Texas Education Agency

Title I, Part A – Improving Basic Programs

Program Guide

Title I, Part A – Improving Basic Programs Program Guide

Federal Program Compliance Division

Department of Grant Compliance and Administration

ESSASupport@tea.texas.gov

Copyright © 2026. Texas Education Agency. All Rights Reserved.

Version 6.0 (09/2026)

Change History

Version	Release Date	Summary of Changes	Affected Page Number(s)
2.0	12/2021	Moved FAQs from Program Guide to separate FAQ document.	multiple
		Removed reference to the LEA Plan being incorporated into the ESSA Consolidated Application from "LEA Plan and Application"	2
		Removed reference to TEC indicating state requirements from "Required Stakeholders"	4
		Removed references to single attendance areas and multiple attendance areas from "Eligible School Attendance Areas"	9
		Added reference to campuses with a low-income percentage that is greater than or equal to the LEA's low-income percentage being eligible under "LEA Discretion"	10
		Removed references to single attendance areas and multiple attendance areas from "Reservation of Funds" Reorganized the LEA Reservation activities into required and authorized under "Reservation of Funds"	12
		Removed references to single attendance areas and multiple attendance areas from "General Campus Allocation Rules" and "125 Percent Special Allocation Rule"	13
		Removed Campus Allocation Examples (to be included in SC5000 guidance)	14
		Added link to the Statewide Programmatic Ed-Flex Schoolwide Eligibility Waiver Supporting Documentation form under "Schoolwide Program Eligibility"	15
		Added reference to Schoolwide Program Plan in addition to Campus Improvement Plan under "Elements of a Schoolwide Program"	16
		Adding reference to Annual Evaluation as the third Essential Element of a Schoolwide Program.	18
		Replaced outdated acronyms in the table under "Accounting for Funds on Schoolwide Programs"	21
		Removed reference to REAP from "15 Percent Limitation"	44
		Removed references to specific school years from the "Distinguished Schools" criteria	56-57
3.0	08/2022	Clarified information related to the LEA Plan requirements for consistency	2
		Clarified information related to the LEA Plan Required Assurances	7
		Defined feeder pattern option to Secondary Schools section	8
		Converted bulleted list to numbered list for clarity	9
		Added a reference to the Use of Funds Section under the Parent and Family Engagement Section	12
		Revised references noted as "per-child" to "per-pupil" for consistency with training materials	13-14
		Included reference to private school students in the 125 percent per-pupil calculation	14

Version	Release Date	Summary of Changes	Affected Page Number(s)
		Added the USDE Non-Regulatory Guidance to Web Resources for Campus Allocations	14
		Updated Schoolwide Program Use of Funds Section to reflect what is on the most current Title I, Part A Use of Funds Reference Document	19
		Updated Accounting for Funds on Schoolwide Programs Section to match recently updated guidance on consolidated funds	21-22
		Added Web Resources Section for Schoolwide Programs	22
		Updated Targeted Assistance Program Use of Funds Section to reflect what is on the most current Title I, Part A Use of Funds Reference Document	26-27
		Added USDE Non-Regulatory Guidance to Web Resources for Services to Homeless Students	29
		Updated Use of Funds Section to reflect what is on the most current Title I, Part A Use of Funds Reference Document	41-42
		Updated based on information released in the most current the USDE Non- Regulatory Guidance for Private School Equitable Services	51
		Removed information related to the school-parent compact being required for PNP schools	55
		Added clarifying information on the Assessment and Program Improvement for PNP Section	56
		Updated Program Compliance Reporting section to reflect current compliance reporting processes	58
		Updated Program Compliance Reporting section to reflect current compliance reporting processes	58
4.0	11/2022	Added clarifying information concerning requirement to review and revise LEA Plan.	11
		Replaced “Required Provisions” section with “Required Descriptions” section and reordered to be consistent with statute.	14-16
		Added guidance related to the required carryover of unexpended PFE reservation (for LEAs that are required to reserve 1%, but do not expend at least 1%.)	42-43
		Updated link to PFE resources	49
5.0	8/2025	Removed Covid references	iv
		Updated formatting and Table of Contents	multiple
		Added statement that uses of Title I, Part A funds reserved at the LEA level, which have not previously been described in the LEA plan, should be addressed in Descriptor 13.	7
		Updated sections on Required and Authorized Reservations to reflect current guidance	12-15
		Updated phrasing for clarity	Multiple

		Added link to USDE non-regulatory guidance on Title I services to pre-school children	17
		Added language from student assessment web page about student participation requirements for state assessment.	39
		Added section on Stakeholder Requirements	43-45
		Updated language concerning Program Monitoring Validations	59
		Updated National Distinguished School Selection Criteria	60
		Updated dates concerning Texas' Ed-Flex authority	61
		Deleted section on Title I, Part A Distinguished Schools; replaced link on A – Z Topic List	65
6.0	9/2026	Updated web links	Multiple

Table of Contents

Change History ..... *iii*

Table of Contents ..... *ii*

I. Program Overview *1*
Intent and Purpose 1
State Plan 1
Allocation of Funds to Local Educational Agencies (LEAs) 2
LEA Plan and Application 2
Web Resources 3

II. Program Description *3*
Program-Specific Provisions and Assurances 3
Local Education Agency Plan 4
Campus Eligibility 8
Eligible School Attendance Areas 9
Campus Allocations 12
Schoolwide Program Requirements 18
Targeted Assistance Programs 26
Services to Homeless Students 30
Children in Foster Care 32

III. Parent and Family Engagement Requirements *33*
General Information 33
Parent and Family Engagement (PFE) Policy 33
LEA-Specific Parent and Family Engagement Responsibilities 36
Campus-Specific Parent and Family Engagement Responsibilities 37
LEA and Campus Parent and Family Engagement Responsibilities 38
Parents' Right to Know 39
Web Resources for PFE 42

IV. Stakeholder Consultation *43*

V. Fiscal Requirements *46*
Maintenance of Effort 46
Supplement, Not Supplant 46
Comparability of Services 46
Web Resources for Fiscal Requirements 46

VI. Use of Funds *47*
General Information 47
Using Federal Grant Funds to Pay for Food 48
Web Resources for Use of Funds 51

VII. Carryover of Funds *51*
15 Percent Limitation 51
Waivers Available 51
Use of Carryover Funds 52

VIII. Professional Development *52*

IX. Private School Equitable Services *54*
General Responsibilities and Requirements 54
Funding for Services to Eligible Private School Children. 55
Eligible Private School Children 56
Consultation Requirements 57
Expenditures and Services 59

Provision of Services and Control of Funds 60
Basic Rules for Equitable Services 60
Parental Involvement for Parents of Participating PNP Students 61
Professional Development for PNP Staff 61
Assessment and Program Improvement for PNP 61
Web Resources for Private School Equitable Services 62

X. Reporting Requirements 62
Federal Report Card 62
Web Resources 62

XI. Compliance Monitoring 63
Program Monitoring Validations 63
Program Compliance Reporting 63
Federal Fiscal Compliance Monitoring 64
Web Resources 64

XII. Ed-Flex 65
Statewide Administrative Waivers 65
Statewide Programmatic Waivers 65
Individual Programmatic Waivers 65
Web Resource 65

XIII. A-Z Topic List 66

I. Program Overview

[Unless otherwise noted, the Section numbers cited in this guidance document refer to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).]

Intent and Purpose

The purpose of Title I of ESSA is to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A, supports campuses in implementing either a schoolwide program (SWP) or a targeted assistance program (TAP).

This program guide contains basic program information as well as direct links to related information and resources available on the Texas Education Agency web site. This resource provides general program information and should not be perceived as an all-inclusive listing of all statutory requirements. Upon certification and submission of the ESSA Consolidated Federal Grant Application, LEAs certify that they will comply with all requirements noted in statute. All statutory requirements can be found in the Program-Specific Provisions and Assurances posted on the TEA Grant Opportunities Page. For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

Additionally, please note that any sample language provided in sections of this guide are examples of what LEAs and/or campuses could use as a guide. It is not meant for an LEA to copy and paste verbatim as LEA policies and procedures may be different than what is provided as sample language.

State Plan

Each State that receives Title I, Part A funds is required to submit a plan to the United States Department of Education (USDE). The preliminary Texas Consolidated State Plan was submitted to the USDE by the Texas Education Agency (TEA) on September 25, 2017. The final Texas Consolidated State Plan was submitted on March 6, 2018. This final plan reflected the results of a series of public hearings, review by the Governor's Office, and review by the State Board of Education, in addition to input from a peer review process and feedback from the USDE. The Plan can be viewed through the following link:

https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/.

Allocation of Funds to Local Educational Agencies (LEAs)

Allocations to individual LEAs are determined based on statutory formulas. Several factors affect LEA eligibility for the funding, including Census updates, hold-harmless amounts, and set-asides for state activities, state-level administration, and charter school funding.

The process of determining LEA allocations is detailed in the "ESSA Funding Formulas Reference Manual" that is available in the Handbooks and Other Guidance section of TEA's Finance and Grants web site.

Entitlement amounts for the current school year for these and other grants are available on the Grants Administration Division web page. Entitlements can be found in the ESSA Consolidated Application entitlements section of the web page.

LEA Plan and Application

Local education agencies (LEAs) may apply for Title I, Part A funding through the ESSA Consolidated Federal Grant Application that is available on the eGrants system. Information on accessing the eGrants system are detailed on the TEA Secure Applications web page. General information and a sample application are available at the TEA Grant Opportunities web page. For detailed information search by the grant application name.

Each LEA is required to develop and maintain locally an LEA Plan that addresses the requirements for the programs included in its ESSA Consolidated Federal Grant Application. The ESSA Consolidated Federal Grant Application serves as a Consolidated LEA Plan and Application for the following Federal programs:

- ❑ Title I, Part A—Improving Basic Programs Operated by LEAs
- ❑ Title I, Part C—Education of Migratory Children
- ❑ Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out
- ❑ Title II, Part A—Supporting Effective Instruction
- ❑ Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- ❑ Title IV, Part A—Student Support and Academic Enrichment Grants

The LEA Plan must be reviewed and revised periodically as appropriate in order to reflect the current approved application for funding. This review/revision must occur at least annually.

The Title I, Part A requirements that must be addressed in the LEA Plan are addressed in the Program Description section of this document.

Web Resources

- ESSA State Plan
- ESSA Funding Formulas Reference Manual
- Entitlements
- eGrants Access
- TEA Grant Opportunities Page

II. Program Description

This section provides program-specific requirements and information related to the Title I, Part A program, including general requirements for LEAs and campuses.

Program-Specific Provisions and Assurances

> By applying for Title I, Part A funds, the LEA has acknowledged its acceptance of the Title I, Part A program requirements as part of the Program-Specific Provisions and Assurances that are incorporated into the ESSA Consolidated Federal Grant Application.
>
> Please note that LEAs may be selected to participate in a random validation process to ensure compliance with any of these requirements.

The full text of the updated Program-Specific Provisions and Assurances related to Title I, Part A is available on the TEA web site. It may be accessed through the link provided, above, or through TEA's Grant Opportunities web page by searching for the ESSA Consolidated Federal Grant Application for the most current school year. Links to the Program-Specific Provisions and Assurances document as well as any published Errata notices, are listed under the "Application and Support Information" section of the search results.
The Title I, Part A Specific Provisions and Assurances document is organized by topic for ease of use:

- ❑ General Assurances
- ❑ Assurances Relating to Eligible School Attendance Areas
- ❑ Assurances Relating to the Title I, Part A Program Plan

- ❑ Assurances Relating to Schoolwide Programs
- ❑ Assurances Relating to Targeted Assistance Programs
- ❑ Assurances Relating to Parents' Right to Know
- ❑ Assurances Relating to Parental Involvement
- ❑ Assurances Relating to Coordination
- ❑ Assurances Relating to Private Schools

The Program-Specific Provisions and Assurances contain all the statutory program requirements and are the best place to start when designing a program, training staff, or searching for the citation for a particular program requirement. They are essentially the "fine print" of the contract the LEA signs by certifying and submitting its application for funding. Each of the Program-Specific Provisions and Assurances listed includes the section number of the ESSA statute on which it is based.

