) Parent and Family Engagement Policy
 - 3.) School-Parent Compact
- Parent Rights to Know



Parent and Family Engagement Policies 1116(a-h)	School-Parent Compact 1116(d-h)	Parent Rights-to-Know 1111(h)(2), 1112(e)(1-4)
<ul style="list-style-type: none"> • Shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement (PFE) policy. Such PFE policies should be unique to the school and district levels. <p>✓ Monitoring Element 11</p>	<ul style="list-style-type: none"> • Each Title I school shall jointly develop with parents for all children, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will work in partnership to help children achieve the State's high standards. <p>✓ Monitoring Element 11</p>	<ul style="list-style-type: none"> • PSU will provide the required notifications at the beginning of each school year, upon request, and ongoing as necessary <p>✓ Monitoring Element 6</p>

PSU ensures understandable language and format with the information presented and disseminated for all (Monitoring Element 3).

Parent and Family Engagement (PFE) Activity

- ✓ Annual Title I Meeting (Ongoing meetings and events)
- ✓ Parent and Family Engagement Policy
- ✓ School-Parent Compact
- ✓ Parent Rights-To-Know
- ✓ Understandable Language and Format

What does the research say?

When schools and educators plan programs and make efforts to engage families, there are positive impacts on student achievement:

- Teacher outreach to parents was related to strong and consistent gains in reading/math
- Workshops for parents on helping with learning at home were linked to higher reading/math scores
- Schools with highly rated partnership programs made greater gains on state tests

What does the research say?

Effective Outreach Practices Include:

- Reaching Out to ALL Parents
- Face-to-Face Meetings
- Sending Material Home (engage at the school, help the parents/child learn in the home)
- Consistent Academic Progress Updates
- Understandable Language and Format
- Differentiated Approaches, Multiple Times and Technology that Works

What does the research say?

Higher Performing Schools that Engage Families and Communities:

- Link parent activities to student learning goals
- Recognize, respect and address families' needs and differences
- Focus on building capacity and trusting relationships with teachers, families and community members
- Embrace shared vision for power and responsibilities
- Provide workshops for parents on helping with learning at home were linked to higher reading/math scores

Children do best if parents can play a variety of roles in their learning by:

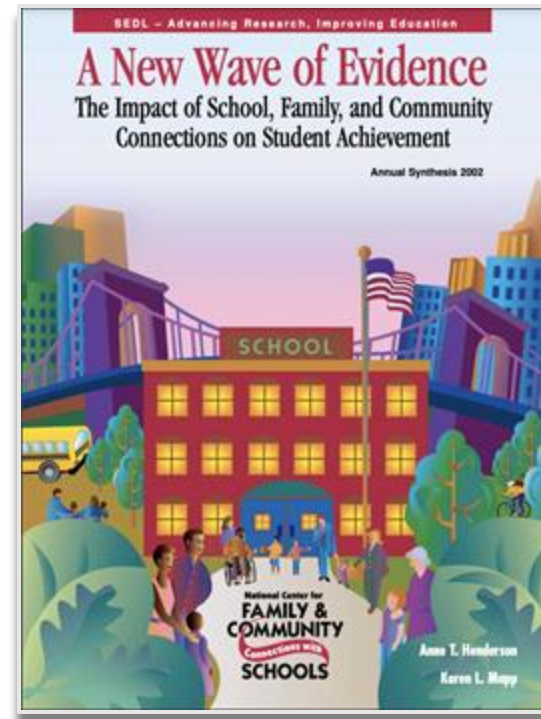
- helping at home
- volunteering at school
- planning their children's future
- taking part in key decisions about the school's program

Students, whose families are involved in their learning:

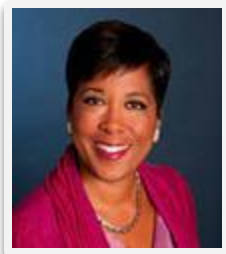
- Earn better grades
- Enroll in higher-level programs
- Have higher graduation rates
- Adapt better to school & attend more regularly
- Are more likely to enroll in post-secondary education



A New Wave of Evidence (Henderson & Mapp, 2002)



