



Department of Grant Compliance and Administration Statewide Training Series

THANK YOU FOR JOINING US...THE TRAINING WILL BEGIN AT 1:30 PM.

Title I, Part A Program Overview

Presented by the
Grants Administration & Federal Program Compliance Divisions
June 22, 2021



Title I, Part A Program Overview

Federal Program
Compliance Division



Presenter Contact Information

Jaime Huerta

Title I, Part A Program Director | Texas Education Agency

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Division Phone Number
(512) 463-9499



Division Email Address
ESSASupport@TEA.Texas.gov

Participants will gain a better understanding of...



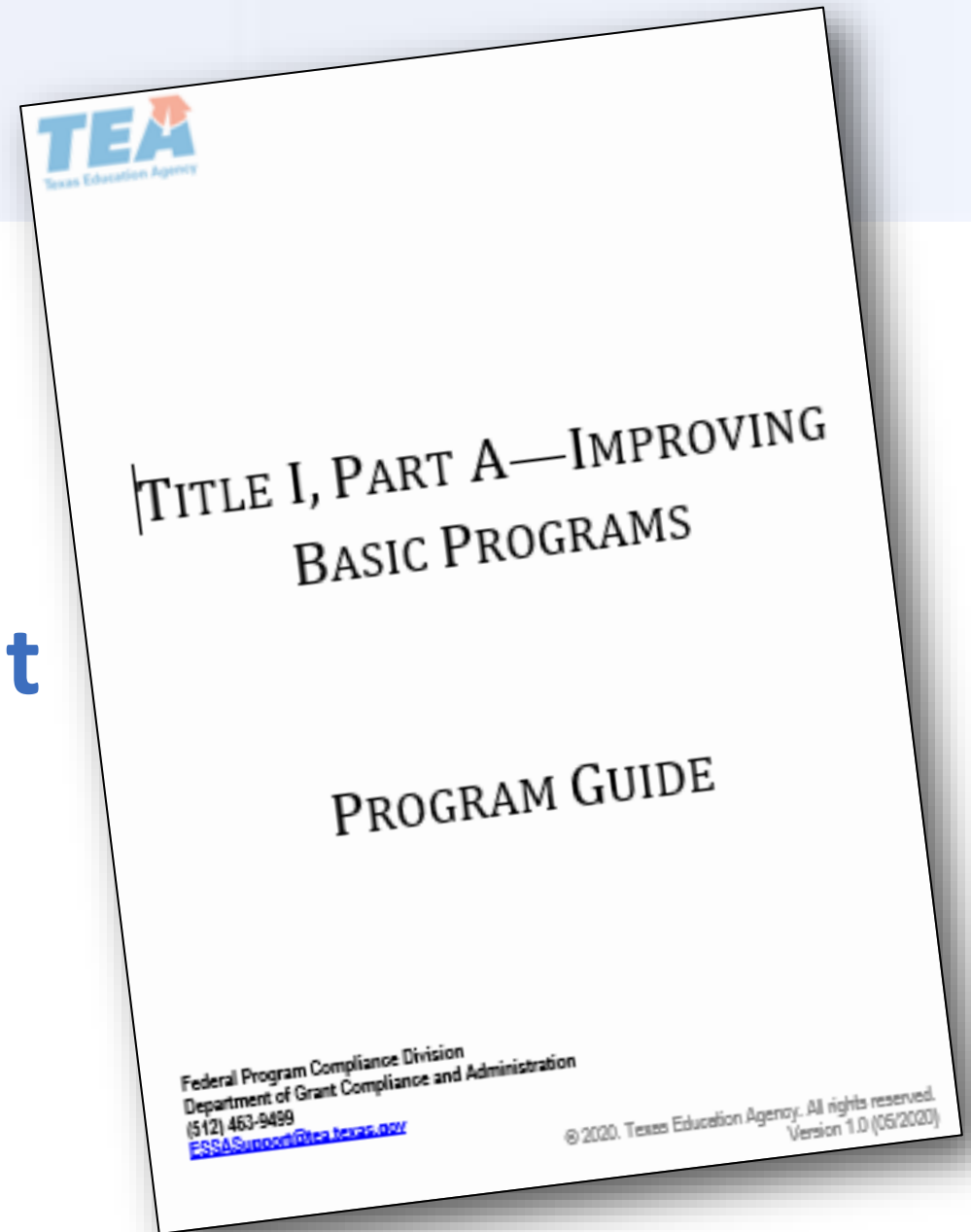
- ✓ **general requirements** of the Title I, Part A program and
- ✓ **resources available** for administering the Title I, Part A program.

TEA's Strategic Priorities and Enablers



Program Overview

<https://tea.texas.gov/sites/default/files/T1AProgramGuide.pdf>

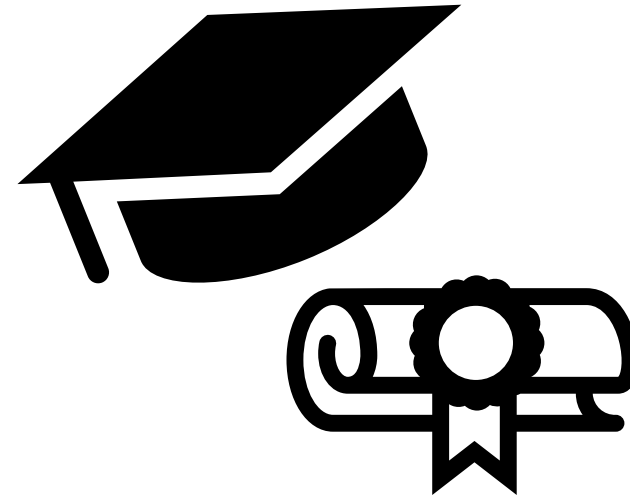


Elementary
and
Secondary
Education
Act of 1965

Every
Student
Succeeds
Act [2015+]

- *“To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and*
- *to close educational achievement gaps.”*

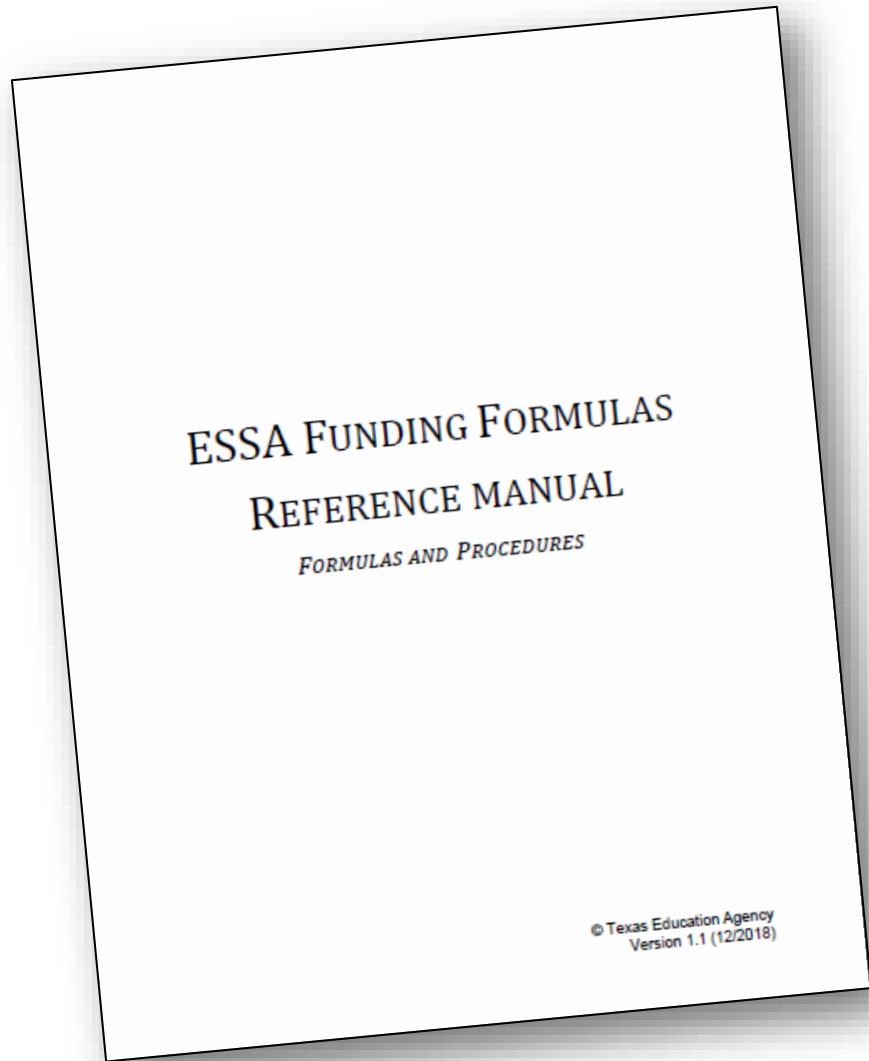
[Section 1001]



ESSA FUNDING FORMULAS
REFERENCE MANUAL
FORMULAS AND PROCEDURES

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Version 1.1 (12/2018)

- ***Allocations to individual LEAs are determined based on statutory formulas.***
- ***Several factors affect LEA allocations***
 - Census updates
 - Hold-harmless amounts, and
 - Set-asides
 - State activities
 - State-level administration
 - Charter school funding



- ***Allocations to individual LEAs are determined based on statutory formulas:***
 - Basic Grants
 - Concentration Grants
 - Targeted Grants
 - Education Finance Incentive Grants (EFIG)



About TEA



Texas Schools



Academics



Finance & Grants



Reports & Data



Student Assessment



Texas Educators

Financial Compliance

- Financial Integrity Rating System of Texas
- Student Attendance Accounting Handbook
- Annual Financial and Compliance Reports (AFRs)
- Resource Guide (FASRG)
- School Health and Related Services

Grants

- Grants Administration**
- Federal Program Compliance
- Compliance Reporting
- Federal Fiscal Monitoring
- Training and Other Resources

State Funding

- Excess Local Revenue
- Facilities Funding and Standards
- House Bill 3
- School District Expenditure Reports
- State Funding Reports and Data
- Summary of Finances - Reports

Texas Permanent School Fund

- Annual Reports
- Bond Guarantee Program
- Holdings
- Investment Policy
- IRS Notice

Grants Administration



Grants

- Grants Administration
- Grant Basics
- Applying for a Grant
- Administering a Grant
- Grant Resources
- Federal Program Compliance
- Compliance and Reporting
- Federal Fiscal Monitoring
- Training and Other Resources

Related Content

- Amending an Application
- Budgeting Costs Guidance Handbook
- Competitive Grant Dates
- Entitlements



LEA Entitlements Title I, Part A

Contact: Federal Fiscal Compliance and Reporting (FFCR) Division

compliance@TEA.Texas.gov



LEA Entitlements Title I, Part A

Contact: Federal Fiscal
Compliance and Reporting
(FFCR) Division

compliance@TEA.Texas.gov

Popular Applications AskTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS Help Desk

Search Search tea.texas.gov

A - Z Index Contact Employment Sign Up for Updates TEA Correspondence

About TEA Texas Schools Academics Finance & Grants Reports & Data Student Assessment Texas Educators

Home / Finance & Grants / Grants / Grants Administration / Applying for a Grant

Entitlements

The following links list entitlement amounts for TEA's largest active formula-grant programs.

Related Content

- Amending an Application
- Budgeting Costs Guidance Handbook

Every Student Succeeds Act (ESSA)

ESSA Consolidated Application

- 2021-2022 ESSA Consolidated Planning Amounts by LEA
- 2021-2022 ESSA Consolidated Planning Amounts by ESC
- 2020-2021 ESSA Consolidated Final Amounts by LEA
- 2020-2021 ESSA Consolidated Final Amounts by ESC**
- 2019-2020 ESSA Consolidated Final Amounts by LEA
- 2019-2020 ESSA Consolidated Final Amounts by ESC
- 2018-2019 ESSA Consolidated Final Amounts by LEA
- 2018-2019 ESSA Consolidated Final Amounts by ESC



LEA Entitlements

Contact: Federal Fiscal Compliance and Reporting (FFCR) Division
compliance@TEA.Texas.gov

2020-2021

**Texas Education Agency
 Federal Fiscal Compliance and Reporting Division
 ESSA Consolidated Application
 Final Amounts (Alphabetical by Region)
 Fiscal Year 2021**

Region	County District	District Name	T1PA	T1PC Migrant	T1PD Subpart 1	T1PD Subpart 2	T2PA	T3PA Immigrant	T3PA ELA	T4PA
01	108950	REG I EDUCATION SERVICE CENTER								
	024901	BROOKS COUNTY ISD	1,094,248	38,582	0	0	106,376	0	3,362	73,625
	031901	BROWNSVILLE ISD	24,699,530	560,659	0	0	2,465,030	0	1,526,341	1,817,524
	108902	DONNA ISD	10,081,292	849,828	0	0	918,656	0	728,059	762,415
	108903	EDCOUCH-ELSA ISD	3,631,974	527,797	0	0	338,649	0	127,475	275,690
	108904	EDINBURG CISD	16,937,347	1,372,605	0	205,337	1,835,954	0	1,156,018	1,193,450
	108809	EXCELLENCE IN LEADERSHIP ACADEMY	154,139	0	0	0	18,646	0	19,309	10,000
	031903	HARLINGEN CISD	8,755,569	347,834	0	23,428	974,940	0	250,916	635,663
	108905	HIDALGO ISD	1,761,214	136,293	0	0	163,741	0	191,837	133,901
	108802	HORIZON MONTESSORI PUBLIC SCHOOLS	476,283	0	0	0	52,651	0	34,775	34,492
	108807	IDEA PUBLIC SCHOOLS	20,927,503	0	0	0	2,704,523	85,540	1,814,913	1,186,330