Local Education Agency Plan

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, all LEAs that receive Title I, Part A funds are required to have an LEA Plan. The LEA may incorporate the LEA Plan requirements into the District Improvement Plan (DIP) that is required under the Texas Education Code.

Required Stakeholders

In order to comply with requirements under Title I, Part A, Section 1111(a)(1)(A), as well as with the Texas Education Code (TEC) §11.251, this plan must be developed and revised with meaningful consultation and input from the following stakeholders:

- ✓ Teachers,
- ✓ Principals,
- ✓ Other school leaders,
- ✓ Paraprofessionals,
- ✓ Specialized instructional support personnel,
- ✓ Charter school leaders (in an LEA that has charter schools),
- ✓ Administrators (including administrators of programs in other parts of Title I),
- ✓ Other appropriate school personnel,
- ✓ Parents* of children in schools served under Title I, Part A, and
- ✓ Members of the community.*

*Please note that TEC §11.251 specifies that a parent who is an employee of the school district is not considered a parent representative on the district improvement plan committee. Likewise, a parent is not considered a representative of community members on the committee.

Required Provisions

In accordance with Section 1112 Local Education Agency Plans, the LEA Plan must describe **how** the LEA will address the following:

1. **Student Progress Monitoring and Supports**: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—

   - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
   - Identifying students who may be at risk for academic failure;
   - Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
   - Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

   The DIP shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

2. **Teacher Quality**: The DIP shall describe how the LEA will identify and address 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.

3. **School Improvement and Support Activities**: The DIP shall include how the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information)

4. **Measure of Poverty**: The DIP shall include the measure of poverty that will be used to select school attendance areas. (See the Campus Eligibility section of this Program Guide for additional detailed information.)

5. **Nature of Programs**: The DIP shall include the nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or

delinquent children, and for neglected and delinquent children in community day school programs.

6. **Services to Homeless Children and Youth**: The DIP shall describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. (See the Services to Homeless Students section of this Program Guide for additional detailed information)

7. **Parent and Family Engagement Strategy**: The DIP shall include the strategies the LEA will use to implement effective parent and family engagement. (See the Parent and Family Engagement – LEA Responsibilities section of this Program Guide for additional detailed information.)

8. **Early Childhood Education Programs and Transition Plans**: If applicable, the DIP shall describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

9. **Identification of Eligible Children – Targeted Assistance Program**: If an LEA has schools operating a Targeted Assistance (TA) program, the DIP shall include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify the eligible children most in need of services under Title I, Part A. (See the Targeted Assistance Programs – Student Eligibility section of this Program Guide for additional detailed information regarding student eligibility in a TA program.)

10. **Middle to High School/High School to Postsecondary Transitions**: If an LEA has middle grades and/or high school grades, the DIP shall 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 including…

    - coordination with institutions of higher education, employers, and other local partners; and
    - increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

11. **Discipline Disproportionality**: The DIP shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

12. Coordination and Integration: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

- Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- Work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.

13. Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

- Assist schools in identifying and serving gifted and talented students; and
- Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Any uses of LEA-level reserved funds that have not previously been addressed should be described here.

Required Assurances

The LEA Plan must also include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
   - Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and
   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care.

[Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)].

Campus Eligibility

Campus eligibility for Title I, Part A is determined through the SC5000 schedule which the LEA completes as part of its ESSA Consolidated Federal Grant Application in eGrants.

Poverty Measures

The LEA has several options concerning the data it uses to calculate low-income percentages.
Statute allows LEAs to select from the following measures of poverty:

- ❑ Children, ages 5 through 17, inclusive, in poverty counted in the most recent census data approved by the Secretary of Education;
- ❑ Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.]
- ❑ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF);
- ❑ Children eligible to receive medical assistance under the Medicaid program; or
- ❑ A composite of any of the above measures. The LEA

must use the same measure of poverty to—

- ❑ Identify eligible school attendance areas;
- ❑ Determine the ranking of each area; and
- ❑ Determine Title I, Part A allocations to campuses.

Secondary Schools

For measuring the number of students from low-income families in secondary schools, the LEA shall use—

- ❑ The same measure of poverty; or
- ❑ An accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school, otherwise known as the feeder pattern option.

The LEA has the option to use the measure of poverty described above, after—

- ❑ Conducting outreach to secondary schools within the LEA to inform them of the option, and
- ❑ A majority of such schools have approved the use of such measure.

Waiver for Desegregation Plans

The Secretary may approve an LEA's written request for a waiver of the school attendance area eligibility requirements, and permit the LEA to treat as eligible, and serve, any school that children attend with a State-ordered, court-ordered school desegregation plan or a plan that continues to be implemented in accordance with a State-ordered or court-ordered desegregation plan if—

- ❑ The number of economically disadvantaged children enrolled in the school is at least 25 percent of the school's total enrollment; and
- ❑ The Secretary determines, on the basis of the LEA's written request and in accordance with such criteria as the Secretary establishes, that approval of the request will further the purposes of Title I, Part A.

Eligible School Attendance Areas

LEAs with Fewer than 1,000 Students

If the LEA has a total enrollment of fewer than 1,000 students, then all campuses are eligible to receive Title I, Part A services. The LEA may choose to serve any or all its campuses without regard to the percentage of students from low-income families.

LEAs with 1,000 or More Students

If the LEA has a total enrollment of 1,000 or more students, a school attendance area is eligible to receive Title I, Part A services if the percentage of low-income students residing in the attendance area is equal to or greater than the LEA as a whole. The following rules apply:

- The LEA must rank its campuses according to the percentage of students from low-income families.

    1. If Title I, Part A funds are insufficient to serve all eligible campuses, the LEA must, without regard to grade span, serve in rank order those campuses that exceed 75 percent poverty.
    2. If Title I, Part A funds remain after serving all campuses exceeding 75 percent poverty, the LEA shall:
        a. Rank the remaining eligible campuses either by grade span or by LEA as a whole; and
        b. Serve these campuses in rank order, either within the selected grade span grouping or within the LEA as a whole.

    Exception for High Schools: The LEA may choose to lower this threshold to 50 percent for high schools served by the LEA.

LEA Discretion

An LEA may designate as eligible:

- any campus where at least 35 percent of the students are from low-income families or any campus where the percentage of students from low-income families is greater than or equal to the LEA's percentage of students from low-income families;

- any campus that is not in an eligible school attendance area, if the percentage of students from low-income families enrolled is equal to or greater than the percentage of students from low-income families in a Title I, Part A participating campus. This is called the "Optional Method."

An LEA may choose NOT to serve (i.e., may choose to "skip") an eligible attendance area that has a higher poverty percentage if all the following conditions are met:

- the "skipped" campus meets the comparability of services requirement; and
- the "skipped" campus receives supplemental funds from other state or local sources that are expended according to the requirements of a Targeted Assistance (section 1114) or a Schoolwide campus (section 1115); and
- the funds expended from such other sources equal or exceed the amount that would be provided to the campus under Title I, Part A.

If the LEA chooses to "skip" a campus, the LEA must provide the eligible private school children who reside within the boundaries of the "skipped" campus's attendance area the opportunity to receive Title I, Part A services.

Feeder Patterns

The feeder pattern for an LEA determines which campus a student attends. Generally, when students finish a particular elementary school, they attend a particular middle school, and then a particular high school. The elementary schools that are associated with a particular middle school are "feeder campuses" for that middle school.

Feeder patterns may be used to establish a qualifying low-income percentage either for initial campus eligibility so that the campus may be served as a Title I campus or for schoolwide program eligibility. If the LEA uses a feeder pattern to project a low-income percentage for a particular campus, the LEA must use the feeder pattern percentage to project the number of low-income students for determining the appropriate allocation for that campus.

Example

Middle School A has an enrollment of 500 students, of whom 100 completed free/reduced-price lunch surveys documenting that they are from low-income families. Based on this information, the low-income percentage for Middle School A would normally show as 20 percent. If the percentage of low-income students in the LEA as a whole is above 20 percent, Middle School A would not eligible to receive Title I, Part A services.

However, the feeder pattern shows that students from three Elementary schools feed into Middle School A. The composite low-income percentage for the schools in the feeder pattern may be used to make Middle School A eligible for Title I, Part A services:

Feeder Campus	Enrollment	Low-income Students
Elementary School 1	300	150
Elementary School 2	285	140
Elementary School 3	250	165
TOTAL	835	455

The average low-income percentage for the three elementary schools that feed into Middle School 6 is determined by dividing their total low-income by their total enrollment (455/835). The average low-income percentage is 54.49%.

Based on the feeder pattern the projected low-income percentage for Middle School A is 54.49%. To project the number of low-income students at the middle school, multiply the middle school's enrollment by the average percentage for the feeder campuses (500 x 54.49% = 272). This is the number of low-income students that the LEA must use to allocate Title I, Part A funds to Middle School A.

In this example, the poverty percentage of Middle School A is raised to 54.49% from 20%. If the LEA chooses to serve Middle School A, it will be on the basis of the 54.49%, not the 20%; therefore, serving this campus will not activate the 125 Percent Special Allocation Rule. However, if the 125 Percent Special Allocation Rule is applied to this LEA because another campus below 35 percent is served, then the minimum amount per pupil must be applied to the projected number of students from low-income families (272), not to the original number of low-income students (100).

Web Resources for Campus Eligibility

- Guidance for Completing the SC5000 Schedule

Community Eligibility Provision:

- Guidance from the USDA
- Guidance from the USDE, Appendix A
- Information regarding Community Eligibility Provision in Texas

Campus Allocations

Reservation of Funds

Two main factors determine the amount of Title I funds that an LEA has available to allocate to schools. The first factor is the size of the LEA's Title I allocation (including any transfers into Title I from Title II, Part A or Title IV, Part A under ESEA section 5103). The second factor, which is discussed in this section, is the amount of funds the LEA reserves for required and authorized activities.

Required Reservations

The LEA shall reserve from the LEA's entitlement such Title I, Part A funds as are reasonable and necessary, prior to making allocations to eligible campuses, in order to accomplish the next purposes:

Parent and Family Engagement

Section 1116(a)(3) of the ESEA requires an LEA with a total Title I allocation that exceeds $500,000 to reserve at least one percent of its total Title I allocation to carry out parent and family engagement activities under section 1116 of the ESEA. This amount includes the proportion required to provide equitable services to parents and families of participating private school children. Of the amount remaining after determining equitable services for parents and families of private school children, the LEA must distribute at least 90 percent to its Title I schools, giving priority to high-need schools. This PFE distribution is in addition to the regular Title I, Part A allocation that campuses receive and should be tracked separately. [ESEA section 1116(a)(3)(C)]. An LEA with a Title I allocation of $500,000 or less may, but is not required to, reserve Title I funds for parent and family engagement, although its Title I schools must carry out parent and family engagement activities under section 1116 regardless of any reservation.

See the Use of Funds Section of the Program Guide for the parent input requirements for funds reserved at the LEA level for Parent and Family Engagement activities.

Homeless Children and Youth

Homeless children and youths are automatically eligible for services under Title I, Part A of the ESEA, whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. [ESEA section 1115(c)(2)(E)]. Homeless children and youths who attend Title I, Part A campuses may receive Title I educational or support services from schoolwide and targeted assistance school programs, or the LEA can provide such services through the Title I, Part A funds the LEA retains at the district level as its Homeless Reservation. Homeless students who do not attend Title I, Part A campuses would receive Title I educational or support services through this district reservation as well.