Parent and Family Engagement Framework

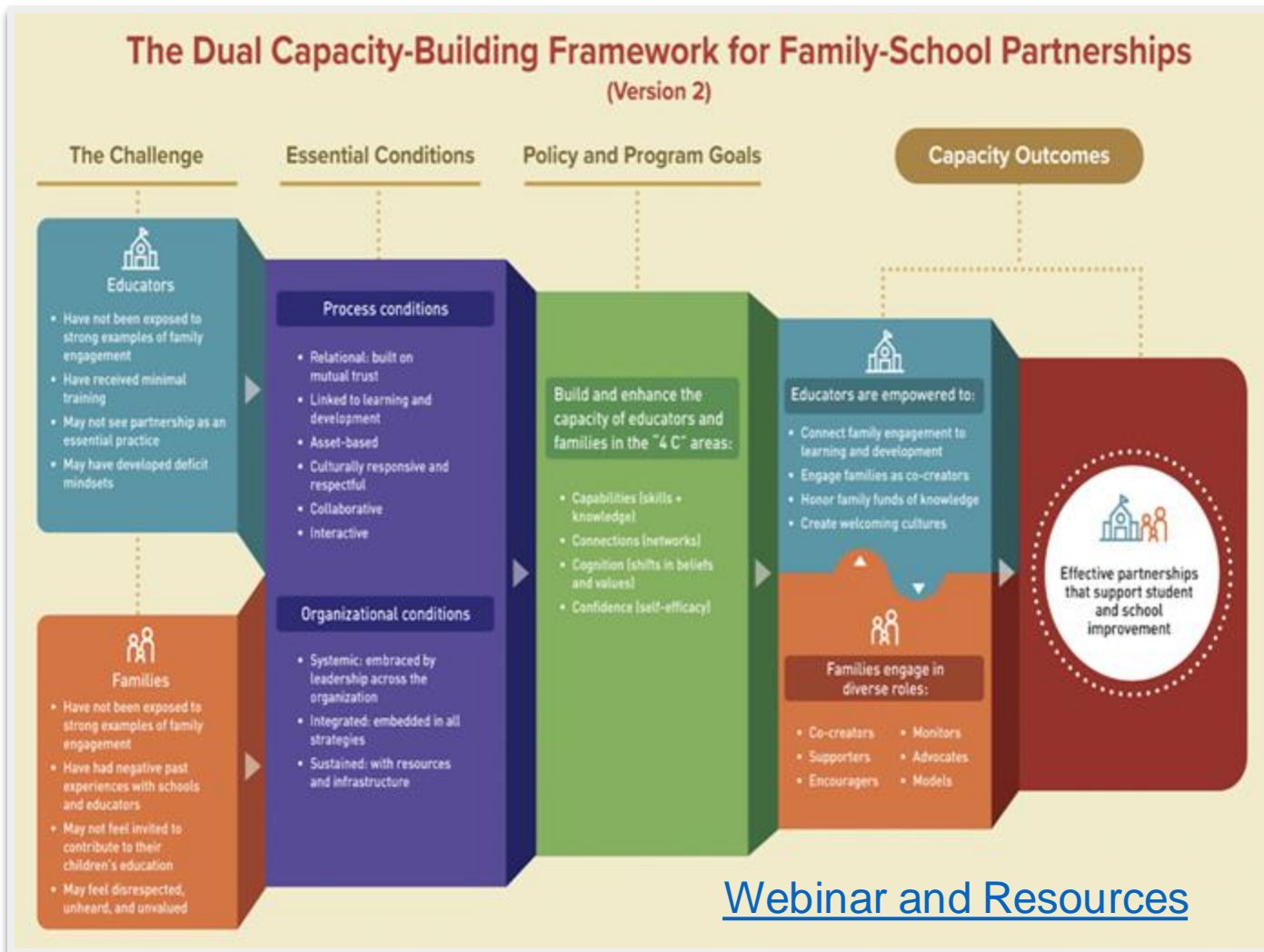


Dr. Karen L. Mapp

This framework is designed to support the development of family engagement strategies, policies, and programs.

It is not a blueprint for engagement initiatives, which must be designed to fit the contexts in which they are carried out.

The Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.



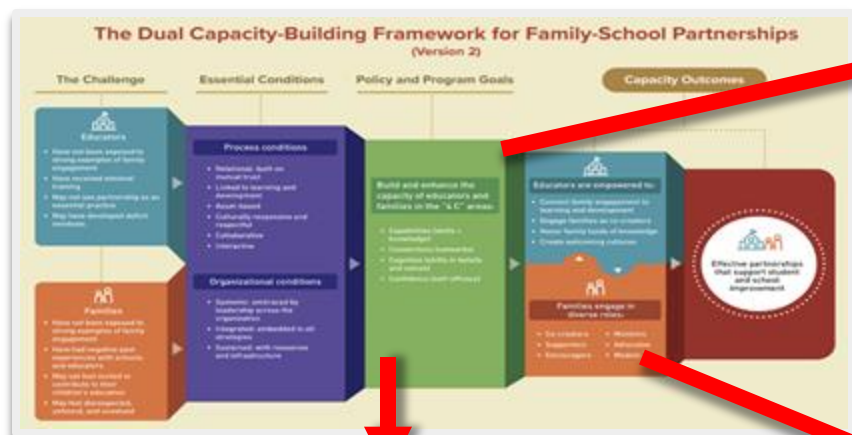
[Webinar and Resources](#)



Parent and Family Engagement Framework

Dr. Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program

Webinar and Resources



Educators (Teachers) are Empowered, Capacity is Developed:

- Connect Family Engagement to Learning & Development
- Engage Families as Co-Creators
- Honor Family Funds of Knowledge
- Create Welcoming Cultures

Policy & Programs

Build & Enhance the Capacity of Educators & Families in the 4C Areas:

- Capabilities: Skills + Knowledge
- Connections: Networks
- Cognition: Shifts in Beliefs & Values
- Confidence: Self-Efficacy

Families are Engaged in Diverse Roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Parent and Family Engagement Framework



Dr. Steve M. Costantino

Senior Vice President with
LivingTree Technologies.

Executive Associate
Professor School of
Education, College of
William and Mary

Adjunct Lecturer at the Curry
School of Education,
University of Virginia



“Five Simple Principles to Engage Every Family” **A Logical Sequence for Systematic Reform**

#1 - A Culture That Engages Every Family

The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to ensuring the notion of families as a foundational core component to improvement and greater student learning and performance. The culture is reflected in artifacts and organizational practices.

#2 - Communicate Effectively and Develop Relationships

There is consistent evidence that effective communication and relationship building creates environments in the schools that are welcoming, respectful, and conducive to family engagement. The school places an emphasis on effective communication with every family and stakeholder in the school community and seeks to build trusting relationships with every family.

#3 - Build Family Efficacy

Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best.

#4 - Engage Every Family in Decision-Making

The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. The school is genuinely inclusive in its approach to decision-making. It recognizes that this type of process creates a sense of shared responsibility among families, students, community members, and educators.

#5 - Engage the Greater Community

The school places a strong focus on building and creating partnerships external to the school. The school recognizes the strengths and talents that exist in the communities that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families.

Parent and Family Engagement Framework

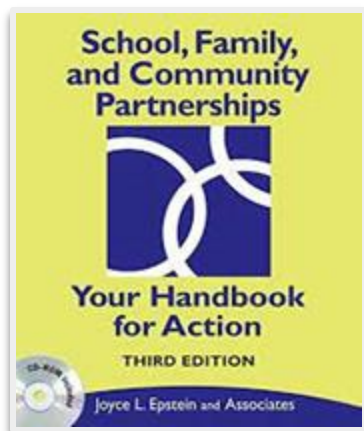


Dr, Joyce L. Epstein

Director Center on School
Family and Community
Partnerships,

Director National Network of
Partnership Schools

Professor Education/
Sociology John Hopkins
University



Six Types of Parent Involvement

School-Family-Community Partnership Model

Parenting: Support the home environment and strengthen families to support students at school

Communicating: Create effective modes of school-to-home and home-to-school communications regarding school programs and child progress

Volunteering: Recruit parents to support school endeavors

Learning at Home: Share information regarding ideas for learning at home, as well what is going on in the classroom to support family-school alignment regarding educational endeavors

Decision Making: Empower parents to be leaders, and involve them in school decision-making

Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

PFE Essential Elements

	<div>Dual Capacity-Building Framework Dr. Karen Mapp</div>	<div>5 Simple Principles to Engage Every Family Dr. Steve Constantino</div>	<div>Six Types of Parent Involvement Dr. Joyce Epstein</div>
Parenting Skills			
Home-to-School Communication			
Volunteering			
Supporting Learning at Home			
Decision Making (Policies & Practices)			
Community Collaboration			

Just an FYI – Non-NCDPI PFE Event
 2022 National Family Engagement Summit
<https://nfesummit.com/>
 Virtual: Oct. 10-11, 2022
 In-Person: Oct. 12-14, 2022
 Location: Le Meridien Charlotte Hotel
 (555 McDowell Street, Charlotte, NC 28204)

FY 23 Consolidated Related Documents

Handbook Pages 12-15

Consolidated Related Documents (PSUs Upload Docs. in CCIP)

- Debarment Certification
- NC Prayer Certification and Single Set of Assurances
- Comprehensive Needs Assessment
- Goals and Strategies
- Districts Only - Affirmations for Private Schools/Equitable Services (Notification, Invitation & Consultation)

