

# 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

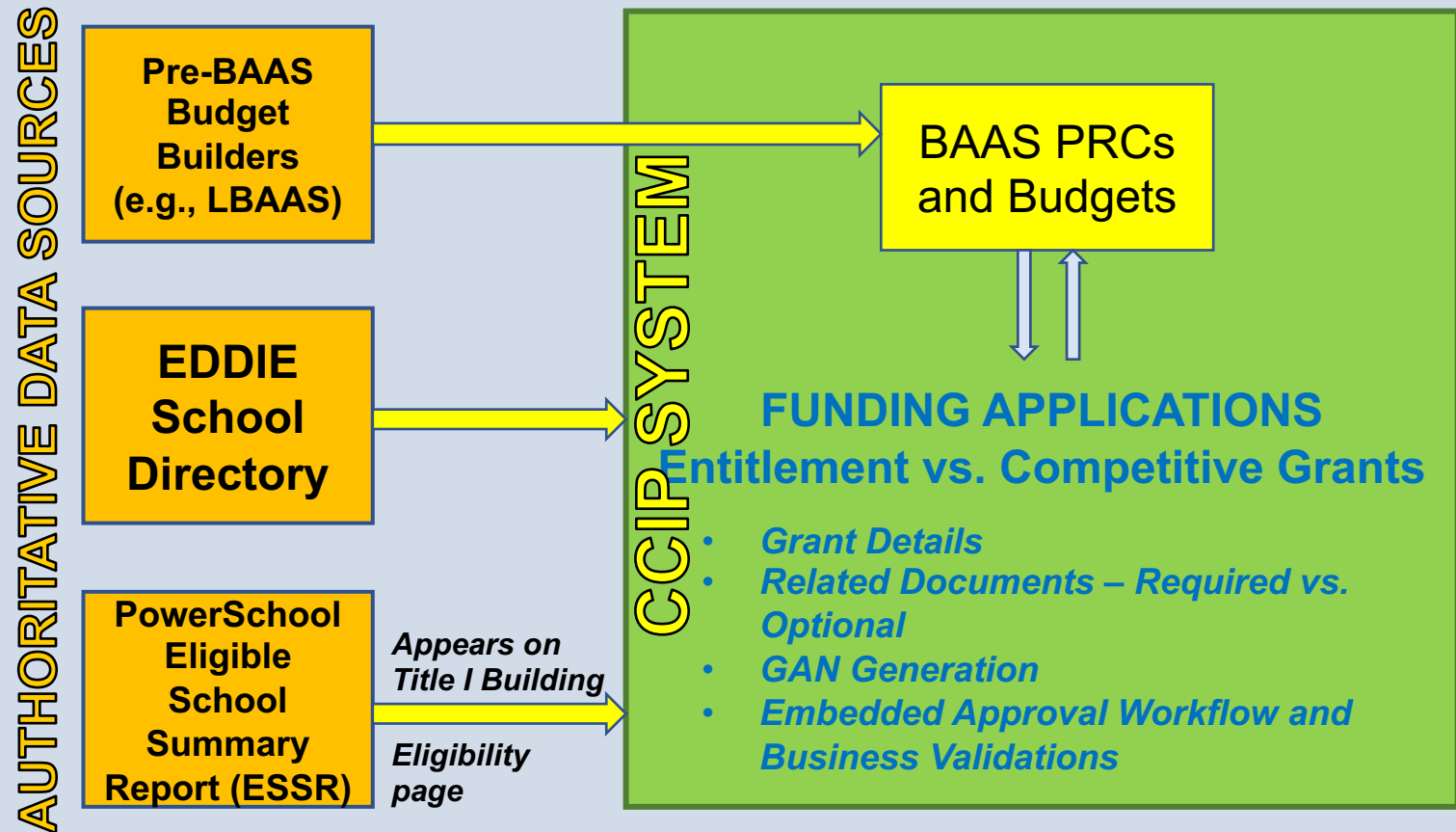
Please use this link to enter questions during this presentation. We will provide answers following our session.