Under section 1113(c)(3)(A) of the ESEA, an LEA must reserve sufficient Title I, Part A funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. In addition to serving homeless children and youths who attend non-Title I schools, the homeless set-aside may be used to provide services to homeless students in Title I schools that are not ordinarily provided to other Title I students. These services may include providing educationally related support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to effectively take advantage of educational opportunities.

Funds reserved for comparable services under section 1113(c)(3)(A)(i) of the ESEA should be determined based on a needs assessment of homeless children and youths in the LEA, taking into consideration the number of homeless children and youths identified by the LEA and their unique needs. This needs assessment may be the same as the needs assessment conducted by the LEA in applying for local McKinney-Vento subgrant funds [ESEA section 1113(c)(3)(C)(i)], or the LEA may use a different needs assessment. TEA has developed a fillable worksheet that LEAs may use to determine an appropriate amount for their Title I, Part A homeless reservation. LEAs should maintain documentation locally to justify the amount reserved.

The homeless reservation may be used to provide homeless children and youths with services not ordinarily provided to other Title I students, including to fund a local homeless liaison's salary and expenses and to defray the excess cost of school of origin transportation. LEAs may, therefore, consider these costs as well when calculating the amount of the Title I homeless reservation. (See Services to Homeless Students section of this Program Guide.)

The ESEA does not prescribe a specific amount. However, the ESEA requires that the amount be sufficient to provide services to homeless children as described above. Although not required, if only a small number of homeless students are identified in an LEA, an LEA may wish to use a districtwide per-pupil amount for homeless students if this approach yields a reservation amount that is sufficient for the LEA to meet these requirements. When a greater number of students are identified as homeless, LEAs may find it helpful to use past years' enrollment and cost data on expenditures to determine the next year's reservation.

Under section 1112(b)(6) of the ESEA, an LEA must describe in its LEA plan the services it will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A) of the ESEA, to support the enrollment, attendance, and success of these children and youths.

Children in Local Institutions for Neglected Children

LEAs that complete the SC9000 in November with residency data for local facilities for the neglected children may generate a neglected share that is added to their Title I, Part A entitlement amount for the following grant year. In order to retain that amount, the LEA must provide Title I, Part A services to students residing in the facility during that year, either through an LEA reservation of funds or through a campus allocation. Students who reside at the facility may receive Title I, Part A services through a program provided from the LEA level at the facility, or if the students attend a Title I, Part A campus, the students may participate in the Title I, Part A program at the campus. If the LEA does not provide Title I, Part A services to the students who reside at the facility for the neglected, the LEA's Title I, Part A entitlement will be reduced by the amount of the neglected share.

Equitable Services for Eligible Private School Children

An LEA that receives Title I funds must reserve a proportional share of those funds to provide equitable services to eligible children who attend a private school. [ESEA section 1117(a); 34 C.F.R. 200.64(a), 200.77(d)]

Section 1117(a)(4)(A)(ii) of the ESEA and 34 C.F.R. 200.64(a)(2) require an LEA to determine the proportional share of Title I funds available for providing and administering equitable services based on the LEA's total Title I allocation prior to any expenditures or transfers of funds. This means that an LEA applies the proportion used to calculate the proportional share to its entire Title I allocation (including any Title II, Part A or Title IV, Part A funds that an LEA transfers to Title I, Part A) prior the other required and authorized reservations discussed below. From the proportional share for equitable services, the LEA must reserve at least one percent (if the LEA's total Title I allocation exceeds $500,000) to provide engagement activities for parents and families of participating private school children. [ESEA sections 1116(a)(3), 1117(a)(1)(B)].

Authorized Reservations

In addition to the required Title I reservations, an LEA, at its discretion, may reserve funds for the following activities to be conducted at the LEA level:

- **Administration of Title I, Part A Programs for Eligible Private School Students**. The amount allowed for this reservation would be calculated on Schedule 3099 of the Consolidated Federal Grant Application;

- **Administration of Title I programs for public school children**, including paying for variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to schools [34 C.F.R. 200.77(e)]. This would also include the administration of Title I, Part A programs for students residing in facilities for the neglected or delinquent;

- **Services to students residing in local institutions for delinquent children** ESEA section 1113(c)(3)(A)(iii); 34 C.F.R. 200.77(a)(3)];

- **Early Childhood Education Programs**. There are several funding models that LEAs may use to provide Title I, Part A services in support of students in early childhood education programs. (See USDE's Non-regulatory Guidance: Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended, pp 7-10.) LEAs that reserve Title I, Part A funds to support Early Childhood Education services to low-income children below the age of compulsory school attendance must ensure that such services comply with the performance standards established under Head Start;

- **Financial incentives and rewards to teachers**. LEAs may reserve not more than 5% of their Title I, Part A funds to provide financial incentives and rewards to teachers who serve students in Title I schools identified for comprehensive support and improvement or implementing targeted support and improvement plans under section 1111(d) of the ESEA for the purpose of attracting and retaining qualified and effective teachers [ESEA section 1113(c)(4); 34 C.F.R. 200.77(b)];

- **School improvement activities** under 1111(d) for Title I, Part A campuses that are identified for

    - Comprehensive Support and Improvement;
    - Targeted Support and Improvement; and/or
    - Continued Support for School and LEA Improvement;

- **Coordinated Services**. This would encompass Title I, Part A services that the LEA coordinates for its Title I, Part A campuses. For example:

    - Title I, Part A summer school
    - Professional development for Title I, Part A teachers (e.g., teachers on SW campuses or teachers of students who meet LEA's established criteria on Targeted Assistance campuses); and

- **Foster Care transportation**. LEAs receiving Title I, Part A funds must collaborate with the State or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. (See Children in Foster Care section of this Program Guide.)

The reservation of funds by an LEA will reduce the amount of funds available for distribution to participating campuses; therefore, the LEA must determine what reservations are needed in consultation with teachers, pupil services personnel (where appropriate), principals, parents of children receiving services, and private school officials before any decisions are made by the LEA.

Amounts that are reserved by the LEA are not included in the determination of campus allocations. Even though some of the activities may occur on specific campuses, the funds that are reserved do not become part of any campus budget; they are administered through the central office. Title I, Part A funds that are reserved by the LEA are to be used for Title I, Part A purposes and are not to benefit non-Title I, Part A campuses.

If the LEA is required to apply the 125 Percent Special Allocation Rule, the calculation of the minimum amount per low-income student for each campus must be based on the LEA's total entitlement, not on the amount available to campuses after the reservation of funds is determined.

General Campus Allocation Rules

1. An LEA that has a total enrollment of fewer than 1,000 students may allocate funds to any campus, regardless of rank order of poverty.

2. An LEA that has a total enrollment of 1,000 students or more must allocate funds to campuses in rank order on the basis of the total number of low-income students in each attendance area.

   - The LEA is not required to allocate the same amount per low-income student to each campus; however, the LEA must not allocate a greater amount per low-income student to a campus with a lower poverty rate than it allocates to campuses with higher poverty rates.

   - An LEA that chooses to serve campuses with 75 percent poverty or less using grade span groupings may determine different amounts per low-income student for different grade spans, as long as those amounts do not exceed the amount per low-income student that is allocated to any campus above 75 percent poverty. The amount per low-income student within grade spans may also vary, as long as the LEA does not allocate higher per-pupil amounts to campuses with lower poverty rates.

125 Percent Special Allocation Rule

If an LEA serves any campus below 35 percent poverty, the LEA must allocate to ALL participating campuses an amount for each low-income child in each participating campus that is at least 125 percent of the LEA's allocation per low-income child.

125 percent per-pupil calculation:

1. Total LEA entitlement divided by Total low-income students in LEA, including private school students, if applicable = Base amount per pupil.
2. Base amount per pupil multiplied by 125% = Minimum amount per low-income student to ALL participating campuses.

Any LEA that provides Title I, Part A services to any campus that has a low-income percentage of less than 35 percent must apply the 125 Percent Special Allocation Rule to ALL its participating campuses. This rule applies to all LEAs.

The LEA must calculate the 125 Percent per-pupil amount based on the LEA's total entitlement, not on the amount remaining after reserves are determined.

The LEA must allocate at least the minimum amount for each low-income child at each campus the LEA serves with Title I, Part A funds, not just for those campuses below 35 percent poverty.

If supplemental state and local funds are expended for programs that meet all requirements of sections 1114 [Schoolwide] or 1115 [Targeted Assistance], the LEA may reduce the amount of Title I, Part A funds needed to meet the 125 Percent Special Allocation Rule requirements at that campus by the amount of the supplemental state and local funds.

If funds are not sufficient to allocate the full 125 percent per low-income student to the next ranked eligible campus, the LEA may still allocate the funds to that campus if it determines that the funds are sufficient to enable children to make adequate progress toward meeting the state's student performance standards.

Web Resources for Campus Allocations

- Guidance Handbook for Completing the SC5000 Schedule
- USDE Non-Regulatory Guidance: Title I, Part A Within-LEA Allocations
- USDE Non-Regulatory Guidance: Education for Homeless Children and Youths
- Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended

Schoolwide Program Requirements

General Information

A schoolwide program permits a school to use funds from Title I, Part A and other federal programs to upgrade the entire education program in a Title I school to improve the achievement of the lowest achieving students. This contrasts with a Title I, Part A targeted assistance program, in which Title I, Part A funds are used only for programs that provide services to eligible children identified as failing, or being most at-risk of failing to meet the state's challenging academic standards.

Schoolwide Program (SW) Eligibility:

A campus's Title I, Part A status is officially determined in the SC5000 Schedule of the ESSA Consolidated Federal Grant Application. A campus may become eligible to operate a SW program if 40% or more of the students residing in the attendance area or enrolled at the campus are from families that meet defined poverty criteria.

A campus can operate a SW program using Title I, Part A funds if it meets one of the following criteria:

- ❑ The campus has a low-income percentage of 40% or greater based on the school's attendance area.
- ❑ The campus had a low-income percentage greater than or equal to 40% in a previous year. (The campus can remain SW in the subsequent year provided the campus is still Title I, Part A eligible.)
- ❑ The campus uses feeder pattern to become SW eligible.
- ❑ The campus is Title I, Part A eligible, and the LEA has requested and been approved for a Statewide Programmatic Ed-Flex Waiver through the Consolidated Application to designate the campus SW.

NOTE: The supporting documentation form related to the Ed-Flex Schoolwide Eligibility Waiver must be maintained locally for audit and validation/monitoring purposes.

- ❑ The campus was SW in a previous year but is no longer Title I, Part A eligible.
  (This option is available if the LEA designates the campus for a One-Year Transition. Under this option, the campus can only be designated SW for one additional year if it does not re-establish an eligible low-income percentage. This option can only be used once per campus.)
- ❑ The campus is not (or no longer) Title I, Part A eligible, but the LEA applies and is approved for an Ed-Flex Individual Programmatic Waiver that covers Title I, Part A eligibility and SW eligibility. Applications for this type of waiver are made outside the Consolidated Application process. For information concerning the application form and process, see the Ed-Flex web page.

Elements of a Schoolwide Program

Each Title I, Part A Schoolwide Program is required to have the following 3 elements:

- ❑ Element 1: Comprehensive Needs Assessment*
- ❑ Element 2: Schoolwide Program Plan/Campus Improvement Plan (CIP)
- ❑ Element 3: Annual Evaluation of the Schoolwide Program Plan*

*Must be addressed in the Campus Improvement Plan.

> NOTE: All documentation to demonstrate compliance for SW planning must be maintained locally for audit and validation/monitoring purposes.