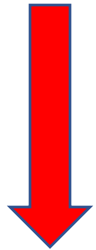
CCIP

Consolidated Related Documents Page

Download
Template







Complete/Sign
Upload





All PSUs

Required Documents

Type	Document Template	Document/Link
Debarment Certification (PDF) [Upload 1 document(s)]	 2022-23 Debarment Certification	
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	 NC Prayer Certification and Single Set of Assurances FY23	
Comprehensive Needs Assessment [Upload 1 document(s)]	 Comprehensive Needs Assessment FY23	
Goals and Strategies [Upload 1 document(s)]	 Goals and Strategies FY23	

Districts Only

Optional Documents

Type	Document Template	Document/Link
Affirmation ESEA In-District [Upload up to 1 document(s)]	 Affirmation ESEA In-District FY23	
Affirmation ESEA Out of District [Upload up to 1 document(s)]	 Affirmation ESEA Out of District FY23	

Debarment Certification

- Requires Superintendent Signature
- By signing and agreeing to the certification –
 - ✓ *“did not and will not use in any capacity the services of any debarred companies, entities, individuals”*
- For procurement resources and to find a list of current companies, entities, or individuals that have been declared ineligible to receive federal contracts:
 - ✓ *NC Department of Administration (DOA)* [Procurement Resources and Rules](#)
 - ✓ *Office of Federal Contract Compliance Programs* [Debarred Companies](#)


NC Prayer Certification and Single Set of Assurances

- Requires Superintendent Signature
- SCHOOL PRAYER – Agency receiving federal funds/PSU will not prevent, or otherwise deny participation in, constitutionally protected prayer in public elementary and secondary schools.
- OTHER GENERAL ASSURANCES.
 - ✓ *Eight assurances that overview how programs will be administered in accordance with all applicable statutes, regulations, program plans, applications, fiscal control, fund accounting procedures, etc.*

The Comprehensive Needs Assessment (CNA)

Handbook Page 13

- A CNA is required for both the school and district levels; however, only the district CNA must be included in CCIP Consolidated Application.
- For a PSU that receives more than \$30,000 in Title IV funding, complete Part E of the CNA.
- An optional district CNA template can be found in the document library of CCIP and is available through NCStar.
- If a PSU uses the NC Star for the CNA, ensure that all four bullets are included.

 ORGANIZATION uses NCStar District Plan and attests that the Comprehensive Needs Assessment found in NC Star has the following information:

- Current student performance data (current official data or most recent unofficial data)
- Data analysis
- Analysis of federally funded strategies used by the organization during the last programmatic year
- Current needs based on analysis of current year's data

PFE Data in the CNA?

District or Administrative Leadership Levels?



Principal and School levels?

Classroom?

How important is it?
Does anyone use PFE Data?
Examples?
Thoughts...

Access via the Web or Text: CNA Word Cloud Activity

What assessment data are included in your data?

 When poll is active, respond at **PollEv.com/paulp607**
 Text **PAULP607** to **22333** once to join

- ✓ Answers appear as typed
- ✓ One-word or brief answers work best (i.e., Reading, EOG, ADM)
- ✓ Answer up to 5x

FOUR Tips for Conducting the CNA



BIG IDEA - Be intentional with connecting the CNA to program planning, use of funds, continuous improvement, closing gaps, goals and student achievement!

1. Use a team and identify the scope of the assessment data

- Identify a team lead
- Are the right stakeholders and representations of subgroups involved?
- Ensure a cross-section of individuals (as applicable) on the team

2. Develop questions and summarize the data

- Are data accurate enough from which to conclude?
- Are trend data available to assess patterns over time and identify needs? One year of data may not be enough?
- If data does not exist or is unreliable – **is this a need to indicate?**
- Are there additional or new costs or activities for collecting data?

3. Use reliable and measurable data aligned to program areas and consider priority ranking to address the needs, gaps, and student achievement.

- Consider the use of funds and projected solutions with program areas
- Use measurements/evaluation criteria related to progress and success with program areas

4. Using the process to establish goals and strategies

- Use baseline data, measurable outcomes, and evaluation criteria with each goal
- For strategies, consider evidence-based and “what works” tied to goals, fund sources, and identified needs (program priorities)

Goals and Strategies Document

Handbook Pages 13-14

- Ensure there are Goals and Strategies for all funding sources in the application.
- Use stakeholder input and the CNA to develop measurable annual goals
- Review effectiveness and results from the previous year's goals and strategies – changes?
- Keep in mind - address and improve student achievement, equity, closing achievement gaps, etc.
- Develop high-impact strategies that will be used to meet annual goals.
- Ensure strategies are aligned to budget priorities.

GOAL:	
Federal funding sources used to support goal:	
<input type="checkbox"/> Title I-A (PRC 050)	<input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051)	<input type="checkbox"/> Title IV (PRC 108)
<input type="checkbox"/> Title II (PRC 103)	<input type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	
•	
•	
•	
GOAL:	
Federal funding sources used to support goal:	
<input type="checkbox"/> Title I-A (PRC 050)	<input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051)	<input type="checkbox"/> Title IV (PRC 108)
<input type="checkbox"/> Title II (PRC 103)	<input type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	
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GOAL:	
Federal funding sources used to support goal:	
<input type="checkbox"/> Title I-A (PRC 050)	<input type="checkbox"/> Title III (PRC 111)
<input type="checkbox"/> Title I-C (PRC 051)	<input type="checkbox"/> Title IV (PRC 108)
<input type="checkbox"/> Title II (PRC 103)	<input type="checkbox"/> RLIS/SRSA
<input type="checkbox"/> Title III (PRC 104)	
Use bullet points to list strategies that will be used to meet this goal:	
•	

Schoolwide vs. TAS

Comparisons of the models

Handbook pgs.51, 65

Program Purpose

Schoolwide

A Schoolwide (SW) 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, especially those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state academic achievement standards.

Targeted Assistance

A Targeted Assistance School (TAS) assists participating children (those who meet eligibility criteria) in meeting the state's proficient and advanced levels of performance by using effective methods and instructional strategies based on scientifically based research.

Eligibility

Schoolwide

Poverty level must be at least 40%.

Targeted Assistance

Must be Title I eligible school (poverty level at or above district average). At least 35% poverty unless using the 125% rule

Student Eligibility for Services

Schoolwide

Schoolwide programs are not required to identify particular children as eligible to participate in services or to provide supplemental services to such children. The program should upgrade the achievement of all students, including low-achieving students.

Targeted Assistance

Title I funds are used to provide services directly to eligible children who are failing or at risk of failing to meet the state's standards. Student eligibility is determined by multiple, educationally related, objective criteria. For pre-school to grade 2, teacher judgments, interviews with parents and other developmentally appropriate criteria may be used. In addition, the following students are automatically eligible: Head Start, Even Start, Migrant, N or D, or Homeless.

Planning

Schoolwide

Comprehensive Schoolwide Plan must be developed for reforming the total instructional program in the school. One year planning period generally required. Plan is reviewed annually and updated as needed.