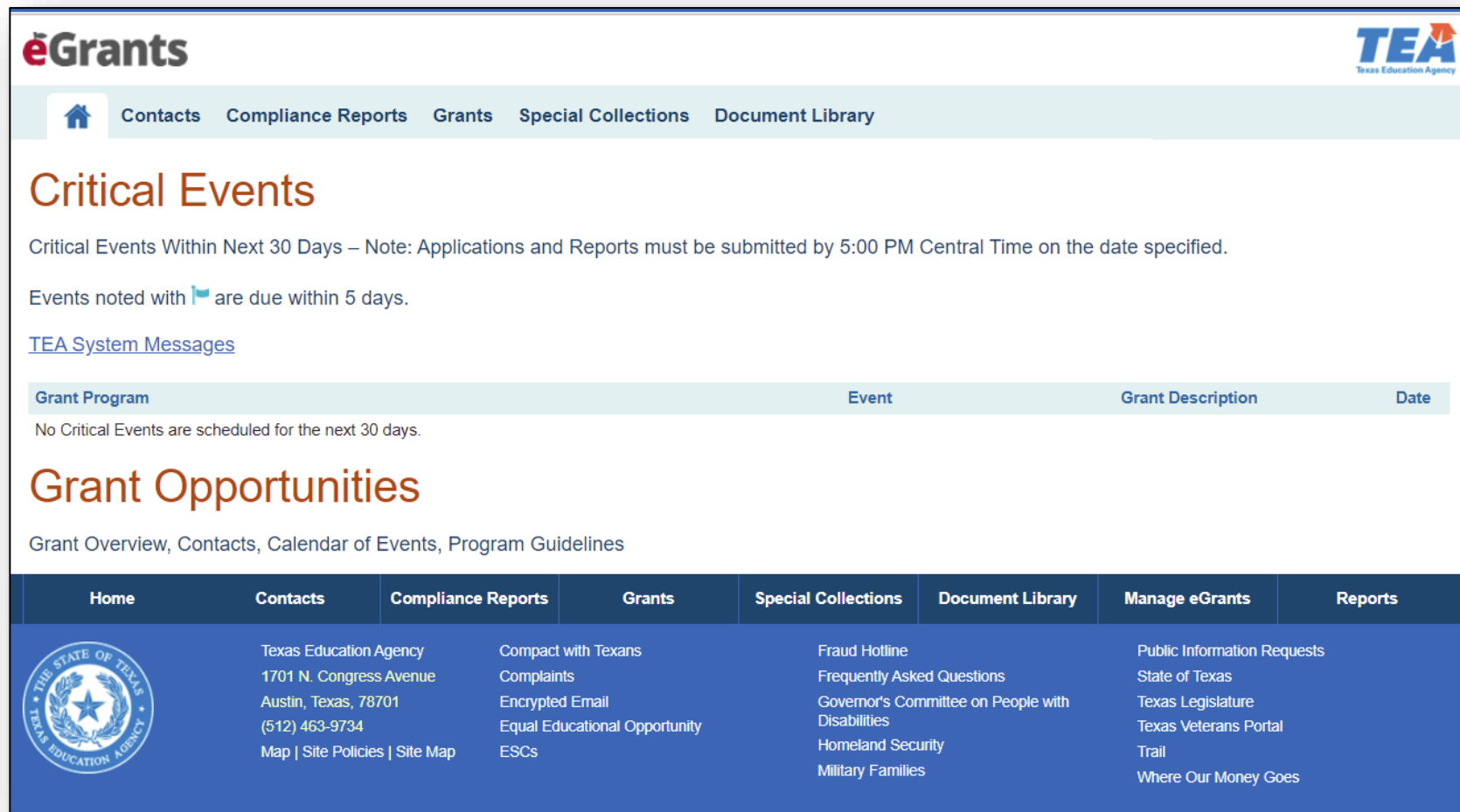
Local educational agencies (LEAs)


- *School districts*
- *Charter schools*

apply for Title I, Part A funds online through the Consolidated Federal Grant Application on eGrants.

ESSA Consolidated Application

- Application Available in eGrants (TEAL access required)
- Contact: Grants Administration grants@TEA.Texas.gov




eGrants 

[Home](#)
[Contacts](#)
[Compliance Reports](#)
[Grants](#)
[Special Collections](#)
[Document Library](#)

Critical Events

Critical Events Within Next 30 Days – Note: Applications and Reports must be submitted by 5:00 PM Central Time on the date specified.


Events noted with  are due within 5 days.

[TEA System Messages](#)

Grant Program	Event	Grant Description	Date
No Critical Events are scheduled for the next 30 days.			

Grant Opportunities

Grant Overview, Contacts, Calendar of Events, Program Guidelines

Home	Contacts	Compliance Reports	Grants	Special Collections	Document Library	Manage eGrants	Reports
	Texas Education Agency 1701 N. Congress Avenue Austin, Texas, 78701 (512) 463-9734 Map Site Policies Site Map	Compact with Texans Complaints Encrypted Email Equal Educational Opportunity ESCs		Fraud Hotline Frequently Asked Questions Governor's Committee on People with Disabilities Homeland Security Military Families		Public Information Requests State of Texas Texas Legislature Texas Veterans Portal Trail Where Our Money Goes	


Consolidated Federal Grant Application



The screenshot shows the top navigation bar of the TEA website. The 'Grant Opportunities' link is highlighted with a red box and an orange arrow pointing to it. Other navigation links include Popular Applications, AskTED, ECOS for Educators, Secure Applications, TEAL Login, TSDS, and Help Desk. Below the navigation bar is a search bar and a row of links: A - Z Index, Contact, Employment, Sign Up for Updates, and TEA Correspondence. At the bottom is a grid of seven icons representing different website sections: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators.

Popular Applications	AskTED	ECOS for Educators	Grant Opportunities	Secure Applications	TEAL Login	TSDS	Help Desk
	<input type="text" value="Search tea.texas.gov"/>			<input type="submit" value="Search"/>			
A - Z Index	Contact	Employment	Sign Up for Updates	TEA Correspondence			
 About TEA	 Texas Schools	 Academics	 Finance & Grants	 Reports & Data	 Student Assessment	 Texas Educators	

Consolidated Federal Grant Application


Help?

TEA Grant Opportunities

This site is a central resource for all state and federal grants administered by TEA. Select an application name from the dropdown list of available grants, or use the dropdowns in the Search Options section below to locate a grant's Request for Application (RFA) and its specific program guidelines, application, due dates, and other important information. Additional resources and Universal Errata are linked in the sidebar. Please email questions about grants or grant funding to Grants@tea.texas.gov.

Available Grant Opportunities

Application Name

Search Options (Select options below to search for the available grant opportunities)

Keyword(s) in Application Name

(enclose text in quotes for exact match)

School Year :

Program/Subject Area :

Funding Type :

Application Type :

Submission Type :

Between Dates

Availability Date :

Due Date :

****Please note**** - All dates and grant specifics are subject to change. Please monitor this website regularly for updated grant information and errata; applicants are responsible for meeting due dates and other grant requirements.

Search Results – Available Grant Opportunities 🔍 [Click to view grant opportunity details.](#)

View	Name of Grant Application	Availability Date	Due Date	Application Type	Submission Type
🔍	2020-2021 ESC Talent Management Implementation Grant 2	03/19/2021	04/19/2021	Discretionary Non-Competitive	PDF

- [Universal Errata](#)
- [Grants Administration](#)
- [Competitive Grant Dates](#)
- [Guidelines, Provisions, and Assurances](#)
- [Forms for Prior Approval, Disclosure, and Justification](#)
- [Budgeting Costs Guidance Handbook](#)
- [Amending an Application](#)
- [TEA Help Desk](#)

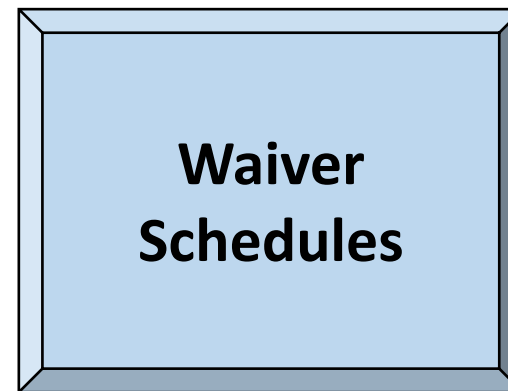
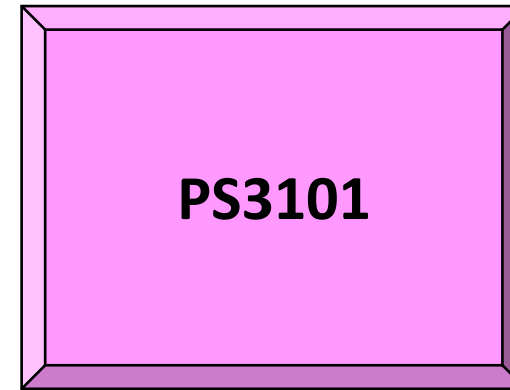
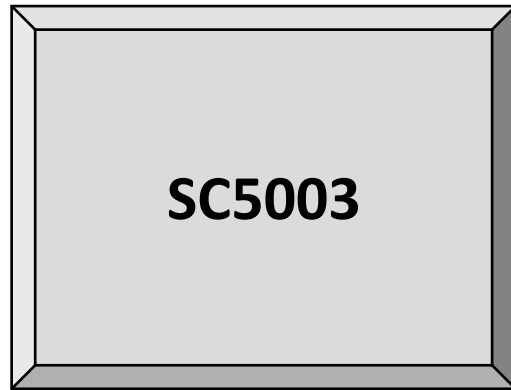
Consolidated Federal Grant Application

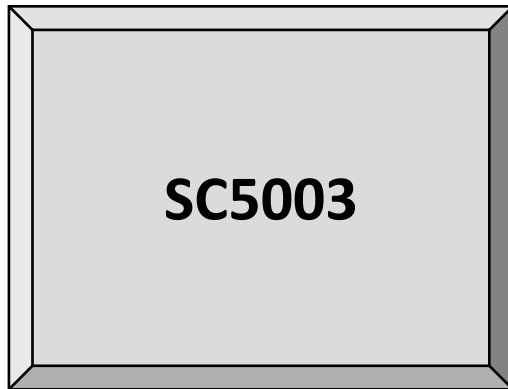
- **ESSA Consolidated Application**
 - Critical Events – Grant Opportunities
 - Contact: Grants Administration
grants@TEA.Texas.gov

2021-2022

Critical Events			
Grant Description	Event	Reporting Period	Due Date
All	ADC Availability Date	-	05/26/2021
All	Application Availability Date	-	05/26/2021
All	Application Due Date	-	09/03/2021
All	Last Amendment Due Date	-	06/02/2022
Title I, Part A	Revised Final Expenditure Report	07/01/2021-09/30/2022	01/02/2023

Consolidated Application for Federal Funds





Formula Grants Consolidated Schedule

Contains program-specific provisions and assurances

ESSA Program-Specific Provisions and Assurances (Title I, Part A)

PROGRAM-SPECIFIC AND ESSA PROVISIONS AND ASSURANCES

2021-2022 EVERY STUDENT SUCCEEDS ACT (ESSA)
CONSOLIDATED FEDERAL GRANT APPLICATION

AUTHORIZED BY THE ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY
EVERY STUDENT SUCCEEDS ACT (ESSA)

Department of Grant Compliance and Administration
Special Populations Division
1701 North Congress Avenue
Austin, Texas 78701

i
SAS# ESSAAA22
2021-2022 ESSA Consolidated Federal Grant Application

63
Items

9
Topic Areas

21
Pages

ESSA Program-Specific Provisions and Assurances (Title I, Part A)

2021-2022

Contents

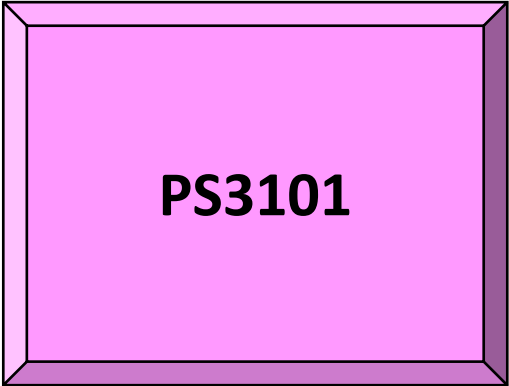
Title I, Part A	1
General Assurances	1
Assurances Relating to Eligible School Attendance Areas	3
Assurances Relating to the Title I, Part A Program Plan	5
Assurances Relating to Schoolwide Programs	7
Assurances Relating to Targeted Assistance Programs	9
Assurances Relating to Parents' Right to Know	12
Assurances Relating to Parental Involvement	14
Assurance Relating to Coordination	18
Assurances Relating to Private Schools	18

An orange rectangular box with a thin black border and a slight 3D effect. The text "SC5000" is centered in black.

SC5000

Title I, Part A Campus Selection Schedule

Low-income information; served campuses

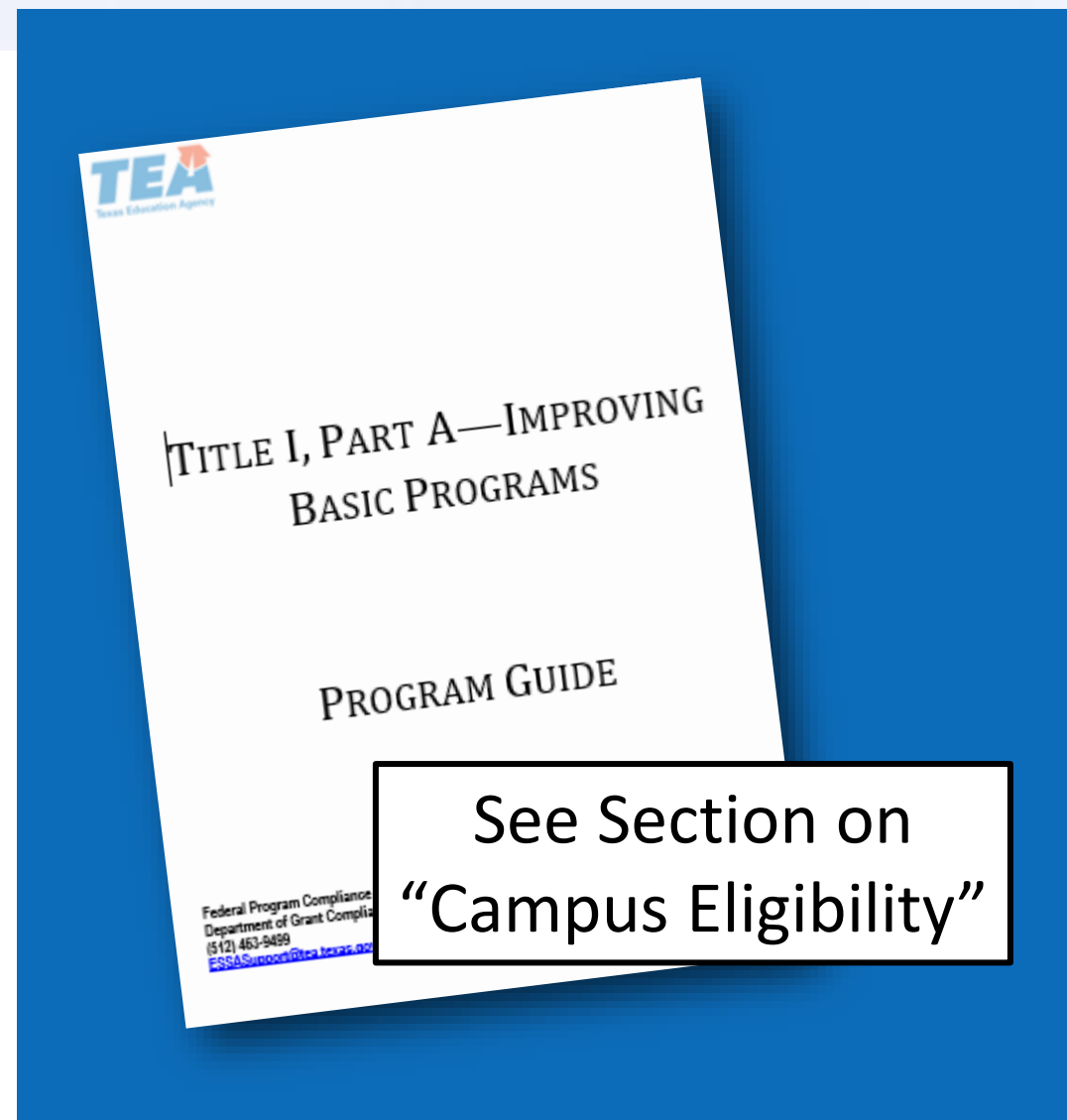
A pink rectangular box with a thin black border and a slight 3D effect. The text "PS3101" is centered in black.