Element 1: Comprehensive Needs Assessment

Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- ❑ Information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA.

The comprehensive needs assessment is a thorough process that includes the identification of areas of strength, areas of need, and a prioritization of needs based on a variety of data sources. A brief description of the CNA process used by the campus should be included in the CIP, along with a list of people (with roles identified) and a summary of the identified strengths, needs, and priorities.

> NOTE: All documentation related to the comprehensive needs assessment process must be maintained locally for audit and validation/monitoring purposes.

Element 2: Schoolwide Program Plan/Campus Improvement Plan (CIP)

An eligible school operating a schoolwide program shall develop a comprehensive plan that—

- ❑ Is developed during a one-year period, unless:
  - ✓ The LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
- ❑ Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers; principals; other school leaders; paraprofessionals present in the school; administrators, including administrators of other Title I programs; the LEA; tribes and tribal organizations present in the community; and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if the plan relates to a secondary school), and other individuals determined by the school.
- ❑ Remains in effect for the duration of the school's participation as a schoolwide program, except that the plan and its implementation shall be regularly monitored and revised, as necessary, based on student needs to ensure all students are provided opportunities to meet the challenging State academic standards.
- ❑ Is available to the LEA, parents, and the public, and the information contained in the plan is in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.
- ❑ If appropriate and applicable, is developed in coordination and integrated with other Federal, State, and local services, resources, and programs, such as programs supported under ESSA; violence prevention programs; nutrition programs; housing programs; Head Start programs; adult education programs; career and technical education programs; and school implementing comprehensive support and improvement activities or targeted support and ESSA identified federal school improvement activities.
- ❑ Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA; and
- ❑ Includes a description of—
  - ✓ The strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
  - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
  - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
  - Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA);
  - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
  - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

✓ If programs are consolidated, the specific State and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

Please note that if the schoolwide program plan is not satisfactory to the parents of participating children, parent comments on the plan must be submitted when the school makes the plan available to the LEA.

Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

Use of Funds on a Schoolwide Campus

A school that chooses to use funds from other programs to support a schoolwide program shall not be relieved of the requirements relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; comparability of services; maintenance of effort; uses of Federal funds to supplement, not supplant non-Federal funds; or the distribution of funds to the State of LEAs that apply to the receipt of funds from other programs.

In a schoolwide program, the following steps are required for using Title I, Part A funds.

1. The campus in question must be a Title I, Part A Schoolwide program campus.
2. The LEA must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption.
3. The LEA should ensure that activities and/or resources are:
    - Identified in the current-year campus Comprehensive Needs Assessment;
    - Included in the current-year campus Schoolwide Program Plan/Campus Improvement Plan;
        - The plan addresses how the activity/resource identified will be evaluated; and
        - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
    - Reasonable;
    - Necessary to carry out the intent and purpose of the Title I, Part A program;
    - Allocable; and
    - Allowable under Title I, Part A
4. The LEA assures that the expenditure(s) meet all EDGAR requirements.
5. The LEA assures that all district policies and procedures were followed.

A school that operates a schoolwide program under this section may use Title I, Part A funds to establish or enhance preschool programs for children who are under six years of age.

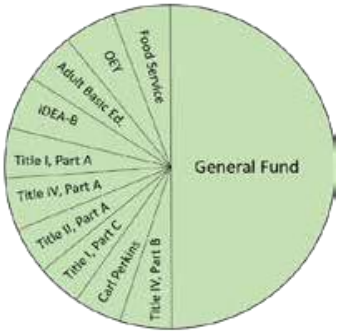
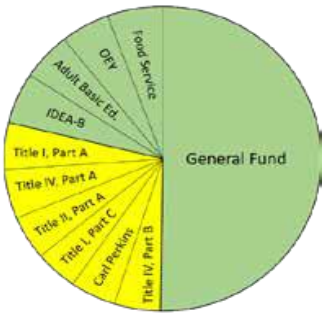
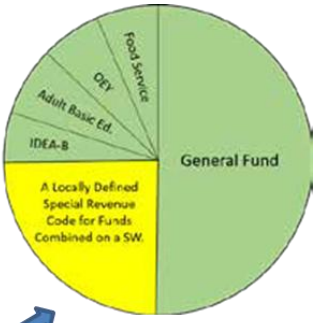
The services of a schoolwide program under this section may be delivered by nonprofit or for- profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

A secondary school operating a schoolwide program under this section may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards. A school that participates in a schoolwide program and that uses Title I, Part A funds for dual or concurrent enrollment programs must remain consistent with State law. A secondary school using Title I, Part A funds for a dual or concurrent enrollment program may use such funds for any of the costs associated with such program including the costs of—

- ❑ Training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such programs;
- ❑ Tuition and fees, books, required instructional materials for such program and innovative delivery methods; and
- ❑ Transportation to and from such program.

Accounting for Funds on Schoolwide Programs

The way an LEA accounts for federal funds on a schoolwide campus is determined by how federal funds are used on the campus. For funds that are consolidated to upgrade the entire educational program at the campus, the LEA has three options, as described on the table that follows on the next page.

Option #1: Conceptual Consolidation	Option #2: Actual Consolidation	Option #3: Actual Consolidation
• **Conceptual consolidation refers to a Schoolwide program campus that** o **Uses non-Title I, Part A funds on the campus (i.e., Federal, State, and/or local);** o **Has control of such funds at the campus level; and** o **Are budgeted and coded to the campus.** • **Budget and track funds like Targeted Assistance (TA) campuses** • **Schoolwide (SW) campus will budget and track program funds by federally funded special revenue fund code and class object codes detailed in the Financial Accountability System Resource Guide (FASRG), as budgeted in the ESSA Consolidated Application** • **Report to the Public Education Information Management System (PEIMS) accordingly**	• Transfer federal funds to a SW campus using a locally defined federally funded special revenue code, or a combination of a federally funded special revenue fund code along with local option codes for distinguishing between federal programs • Allocate expenditures to each locally defined federal fund source separately • Transfer expenditures from the locally defined federally funded special revenue fund code to the program's federally funded special revenue fund code and appropriate class object codes required by the Financial Accountability System Resource Guide (FASRG) for reporting to PEIMS	• Transfer federal funds to a SW campus using a single locally defined federally funded special revenue code • Allocate expenditures to each federally funded special revenue fund code according to the percentages that each federal program contributed to the total combined amount • Transfer expenditures from the single locally defined federally funded special revenue fund code to the program's federally funded special revenue fund code and appropriate class object codes required by FASRG for reporting to PEIMS
ESSA Consolidated Application • **Budget by class/object codes (i.e. 6100, 6200, 6300, 6400, 6500, 6600)**	**ESSA Consolidated Application** • Budget by class object/code 8911	**ESSA Consolidated Application** • Budget by class object/code 8911
Example: Schoolwide Campus Budget Using Selected Campus Fund Sources:  **Special Revenue Fund Code and class object codes for each federal program**	Example: Schoolwide Campus Budget Using Selected Campus Fund Sources:  **Locally defined Federally funded Special Revenue Fund Codes, or a combination of a Federally Funded Special Revenue Fund Code, along with local option codes for distinguishing between the federal programs.**	Example: Schoolwide Campus Budget Using Selected Campus Fund Sources  **Schoolwide program costs are charged back to each contributing program by the percentage the program represented of the schoolwide program budget.**

Web Resources for Schoolwide Programs

USDE Non-Regulatory Guidance: Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program

Targeted Assistance Programs

General Information

Title I, Part A Targeted Assistance (TA) Programs provide services to eligible children identified as having the greatest need for special assistance. Targeted assistance program campuses are either ineligible for a schoolwide program or have chosen not to operate a schoolwide program. A campus may be served as a Targeted Assistance campus, provided the campus is Title I, Part A eligible (at least 35% low-income, or equal to or greater than the LEA low-income percentage).

TA campuses may only serve students identified in greatest need of services. Students must be selected for services based on multiple, educationally related, objective criteria established by the LEA. The selection criteria may be supplemented by the campus. The criteria for determining student eligibility for students served on TA campuses must be included in the District and the Campus improvement plans.

- ❑ Please note that if a campus was TA in the previous year, but is no longer Title I, Part A eligible, the campus can only be designated TA for one additional year (One-Year Transition). Please be aware that One-Year Transition can only be used one time per campus. In order for the campus to be served in subsequent years, the campus must establish Title I, Part A eligibility again.

The description of the campus' targeted assistance program must be included in the Campus Improvement Plan.

To assist targeted assistance schools and LEAs to meet their responsibility to provide for all their students served under Title I, Part A, the opportunity to meet the challenging State academic standards, each targeted assistance program is required to—

- ❑ Determine which students will be served;
  - ✓ The LEA will ensure that migratory children and formerly migratory children who are eligible to receive Title I, Part A services are selected to receive those services on the same basis as other children who are selected to receive services.
- ❑ Serve participating students identified as eligible children by—
  - ✓ Using Title I, Part A resources to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
  - ✓ Using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
    - Expanded learning time, before- and after-school programs, and summer programs and opportunities; and
    - A schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under IDEA.

- ✓ Coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under Title II, Part B, Subpart 2, or State-run preschool programs to elementary school programs;
- ✓ Providing professional development with Title I, Part A resources and, to the extent practicable, from other sources, to teachers; principals; other school leaders; paraprofessionals; and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible children in targeted assistance programs or in the regular education program;
- ✓ Implementing strategies to increase the involvement of parents of eligible children;
- ✓ Coordinating and integrating Federal, State, and local services and programs, such as programs supported under ESSA; violence prevention programs; nutrition programs; housing programs; Head Start programs; adult education programs; career and technical education programs; and comprehensive support and improvement activities or targeted support and improvement activities; and
- ✓ Ensuring that the school will—
  - Help provide an accelerated, high-quality curriculum;
  - Minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I, Part A; and
  - On an ongoing basis review the progress of eligible children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Student Eligibility

The eligible population for targeted assistance services includes—

- ❑ Children not older than age 21 who are entitled to a free public education through grade 12; and
- ❑ Children who are not yet at a grade level at which the LEA provides a free public education.

Eligible children from eligible population: From the population described above, eligible children are those children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the LEA and supplemented by the school.

Children included:

- ❑ Children who are economically disadvantaged, children with disabilities, migrant children, or English learners are eligible for Title I, Part A services on the same basis as other children selected to receive services under Title I, Part A.
- ❑ A child who, at any time in the two preceding years, participated in a Head Start program, the literacy program under Title II, Part B, Subpart 2, or in preschool services under Title I is eligible for Title I, Part A services.

- ❑ A child who, at any time in the two preceding years, received services under Title I, Part C (Migrant Education Program) is eligible for Title I, Part A services.
- ❑ A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for Title I, Part A services.
- ❑ A child who is homeless and attending any school served by the LEA is eligible for Title I, Part A services.

Use of Funds on a Targeted Assistance Campus

To promote the integration of staff supported with Title I, Part A funds into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with Title I, Part A funds under targeted assistance programs may…

- ❑ Participate in general professional development and school planning activities; and
- ❑ Assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties in the same proportion of total work time as prevails with respect to similar personnel at the same school.

A school may serve eligible students simultaneously with students with similar educational needs, in the same educational settings where appropriate.

A portion of Title I, Part A funds may be used as a last resort to provide comprehensive services if—

- ❑ health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school, and the school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
- ❑ Funds are not reasonably available from other public or private sources to provide such services. These services may include:
  - ✓ The provision of basic medical equipment, such as eyeglasses and hearing aids;
  - ✓ Compensation of a coordinator;
  - ✓ Family support and engagement services;
  - ✓ Integrated student supports; and
  - ✓ Professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

A secondary school operating a Title I, Part A targeted assistance program may use Title I, Part A funds to provide dual or concurrent enrollment program services to eligible children who are identified as having the greatest need for special assistance.