Targeted Assistance

Plan includes a general description of targeted assistance school activities to support students identified as eligible for services. Plan includes criteria for student eligibility. Review and revise as necessary.

Use of Funds

Schoolwide

Title I funds are used to serve all students to meet the needs identified through the school's comprehensive needs assessment. All students are considered Title I students.

Targeted Assistance

Title I funds are only used to directly support programs for eligible students.

Allowable Expenditures

Schoolwide

An SWP school uses Title I funds to upgrade the entire educational program of the school. Title I funds can be used to serve ALL children.

Targeted Assistance

A TAS uses Title I funds to support programs for eligible children (i.e., children who are failing, or at risk of failing, to meet the state's high academic standards.)

School Personnel

Schoolwide

School personnel are all supported by Title I funding in the schoolwide program and may assume any duties. Personnel are not required to sign Time and Effort reports indicating time spent on Title I or any other program. A semi-annual certification that staff worked on the single cost objective (the schoolwide program) is required.

Targeted Assistance

School personnel who are paid with Title I funds work with Title I students for the time they are being paid through Title I funds. Some limited other duties may be included if it is in the same proportion with respect to similar personnel at the same school, or for general professional development, school planning, or collaborative teaching that directly benefits participating children. Time and effort reports are required to document the amount of time spent on Title I.

Parental Involvement, School Improvement, and Professional Development

Schoolwide

Schoolwide programs are subject to school improvement provisions and must comply with Title I requirements for parent involvement and professional development.

Targeted Assistance

Targeted Assistance school programs are subject to school improvement provisions and must comply with Title I requirements for parent involvement and professional development. Professional development paid for with Title I funds may include any teachers that serve Title I students at some point in the day, not just those teachers paid with Title I funds.

Annual Review

Schoolwide

An SWP school must review the progress of its SWP plan on an ongoing basis. The plan must be reviewed and revised **ANNUALLY** in order to help ALL children at the school meet the State's high academic standards.

Targeted Assistance

A TAS must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I kids meet the state's high academic standards.

Program Components

Schoolwide

- A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and performance standards.
- Schoolwide reform strategies that provide opportunities for all children to meet the advanced and proficient levels of student performance, use effective instructional strategies, address the needs of all children in school, and are consistent with state and local plans.
- Instruction by highly qualified teachers and strategies to attract highly qualified teachers.
- Offer high quality, ongoing professional development for teachers and paraprofessionals (and where appropriate, pupil services personnel, parents, principals, and other staff).
- Measures to include teachers in making decisions regarding the use of academic assessments.
- Strategies to increase parental involvement (especially in helping their own children do well in school as well as involvement in the planning, implementation, and evaluation of the schoolwide program).
- Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.
- Strategies to identify, and ensure timely assistance to, students who experience academic difficulties.
- A description of how the school will use resources under Title I and other sources to implement the above components.
- A listing of funding from other state and federal programs that will be included in the schoolwide program.

Program Components

Targeted Assistance

- Use Title I resources to help participating children meet the state's student performance standards expected for all children.
- Ensure that planning for students in the targeted assistance program is incorporated into existing school planning.
- Be based on effective strategies for improving achievement of children.
- Use effective instructional strategies that give primary consideration to extended learning time; help provide an accelerated, high-quality curriculum; and minimize use of the pull-out model.
- Coordinate with and support the regular educational program.
- Provide instruction by highly qualified professional staff.
- Provide opportunities for professional development for administrators and for teachers and other school staff who work with children in the targeted assistance program.
- Provide strategies to increase parental involvement, especially in helping children do well in school.
- Coordinate with other federal, state, and local services and programs.

TAS v SW Activity

Title I Related Documents

Title I Part A Statement of Assurances

Handbook Pages 12-13

CCIP

Title I - Related Documents

The Title I, Part A Statement of Assurances




- Requires Superintendent Signature certifying a set of assurances
- Added the Occupational Survey and service requirements for eligible migratory children
- Numerous other provisions

**Sign &
Upload**

Required Documents

Type	Document Template	Document/Link
Title I Statement of Assurances [Upload 1 document(s)]	 Title I Statement of Assurances FY23	

Optional Documents

Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload up to 1 document(s)]	 Current MOU/MOA with Head Start FY23	
Equity Plan - Data Component [Upload up to 1 document(s)]	 Equity Plan - Data Component FY23	
Equity Plan - Narrative Component [Upload up to 1 document(s)]	 Equity Plan - Narrative Component FY23	

NORTH CAROLINA STATEMENT OF ASSURANCES

The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act Of 2015 (P.L. 114-95)

TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES SEC. 1112. [20 U.S.C. 6312] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to ensure the educational stability of children in foster care in accordance with section 1112(c)(5);
- (6) make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115;
- (7) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- (8) ensure that any school the local educational agency proposes to serve with funds received under section 1003 will receive all of the State and local funds it would have received in the absence of funds received under section 1003;
- (9) use Federal funds received under this part 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 this part, and not to supplant such funds; and
- (10) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct.

Printed Name of Superintendent

Signature of Superintendent

Date

REVISED March 2017

Comparability

Handbook Reference p. 56

Comparability Defined

- Section 1118(c)(1)(A) of the ESEA provides that a PSU may receive Title I, part A funds only if it uses state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.
- If the PSU serves all of its schools with Title I funds, the PSU must use state and local funds to provide services that, taken as a whole, are substantially comparable in each Title I School.
[Section 1118(c)(1)(B)]

Comparability Reminders

- Exempt and Non-Exempt PSUs must complete and submit the Comparability Assurance in CCIP
- PSUs are not required to include unpredictable changes in student enrollment or personnel assignments after selected point in time.
- PSU funded alternative schools and virtual schools must be included in respective grade span
- A school that falls into more than one grade span will be compared to the grade span it is most like.

Comparability Completion

All is defined as grade spans receiving Title I funds or receiving comparable services.

Large school is 450 students or more.

Comparability is a prerequisite for receiving Title IA funds (section 1118(c)(1)(A)).

Data for report should be pulled from October 2022.

Comparability Report is due on or before December 1, 2022.

Comparability Sample Timelines

January – April

Engage in district-level budget (State and local funds) discussions concerning staff, distribution of equipment and materials to ensure compliance with Title I comparability for the upcoming school year

May – July

Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. Establish participant roles and responsibilities. Establish specific timelines for completion of the calculations. Decide which methodology to use and develop specific written procedures including procedures for making corrections.

Comparability Sample Timelines

August

Obtain preliminary information from appropriate LEA staff.

Identify Title I and non-Title I schools, grade span groupings, enrollments, FTEs, “zero or first-step” salaries, expenditures by building...

September

Identify date and collection methodologies for gathering data needed to complete calculations.

Comparability Sample Timelines

October

Collect data... including number of Special Ed/ELL FTEs per building.

Meet with appropriate staff and calculate comparability.

Make corrections to Title I schools shown not to be comparable.

November

Reconvene appropriate LEA staff to address any outstanding issues.