<https://padlet.com/drkinshipp/uc6j1fbpcpjwfaqj>

# 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

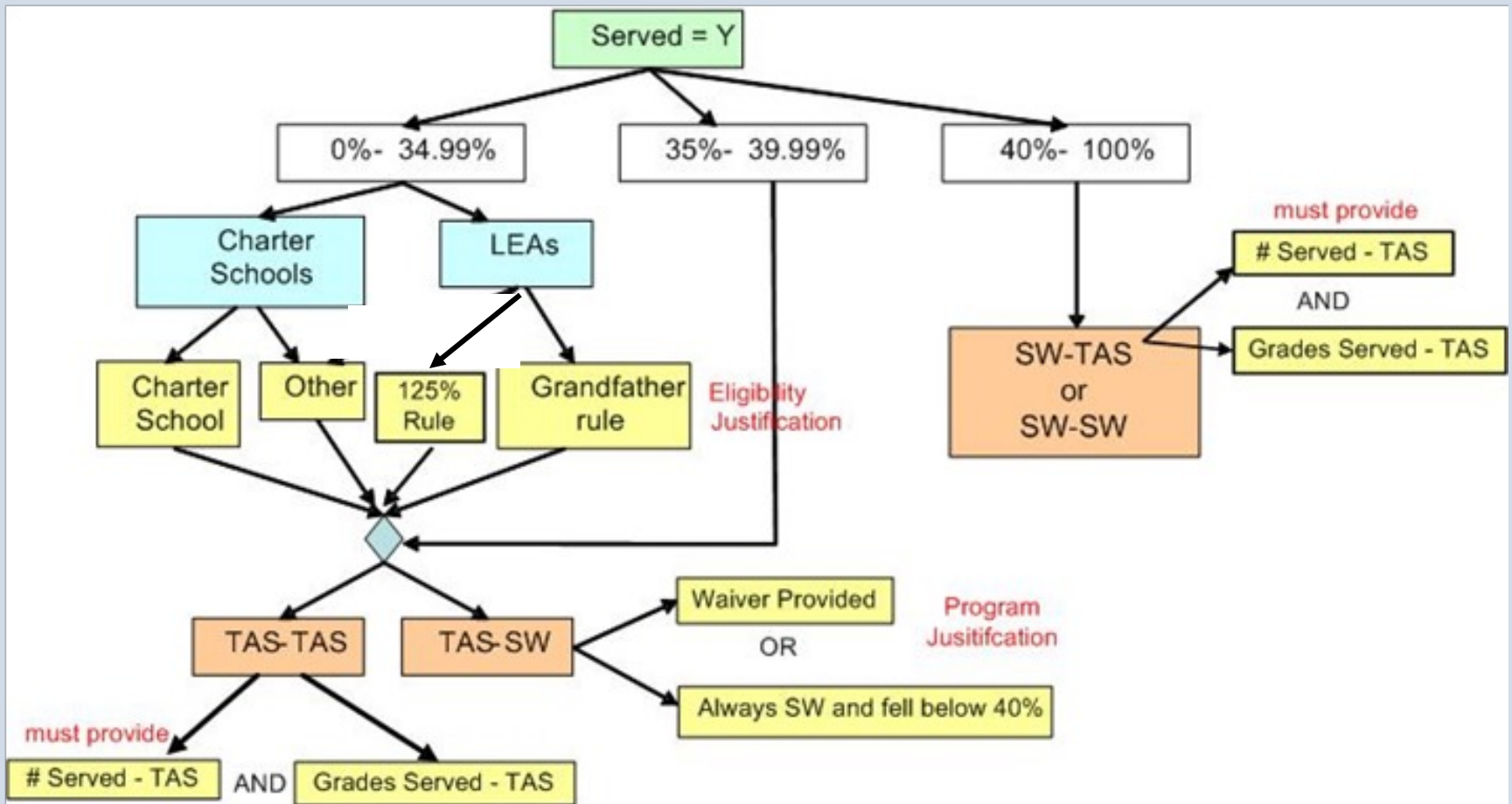
CEP = # Low Income Students  
= # Direct Certification

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 Hdcnt/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                        |                           |                       |                       | 09,10,11,12,13,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](mailto: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<br>(C x D)    | F                            | G<br>(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 I 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)] |  <a href="#">Current MOU/MOA with Head Start</a> |  <a href="#">2021-22 Headstart MOU</a> |

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

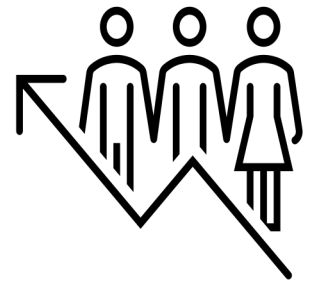
- [Title 1 Preschool Student Trace](#)
- [Title 1 Pre-K Monitoring Checklist](#)