PS3101

Title I, Part A Program Schedule

Activities to be conducted with reserved funds

Detailed information about requirements related Campus Eligibility is available. The LEA should be familiar with these rules before completing the SC5000 schedule in eGrants.



Title I, Part A SC5000 Resources

TITLE I, PART A CAMPUS SELECTION & SC5000 HANDBOOK

*ESSA CONSOLIDATED FEDERAL GRANT APPLICATION
GUIDANCE*

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Version 2.0 (05/21/2021)

TEA Grant Opportunities – ESSA Consolidated Federal Grant Application

Application and Support Information

****Please note**** - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be accepted by TEA via any other means.

[Errata 1](#)

[General and Fiscal Guidelines](#)

[General Provisions and Assurances](#)

[Lobbying Certification](#)

[Debarment and Suspension Certification](#)

[ESSA Program Guidelines](#)

[ESSA Program Specific](#)

[PNP Equitable Svcs. Reservations](#)

[Sample Application](#)

[Schedule SC5000 Guidance](#)

[Eligibility List for Section 5211--REAP](#)

[Title I, Part A - Campus Listing by LEA](#)

[Title I, Part A - Campus Listing by Region](#)

Title I, Part A SC5000 Resources

Schedule Instructions



SC5000 - Title I, Part A Campus Selection

This schedule is required if Title I, Part A, funds are budgeted on Schedule BS6001—Program Budget Summary.

Part A: LEA Data

SPECIFIC INSTRUCTIONS

Type the LEA Total Low-Income Percentage by calculating the total number residing in the entire LEA that meet low-income criteria and dividing that total by the total number residing. An alternate method is to substitute enrollment for the total number residing.

Part B: Campus Selection Data

Campus Selection Data is prefilled with each campus in your LEA as well as with each campus that is applying for Title I, Part A, as a member of your SSA.

All campuses operated by your organization should appear. Juvenile Justice Alternative Education Programs (JJAEP) are not operated by LEA's and should not be listed on the SC5000.

All SC5000 prefilled data is gathered from AskTED. All information must be correct in AskTED before it is corrected in the SC5000. (Some information, such as campus number, cannot be changed.)

If an LEA has changes to campuses (i.e., closed campus, new campus, grade span or name change), the LEA must correct AskTED first and then contact their regional negotiator. Charter schools must contact the Charter Schools Division at 512-463-9575 to make any changes to AskTED.

SPECIFIC INSTRUCTIONS

Copy Prior Year Data Button

1. Selecting Copy Prior Year Data will populate the SC5000 with data from the latest valid submission of your LEAs prior year ESSA Consolidated Federal Grant Application.

1
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V 1.0 (05/2020)



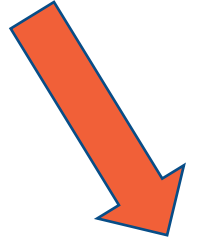
SAS#: ESSAAA21

2020-2021 ESSA Consolidated Federal Grant Application

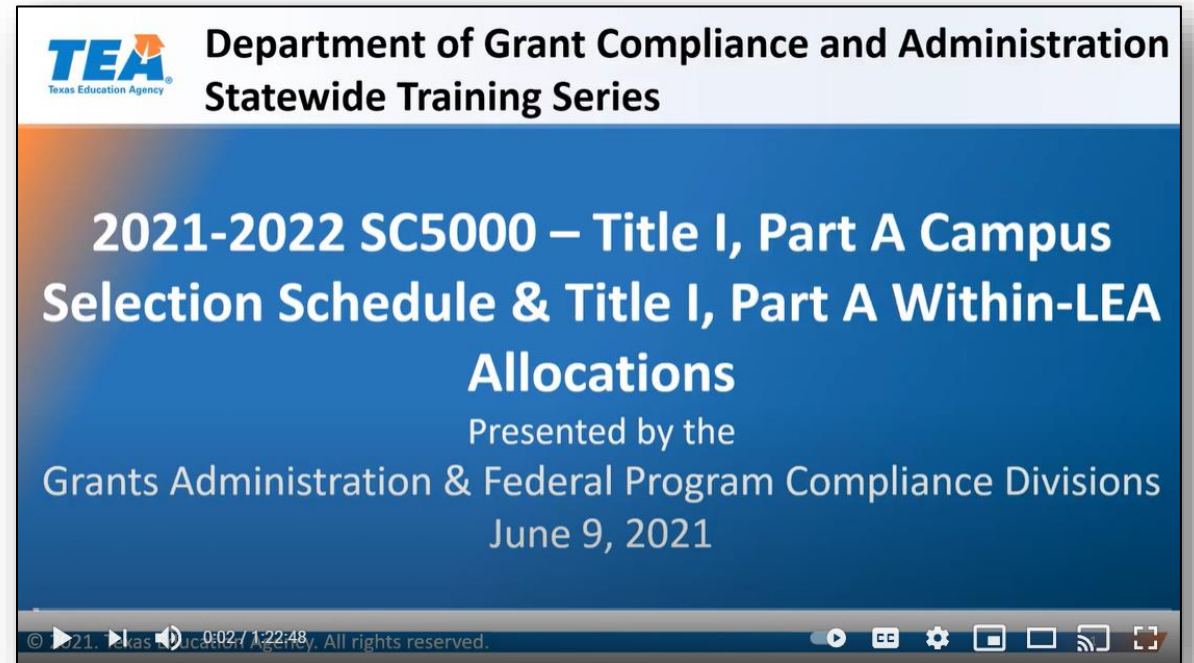
Instructions

Campus Selection

SC5000 - Title I, Part A Campus Selection

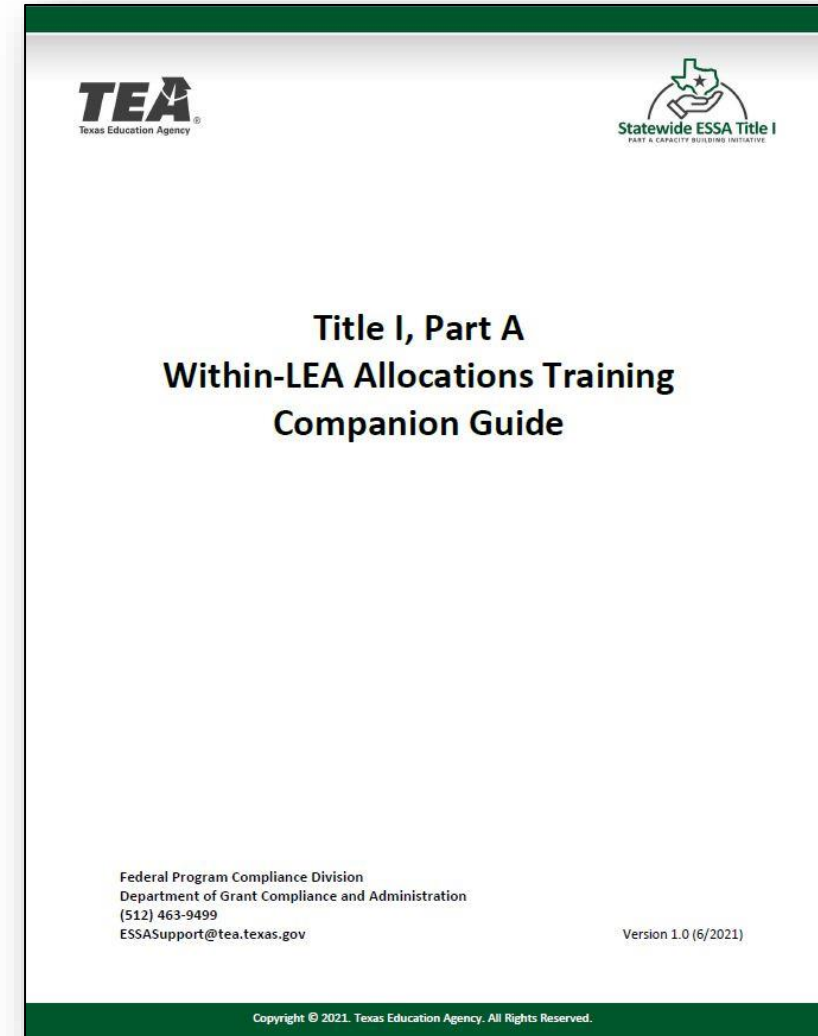


<https://youtu.be/C26TElpiFO4>

A video player thumbnail with a blue background. In the top left corner is the TEA logo. To its right, the text "Department of Grant Compliance and Administration" and "Statewide Training Series" is displayed in white. The main title "2021-2022 SC5000 – Title I, Part A Campus Selection Schedule & Title I, Part A Within-LEA Allocations" is centered in large white font. Below it, in smaller white font, is "Presented by the Grants Administration & Federal Program Compliance Divisions" and "June 9, 2021". At the bottom, a video player interface shows a play button, a progress bar at 0:02 / 1:22:48, and various control icons like volume, full screen, and share.

Statewide ESSA Title I, Part A
Capacity Building Initiative –
Education Service Center, Region 20

<https://www.esc20.net/apps/pages/statewide-essa-title-i-part-a>



Program Requirements

Title I, Part A LEA Program Plan [Section 1112(a)(1)(A)]

**Timely and
Meaningful
Consultation**

Coordination

**Challenging
State Academic
Standards**

**Periodic
Review and
Revisions**

**Statutory
Required
Descriptions**

**Timely and
Meaningful
Consultation**

- Developed with timely and meaningful consultation
 - ✓ Teachers,
 - ✓ Principals,
 - ✓ Other School Leaders,
 - ✓ Paraprofessionals,
 - ✓ Specialized Instructional Support Personnel,
 - ✓ Charter School Leaders (in an LEA that has in-district charter schools),
 - ✓ Administrators (including administrators that manage the Title I, Part C and Title I, Part D programs),
 - ✓ Other Appropriate School Personnel, and
 - ✓ Parents of children served under Title I, Part A.

- Program Coordination
 - ✓ Other ESSA Programs,
 - ✓ Individuals with Disabilities Education Act (IDEA),
 - ✓ Rehabilitation Act of 1973,
 - ✓ Carl D. Perkins Career and Technical Education Act of 2006,
 - ✓ Workforce Innovation and Opportunity Act,
 - ✓ Head Start Act,
 - ✓ McKinney-Vento Homeless Assistance Act,
 - ✓ Adult Education and Family Literacy Act, and
 - ✓ Other Acts as appropriate

A pink rectangular box with a thin black border and a slight drop shadow. Inside the box, the text "Challenging State Academic Standards" is written in a bold, black, sans-serif font, centered vertically and horizontally.

**Challenging
State Academic
Standards**

The LEA plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards.

**Periodic
Review and
Revisions**

The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan.

**Statutory
Required
Descriptions**

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, the LEA plan shall include the following **13** descriptions.

Description 1:

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—

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

Description 2:

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

Description 3:

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)

Description 4:

The poverty criteria that will be used to select school attendance areas under Section 1113

Description 5:

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) 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

Description 6:

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

Description 7:

The strategy the LEA will use to implement effective parent and family engagement under Section 1116

Description 8:

If applicable, 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

Description 9:

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A

Description 10:

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, if applicable [Section 1112(b)(10)]

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

Description 11:

How the LEA will support efforts to reduce the overuse of discipline practice 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

Description 12:

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

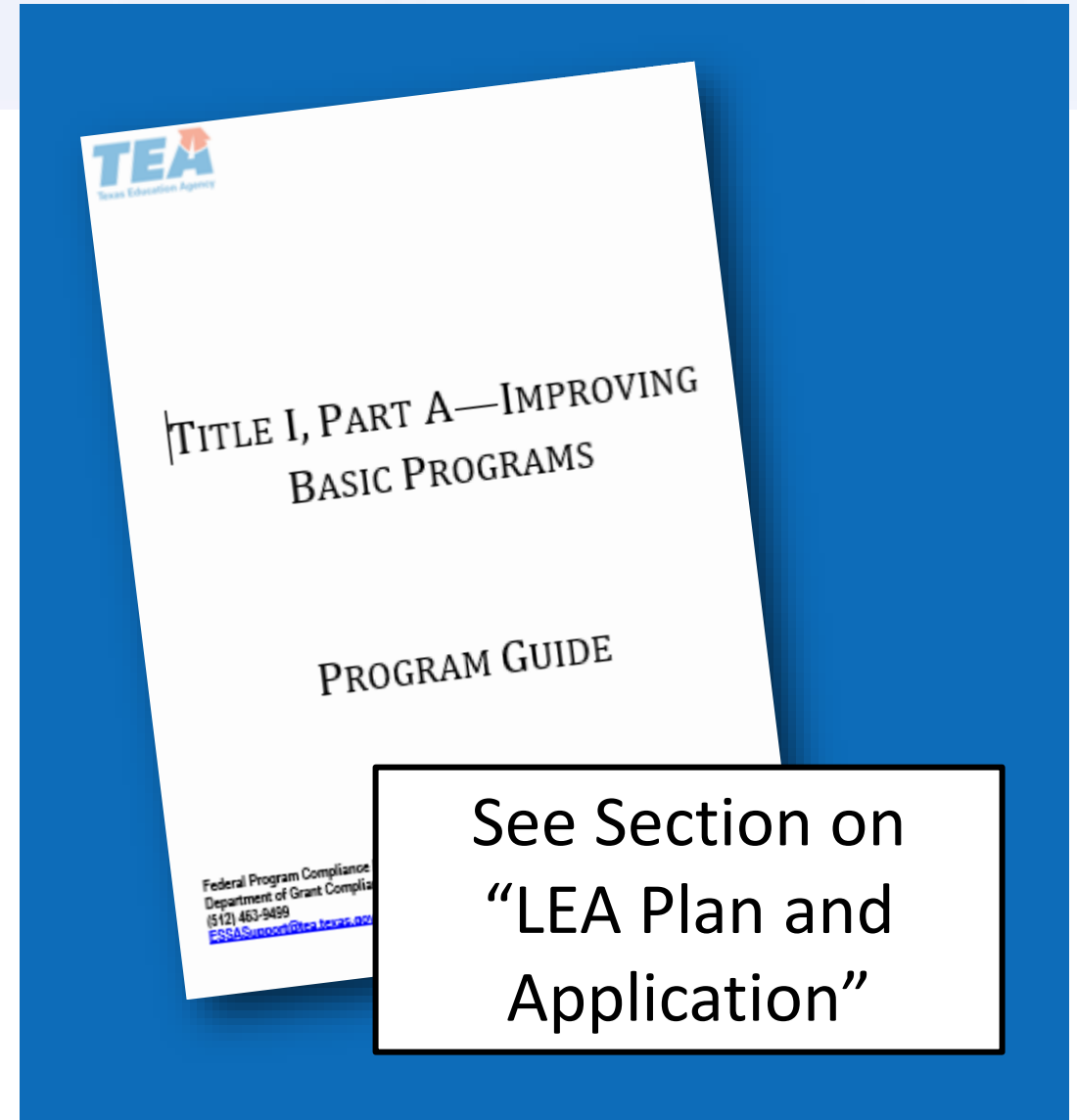
1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. Work-based learning opportunities that provide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