Maintain all required documentation supporting the comparability calculations and any corrections made to ensure that all Title I schools are comparable.

Due December 1

Equity

Handbook Reference pgs. 60 & 72

Educator Equity Under ESSA

ESEA, as amended by the Every Student Succeeds Act (ESSA) of 2015, requires SEAs and LEAs to address whether low-income and minority students served by Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced educators to compared to their peers.

PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe —

how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;

Equity Reporting Process

LEAs must annually report identified equity gaps as a part of the Title I Plan.

If any equity gaps are present, LEAs are required to develop a plan to use Title I funds for strategies to close these gaps.

The Equity Report will be uploaded as a part of the Consolidated Application under the Title I Related Documents.

Equity Definitions

Term	Definition
Equity Gap	Gap occurs when low income or minority students are more likely to be assigned to ineffective, novice, and out of field teachers.
Ineffective Teachers	LEAs may choose one of the following definitions to use: Teachers rated below "proficient" on an LEA's approved teacher evaluation system – OR- Teachers who did not meet growth based on the 3-year average in EVAAS system.
Out-of-Field Teachers	Teachers who hold a provisional license, emergency license, residential license. Long term substitutes.
Inexperienced Teachers	Teachers with fewer than three full years of teaching experience
Minority Student	A student who is a racial or ethnic minority includes a student who is Black/African-American, Hispanic/Latino of any race, Asian/ Asian-American, Two or more races, American Indian/Alaskan Native, or Hawaiian Native/Pacific Islander.

Sample Equity Plan Implementation Timeline

Month	Activities
October	<ul style="list-style-type: none"> <input type="checkbox"/> Pull data sources pertaining to enrollment of low-income and minority students, inexperienced teachers, out-of-field teachers and ineffective teachers. <input type="checkbox"/> Convene stakeholders to analyze data and determine equity gaps.
November	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to develop the Annual Equity Plan.
December	<ul style="list-style-type: none"> <input type="checkbox"/> Upload the data and narrative components of the annual LEA Equity Plan in CCIP by December 1.
January – March	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to review the implementation of the current Equity plan.
April- May	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to review the implementation of the current Equity plan.
June – August	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to review the implementation of the current Equity plan. <input type="checkbox"/> Evaluate the effectiveness of each of the strategies outlined in the Equity Plan.

Comparability and Equity Webinar

Date: Thursday, September 29, 2022

Time: 10:00 a.m.

Meeting access information will be included the OFP listserv.



Title I Set Asides

Handbook Reference pgs. 71-72

Title I Allowable Set Asides

Set Aside Name	Set- Aside Description
Administrative	Up to 12% of planning allotment. Exceeding the 12% will trigger an error message.
Early Childhood Programs	Used to supplement the costs based on LEA need.
Parent and Family Engagement	PSUs with planning allotments greater than \$500,000 must reserve 1% of the planning allotment. 90% of the 1% reservation must be equitably distributed to Title I schools. Additional funding can be allocated to Parent and Family Engagement.
District-wide Instructional Initiatives	Instructional initiatives that can be applied to all Title I schools can be included in this set aside.
Professional Development in Title I Schools	Used to provide funding for PD for all Title I schools.
Homeless Children and Youth	Required. Set-aside PPA must be comparable to school allocation PPA. The total is based on the number of identified students in the LEA.
Foster Care Transportation	Used to supplement the costs based on LEA need.
Unbudgeted Reserve	Not Required. No more than 10% of the planning allotment.
School Improvement Interventions	Not applicable to all LEAs. Available for CSI/TSI Schools Only.
Incentives for Recruitment and Retention	Available for CSI/TSI Schools Only. No more than 5% of the planning allotment.
Neglected or Delinquent Programs	Not applicable to all LEAs. See page 74 for more details.

Title I Budget Codes

Set Aside Name	Line Item Details
Administrative	Purpose code: 6300 -- Site Code: 810 Purpose code 8100 (Indirect Costs)
Early Childhood Programs	Purpose code: 5340 -- Site Code: 840 or School Site
Parent and Family Engagement	Purpose code: 5880 -- Site Code: 000 or School Site
District-wide Instructional Initiatives	Purpose code: 5330 (or other applicable) -- Site Code: 000
Professional Development in Title I Schools	Purpose code: 5330 -- Site Code: 000
Homeless Children and Youth	Purpose code: 5320, 6550 -- Site Code: 000
Foster Care Transportation	Purpose code: 5320, 6550 -- Site Code: 000
Unbudgeted Reserve	Purpose code: 8200 -- Site Code: 000
School Improvement Interventions	Purpose code: 5330 (or other applicable) -- Site Code: School sites
Incentives for Recruitment and Retention	Purpose code: 5330 (or other applicable) -- Site Code: 000 or shared across school sites
Neglected or Delinquent Programs	Not applicable to all LEAs. See page 74 for more details.

Set- Aside Important Reminders

- Set-asides are meant to support district-wide initiatives.
- Due to ESSA per pupil expenditures requirements, any expenditure that can be linked to a certain school or a small group of schools must be budgeted at the school site code and cannot be included in the district set aside amounts (with the exception of N or D, Early Learning, and CSI/TSI).
- School level expenditures must be coded to the Title I school's budgets.

Set Asides Kahoot

Supplement, Not Supplant

Handbook Pages 56

Supplement, Not Supplant

- To ensure that Title I, Part A funds are used to provide services that are in addition to the services normally provided by a school district for participating children, the district must use these funds to supplement, not supplant regular non-Federal funds.
- PSUs are required to establish a methodology of distributing state and local funds to all schools in a Title I neutral manner.
- A Supplement, Not Supplant Resource - Under Title I, Part A of the ESEA of 1965 and as amended by ESSA can be found on page 56 of the OFP handbook.