# 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.



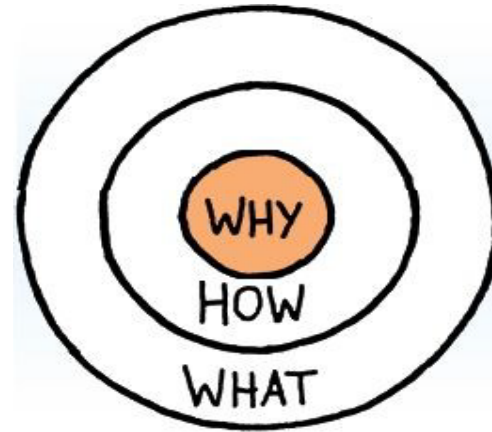
# Parent Family Engagement (PFE)

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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.



## PFE Requirements and Opportunities

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

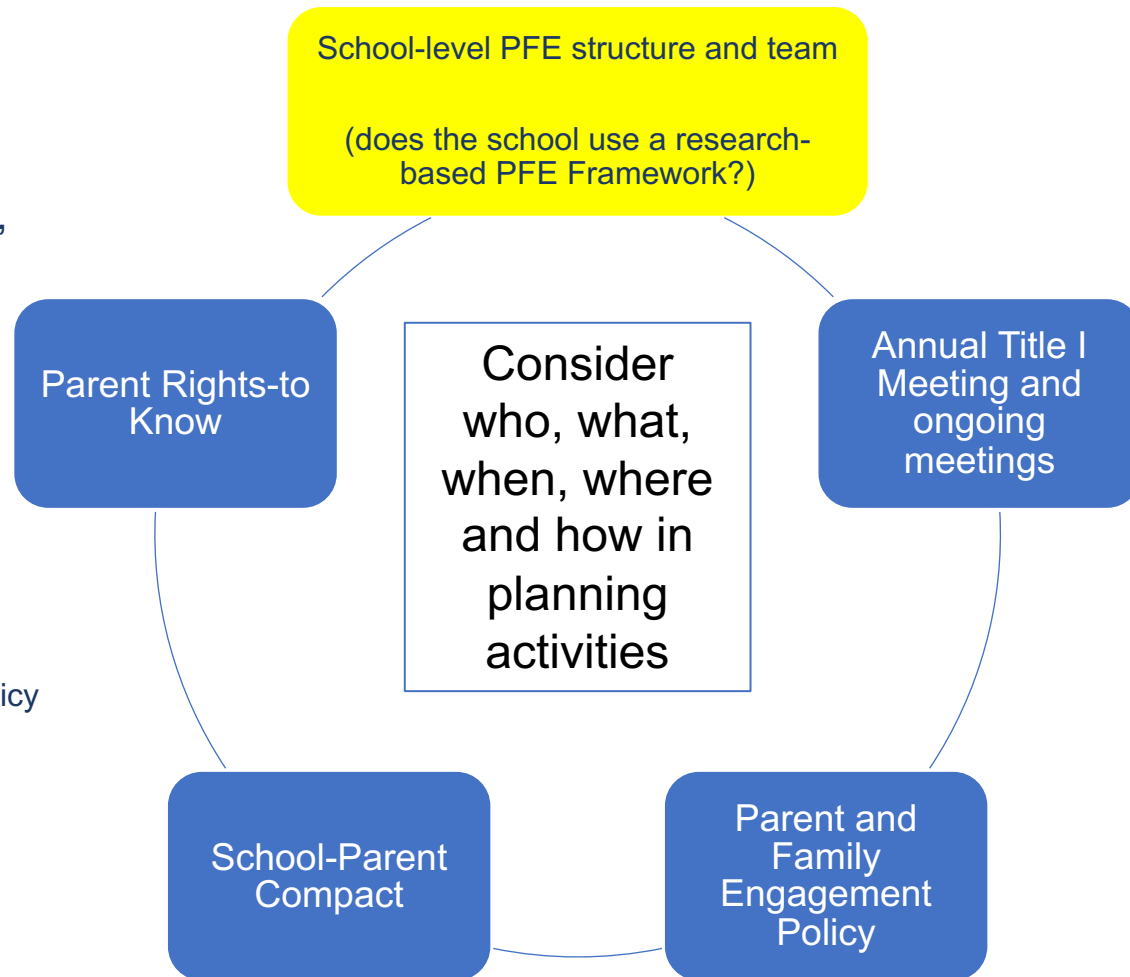
The Importance of Planning and Outreach  
To Engage, Support, Advance Relationships, Train, Resolve  
And Sometimes, Reconcile – *with goals to retain and sustain!*