Description 13:

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)]

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

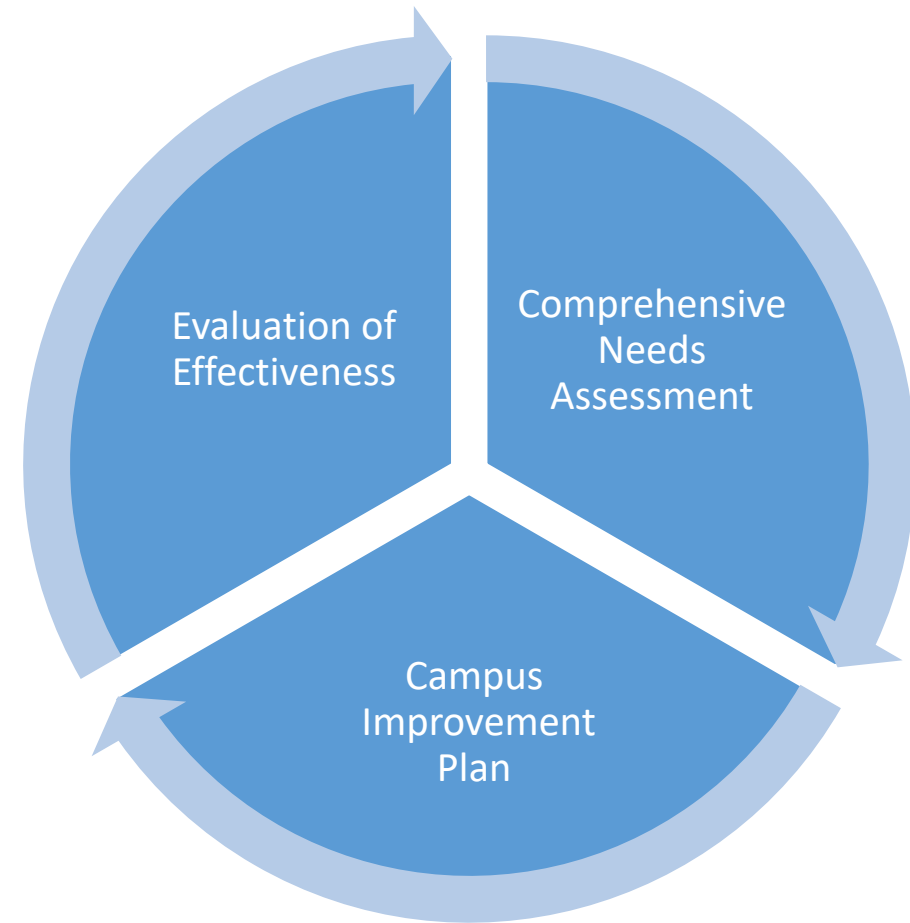
Information about requirements related to the district improvement plan, as well as links needed to obtain access to the eGrants system are available.



Title I, Part A Programs

- Campus-based Programs
 - Schoolwide (40% poverty threshold)
 - Targeted Assistance
- LEA-based Reservations
 - Operated from LEA level for Title I, Part A beneficiaries (e.g., homeless students, eligible PNP students, pre-school programs)

- Campus poverty $\geq 40\%$
- All students are eligible for services.



Elements of a Title I, Part A Schoolwide Program



**Comprehensive Needs
Assessment (CNA)**



**Campus Improvement
Plan (CIP)**



**Parent & Family
Engagement (PFE)**

Comprehensive Needs Assessment (CNA)



**Areas of
Strength**

**Areas of
Need**

**Prioritized
Needs**

Need 1

Need 2

Need 3

Multiple Data Sources

Need 5

Comprehensive Needs Assessment (CNA)



Title I, Part A Schoolwide Program (SWP)

- Comprehensive Needs Assessment
 - Academic Achievement of Students
 - Student Needs
 - Students who are failing, or
 - At-risk of failing to meet State standards

CNA → CIP Process



Title I, Part A Schoolwide Program (SWP)

- Title I, Part A funds
 - Activity that supports the needs of students
 - Comprehensive Needs Assessment
 - Schoolwide Plan (Campus Improvement Plan)
- Description of CNA Process

Campus Improvement Plan (CIP)

- Develop CIP that includes...
 - Opportunities to meet the challenging State academic standards
 - Strengthen the academic program
 - Increase amount and quality of learning time
 - Address needs of all students
 - Needs of those at risk of not meeting the challenging State academic standards



Campus Improvement Plan Stakeholders

[Section 1114(b)(2)]

An eligible school operating a schoolwide program shall develop a comprehensive plan that is developed with the involvement of

- ✓ Parents;
- ✓ Other members of the community to be served;
- ✓ Individuals who will carry out such plan, including
 - Teachers,
 - Principals,
 - Other School Leaders,
 - Paraprofessionals present in the school,
 - Administrators (including Title I, Part C and Title I, Part D), and
 - the LEA, to the extent feasible;
- ✓ Tribes and tribal organizations present in the community;
- ✓ If appropriate, Specialized Instructional Support Personnel, Technical Assistance Providers, School Staff;
- ✓ If the plan relates to a secondary school, students; and
- ✓ Other individuals determined by the school.

Campus Improvement Plan (CIP) Requirements - continued

- Regular Monitoring and Revision (evaluation) based on student needs
- Available to the LEA, parents, and the public
 - Understandable and uniform format
 - To the extent practicable, provided in a language that the parents can understand



SWP School Parent and Family Engagement Requirements



- School Parent and Family Engagement Policy
- Shared Responsibilities for High Student Academic Achievement
 - School-Parent Compact
- Building Capacity for Involvement

Elements of a Title I, Part A Schoolwide Program



**Comprehensive Needs
Assessment**

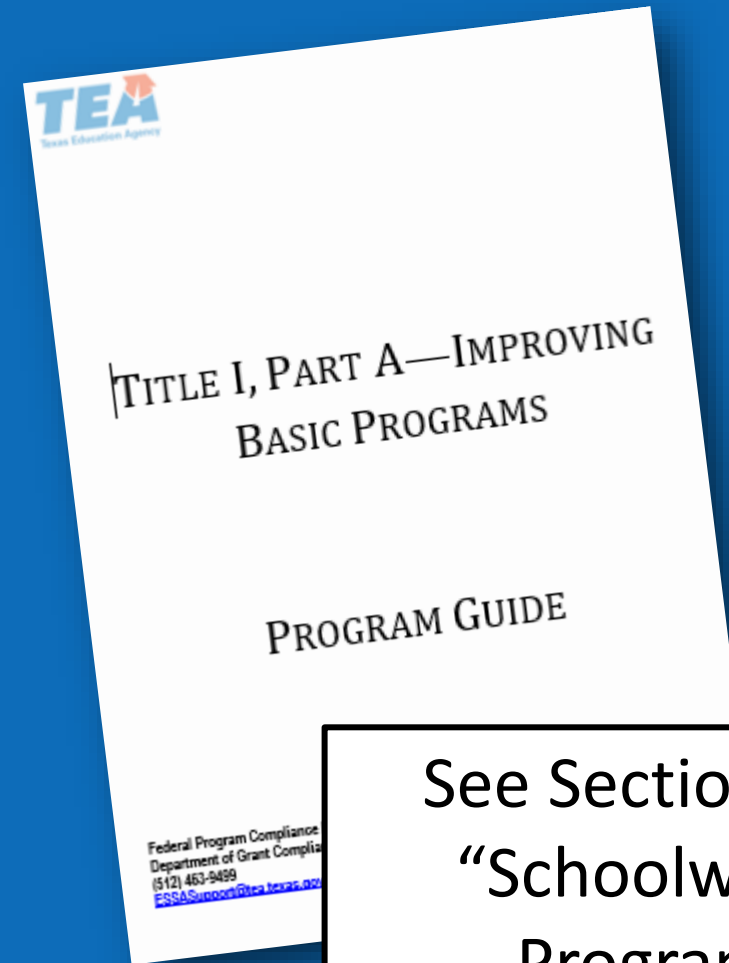


**Campus Improvement
Plan**



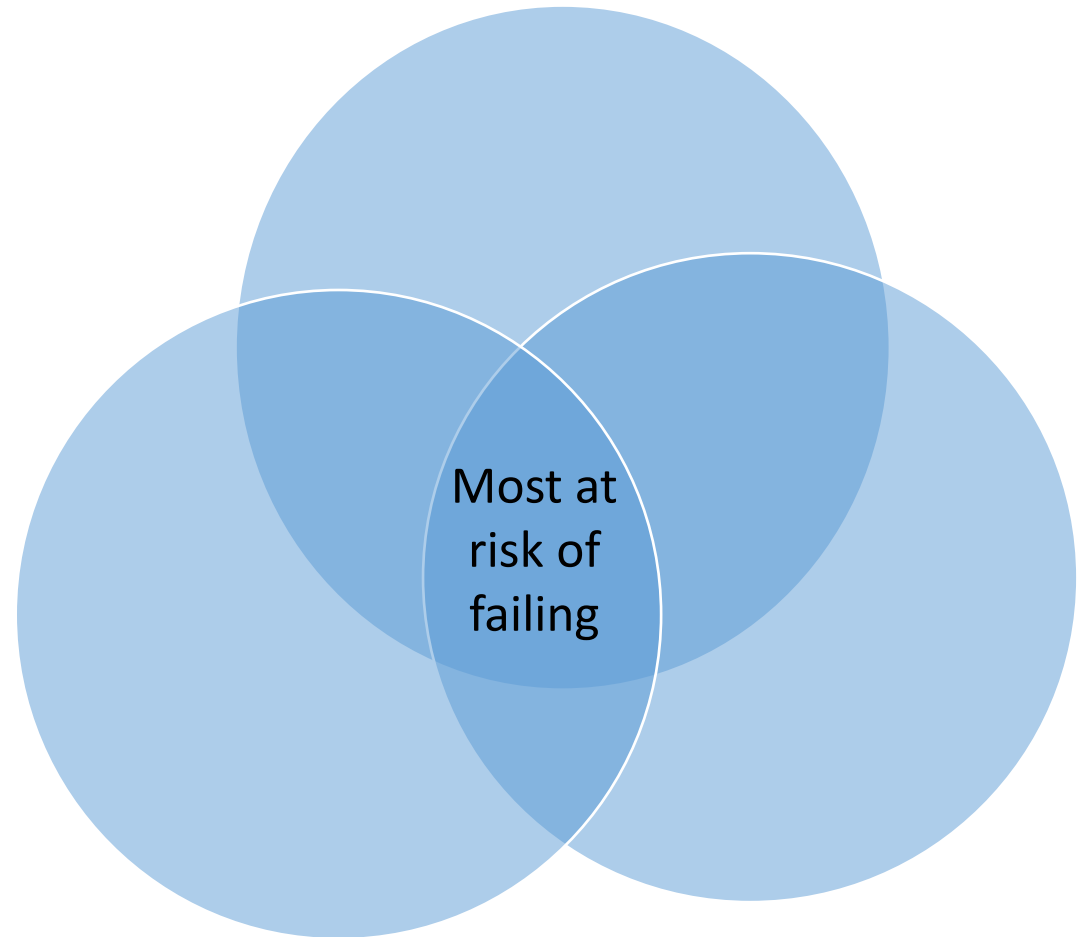
**Parent & Family
Engagement**

Information about requirements related to Title I, Part A Schoolwide Programs is available.

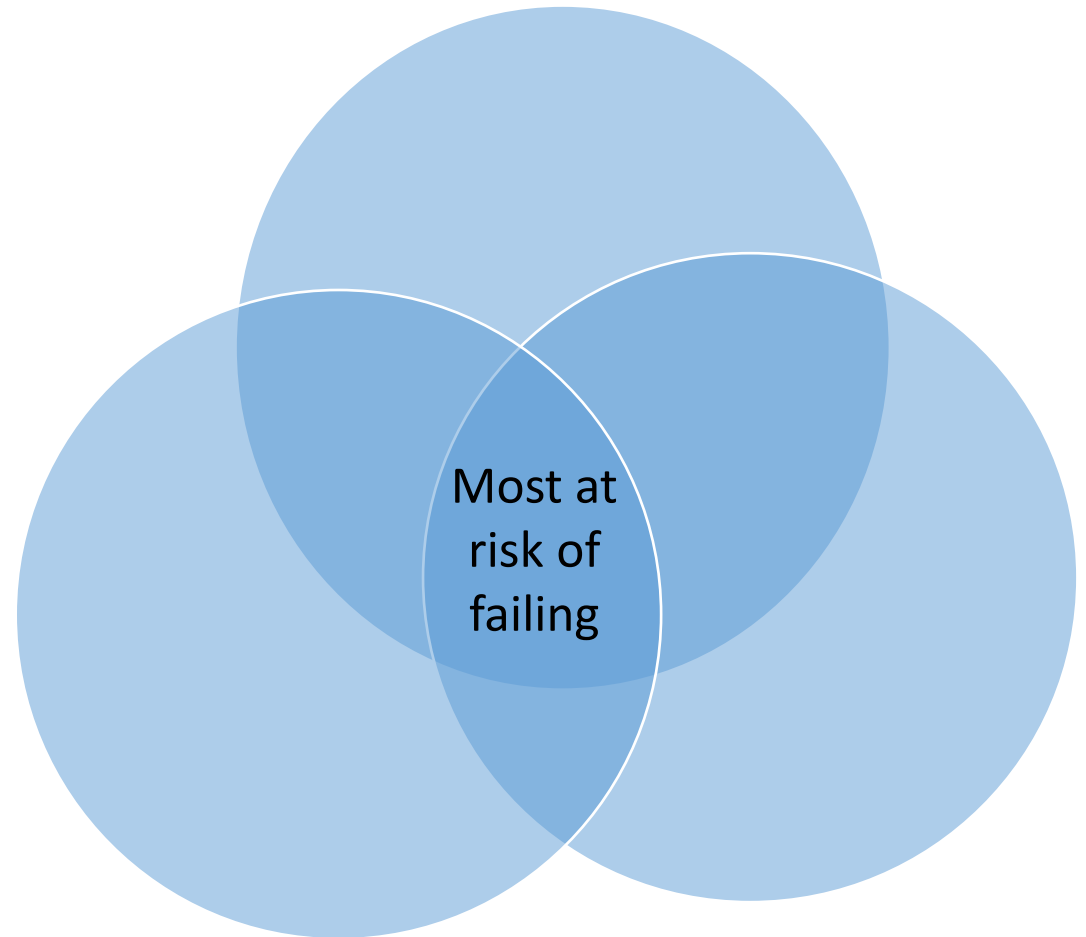


See Section on
“Schoolwide
Program
Requirements”