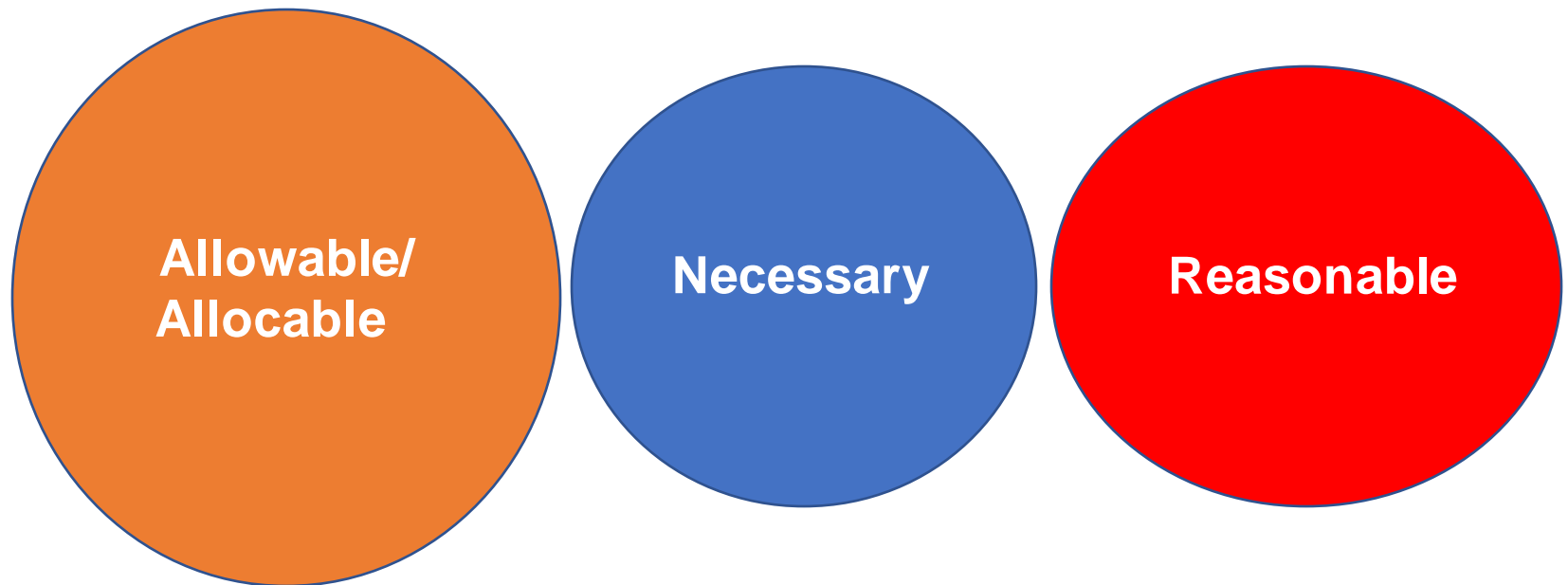
Supplement, Not Supplant (SEC. 1118(b)(1-4))

- The reservation of state and local funds are used in a Title I neutral manner.
- A PSU can show compliance with the supplement supplant provision by:
 - ✓ Ensures that State and local funds to a Title I school are not reduced or redirected based on the school receiving Title I, Part A funds.
 - ✓ A methodology provided by the PSU for allocating State and local funds does not consider Title I status and may include teacher/student ratios based on state and local funds. Examples, for kindergarten, one teacher per 18 students, for first grade, one teacher per 16 students, etc.
 - ✓ When using a methodology, the PSU attests that a Title I school(s) received all the State and local funds if not a Title I school, as nothing in the allocation methodology for State and local funds accounts for Title status.
- Methodologies described by the PSU (in CCIP, Title I, Grant Details, #17) can include the allocation of State and local funds to the Title I School(s) help support “Title I neutral manner” and compliance with Supplement, Not Supplant.

Title I Allowable Expenses Checklist

Handbook Reference p. 52

Three Prong Test



Refer to the Chart of Accounts

Budget Reports

Please select a report

▼ Budget Inquiry

▼ Chart of Accounts

▷ Chart of Accounts

▷ Fund Codes

▷ Object Codes

▷ Object Types

▷ Purpose Codes

▷ PRC

▷ Allotment and Carryover

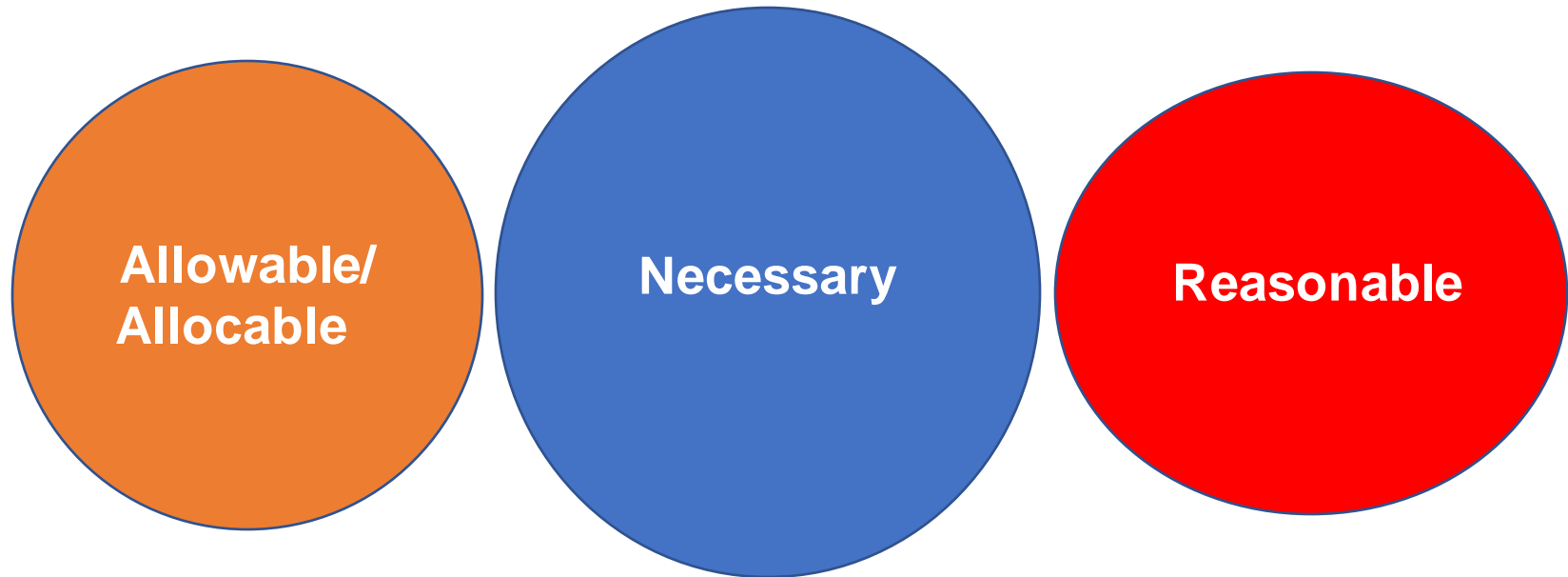
▷ Indirect Cost

▷ Benefit Rates

▷ Site Codes

After logging into CCIP. The Chart of Accounts can be retrieved by clicking on the Budget Inquiry Reports link in the navigation bar on the left side of the screen.