# 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



| <b>Parent and Family Engagement Policies</b><br><br><b>1116(a-h)</b>   | <b>School-Parent Compact</b><br><br><b>1116(d-h)</b>   | <b>Parent Rights-to-Know</b><br><br><b>1111(h)(2),<br/>1112(e)(1-4)</b>  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>✓ Monitoring Element 11</p> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>✓ Monitoring Element 11</p> | <ul style="list-style-type: none"> <li>• PSU will provide the required notifications at the beginning of each school year, upon request, and ongoing as necessary</li> </ul> <p>✓ Monitoring Element 6</p> |

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

# Schoolwide vs. TAS

Comparisons of the models

Handbook pgs.51, 72

# 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.

# Comparability

Handbook Reference p. 56

# Equity

Handbook Reference pgs. 60 & 72

# Comparability and Equity Webinar

**Date:** Thursday, September 29, 2022

**Time:** 10:00 a.m.

Meeting access information will be included the OFP listserv.



# **FY 23 Consolidated Related Documents**

Handbook Pages 12-15



# 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)

# **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                | 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                 | 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                  | Required. 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<br>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

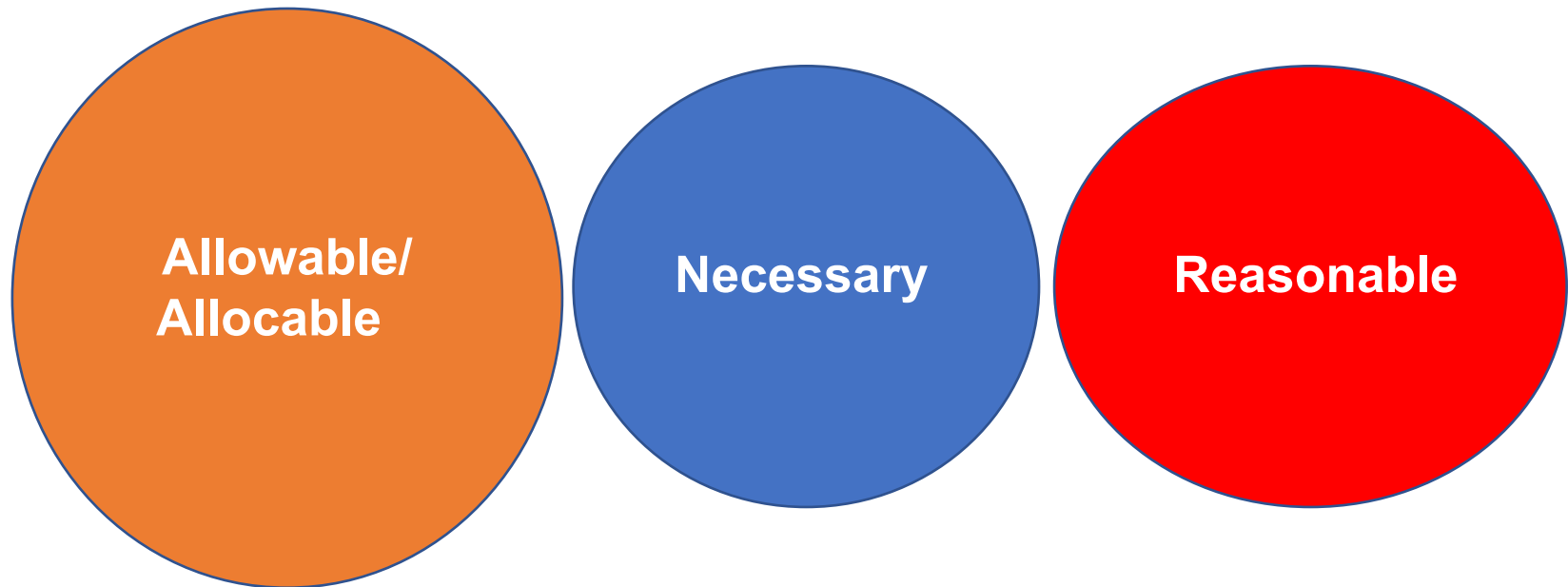
- Set-asides are meant to support district-wide initiatives.
- Due to ESSA per pupil expenditures requirements, any expenditure that can be linked to a certain school or a small group of schools must be budgeted at the school site code and cannot be included in the district set aside amounts (with the 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