The services of a targeted assistance program under Title I, Part A may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

The following steps are required for using Title I, Part A funds on a Targeted Assistance campus.

1. The campus in question must be a Title I, Part A Targeted Assistance campus.
2. The LEA must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption.
3. The LEA must ensure that activities and/or resources are:
    - To benefit students meeting the multiple, educationally related, objective criteria for eligibility (as defined in the LEA's Title I, Part A LEA Program Plan/District Improvement Plan and, if applicable, supplemented in the Campus Improvement Plan), instructional staff involved in providing services to participating students, and/or benefit parents of participating students
    - Identified in the current-year campus Comprehensive Needs Assessment;
    - Included in the current-year Campus Improvement Plan;
        - The plan addresses how the activity/resource identified will be evaluated; and
        - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
    - Reasonable;
    - Necessary to carry out the intent and purpose of the Title I, Part A program;
    - Allocable; and
    - Allowable under Title I, Part A
4. The LEA assures that the expenditure(s) meet all EDGAR requirements.
5. The LEA assures that all district policies and procedures were followed.

Services to Homeless Students

The Texas Office for the Education of Homeless Children and Youth (TEHCY) estimates that more than 130,000 school-age children and youth across the state experience homelessness during the course of a year. LEAs that have homeless shelters, highly mobile populations, large numbers of children and youth who reside with friends or relatives, or children who live in abandoned buildings or similar settings most likely have a significant homeless population. Recent natural disasters have contributed to significant increases in the number of students who experience homelessness during the year.

Student Eligibility

Homeless children and youth are eligible to receive Title I, Part A services, regardless of what school they attend. In general, homeless students have greater needs because of difficulties related to their homelessness and may be at a greater risk of failing than other students. Therefore, on schoolwide and targeted assistance campuses, a homeless student should receive services based on their needs. On campuses that do not participate or are ineligible for Title I, Part A, homeless students are also eligible to receive Title I, Part A services even though no Title I, Part A funds can be allocated to these campuses. In order to provide services to these homeless students, the LEA may reserve funds before determining campus allocations. [Refer to section on Campus Allocations for more information on the reservation of funds.] to provide services to these homeless students. The services might occur on the ineligible campus, but services would be funded through the central office budget. Title I, Part A funds may not be allocated to ineligible campuses for any purpose.

Required Assurances Related to Homeless Students

As part of its Consolidated Federal Grant Application for ESSA programs, the LEA agreed to the following assurances related to services to homeless students:

1. The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
2. The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
3. The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
4. The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.

5. The LEA assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging state student academic achievement standards to which all students are held.

Title I, Part A funds may be used to provide a wide variety of services to homeless students. In addition to providing services to assist homeless students in meeting the State's challenging academic standards, Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)). For example, to help homeless students effectively take advantage of educational opportunities, an LEA may use Title I, Part A funds to provide, where appropriate, items or services including, but not limited to—

- ✓ Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- ✓ Clothing and shoes necessary to participate in physical education classes;
- ✓ Student fees that are necessary to participate in the general education program;
- ✓ Personal school supplies such as backpacks and notebooks;
- ✓ Birth certificates necessary to enroll in school;
- ✓ Immunizations;
- ✓ Food;
- ✓ Medical and dental services;
- ✓ Eyeglasses and hearing aids;
- ✓ Counseling services to address anxiety related to homelessness that is impeding learning;
- ✓ Outreach services to students living in shelters, motels, and other temporary residences;
- ✓ Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- ✓ Tutoring services, especially in shelters or other locations where homeless students live;
- ✓ Parental involvement specifically oriented to reaching out to parents of homeless students;
- ✓ Fees for AP and IB testing;
- ✓ Fees for college entrance exams such as SAT or ACT; and
- ✓ GED testing for school-age students.

:

Two principles govern the use of Title I, Part A funds to provide such services to homeless students: First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. [ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)]. Second, Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Additional Information

For additional information on how to locate and identify homeless children and youth or for suggestions of how to best serve them, contact the TEHCY Program at: HomelessEducation@tea.texas.gov

Web Resources for Services to Homeless Students

- Texas Education for Homeless Children and Youth (TEHCY)
- USDE Non-Regulatory Guidance: Education for Homeless Children and Youths
- Fillable Worksheet and guidance for determining amount of LEA homeless reservation

Children in Foster Care

The LEA will collaborate with the state or local child welfare agency to: designate an employee to serve as a point of contact for the LEA; and develop and implement clear written procedures governing how transportation to maintain children who are in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of their time in foster care.

These procedures shall—

- ❑ Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act; and
- ❑ Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—
  - ✓ The local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
  - ✓ The LEA agrees to pay for the cost of such transportation; or
  - ✓ The LEA and the local child welfare agency agree to share the cost of such transportation.

Web Resources for Services to Children in Foster Care

- Foster Care and Student Success - Information Resources
- Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

III. Parent and Family Engagement Requirements

This section provides information related to the Parent and Family Engagement Requirements associated with the Title I, Part A program.

General Information

Parent and family engagement (PFE) is a critical requirement of the Title I, Part A program. LEAs fulfill the PFE requirement by conducting outreach to all parents and family members and by implementing programs, activities, and procedures for the meaningful involvement of parents and family members in Title I, Part A programs. Parents of participating children should play an important role in the planning of such programs, activities and procedures and the LEA should engage parents in meaningful consultation to ensure optimal involvement.

> Note: According to the Texas Education Code §11.251, parent representatives on District and Campus Improvement Plan committees must not also be LEA or school employees.

Parent and Family Engagement (PFE) Policy

The written Parent and Family Engagement Policy is another critical requirement for Title I, Part A program compliance. LEAs and Title I, Part A campuses are both required to have written parent and family engagement policies in place. An exception to this is allowed for one-campus districts; in such cases a single policy document is allowed, but the requirements for both the LEA and the campus policies must be addressed. Detailed information about the specific requirements of each are listed below. Web links to compliance-vetted templates for the two types of policies (LEA and campus) can be found in the Related Links section of this program guide.

LEA Written Parent and Family Engagement Policy

The LEA written parent and family engagement policy shall…

i. be developed jointly with parents and family members of participating children;

ii. be agreed upon by parents and family members of participating children;

iii. be distributed to parents and family members of participating children;

iv. be incorporated into the District Improvement Plan;

v. establish the LEA's expectations and objectives for meaningful parent and family engagement; and

vi. include a description of how the LEA will…

- ✓ Involve parents and family members in jointly developing the LEA plan and the development of support and school improvement plans;
- ✓ Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance (may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education);
- ✓ Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies of other relevant Federal, State, and local laws and programs;
- ✓ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying—
  - Barriers to greater participation by parents in activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.
- ✓ Use the findings of the annual evaluation referenced to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- ✓ Involve parents in the activities of the LEA's Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents and family members served by the LEA to adequately represent the needs of the population served for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Campus Written Parent and Family Engagement Policy

The campus written parent and family engagement policy shall be…

- ❑ developed jointly with parents and family members of participating children at the campus level;
- ❑ agreed on by parents and family members of participating children at the campus level;
- ❑ distributed to parents and family members of participating children at the campus level;
- ❑ written in an understandable and uniform format;
- ❑ provided in a language the parents can understand, to the extent practicable;
- ❑ made available to the local community; and
- ❑ Updated periodically to meet the changing needs of parents in the schools. The written policy will include a description of how the school/campus will:
  - ✓ convene an annual meeting in the fall, with at least two attendance options on different days, at convenient but different times, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
  - ✓ offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;
  - ✓ involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan (campus improvement plan) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - ✓ provide parents of participating children—
    - timely information about programs under this part;
    - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
    - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
    - submit any parent comments that the schoolwide plan is not satisfactory when the school makes the schoolwide plan available to the local educational agency.

.

LEA-Specific Parent and Family Engagement Responsibilities

Reservation of Funds

(This information is also referenced in the Campus Allocation section of this Program Guide.)

If the LEA's Title I, Part A entitlement is greater than $500,000, the LEA is required to reserve at least 1 percent of its Title I, Part A entitlement to assist schools to carry out parent and family engagement activities. At least 90 percent of the funds reserved shall be distributed to Title I, Part A schools, with priority given to high-need schools.

The LEA shall involve parents and family members of children in Title I, Part A served campuses in the decisions regarding how reserved Title I, Part A funds are allotted for parent and family engagement activities. Funds reserved by the LEA must be used to carry out activities and strategies that are consistent with the LEA's parent and family engagement policy, including at least one of the following:

i. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, parents and family members.

ii. Supporting programs that reach parents and family members at home, in the community, and at school.

iii. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

iv. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

v. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's parent and family engagement policy.

Carryover Requirement: If the LEA is required to reserve the 1% for PFE activities, but does not expend the 1%, the LEA is required to carryover the unexpended amount and add it to its PFE reservation for the following year. For example, if the LEA reserves 1%, or $100,000, and expends 1%, or $100,000, there would be no PFE carryover required. However, if the LEA reserves 1%, or $100,000, and only expends 0.5% or $50,000, the LEA would carryover 0.5% or $50,000 to add to its 1% PFE reservation the following year: e.g., $150,000.

Campus-Specific Parent and Family Engagement Responsibilities

School-Parent Compact

As a component of the school-level parent and family engagement policy, each Title I, Part A school shall jointly develop with parents for all children served under Title I, Part A, a school- parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The School-Parent Compact shall describe…

i. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A, to meet the challenging State academic standards;

ii. The ways in which each parent will be responsible for supporting their children's learning;

iii. The opportunities for volunteering in their child's classroom; and

iv. The opportunities for participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Additionally, the School-Parent Compact shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

v. Parent-teacher conference in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

vi. Frequent reports to parents on their children's progress;

vii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

viii. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Sample School-Parent Compact sample documents can be accessed in the Additional Resources section of this Program Guide.

LEA and Campus Parent and Family Engagement Responsibilities

Building Capacity for Involvement

The "Shalls": To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall—

i. provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children;

ii. provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

iii. educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

iv. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

v. ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

vi. provide such other reasonable support for parental involvement activities under Title I, Part A, as parents may request.

The "Mays": Each LEA and campus may use Title I, Part A funds for the following parent and family engagement activities:

i. involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

ii. provide necessary literacy training with Title I, Part A funds if the LEA has exhausted all other reasonably available sources of funding for such training;

iii. pay reasonable and necessary expenses associated with local parental and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;

iv. train parents to enhance the involvement of other parents;

v. arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

1. adopt and implement model approaches to improving parental involvement;
2. establish an LEA-wide parent advisory council to provide advice on all matters related to parent and family engagement; or
3. develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.

Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Parents' Right to Know

Teacher/Paraprofessional Qualifications

The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

At the beginning of each school year, the LEA shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the LEA will provide in a timely manner on request, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

i. Whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

ii. Whether the student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;

iii. Whether the student's teacher is teaching in a field of discipline of the certification of the teacher;

iv. Whether the child is provided services by paraprofessionals and if so, their qualifications. [Refer to Requirements for Title I, Part A Paraprofessionals.]

Student Academic Achievement & Teacher Assignment

Schools that receive Title I, Part A funds shall provide to each individual parent of a child who is a student in the school—

v. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under Title I, Part A; and

vi. Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher is assigned.

Assessments

At the beginning of each school year, the LEA shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request and receive in a timely manner, information regarding any State or LEA policy regarding student participation in any mandated assessments, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

[Note: Under Texas state law, there are no applicable opt-out options for state-mandated assessments. If the LEA administers local assessments that are required, and there is an applicable local policy, procedure, or parental right to opt the child out of such assessments, the information shall be included in the parent notification referenced above. LEAs should convey this information, as well as any LEA policies and procedures regarding student participation in any locally mandated assessments, to parents at the beginning of each school year.]