Three Prong Test

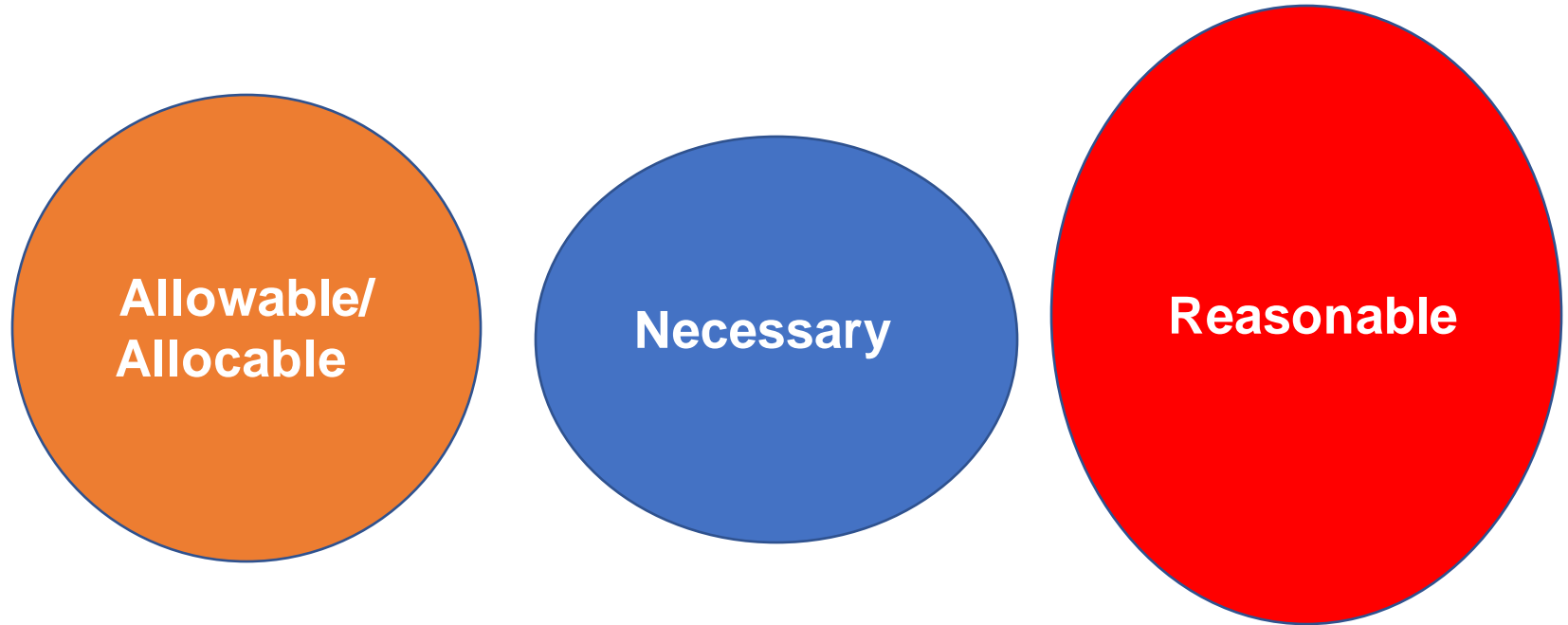


Align Expenses with Approved Activities

[-]	Title IA PRC 050
	Budget
	Grant Details
	Building Eligibility
	Set Asides
	School Allocations - PPA List
	Related Documents
	Grant Award Notification (GAN)
[-]	Title IIA PRC 103
	Budget
	Grant Details
	Title II Flexibility
	Title II Transferability
	Related Documents
	Grant Award Notification (GAN)
[-]	Title III-Significant Increase PRC 111
	Budget
	Grant Details
	Related Documents
	Grant Award Notification (GAN)
[-]	Title IV-Student Support and Academic Enrichment (SSAE) PRC 108
	Budget
	Grant Details
	Title IV Flexibility
	Title IV Transferability
	Set Asides
	Related Documents
	Grant Award Notification (GAN)
[-]	FPMS-Consolidated Related Documents
	FPMS-Consolidated Related Documents

Expenses must align with activities included in the Grant Details section and/or on the Goals and Strategies document. A programmatic amendment should be submitted prior to expending the funds when new activities are introduced.

Three Prong Test



Procurement Waiver Process

Handbook Pages 24-25

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to ProcurementWaiversTeam@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

LEA Name and Unit Number:
Name and Title of Individual Submitting Request:
Vendor Name:
Federal Funding Source (including PRC):
Scope of Work:

Deliverables:

Cost:

Noncompetitive Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

<input type="checkbox"/>	Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
<input type="checkbox"/>	Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.
<input type="checkbox"/>	Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can’t be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
<input type="checkbox"/>	Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
<input type="checkbox"/>	Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
<input type="checkbox"/>	Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.
<input type="checkbox"/>	Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.
<input type="checkbox"/>	Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration

Is It Allowable Trivia Game!

Handbook Reference pgs. 66-70

Is it Allowable?



- Listen to each question and choose an answer of yes, no or maybe.
- Move to the corresponding space in the room based on your answer
- Discuss your answer with the other participants in the space
- Choose one spokesperson to share your group's answer to the question

Scenario #1



Magnificent Middle School's enrollment has increased so significantly that the school has received an additional assistant principal position. The principal requests to outfit the new assistant principal's office with furniture. The rationale for the request is that the new assistant principal will be handling all social emotional and discipline responsibilities in the school and will need adequate seating for students and parents.

Is this allowable?



Scenario #2

Excellence Elementary School is committed to increasing family engagement during curriculum nights. They decide to host a carnival and offer curriculum sessions for families. The PTO President and SIT Chair come to the Principal with the idea to rent bouncy houses to increase participation in the carnival. Families would earn tickets to jump in the bouncy houses by attending the curriculum sessions. Since this is a Title I PFE activity, they want to use Title I PFE funds to rent the bouncy houses.

Is this allowable?



Scenario #3

New Attitude Middle School is being rebranded to recruit and retain high quality teachers. The school is also striving to attract more students to attend the school as they launch their new magnet under the leadership of their new, innovative principal. The plan is to celebrate the new school year with a Family Day, including presentations, activities, school spirit wear, and picnic. The staff is finally excited about a new school year!

Is this allowable?



Scenario #4

Historically, Central Community District required the school counselors to serve as the school's testing coordinator. However, the testing coordinator responsibilities have now been shifted to the assistant principals. The district would like to provide all Title I assistant principals an additional responsibility stipend to perform testing coordinator duties during the school day.

Is this allowable?

Scenario # 5



The Academy of the Arts is committed to exposing students to all different areas of music, art, and theater. However, they are struggling getting students to sign up for band. They serve approximately 25 students in the band program. The school would like to use Title I funds to purchase band instruments.

Is this allowable?