# **Title I Allowable Expenses Checklist**

Handbook Reference p. 52

# Three Prong Test





# Refer to the Chart of Accounts

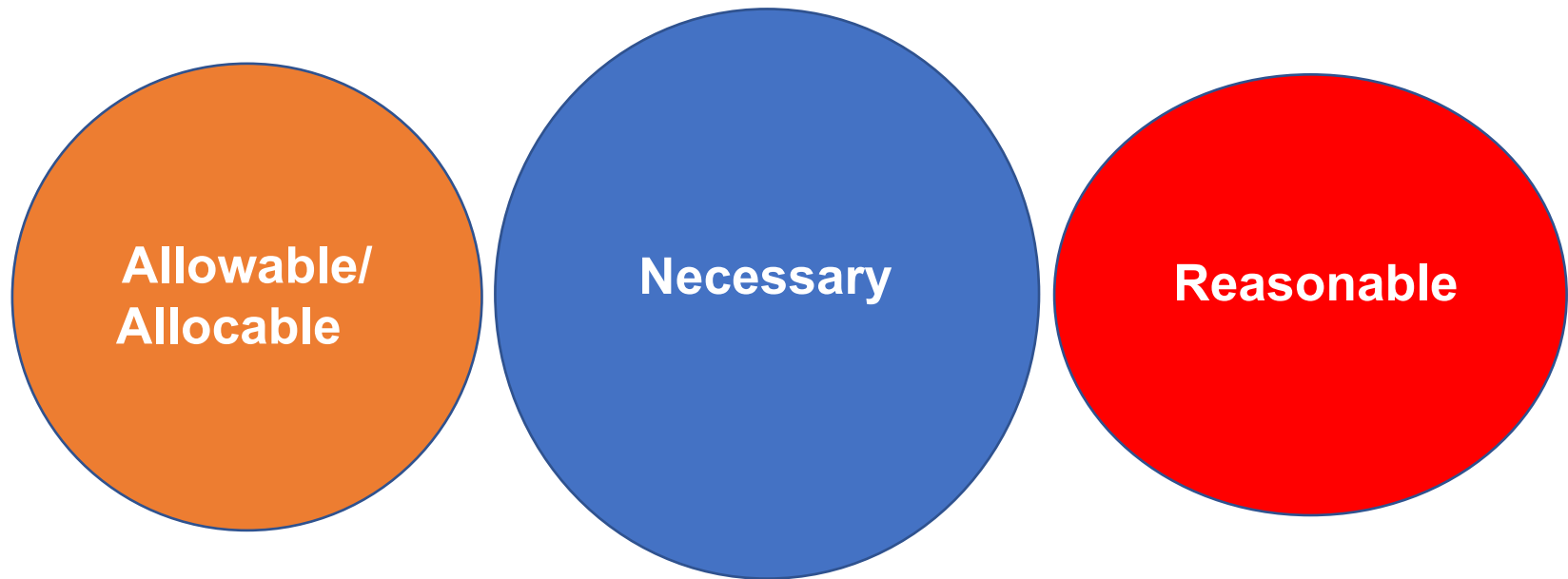
## Budget Reports

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

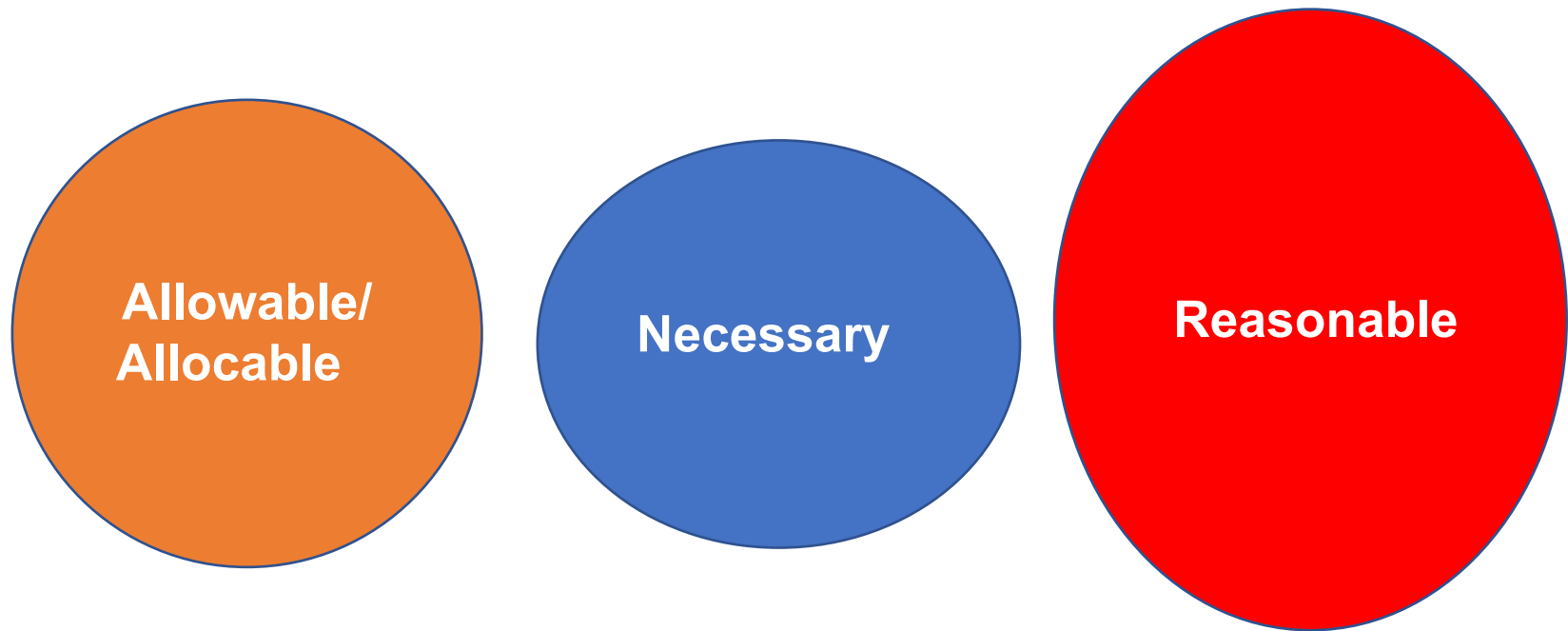


# Align Expenses with Approved Activities

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