- Identify eligible students
- Multiple, educationally related, objective criteria



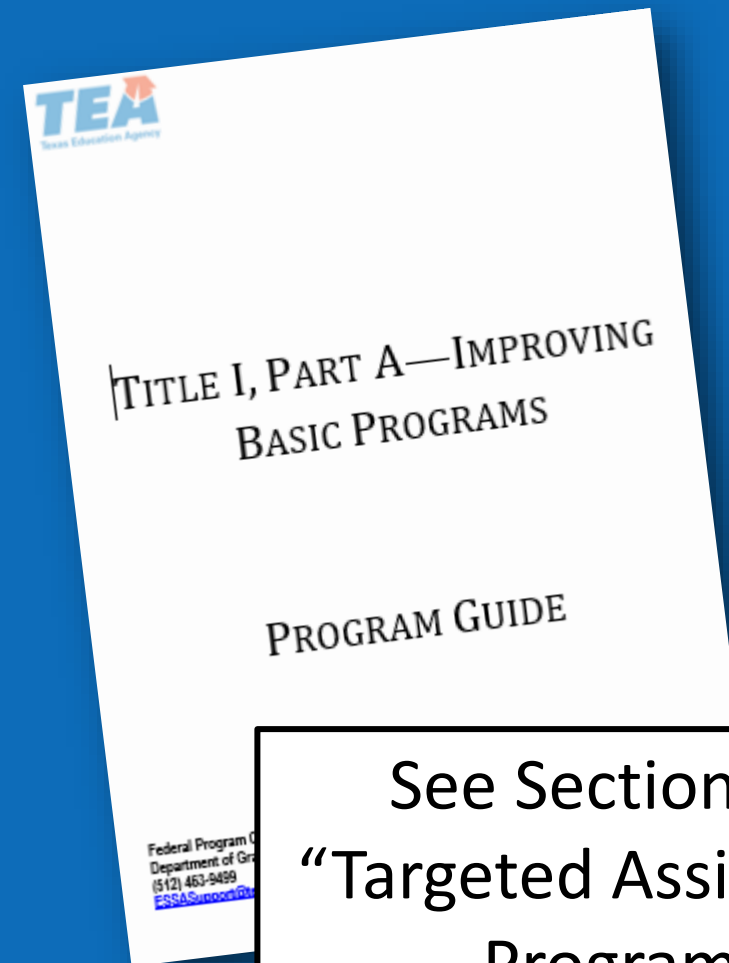
- Only students meeting eligibility criteria may receive services.
- Only instructional staff involved with participating students may receive services.
- Only parents of participating students may receive services.





Targeted Assistance Programs

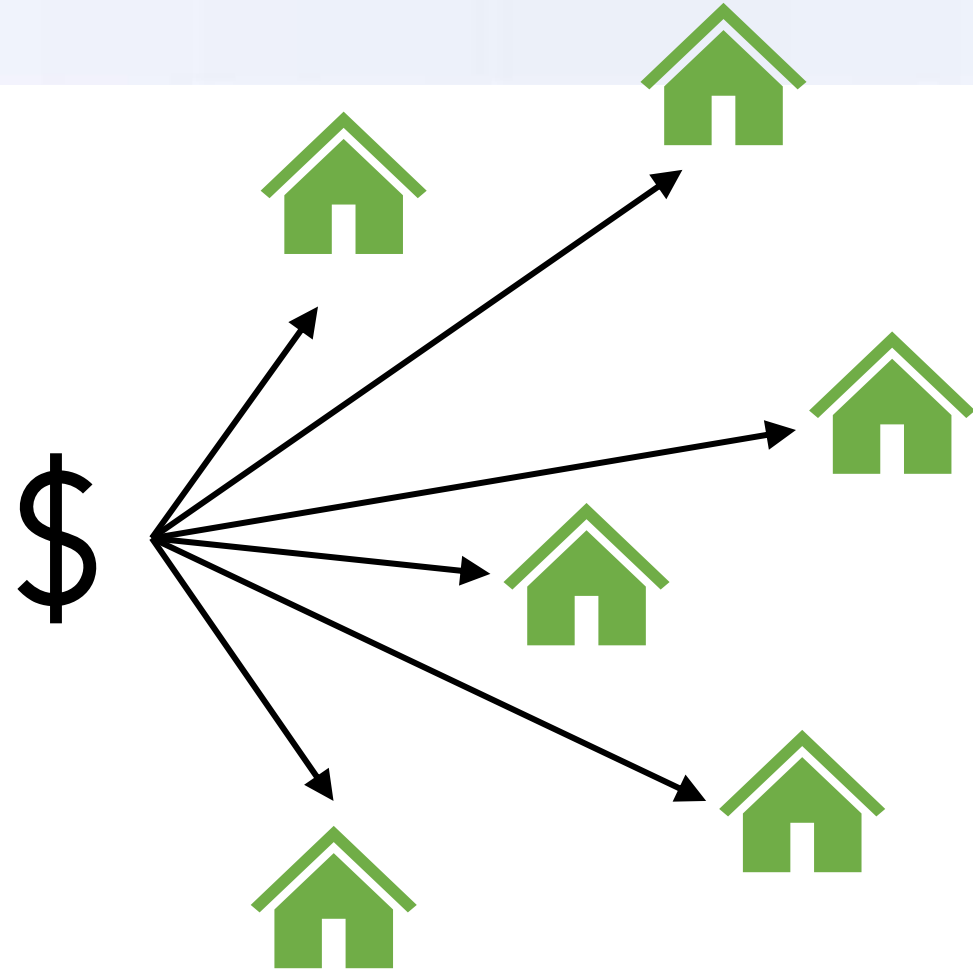
Information about requirements related to Title I, Part A Targeted Assistance Programs is available.



See Section on
“Targeted Assistance
Program
Requirements”

Campus-based Program Required

- LEAs receiving Title I, Part A funds must operate either SW or TA programs
- Must make allocations to campuses based on number of low-income students. (Examples in Program Guide)



PS3101 Consolidated Federal Grant Application



LEA Title I, Part A Reservations

LEA Reservations

Required (must)

Authorized (may)

LEA Required (must) Reservations

1. Equitable Services for Private School Children (PNP)

- Proportional Share
- Total Title I, Part A Allocation
- Prior to any expenditures or transfers
- 1% for Parent and Family Engagement activities for PNP parents & families

2. Parent and Family Engagement (PFE)

- Exceeds \$500,000
- At least 1% (includes PNP PFE activities)
- Distribute at least 90% to Title I, Part A Schools
- \$500,000 or less

3. Homeless Children and Youth; Children in Local Institutions for Neglected Children

- Services comparable to Title I, Part A
- Title I, Part A and non-Title I, Part A
- Based on a needs assessment
- Prior to any expenditures or transfers

LEA Authorized (may) Reservations

- Services to Students Residing in Local Facilities for delinquent children and neglected
- Administration of Title I, Part A Programs
 - Title I, Part A Program
 - Title I, Part A Programs for Eligible Private School Students
 - Title I, Part A Programs for Students at Facilities for Neglected and Delinquent
- Other Authorized Activities
 - Early Childhood Education
 - School Improvement
 - Coordinated Services

LEA Reservations Use of Funds

Allowable Use of Title I, Part A Funds



Schoolwide Program Campuses



Targeted Assistance Campuses



Campuses with Homeless Children & Youth

Unallowable Use of Title I, Part A Funds



Title I, Part A Skipped Campuses



Title I, Part A Not Served Campuses



Non - Title I, Part A Eligible Campuses



- A “districtwide” Title I, Part A program does NOT mean that non-Title I campuses participate.
- Only Title I campuses participate.
- A Title I, Part A preschool program only includes Title I, Part A campuses with preschool.

Department of Grant Compliance and Administration

Statewide Training Series



The training will
resume at
2:25 pm.

Title I, Part A Within-LEA Allocations



Within-LEA Allocations

Steps

- Step 1: Determining Poverty Counts**

- Step 2: Ranking & Identifying Eligible Campuses**

- Step 3: Allocating Funds to Eligible Campuses**

Within-LEA Allocations

Steps

Step 1: Determining Poverty Counts

Allocating Title I, Part A Funds to Public Schools

- Basis of Eligibility

Residing (# of students residing in the attendance area)

Enrollment (# of students enrolled on a campus)

Note: The date used to determine the enrollment number must be the same for all campuses.

- LEAs must use the same measure of poverty to:

Identify eligible school attendance areas and schools;

Rank areas and schools; and

Determine the allocation for each area and school.

Step 1: Determining Poverty Counts of Campuses

- LEAs with less than 1,000 students
 - An LEA with an enrollment of fewer than 1,000 students are exempt in statute from having to use the poverty measures to determine which of its schools receive Title I funds.
 - Such an LEA may use other criteria, such as academic performance or the grade span of its schools to determine which of its schools receive Title I funds, or it may choose to allocate Title I funds to all of its schools.

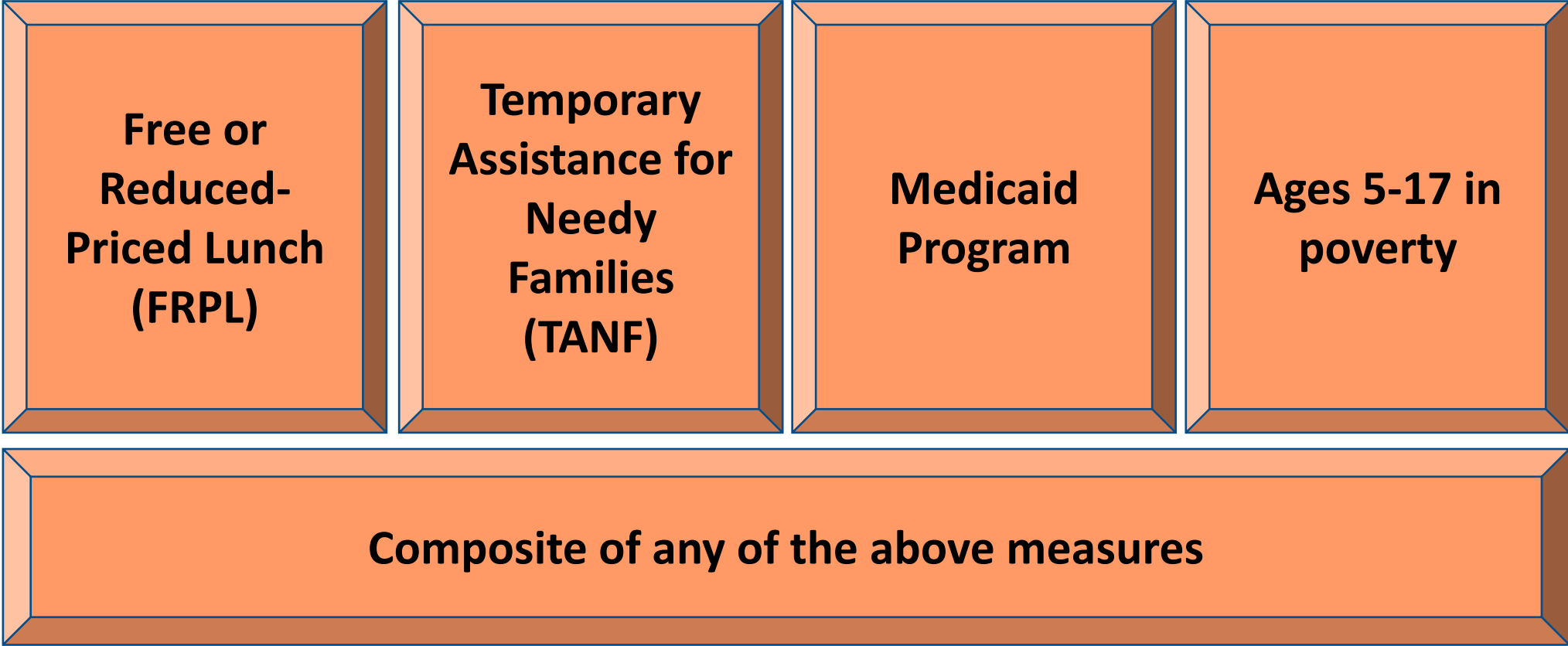


Previous Guidance - ~~Single Attendance Area~~



Step 1: Determining Poverty Counts of Campuses

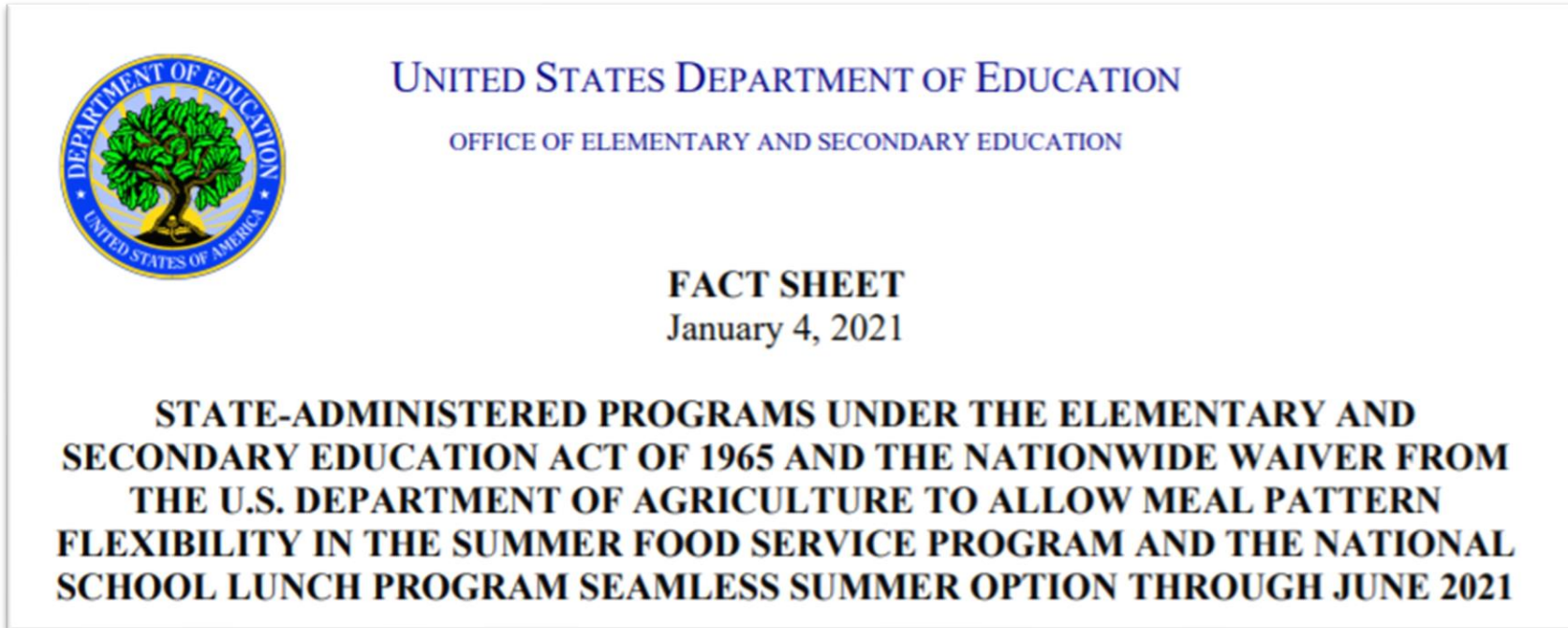
Poverty Measures



Step 1: Determining Poverty Counts of Campuses

- Year of data
 - Most recently available data
 - Previous school year in most cases
 - 2020-2021 school year
 - Data collected during the 2019-2020 school year
- USDE Flexibility for 2021-2022

USDE Flexibility for 2021-2022



Impact: 2021-2022 Low-Income % for LEA and Campuses

USDE Flexibility for 2021-2022

Options for an LEA for SY 2021-2022

Medicaid
Program
SY 2020-2021
Data

Temporary
Assistance
for Needy
Families
SY 2020-2021
Data

Best
available
NSLP data,
which may
be from
SY 2019-2020

NSLP data
from SY
2020-2021
that may be
accessible
(e.g. counts
from Direct
Certification)

OR

Data from a
poverty survey
conducted by
the LEA that
replicate NSLP,
Medicaid, or
TANF data.