The LEA shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website*, and where practicable, on the website* of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State and, where such information is available and feasible to report, other assessments required districtwide by the LEA, including—

i. The subject matter assessed;

ii. The purpose for which the assessment is designed and used;

iii. The source of the requirement for the assessment; and

iv. Where such information is available:

- ✓ The amount of time students will spend taking the assessment,
- ✓ The schedule for the assessment; and
- ✓ The time and format for disseminating results.

*If the LEA does not operate a website, the LEA shall determine how to make the information widely available, such as through distribution to the media, through public agencies, or directly to parents.

Language Instruction Educational Program

If an LEA uses Title I, Part A funds to provide a language instruction educational program as determined under Title III, the LEA shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program of—

i. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

ii. The child's level of English proficiency, how such level was assessed and status of the child's academic achievement;

iii. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other. available programs, including how such programs differ in content instructional goals, and the use of English and a native language in instruction;

iv. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

v. How such program will specifically help their child learn English and meet age- appropriate academic achievement standards for grade promotion and graduation;

vi. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if Title I, Part A funds are used for children in high schools;

vii. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act; and

viii. Information pertaining to parental rights that includes written guidance—

- ✓ Detailing the right that parents have to have their child immediately removed from such program upon their request;
- ✓ Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- ✓ Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Special Rule applicable during the school year: For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program.

Parent Outreach – Parents of English Learners

Each LEA receiving Title I, Part A funds shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

i. Be involved in the education of their children; and

ii. Be active participants in assisting their children to—

- ✓ Attain English proficiency;
- ✓ Achieve at high levels within a well-rounded education; and
- ✓ Meet the challenging State academic standards expected of all students.

The LEA assures that…

i. implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III.

ii. students shall not be admitted to, or excluded from, any federally assisted education program based on a surname or language-minority status.

iii. the notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Armed Forces Recruiter Access to Students and Student Recruiting Information

In accordance with guidance issued by the U.S. Department of Education, each local educational agency receiving assistance under the Every Student Succeeds Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school student names, address, and telephone listings, upon prior written consent of a student or the parent of a student.

Each local educational agency receiving assistance under the Every Student Succeeds Act shall provide military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent. The local educational agency or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. [Section 8528]

Web Resources for PFE

- https://pfetexas.net/

IV. Stakeholder Consultation

Timely and meaningful stakeholder consultation is a critical requirement that can be found throughout the ESSA statute. It is important for LEAs to ensure that their processes and procedures include elements that document timely and meaningful stakeholder consultation in the processes associated with planning, implementing, and evaluating the Title I, Part A program. LEAs should use the following guiding questions when considering whether stakeholder consultation is timely and meaningful. *Please note that there are separate requirements for consultation with Private Non-Profit School officials. Such information is included in the section of this guide that references Private Non-Profit School Equitable Services.*

- ❑ Will the stakeholders be involved in the planning process on an ongoing basis?
- ❑ Are the processes tailored to solicit meaningful input and feedback from all stakeholders?
- ❑ Are there outreach activities for stakeholder input and feedback?
- ❑ Do the planning activities include goal setting and development of ideas and activities rather than just one-way communication for information sharing purposes?
- ❑ Is stakeholder engagement sustained with stakeholders having the opportunity to participate in discussions at the decision-making, implementation, and evaluation stages of the processes?
- ❑ Are all the required stakeholders involved and in attendance at every step of the planning process?
- ❑ Does the process have enough time built in for meaningful discussions?
- ❑ Are the consultation activities part of a process rather than an event?
- ❑ Are there opportunities built into the process for stakeholders to share their feedback in a comfortable setting?
- ❑ Has the LEA considered the barriers to greater participation by stakeholders in planning activities?
- ❑ Are the activities associated with the meaningful consultation of stakeholders held at a variety of times to ensure maximum stakeholder attendance and engagement?
- ❑ Does the process incorporate seeking out the perspectives of the various stakeholder groups involved in the process?
- ❑ Are concerns identified during consultation, and are plans revised, when appropriate, based on the concerns?

Required Stakeholder Consultation

Stakeholder consultation is required for the following Title I, Part A activities:

- Comprehensive Needs Assessment (CNA) Process
- Development, Evaluation, and Revision of the LEA Program Plan/District Improvement Plan
- Development, Evaluation, and Revision of Schoolwide Program Plans/Campus Improvement Plans

Comprehensive Needs Assessment Stakeholders

Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. [Section 1114(b)(2); 34 C.F.R. § 200.26(a)]
Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Title I, Part A LEA Program Plan/District Improvement Plan Stakeholders

A local educational agency may receive a subgrant under Title I, Part A only if such agency has a plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders*, paraprofessionals, specialized instructional support personnel**, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under Title I, Part A. [ESSA Section 1112 (a)(1)(A)]

* The term "school leader" means a principal, assistant principal, or other individual who is: 1. An employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; AND 2. Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. For example, LEA central office staff meet the first part of the definition but may not meet the second part. As a result, they do not meet the definition of a 'school leader.'
** The term "specialized instructional support personnel" refers to the following school employees: school counselors, school language pathologists, school librarians, school nurses, school psychologists, school social workers and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

Parent and Family Member Stakeholder Consultation

Although parents and family members of participating children are one of the required stakeholder groups for the processes referenced above, they are named as the sole stakeholder group that is required to be involved in the consultation process for several parent and family engagement-related requirements. Parents and family members of participating children are required to be consulted with and/or involved in the following parent and family engagement requirements.

- LEA Parent and Family Engagement Policy
- LEA annual evaluation of the content and effectiveness of the PFE Policy
- Campus Parent and Family Engagement Policy
- School-Parent Compact
- Title I, Part A Parent and Family Engagement Reservation of Funds, if applicable

Where the statute only references consultation of parents and family members for specific requirements, the intent and purpose of the statutory requirement is to consult with parents and family members. Thus, if such consultation includes other stakeholders (non-parent representatives), a majority of the stakeholders consulted for the parent-specific requirements should be parents and family members.

State Requirements for Stakeholder Consultation [TEC Section 11.251(c)]

For purposes of establishing the composition of committees for stakeholder consultation:

- a person who stands in parental relation to a student is considered a parent;
- a parent who is an employee of the school district is not considered a parent representative on the committee;
- a parent is not considered a representative of community members on the committee; and;
- community members must reside in the district and must be at least 18 years of age.

Documenting Stakeholder Consultation

Documentation for stakeholder consultation should show evidence of meaningful consultation with all required stakeholders. Merely inviting stakeholders to a consultation activity does not meet the intent and purpose of the stakeholder consultation statutory requirements. If individuals representing a stakeholder group are not able to participate in a stakeholder consultation activity, the stakeholder group's perspective has not been taken into consideration, and thus, consultation has not occurred.

The consultation process should be documented in the LEA Title I, Part A Program Plan/District Improvement Plan and in Schoolwide Program Plans/Campus Improvement Plans, and should include a listing of the stakeholders involved in the development of the plan, along with the individuals by name and roles. The stakeholder consultation process can occur in a variety of settings, including but not limited to the following: virtual meetings; in-person meetings; interviews; surveys; and/or focus groups. If consultation is occurring in a meeting setting, LEAs/campuses should maintain the following documentation locally and available upon request from TEA and/or an auditor:

- Meeting Agenda
- Meeting Minutes or Notes with action/consultation items clearly documented
- Meeting Materials (i.e., presentation slides, handouts, etc.)
- Sign-In Sheets/Participant Rosters that include stakeholder roles for all in attendance

If consultation is occurring through the dissemination of a survey, LEAs/campuses should maintain the following documentation locally, to be available upon request from TEA and/or an auditor:

- Survey Instrument
- Analysis of Survey Results/Responses
- Use of Survey Results with Fidelity to Inform Decision-Making

V. Fiscal Requirements

This section provides information related to the Fiscal Requirements associated with the Title I, Part A program. These are federal requirements under ESSA (for Maintenance of Effort) and Title I, Part A (for Supplement, Not Supplant and Comparability of Services), but they are looking at state and local funds.

Maintenance of Effort

LEAs that receive funding under ESSA are required to maintain state and local expenditures at a specified level from one fiscal year to the next. The MOE requirement specifies that the LEA must spend at least 90% of state and local funds for free public education as it spent in the previous fiscal year. The LEA must comply with MOE requirements in order to receive its full allocation for ESSA-covered programs.

Supplement, Not Supplant

LEAs are to use Title I, Part A funds to supplement and not supplant nonfederal funds that would otherwise be used for allowable program expenditures. LEAs meet the Supplement, Not Supplant requirement for Title I, Part A by having a Title I-neutral methodology for distributing state and local funds to campuses, or by qualifying for a Statement of Exemption from the methodology requirement.

For detailed information about how the Supplement, Not Supplant requirement is to be met for Title I, Part A, see the TEA Supplement, Not Supplant Handbook, Section B. The SNS Handbook also provides an extensive Q&A section related to the Supplement, Not Supplant requirement, as well as examples and templates.

Comparability of Services

Local educational agencies (LEAs) that receive Title I, Part A funds must use their state and local funds to provide comparable services at their campuses receiving Title I, Part A funds and their campuses that are not receiving Title I, Part A funds.

If all campuses in an LEA receive Title I, Part A funds, then one of the following conditions is required:

- State and local funds used to provide services at Title I, Part A campuses are substantially comparable, taken as a whole, at each Title I campus.
- State and local funds used to provide services at Title I, Part A campuses with higher percentages of low-income students are equal to or greater than the services provided at Title I, Part A campuses with lower percentages of low-income students.

Web Resources for Fiscal Requirements

- ESSA Maintenance of Effort
- Supplement, Not Supplant Handbook
- Comparability of Services Requirements

VI. Use of Funds

This section provides information related to the Use of Funds associated with the Title I, Part A program.

General Information

General Steps and Requirements for Use of LEA Reserved Funds

1. Use of reserved funds must be for use/to benefit only Title I, Part A-served campuses.

    - Exception: Reservation for Services to Homeless Children and Youth and for Services to Students in Local Facilities for the Neglected

2. LEAs must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption. [In both situations, the LEA must also ensure that State and local funds that are reserved at the LEA level are used to support activities that do not take the Title I status of campuses into account. Any Title I, Part A funds that are reserved at the LEA level must be used for activities that meet the intent and purpose of Title I, Part A, as well as items 3-5, below.]

3. LEAs should ensure that activities and/or resources are:

    - Identified in the current-year LEA Comprehensive Needs Assessment;
    - Included in the current-year LEA Title I, Part A Program Plan/District Improvement Plan;
        i. The plan addresses how the activity/resource identified will be evaluated; and
        ii. The plan addresses how the needs of students at risk of not meeting State Standards are being met.
    - Reasonable;
    - Necessary to carry out the intent and purpose of the Title I, Part A program;
    - Allocable; and
    - Allowable under Title I, Part A

4. The LEA assures that the expenditure(s) meet all Education Department General Administrative Regulations (EDGAR) requirements.

5. The LEA assures that all district policies and procedures were followed.

For use of funds information specific to campus use of funds, please refer to the Schoolwide Program and Targeted Assistance Program sections of this Program Guide.

Using Federal Grant Funds to Pay for Food

When a subgrantee is hosting a meeting, the subgrantee may be able to use federal grant funds to pay for food, beverages, or snacks. However, there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. When a subgrantee is hosting a meeting, the subgrantee should structure
the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, subgrantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Subgrantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

Receptions and Networking Sessions

In virtually all cases, using grant funds to pay for food and beverages for receptions and "networking" sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

Food Costs Included in Contracts with Hotels

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, subgrantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the subgrantee should work with the hotel to have the food and beverage costs identified and "backed out" of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the subgrantee.