Carryover

Handbook pgs. 45, 64-65

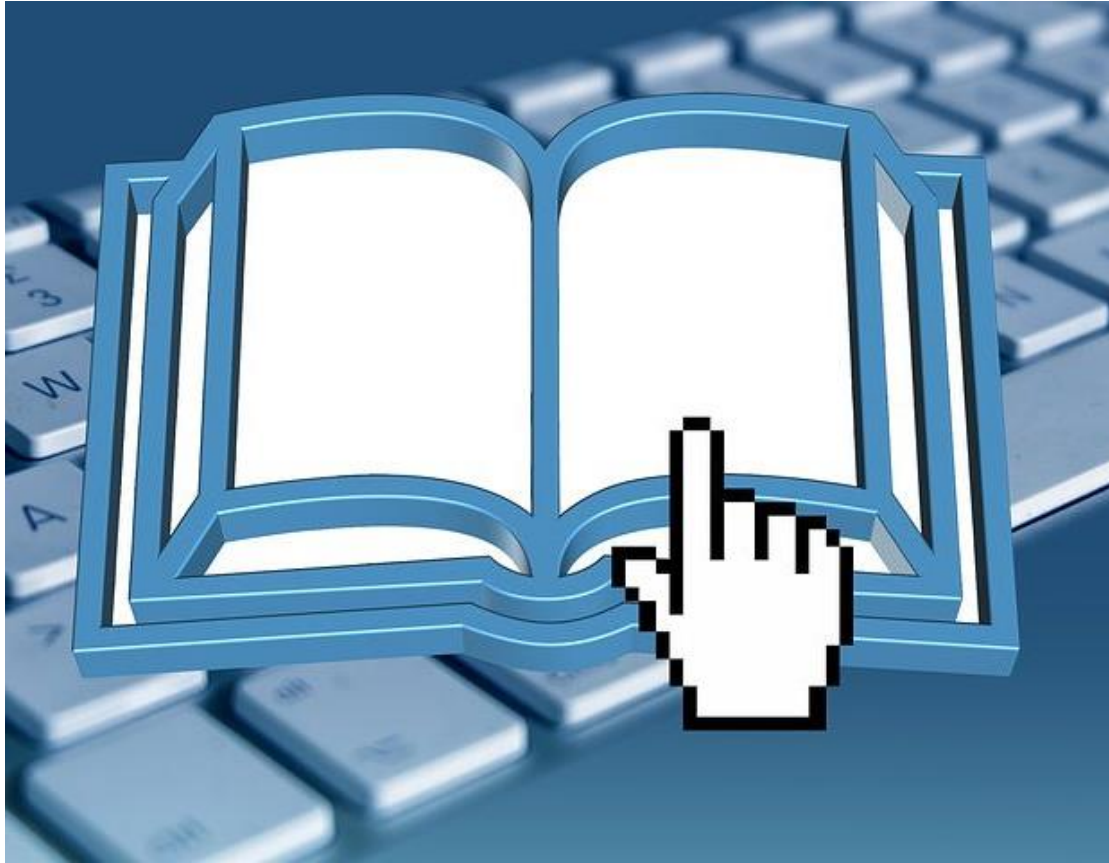


Carryover Limitation

- Title I is the only Title area that has a limitation – although others are encouraged to adhere to this limit as well.
- The limitation is 15% as of September 30th (15 months after the funds are allotted)
- Outside of EDFlex, only one waiver can be granted every three years
- If the PSU needs a waiver, they will be notified shortly after September 30th

Year – at – a – Glance Calendar

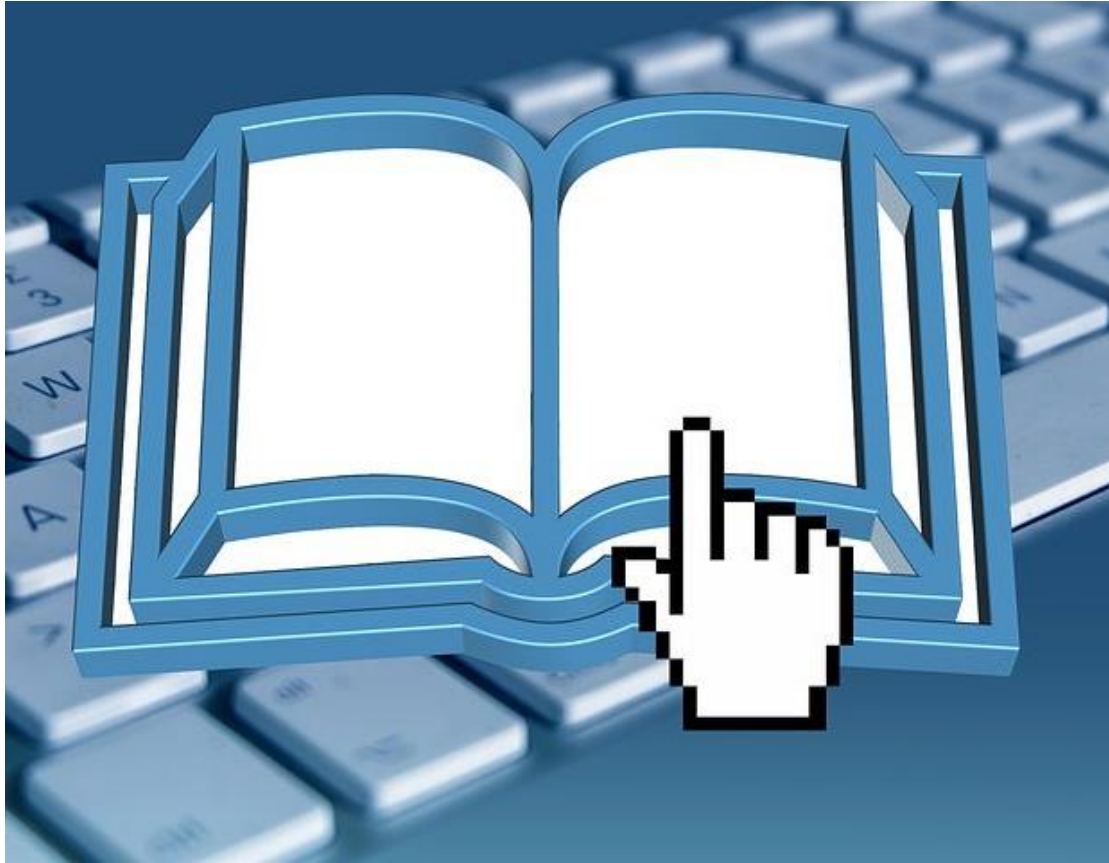
Handbook Reference pgs. 41-44



Turn to page 41

Step-by-Step Guide to Submitting an Effective Consolidated Application

Handbook Reference pg. 53



Turn to page 53

Reflection

Be sure to review the Padlet.

CCIP Consolidated Application Technical Assistance & Support

CCIP Tips

- If you try to submit your application and you get “Validation Errors exist”, *what do you look at?*
- Get **Error**: Questions marked with an asterisk (*) require a response, *what do you look at?*
- Unallocated grants will not show on the Sections page
- How do you know when your application is in editable mode?
- If you are the User Access Administrator for your PSU, you can add/modify users, or deactivate users – directions are on the CCIP Home Page

Activity

1. PSU representative logs in to CCIP at <https://ccip.schools.nc.gov>
2. Select ***FP-Consolidated*** from the FY23 Funding Applications list
3. What is the 'Application Status:' for your PSU's application? Where do you look for this information?
4. What happens if you don't see a grant listed on the Sections page?