Composite of any of the above measures

Within-LEA Allocations

Steps

- Step 1: Determining Poverty Counts**

- Step 2: Ranking & Identifying Eligible Campuses**

-

Title I, Part A Eligibility

Schoolwide

Targeted Assistance

Step 2: Ranking & Identifying Eligible Campuses

- 2a. Rank campuses in order of poverty without regard to the grade span they serve
- 2b. Identification of eligible campuses as per the 75% rule
- 2c. Option for Certain High Schools → 50%-75% poverty
- 2d. Options for serving remaining campuses

Step 2: Ranking & Identifying Eligible Campuses

2a. Rank campuses in order of poverty without regard to the grade span they serve

Public School	Grades Served	Enrollment	Eligible for FRPL	Poverty Percentage
A	K-5	600	456	76.0%
G	K-5	425	200	47.1%
C	K-5	400	185	46.3%
D	K-5	450	190	42.2%
O	6-8	750	300	40.0%
B	K-5	500	195	39.0%
F	K-5	400	150	37.5%
I	K-5	560	200	35.7%
E	K-5	450	160	35.6%
H	K-5	600	206	34.3%
N	6-8	800	260	32.5%
P	6-8	840	250	29.8%
Q	9-12	2,600	700	26.9%
M	K-5	450	100	22.2%
L	K-5	425	75	17.6%
J	K-5	420	70	16.7%
K	K-5	395	65	16.5%
LEA Totals		11,065	3,762	34.0%

Step 2: Ranking & Identifying Eligible Campuses

- ✓ 2a. Rank campuses in order of poverty without regard to the grade span they serve
- 2b. Identification of eligible campuses as per the 75% rule

Step 2: Ranking & Identifying Eligible Campuses (in order of poverty/75% rule)

Public School	Grades Served	Enrollment	Eligible for FRPL	Poverty Percentage
A	K-5	600	456	76.0%
G	K-5	425	200	47.1%
C	K-5	400	185	46.3%
D	K-5	450	190	42.2%
O	6-8	750	300	40.0%
B	K-5	500	195	39.0%
F	K-5	400	150	37.5%
I	K-5	560	200	35.7%
E	K-5	450	160	35.6%
H	K-5	600	206	34.3%
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M	K-5	450	100	22.2%
L	K-5	425	75	17.6%
J	K-5	420	70	16.7%
K	K-5	395	65	16.5%
LEA Totals		11,065	3,762	34.0%

75%

Step 2: Ranking & Identifying Eligible Campuses

- ✓ 2a. Rank campuses in order of poverty without regard to the grade span they serve
- ✓ 2b. Identification of eligible campuses as per the 75% rule
- 2c. Option for Certain High Schools → 50%-75% poverty

Step 2: Ranking & Identifying Eligible Campuses

- ✓ 2a. Rank campuses in order of poverty without regard to the grade span they serve
- ✓ 2b. Identification of eligible campuses as per the 75% rule
- ✓ 2c. Option for Certain High Schools → 50%-75% poverty
- 2d. Options for serving remaining campuses

Step 2: Ranking & Identifying Eligible Campuses

Options for Serving Remaining Campuses

LEA Poverty Percentage

Grade-Span Grouping

Feeder Pattern

Optional Method

35% or Greater Poverty

One-Year Transition

Ed-Flex Individual Programmatic Waiver

Direct Certification

Within-LEA Allocations

Steps

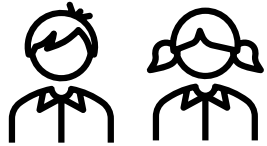
- Step 1: Determining Poverty Counts**

- Step 2: Ranking & Identifying Eligible Campuses**

- Step 3: Allocating Funds to Eligible Campuses**

Step 3: Allocating Funds to Eligible Campuses

Per-Pupil Amount



Amount of funds per low-income student that an LEA will allocate to a campus

Campus Allocation



of Low-Income Students
x Per-pupil amount
= Campus Allocation



195 (250 x .78)
x 1500
= 292,500



\$1,500

250 Total Students; 78% Low-Income

Step 3: Allocating Funds to Eligible Campuses

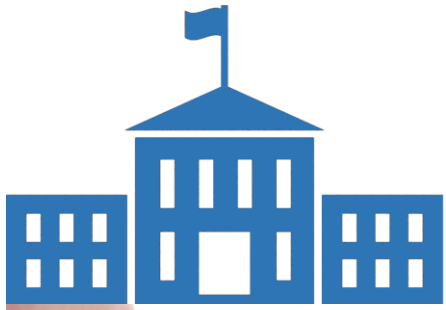
Determining Campus Allocations

**LEA-Wide
Basis**

**Grade
Span**

**125%
Rule**

Determining Campus Allocations on an LEA-wide Basis



Determining Campus Allocations within Grade Spans

**Elementary
Campuses**

PK-5th



**Middle
School
Campuses**

**6th –
8th**



**High
School
Campuses**

9th – 12th



Determining Campus Allocations within Grade Spans

Elementary
Campuses

PK-1st



2nd - 4th



Middle
School
Campuses

5th -
6th



7th -
8th



High
School
Campuses

9th



10th - 12th



Determining Campus Allocations within Grade Spans

Title I, Part A eligible; 75% or below poverty

Above 75% poverty

Elementary
Campuses



 \$1,100



 \$1,500


Middle
School
Campuses



 \$900

High
School
Campuses



 \$1,300

Determining Campus Allocations within Grade Spans

Title I, Part A eligible; 75% or below poverty

Above 75% poverty

Elementary
Campuses




 \$1,100

Middle
School
Campuses




NOT SERVED



 \$1,500

High
School
Campuses



 \$1,300



Determining Campus Allocations within Grade Spans

**Title I, Part A eligible;
75% or below poverty**

**Campus above
75% poverty**

**Middle
School
Campuses**



75%

 **\$1,000**



60%

 **\$1,000**




40%

 **\$800**



93%

 **\$1,500**

Determining Campus Allocations within Grade Spans


Title I, Part A eligible; 75% or below poverty

Above 75% poverty

Elementary Campuses




75%

 \$1,000



60%

 \$1,000



40%

 \$800



35%

 \$750




93%

 \$1,500

High School Campuses



72%

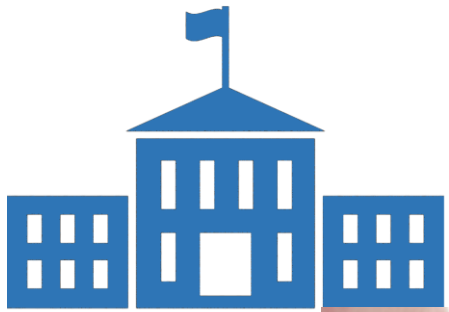
 \$1,200




55%

 \$1,000

Determining Campus Allocations – Applying the 125 % Rule



 \$1,500



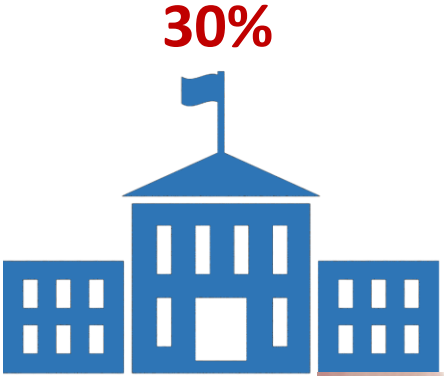
 \$1,100



 \$800

125% Rule

Determining Campus Allocations – Applying the 125 % Rule



30%



78%

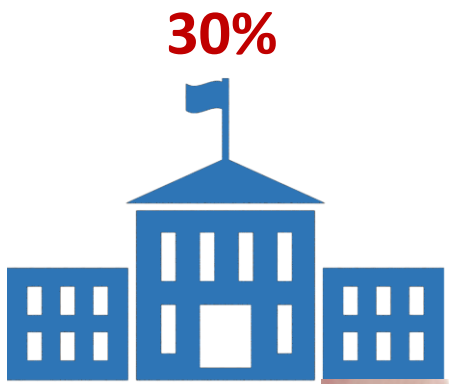


60%



31%

Determining Campus Allocations – Applying the 125 % Rule



30%



78%



60%

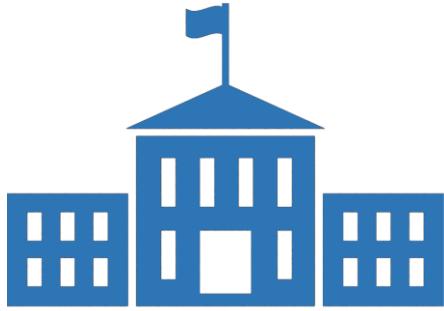


31%



At least 125% of the LEA's per-pupil amount

Determining Campus Allocations – Applying the 125 % Rule



LEA's allocation per low-income child

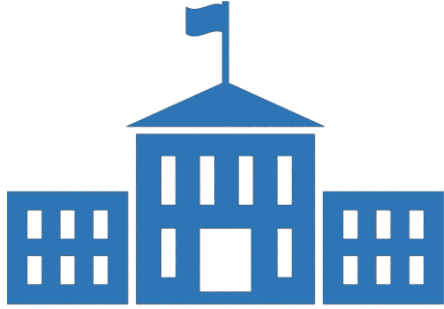


1

LEA's Total Title I, Part A Allocation (before any reservations) ÷
Number of Public School and Private School Low-Income Children

2

Per-pupil amount X 1.25



Determining Campus Allocations – Applying the 125 % Rule

Title I, Part A Allocation before Reservations = \$2,500,000
Total Public and Private Children from Low-Income Families = 1,243



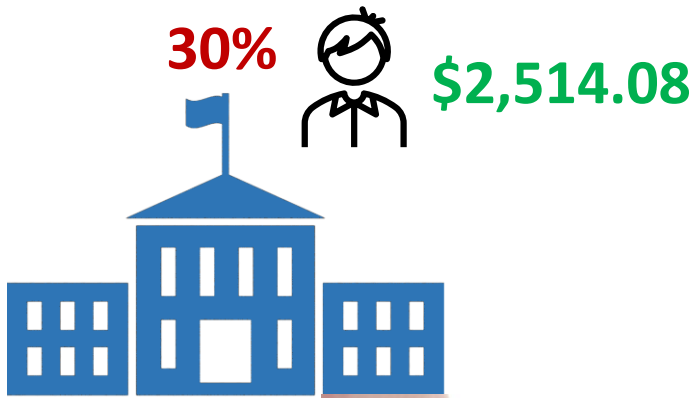
1

$$\$2,500,000 \div 1,243 = \$2,011.26$$

2

$$\$2,011.26 \times 1.25 = \img alt="Icon of a person." data-bbox="535 670 575 745"/> $2,514.08$$

Determining Campus Allocations – Applying the 125 % Rule



Additional Allocation Flexibilities Provided by ESSA

Skipping

**Related
Exception**

Skipping

- Skipping is an exception to the requirements described with respect to allocating Title I funds to campuses in rank order of poverty. It permits an LEA to elect not to serve—i.e., “skip”—an eligible school that has a higher percentage of students from low-income families if:
 1. The school meets the comparability requirements in ESEA section 1118(c);
 2. The school receives supplemental funds from State or local sources that it spends according to the requirements in ESEA sections 1114 or 1115—i.e., on programs that meet the intent and purposes of Title I; and
 3. The supplemental funds the school spends from other sources equal or exceed the amount it would receive under Title I.

Intent and Purposes of the Title I, Part A Program

A program meets the intent and purposes of Title I if the program either—

1. Is implemented in a school in which the percentage of children from low-income families is at least 40 percent;
2. Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the challenging State academic standards that all students are expected to meet;
3. Is designed to meet the educational needs of all students in the school, particularly the needs of students who are failing, or are most at risk of failing, to meet the challenging State academic standards; and
4. Uses the State's assessment system to review the effectiveness of the program;

OR

1. Serves only students who are failing, or are most at risk of failing, to meet the challenging State academic standards;
2. Provides supplementary services designed to meet the special educational needs of participating students to support their achievement toward meeting the State's student academic achievement standards; and
3. Uses the State's assessment system to review the effectiveness of the program.

Private School Equitable Services (PNP)



If an LEA skips a school, the LEA is still required to use Title I, Part A funds to provide equitable services to eligible students who reside in the attendance area of the skipped school.