Complimentary Beverages at Meeting Venues

If a hotel or other venue provides "complimentary" beverages (e.g., coffee, tea) and there is no charge to the subgrantee hosting the meeting, the subgrantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the subgrantee purchases.

As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

Using Indirect Cost Funds to Pay for Food and Beverages

The cost of food and beverages, because they are easily associated with a specific cost objective, such as a USDE grant, are properly treated as direct costs, rather than indirect costs. As noted above, federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

Using Federal Grant Funds to Pay for Alcoholic Beverages

Use of federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

Boxed Lunches for Participants

Subgrantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Allowable Food Costs for Parents and/or Students

The following costs are allowable:

- Nutritional snacks for students during extended day (after-school) programs;
- Nutritional snacks for children in childcare while parents are participating in grant activities;
- Food necessary to conduct nutrition education programs for parents;
- Parent involvement activities in which refreshments are necessary to encourage participation or attendance by parents, such as in low-income areas, and thus meet program objectives.

Full meals for parents or students are unallowable for these purposes under any circumstances. Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.

Using Title I, Part A funds for Student School Breakfasts/Lunches

Title I, Part A is intended to address the academic needs of children who are not meeting, or most at-risk of not meeting, challenging State academic standards. Generally, given this purpose, Title I, Part A funds are used for instructional strategies that are designed to improve the academic achievement of low-achieving students, not for meals.

However, the statute recognizes that students may have needs, such as hunger, that prevent them from being able to take full advantage of the educational program they are offered.
Accordingly, section 1115(e)(2) authorizes a local educational agency (LEA) to use a portion of its Title I, Part A funds, as a last resort, to provide health, nutrition, and other social services not otherwise available to Title I participating students if the school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers and funds are not reasonably available from other public or private sources to provide such services. Thus, an LEA may use Title I, Part A funds to provide an extra breakfast or lunch to those Title I, Part A students that it identifies as needing the additional meal provided that this service is reasonable and necessary to the success of a school's Title I, Part A program; the activity is consistent with the school's comprehensive assessment of the academic needs of the Title I, Part A children served; and funds for this service are not otherwise available from other public or private sources for those purposes. In these limited instances, an LEA would have to demonstrate that it has exhausted all other sources of funding before it pays for nutrition services with Title I, Part A funds. This might include, for example, checking whether any programs administered by the U.S. Department of Agriculture can meet the needs of these students. If the LEA ultimately cannot identify another source of funding for the second breakfast or lunch for those Title I, Part A students in need of this service, then under section 1115(e)(2) it may use some of its Title I, Part A funds to address the need.

Unallowable Food Costs

The following costs are unallowable:

- Refreshments of any kind, including beverages, breaks, and snack foods except as necessary for parent involvement activities to encourage attendance by parents;
- Refreshments or meals at an awards banquet or function;
- Any food costs that are not necessary to accomplish the objectives of the grant program;
- Any food cost associated with an event in which a guest speaker or other individual conducts a presentation and the participants are not actively engaged in performing activities;
- Breakfast [except as provided in the section related to Student School Breakfasts/Lunches, above];
- "Working meals" or "light meals" that exceed $20 per person, including tax;
- Gratuities or tips.

Web Resources for Use of Funds

- Budgeting Costs Guidance Handbook
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards -- 2 CFR 200
- Use of Funds

VII. Carryover of Funds

This section provides information related to carryover of funds associated with the Title I, Part A program.

15 Percent Limitation

The LEA is limited by statute to carry over into the following fiscal year no more than 15 percent of its Title I, Part A entitlement. Note that any funds transferred into the Title I, Part A program through Funding Transferability will be included in the total amount used to calculate Title I, Part A carryover to determine if the LEA has exceeded the 15% statutory limitation.

Exception: The percentage limitation does not apply to an LEA receiving a Title I, Part A entitlement that is less than $50,000 for any fiscal year.

Waivers Available

- Statutory waiver under Section 1127: Once every three years the LEA may be granted a waiver of this limitation through Schedule WV4001 in the ESSA Consolidated Federal Grant Application. Staff in the Grants Administration Division will determine whether an LEA's carryover amount will exceed the limit allowed and will apply the statutory waiver, if it is available. If the LEA has used the statutory waiver in the past two years, staff will check to see if the LEA meets the requirements for the Ed-Flex Statewide Programmatic waiver. Any necessary documents will be initiated by the Grants Administration Division.
- If the statutory waiver is not available to the LEA, and if the LEA experienced an increase in Title I, Part A funding between the initial planning amount and the final allocation amount, the LEA may be granted an Ed-Flex waiver through Schedule WV4001 in the ESSA Consolidated Federal Grant Application. Any necessary documents will be initiated by the Grants Administration Division.

Use of Carryover Funds

Although an LEA may not use carryover funds to provide services to an ineligible campus, the LEA does have considerable discretion in handling its carryover funds. Some options include:

- Allowing each campus to retain its carryover funds for use in the subsequent year.
- Adding carryover funds to the LEA's subsequent year's entitlement and distributing to participating campuses in accordance with allocation procedures.
- Designating carryover funds for particular activities or for campuses in greatest need. [Examples: parental involvement activities, campuses with the highest concentrations of poverty.]

The funds carried over from the previous year are NOT required to be included in the calculation of the minimum per-pupil amount when applying the 125 Percent Special Allocation Rule.

VIII. Professional Development

Professional Development is defined in Section 8101(42) as activities that are…

- ❑ an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- ❑ are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that:
  - ✓ improve and increase teachers':
    - knowledge of the academic subjects the teachers teach;
    - understanding of how students learn; and
    - ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
  - ✓ are an integral part of broad schoolwide and districtwide educational improvement plans;
  - ✓ allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
  - ✓ improve classroom management skills;

- ✓ support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
- ✓ advance teacher understanding of:
    - effective instructional strategies that are evidence-based; and
    - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
- ✓ are aligned with, and directly related to, academic goals of the school or local educational agency;
- ✓ are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served;
- ✓ are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to English learners, including the appropriate use of curricula and assessments;
- ✓ to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
- ✓ as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- ✓ are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to children with disabilities or children with developmental delays, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- ✓ include instruction in the use of data and assessments to inform and instruct classroom practice;
- ✓ include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
- ✓ involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section

316(b) of the Higher Education Act of 1965 [20 U.S.C. 1059c(b)], to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

- ✓ create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- ✓ provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and
- ✓ where practicable, provide jointly for school staff and other early childhood education programs to address the transition to elementary school, including issues related to school readiness.

IX. Private School Equitable Services

General Responsibilities and Requirements

The LEA in which the child resides is responsible for providing eligible children enrolled in private schools the opportunity to receive services or benefits under Title I, Part A. The LEA shall reserve funds to provide any eligible private school student with comparable services, regardless of the location of the private school the student chooses to attend. The LEA may arrange to have services provided by another LEA, reimbursing that LEA for costs.

The LEA is responsible for ensuring the requirements for private school participation are met. For Shared Services Arrangements, the fiscal agent is responsible unless the written Shared Services Agreement states otherwise.

The following general rules apply—

- Private schools receive services ONLY. Funds DO NOT flow to private schools or to facilities for the neglected and delinquent.
- As with children attending public schools, Title I, Part A funds may NOT be used to identify those private school children who would be eligible to participate. However, Title I, Part A funds MAY be used to select participants from those who are eligible and to determine specific educational needs of participating children.

- Services to private school children may be provided in subject areas or grade levels that are different from those provided to public school students.

- All activities involving private schools MUST be supported by auditable documentation.

Funding for Services to Eligible Private School Children.

Under Title I, Part A statute, an LEA must allocate funds to a participating public school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Private school officials may have access to some sources of poverty information not easily accessible to public school officials; it is very important that public and private school officials cooperate in this effort.

An LEA may use the following methods to obtain poverty data on private school children:

1. Data from the same source—An LEA may use poverty data from the same source for both public and private school children (e.g., free and reduced-price lunch data).
2. Comparable data—If data from the same source are not available, an LEA may use poverty data for private school children that are from a different source than the data it uses for public school children as long as the income level for both sources is generally the same.
   For example, the LEA uses free or reduced-price lunch data but private school children do not participate in the free lunch program; however, private school officials are able to provide the LEA a count of children who would be eligible for free or reduced-price lunches using other sources of poverty data such as a survey of parents, Temporary Assistance to Needy Families (TANF), or tuition scholarship programs.

   Some LEAs conduct a survey that requests comparable data on low-income families whose children attend private schools. The LEA is not required to have the names of the families. The only information necessary for the LEA to include for private school children is as follows:

   - address;
   - grade level of each child;
   - size of the family; and
   - income level of parents.
3. Extrapolation from a representative sample of actual data—If complete actual data are not available under one of the first two methods listed, an LEA may extrapolate the number of low-income private school children from actual data on a representative sample of private

school children. The representative sample size should be large enough to reasonably conclude that the poverty estimate is accurate.

4. Correlation of sources of poverty data—An LEA may obtain the number of poor private school children by correlating sources of data; that is, by determining the proportional relationship between two sources of data on public school children and applying that ratio to a known source of data on private school children. For example, TANF in public schools is to free and reduced-price lunch in public schools as TANF in private schools is to X (correlated free and reduced-price lunch in private schools).

To provide equitable services to eligible private school children, the LEA determines a per-pupil allocation for each participating public school campus and distributes that amount for each low-income child—public and private—residing in the attendance area. Funds are generated by private school children who meet the low-income level used for determining low-income status of private school students and who reside in a participating Title I, Part A public school attendance area.

In consultation, the LEA and private school officials choose one or a combination of the following options for using the funds reserved for providing services to eligible private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.

- Combine the funds generated by low-income private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children, residing in participating public school attendance areas, who are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by low-income children in that school.

Eligible Private School Children

To be eligible to receive Title I, Part A services, a private school child must—

- Reside within the attendance area of a public school campus that is participating in Title I, Part A; and

- Meet the eligibility criteria in Section 1115(c) of the Title I, Part A statute.

Certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in Head Start or Even Start. However, the criterion that a student is failing, or most at risk of failing, to meet the state's content and student performance standards is, for the majority of private school children, likely to be the criterion by which eligibility for Title I, Part A services will be determined.

Private school students are not subject to the TEA's content and student performance standards. However, the purpose of Title I, Part A equitable services is the same: to ensure that eligible low- achieving private school students have the necessary skills to be successful. [*Title I, Part A Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance, Question C-17*].

- In consultation with private school officials, an LEA must establish criteria to determine which private school children are eligible and, within the eligible group, which children will be served. To the extent appropriate, the LEA must select private school children who are failing, or most at risk of failing, to meet the state's content and student performance standards. If the LEA, in consultation with private school officials, determines that it is inappropriate to select private school children on the basis of the state's content and student performance standards, the LEA must select private school children who are failing, or most at risk of failing, to meet high levels of achievement comparable to those required by the state's content and student performance standards.

After students are selected, the LEA, in consultation with private school officials, determines what Title I, Part A services are to be provided. The private school students' needs will determine what Title I, Part A services are appropriate, and services may be provided in subject areas or grade levels that are different from those provided to public school students. The type of services provided must give reasonable promise that the children will make adequate progress toward achieving the TEA's student performance standards *or* to meet high levels of achievement comparable to those required by the state's academic standards. Providing services for eligible private school students most in need, typically means providing services in the subject areas of reading/language arts, mathematics, and science.

Eligibility for services is determined by residence in a participating public school attendance area; therefore, private school students being served must reside in an eligible, participating public school attendance area.