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



# 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

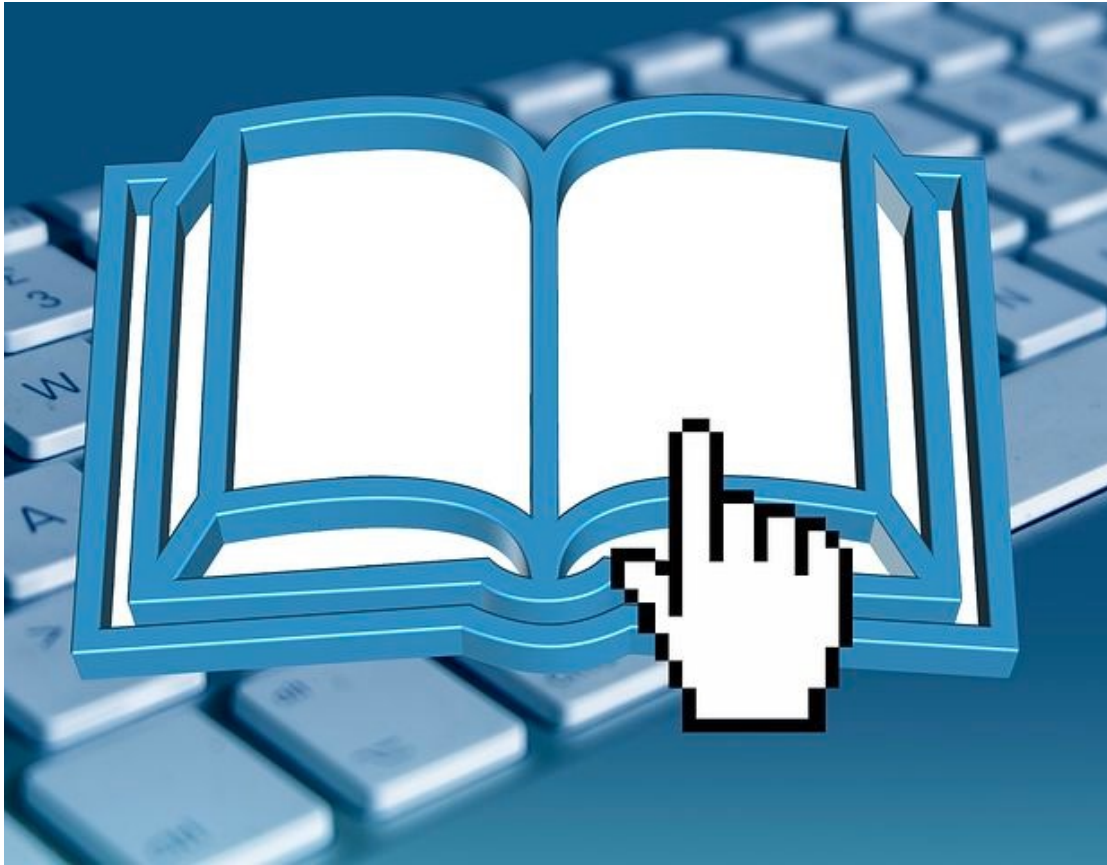


The Academy of the Arts is committed to exposing students to all different areas of music, art, and theater. However, they are struggling getting students