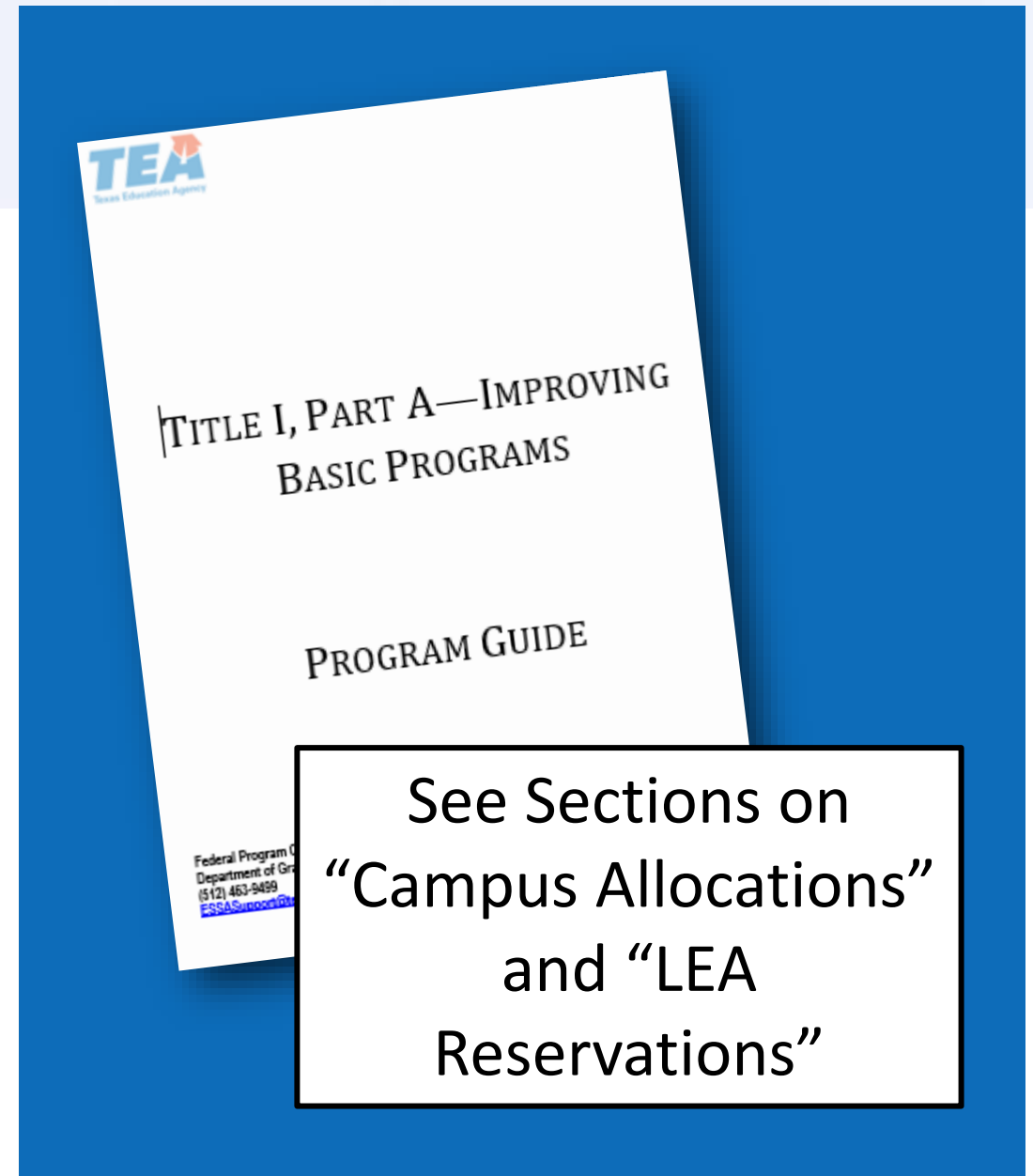
Related Exception

There is a related exception that applies if the amount of supplemental State or local funds a campus receives is less than what it would receive under Title I, Part A.

ESSA also permits an LEA to reduce the amount of Title I, Part A funds allocated to a Title I campus by the amount of supplemental funds from State or local sources that it spends on programs that meet the intent and purpose of Title I.

Allocating Funds

Detailed information about requirements related to Campus Allocations and LEA Reservations, including examples, is available.



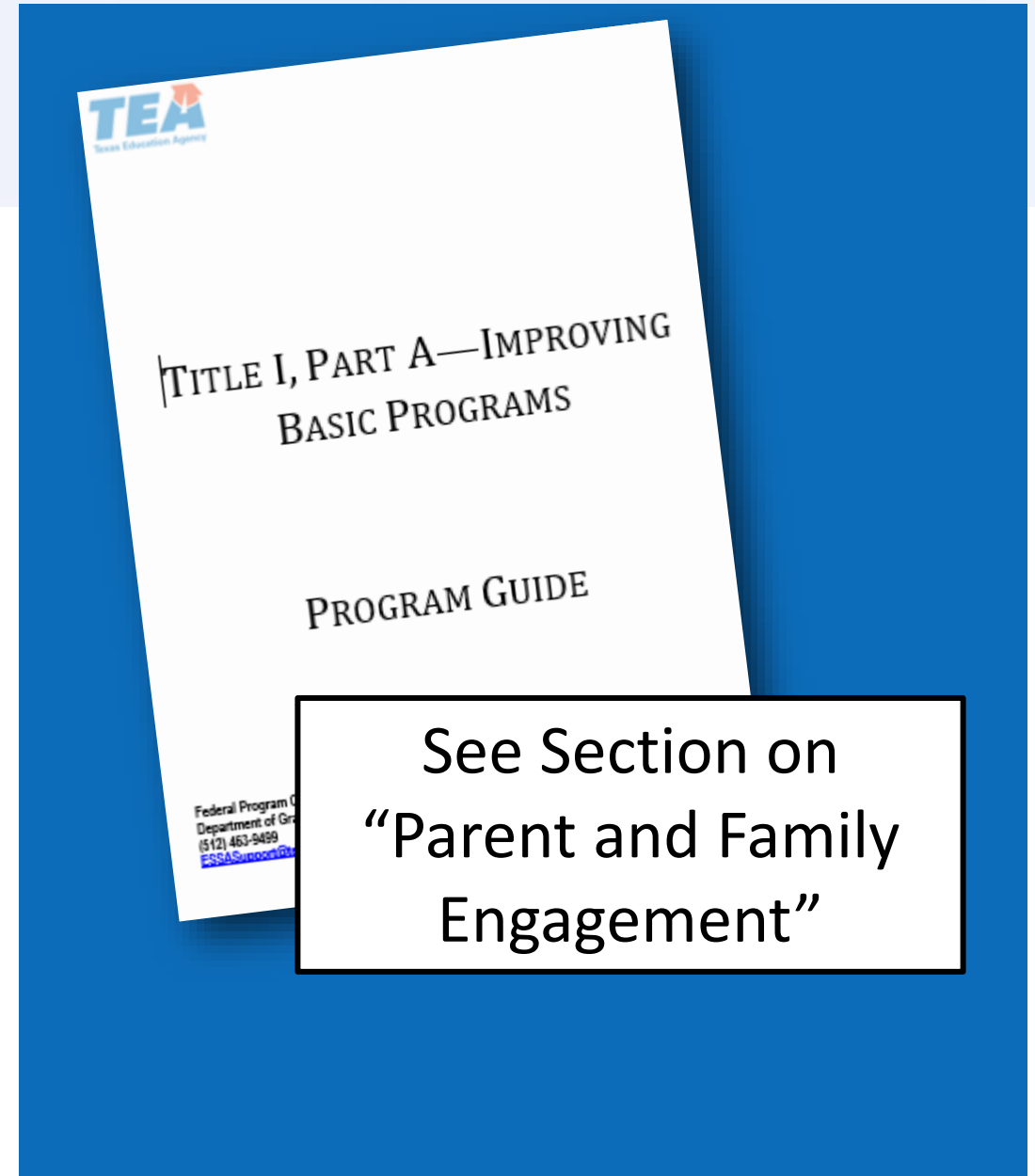
See Sections on
“Campus Allocations”
and “LEA
Reservations”

Parent and Family Engagement (PFE) Requirements

Parent and Family Engagement (PFE) Requirements

- LEA Written PFE Policy
- Campus Written PFE Policy
- School-Parent Compacts
- “Shalls” and “Mays”
- Required minimum reservation (if entitlement > \$500,000)
- Parents’ Right to Know
- Accessibility

Detailed information about requirements and resources related to Title I, Part A Parent and Family Engagement is available.



See Section on
“Parent and Family
Engagement”

Title I, Part A PFE Statewide Initiative

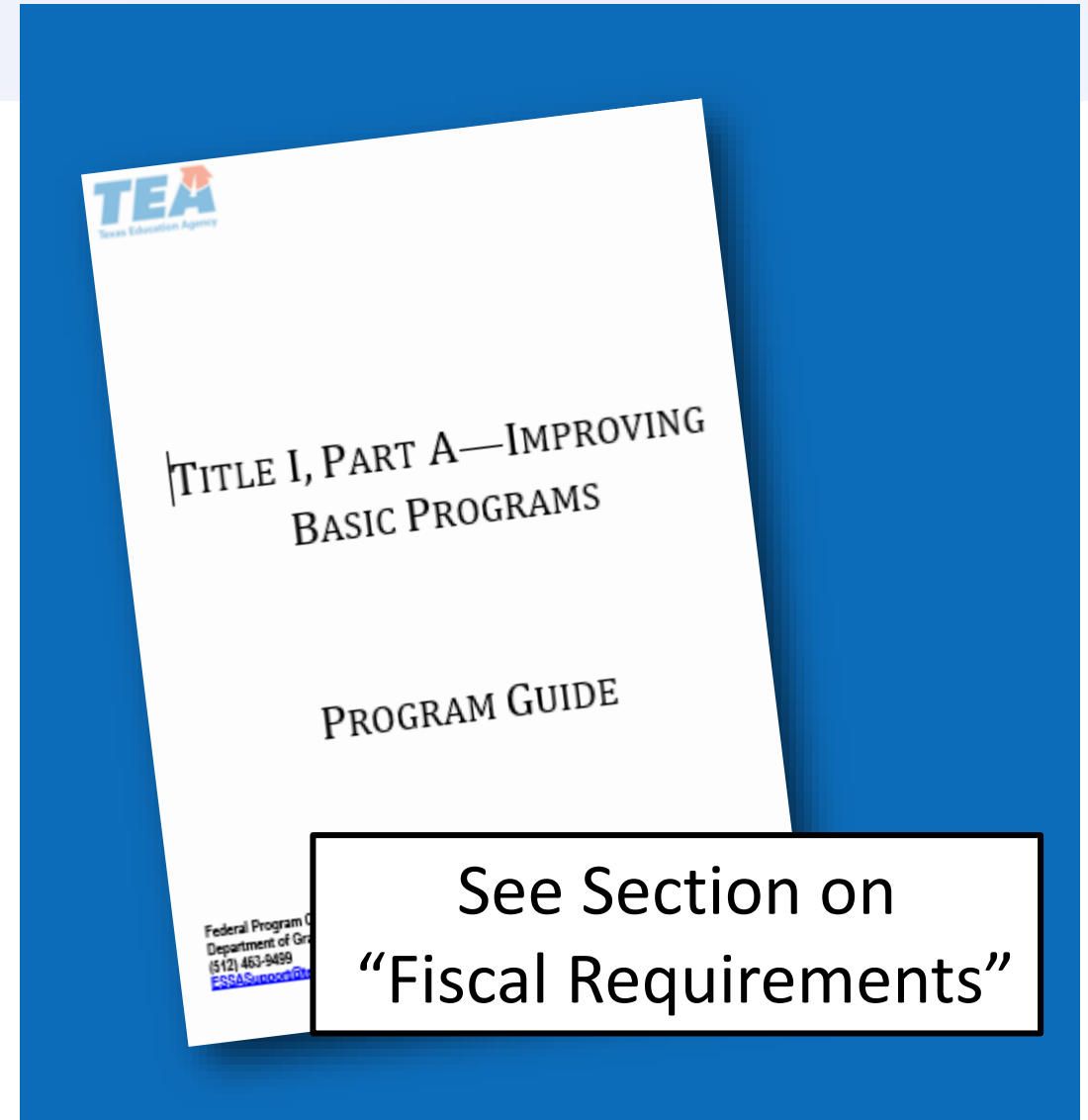
- Web resources for PFE available at www.esc16.net
 - Checklists
 - Training materials
 - Videos
 - Templates

Fiscal Requirements

Fiscal Requirements

- Maintenance of Effort
- Supplement, Not Supplant
- Comparability of Services

Information about fiscal requirements for Title I, Part A, including web links to substantial online resources, is available.



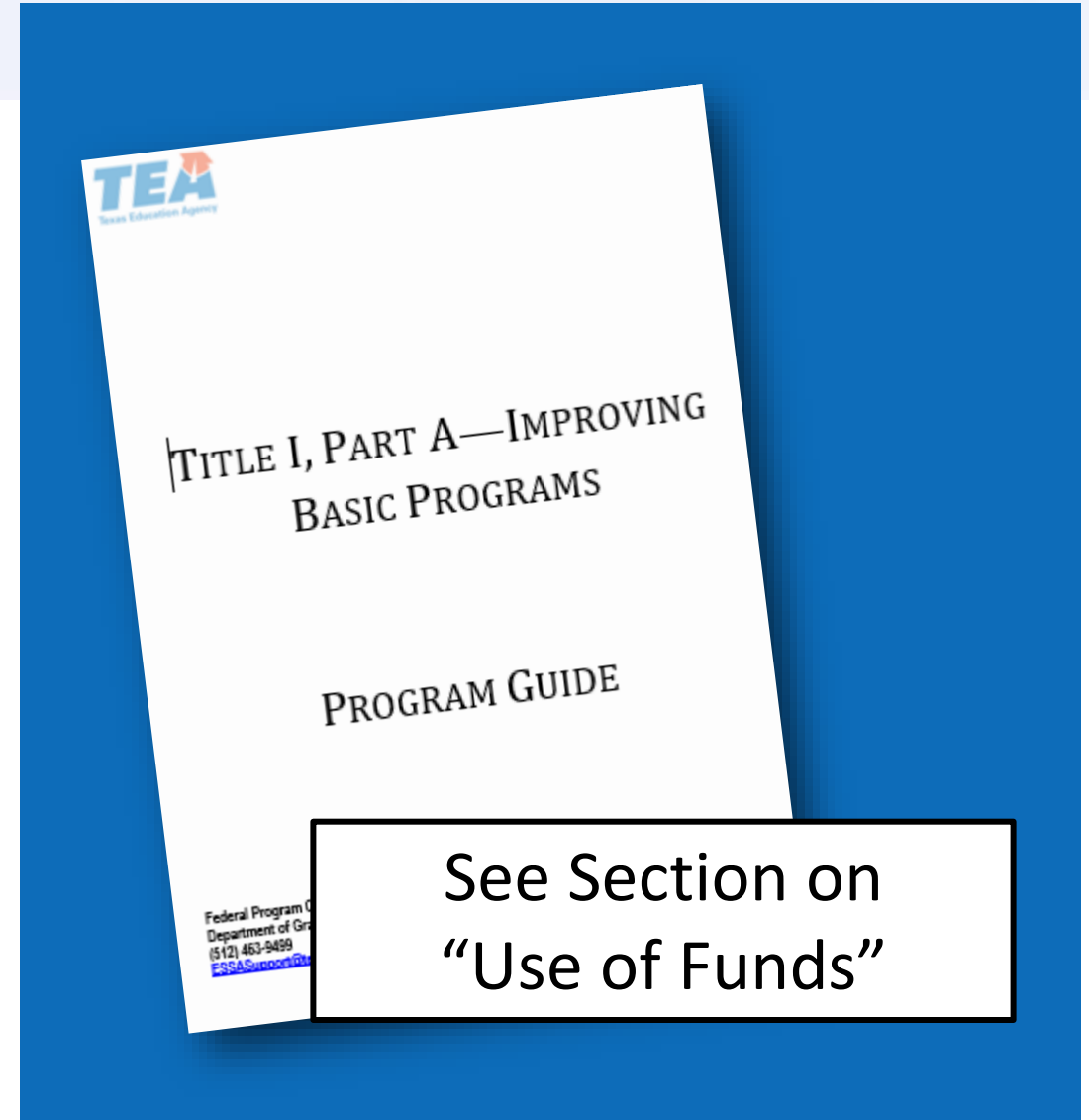
Use of Funds

- Resource available:
 - One-page reference sheet

These are the steps and requirements for using Title I, Part A funds.