However, if an LEA elects to "skip" a public school campus, the LEA is still required to provide the eligible private school children who reside within the boundaries of the "skipped" campus's attendance area the opportunity to receive Title I, Part A services.

Consultation Requirements

The LEA is required to provide for timely and meaningful consultation with appropriate private school officials before any decisions are made concerning the Title I, Part A services for private school children. This includes decisions about reserving funds "off the top" of the LEA's allocation for LEA-wide activities before funds are allocated to participating campuses. In addition, because generation of funds and eligibility of private school children for services are dependent upon residence in a participating public school attendance area, the LEA must share the results of its campus selection and allocation process with private school officials early in the consultation process.

Other issues that must be addressed during consultation are:

- how the children's needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be provided;
- how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- the method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- how and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;
- whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- whether to provide equitable services to eligible private school children—
  (i) by creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
  (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools;
- when, including the approximate time of day, services will be provided; and
- whether to consolidate and use funds provided under Section 1117(a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in Section 8501(b)(1) to provide services to eligible private school children participating in programs.

Consultation should include representative of private schools and central administrative offices, if any. It would be helpful if private school officials make clear to the LEA which officials should be included in the consultation process, and what the roles of various individuals will be. It may also
be useful to include in the consultation process any third-party contractors providing Title I, Part A services for private school children.

A unilateral offer of services by an LEA with no opportunity for a discussion is not adequate consultation. Only after discussing all the facets of the provision of services does the LEA make the final decisions with respect to the Title I, Part A services to be provided to eligible private school children.

Ongoing coordination of services is essential in order to provide private school participants an optimal opportunity to reach challenging standards. Thus, it is very important that Title I, Part A teachers of private school participants and LEA officials consult with private school officials and instructional staff in order to coordinate Title I, Part A services with regular classroom instruction. These coordination activities should not take place during instructional time and may occur at a public or private school site, a neutral site, or by telephone.

Expenditures and Services

Expenditures must be equal to the per student allocation of children from low-income families of the LEA participating school attendance area in which the student from the private school resides. Before determining a per student amount, funds for administering the private school program must be reserved from the LEA's total allocation.

When the number of eligible children at one location is very small, the cost of establishing certain types of programs to serve them may be prohibitive, especially when these children may be from different grades or have different educational needs. In this case, an LEA, in consultation with private school officials, may consider other options. An LEA might adopt methods that are cost-effective for serving small numbers of students, such as take-home computer programs, individual tutoring programs, services and activities with the classroom teachers of low-achieving children who otherwise would receive Title I equitable services, or other strategies.

Services are considered equitable if the program—

- addresses and assesses the specific needs and educational progress of private school children on a comparable basis as public school children;
- meets the equal expenditure requirement;
- provides eligible private school students with an opportunity to participate that is equitable with respect to the opportunity provided to public school children; and
- provides promise of children achieving high performance standards.

All Title I, Part A services and benefits must be—

- secular,
- neutral, and
- nonideological.

Provision of Services and Control of Funds

Services may be provided directly by the LEA or through contracts with public and private agencies, organizations, and institutions. Services must be provided—

- by employees of a public agency; or
- through contract by such public agency with individuals and public and private agencies, organizations, and institutions so long as those entities are independent of the private school in the provision of those services. The LEA remains responsible, however, for the oversight of the Title I program. [*Title I, Part A Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance, Queston C-27*].

Basic Rules for Equitable Services

1. The LEA must maintain control of and administer Title I, Part A funds and must retain title to materials, equipment, and property purchased with Title I, Part A funds.
2. Title I, Part A equipment and supplies may be placed in a private school if they are only used for Title I, Part A purposes and if they are able to be removed without remodeling the private school facility.
3. The LEA shall remove equipment and supplies if they are no longer needed for Title I, Part A purposes; or if removal is necessary to avoid unauthorized use of the equipment or supplies for other than Title I, Part A purposes.
4. Title I, Part A funds that are used to provide services to private school children must supplement, not supplant the level of services that would, in the absence of Title I, Part A funds, be available.
5. Funds must be used to meet the special educational needs of identified Title I-participating private school children. Funds are NOT for the needs of the private school or the general needs of children in the private school.
6. No funds may be used for repairs, minor remodeling, or construction of private school facilities.
7. Funds may not be used to pay substitutes for private school teachers.
8. Schoolwide programs may NOT be operated in private schools.

Parental Involvement for Parents of Participating PNP Students

How the LEA provides parental involvement services for parents of participating private school children depends on how the LEA administers the parental involvement program for the participating public schools.

- If an LEA reserves funds "off the top" of its Title I allocation for carrying out Title I, Part A parental involvement activities, the LEA must involve parents of private school participants in those activities.

- If, instead, the LEA requires its Title I, Part A campuses to provide parental involvement activities for public school parents from the Title I, Part A allocation the campuses receive, the LEA must provide activities for private school parents from the funds generated for providing services to private school children.

Activities for the parents of private school participants must be designed in consultation with private school officials and parents.

Professional Development for PNP Staff

Private school officials and staff who work directly with private school children who participate in Title I, Part A may be included in professional development activities. In addition, parents of private school participants may participate in professional development activities, if appropriate. Public school teachers who provide Title I, Part A services to private school children must be provided professional development, if needed.

Assessment and Program Improvement for PNP

In consultation with private school officials, the LEA must provide participating private school children an equitable opportunity to meet the TEA's content and student performance standards or to meet high levels of achievement comparable to those required by the state's academic standards. In some instances, however, it may not be appropriate to expect private school children to meet the state's standards—for example, if those standards are not aligned with the curriculum of the private school. If the LEA, in consultation with private school officials, determines that it would be inappropriate to measure the achievement of participating private school children in relation to the TEA's content and student performance standards, the LEA must develop alternative standards that provide reasonable promise of those children achieving the high levels called for by the TEA's student performance standards.

An LEA must assess annually the progress of the Title I program toward enabling private school Title I, Part A participants to meet the TEA's student performance standards (or the LEA's

alternative standards). Generally, an LEA must assess the progress of the Title I, Part A program using the TEA assessment system or to meet high levels of achievement comparable to those required by the state's academic standards. However, the LEA may need to use other assessment measures, in consultation with private school officials, to better measure the progress of participating private school children. The LEA has the flexibility to group children in a manner that will provide the most accurate information of this progress. For example, the LEA may decide to group children by the type of instructional method, grade level, school, or other appropriate basis. Regardless of whether direct instruction is provided, all applicable requirements of the Title I, Part A program for private school children still must be met, including the assessment of identified eligible students.

Web Resources for Private School Equitable Services

- ESSA Private School Equitable Services
- Providing Equitable Services to Eligible Private School Children, Teachers, and Families, Updated Non-Regulatory Guidance, U.S, Department of Education, October 7, 2019. This document is provided in a question-and-answer format.

X. Reporting Requirements

Federal Report Card

LEAs that receive Title I, Part A funds are required to distribute the state, LEA, and campus-level federal report cards that are generated by the Texas Education Agency each year. These Federal Report Cards, as well as the requirements for their distribution, are available through the TEA web site.

Web Resources

- Federal Report Cards

XI. Compliance Monitoring

Upon certification and submission of the ESSA Consolidated Federal Grant Application, LEAs certify that they will comply with all requirements noted in statute. All requirements can be found in the Program-Specific Provisions and Assurances posted on the TEA Grant Opportunities Page. For a link to the Program-Specific Provisions and Assurances, search by the grant application name and review the information located in the Application and Support Information section.

The Federal Program Compliance Division monitors the program requirements through random validations and compliance reporting. The Federal Fiscal Monitoring Division monitors the fiscal requirements as noted.

Program Monitoring Validations

To monitor the compliance of each eligible entity receiving ESSA funds, the State conducts an annual validation process for LEAs. The annual validation process for LEAs addresses the statutory requirements based on program implementation and effectiveness for the current grant year.

During the annual validation process, the State randomly selects LEAs to submit documentation for the program compliance requirements.

The State reviews the documentation to determine if the subgrantee met the statutory requirements as noted in the validation guidance documents. LEAs that submit insufficient documentation will be offered technical assistance by their regional Education Service Centers (ESCs). These LEAs will be required to submit compliance documentation for the subsequent application year to ensure full compliance of program requirements.

For validation specific information, see the TEA webpage on Federal Program Monitoring Validations.

Program Compliance Reporting

The ESSA Consolidated Compliance Report is completed by LEAs annually to document that LEAs complied with the program-specific provisions and assurances in the preceding application year. LEAs are responsible for maintaining locally the sources of documentation used to establish compliance. The documentation is to remain on file at the LEA. However, it must be readily available upon request from the Texas Education Agency for audit and/or validation monitoring purposes. The ESSA Consolidation Compliance Report will assess specific statutory requirements. General Samples of Compliance Reports, instructions for completing the Compliance Reports and the Guide to the Program Implementation Questions are available at the TEA Grant Opportunities web page. For the detailed information search by the grant application name and review the information located in the Application and Support Information section.

Federal Fiscal Compliance Monitoring

The Federal Fiscal Monitoring Division is responsible for monitoring the expenditures of federal grant subrecipients to ensure federal funds are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards.

For additional information on the federal fiscal monitoring processes and procedures, see the TEA webpage on Federal Fiscal Monitoring.

Web Resources

- Federal Program Compliance Random Validation Monitoring
- TEA Grant Opportunities Page
- Federal Fiscal Monitoring

XII. Ed-Flex

By taking advantage of Ed-Flex, LEAs can design and implement programs in ways that best meet the needs of their students and communities. Texas has been approved as an Ed-Flex State under the Every Student Succeeds Act of 2015 (ESSA). The state's Ed-Flex authority has been renewed through the 2028-2029 school year.

There are three types of Ed-Flex waivers as described below.

Statewide Administrative Waivers

Statewide administrative Ed-Flex waivers address regulations governing applications for funds and certain record-keeping provisions. These administrative waivers are automatically granted to LEAs applying for federal funds covered by Ed-Flex.

Statewide Programmatic Waivers

Statewide programmatic waivers address design and delivery of federal programs covered under Ed-Flex. Statewide programmatic waivers must be applied for through the Local Education Agency's original ESSA Consolidated Application for Federal Funds. The two statewide programmatic waivers are:

- Waiver of 40% eligibility threshold to implement Title I, Part A Schoolwide Programs [See the required Supporting Documentation Form, which must be completed and retained locally by the LEA, to be available on request by auditors or TEA staff.]
- Waiver of Title I, Part A 15% Carryover Limitation

Individual Programmatic Waivers

Individual programmatic waivers may be requested by an LEA for the district as a whole or for an individual campus. The application forms and information concerning deadlines and start dates are posted annually on TEA's Ed-Flex web page.

Web Resource

- Ed-Flex Waivers

XIII. A-Z Topic List

Acronyms

Campus Allocations

Campus Eligibility

Campus Improvement Plan

Carryover

Committee of Practitioners

Community Eligibility Provision

Comparability of Services

Compliance Reports

Comprehensive Needs Assessment

Distinguished Schools

District Improvement Plan

Ed-Flex Waivers

Early Childhood Education

Entitlement Amounts

Equitable Services to Private Nonprofit School Students

Federal Report Cards

Fiscal Requirements

Foster Care Students, Services to

Funding Transferability

Grant Opportunities

Homeless Students, Services to

Maintenance of Effort

Paraprofessional Qualification Requirements

Parent and Family Engagement

Professional Development

Provisions and Assurances, Program-Specific

Program Monitoring Validation

Schoolwide Programs

State Plan

Supplement, Not Supplant

Targeted Assistance Programs

Unsafe School Choice Option

Use of Funds

Waivers, Ed-Flex

Copyright © 2025. Texas Education Agency. All Rights Reserved.