to sign up for band. They serve approximately 25 students in the band program. The school would like to use Title I funds to purchase band instruments.

## Is this allowable?

# **Year – at – a – Glance Calendar**

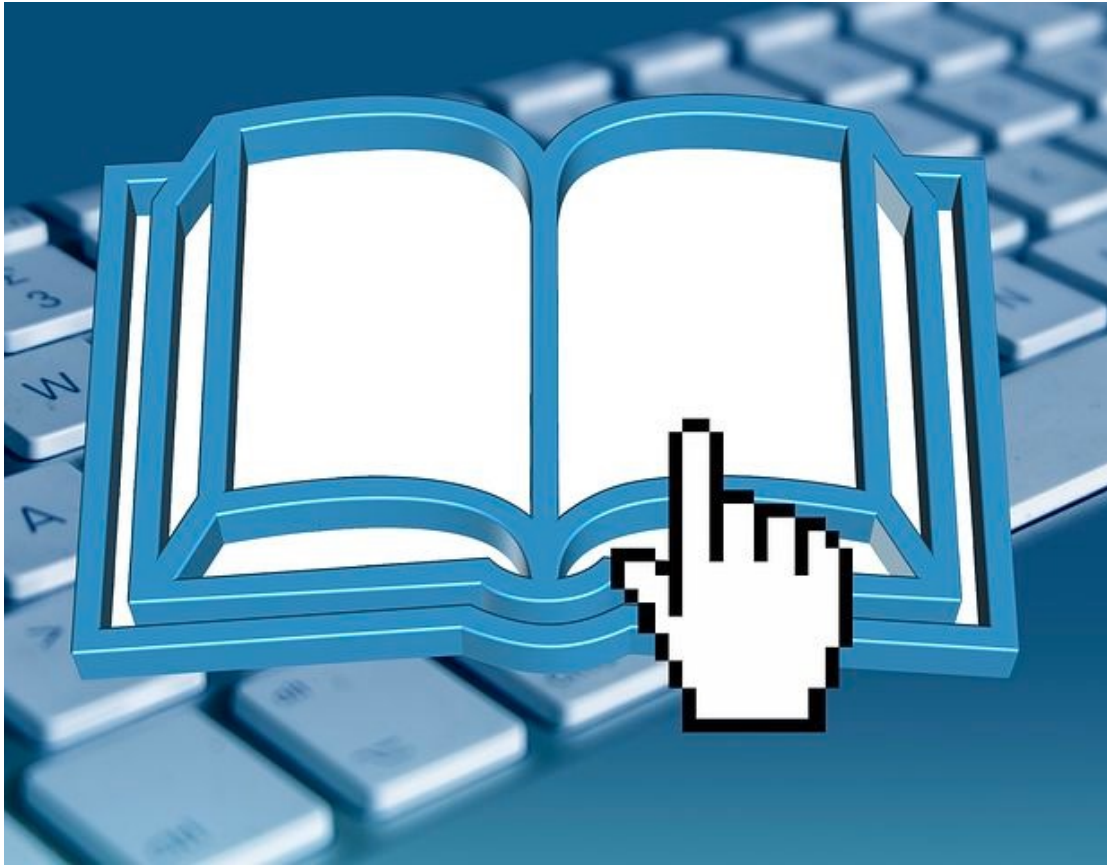
Handbook Reference pgs. 41-44



**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?