1. The campus in question must be a Title I, Part A campus.
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 Comprehensive Needs Assessments;
 - Included in the 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.

Information about requirements for Title I, Part A Use of Funds is available.



Carryover of Funds

Carryover of Funds

Funds are intended for use during year they are allocated.

- July 1 through September 30 of following year (15 months)

Tydings Amendment allows 12 additional months, through the ***next*** September 30.

Funds not spent in first grant year can be carried over to the following year.

Carryover Limitation



- Statutory waiver
 - *Once every three years.*
- Ed-Flex waiver
 - *If Statutory waiver not available, and*
 - *LEA had increase in funding from planning amount to final.*

Private School Equitable Services

Section 1117

Students **generating funds**:

- Reside in eligible attendance area
- Meet **low-income** criteria

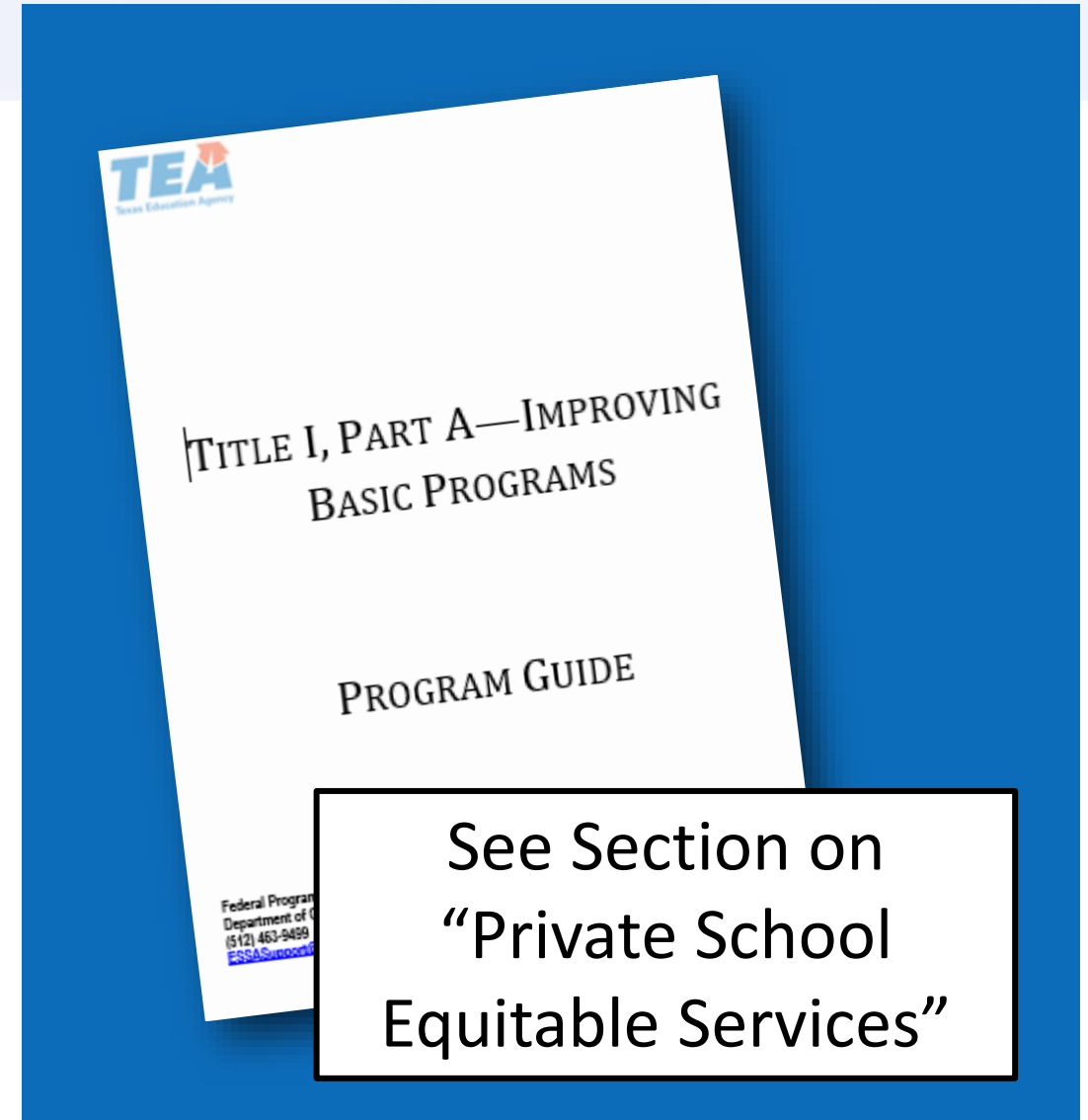
Students **eligible for services**:

- Reside in eligible attendance area
- Meet **educational** criteria

Section 1117

- LEA Responsibility
- Consultation Requirements
- Equitable Services Amount

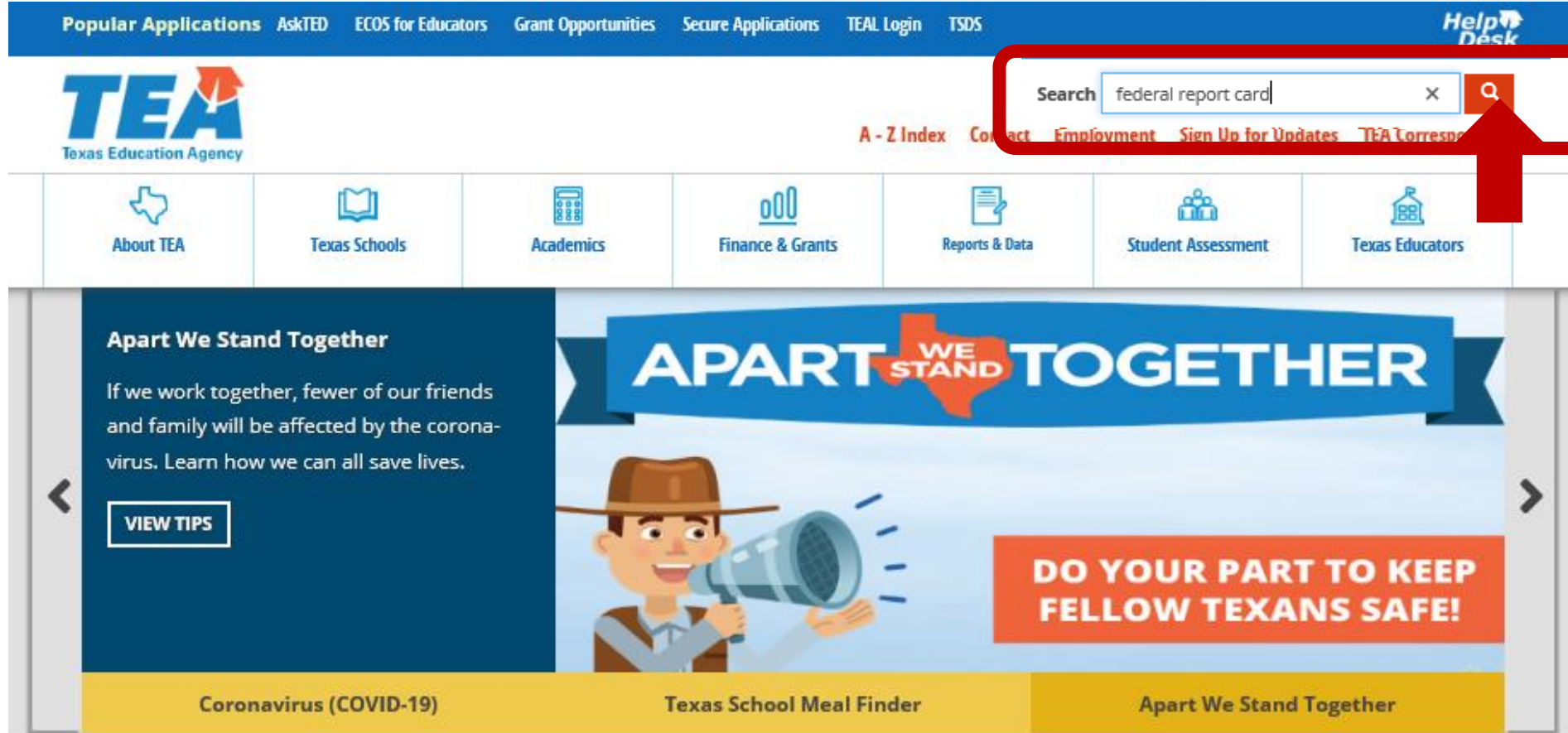
Information about requirements for Title I, Part A Equitable Services to Private Nonprofit Schools is available.



See Section on
“Private School
Equitable Services”

Reporting Requirements

Federal Report Card



Popular Applications AskTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS Help Desk

TEA Texas Education Agency

A - Z Index Contact Employment Sign Up for Updates TEA Correspondence

About TEA Texas Schools Academics Finance & Grants Reports & Data Student Assessment Texas Educators

Apart We Stand Together

If we work together, fewer of our friends and family will be affected by the coronavirus. Learn how we can all save lives.

[VIEW TIPS](#)

APART WE STAND TOGETHER

DO YOUR PART TO KEEP FELLOW TEXANS SAFE!

Coronavirus (COVID-19) Texas School Meal Finder Apart We Stand Together

The Latest TEA News

The latest news from the Texas Education Agency is available through news releases, online correspondence, mailing lists, and other posted information.

[Texas Schools](#) [About](#) [Texas Schools](#)



About TEA	Texas Schools	Academics	Finance & Grants	Reports & Data	Student Assessment	Texas Educators
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[Home](#) / [Finance & Grants](#) / [Grants](#)

Federal Report Card

The State and Local Educational Agency (LEA) [Federal Report Cards](#) are available.

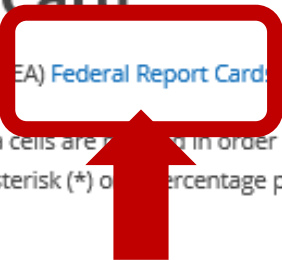
For some LEAs and campuses, small data cells are rounded in order to protect student confidentiality. When this is the case, the reports may display an asterisk (*) or a percentage preceded by a less than or greater than symbol (<1%).

LEAs may save the PDF files locally for posting on LEA/campus websites.

For information included on the Federal Report Card, [click here](#).

Dissemination of the Federal Report Card

Each LEA that receives Title I, Part A funding is responsible for disseminating the state, LEA and campus-level report cards to 1) all LEA campuses, 2) parents of all enrolled students, and 3) the general public via widely available public means such as posting on the Internet, distribution to the media, or distribution through public agencies.



Related Content

- [Department of Grant Compliance and Administration](#)
- [Federal Program Compliance Division](#)
- [Title I, Part A - Improving Basic Programs](#)
- [Every Student Succeeds Act \(ESSA\) Statute](#)
- [ESSA Ed-Flex](#)
- [ESSA Private School Equitable Services](#)
- [ESSA Random Validation Monitoring](#)
- [ESSA State Plan](#)

At a minimum, LEAs receiving Title I, Part A funds must—

- Post direct links to the State, LEA, and campus report cards on its web site;
- Notify parents of all students about the availability of the report cards and the options for obtaining them;
- Provide appropriate translation (either oral or written) upon request;
- Make hard copies available to parents upon request; and
- Make hard copies available for viewing in public locations.

Compliance Monitoring



Program

Federal Program Compliance Division

- Random Validations
- Compliance Reports


Fiscal

Federal Fiscal Monitoring Division

- Monitoring Expenditures
- Compliance with Federal Statutes, Regulations and Terms and Conditions of Federal Awards

Title I, Part A Resources

TEA Title I, Part A – Improving Basic Programs Web Page - Resources



Federal Program Compliance Division
ESSASupport@tea.texas.gov

Title I, Part A Use of Funds

Statutory Reference


Section 1118(b)(1) An LEA shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

These are the steps and requirements for using Title I, Part A funds.

1. The campus in question must be a Title I, Part A campus.
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 Comprehensive Needs Assessments;
 - Included in the 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.

If you have questions, please contact us at ESSASupport@tea.texas.gov.


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Revised 5/15/2020



TITLE I, PART A—IMPROVING BASIC PROGRAMS PROGRAM GUIDE

Federal Program Compliance Division
Department of Grant Compliance and Administration
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ESSASupport@tea.texas.gov

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Version 1.0 (05/2020)



Federal Program Compliance Division
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Title I, Part A - Frequently Asked Questions

This document provides the answers to Title I, Part A-related questions received by the Division during the months noted below. You can also navigate through the document using the Bookmarks in your PDF viewer.

[May/June 2020](#) | [July 2020](#) | [August 2020](#) | [September 2020](#) | [October 2020](#)
[November 2020 – January 2021](#)

For questions or additional information, please contact us at ESSASupport@tea.texas.gov.

May/June 2020

Questions and responses are organized by the following topic areas for May/June 2020:

- [Campus Improvement Plan \(CIP\)/District Improvement Plan \(DIP\)](#)
- [Early Childhood Education](#)
- [ESSA Consolidated Federal Grant Application](#)
- [New Title I, Part A Campus Processes](#)
- [Stakeholders](#)
- [Targeted Assistance Program](#)
- [Use of Funds](#)

Campus Improvement Plan (CIP)/District Improvement Plan (DIP)

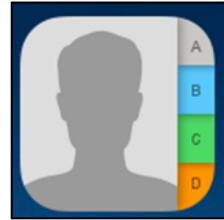
Q1: Our LEA is comprised of only three campuses: high school (not served), middle school (not served), and elementary (schoolwide). Can our CIP and DIP be one document? Are there any parameters?

A1: It is acceptable for a small LEA or single campus LEA to have a document that consolidates the CIP and DIP into one document, but they must identify goals/activities separately for the district and campuses. For audit and/or random validation monitoring purposes, an LEA may be asked to identify specific goals/activities listed in their DIP and CIP to support the activity. If the expense is charged at the campus level, an auditor will want to see that activity identified in the CIP. Similarly, if the expense is charged at the LEA level, an auditor will want to see the activity identified in the DIP.

Although a Campus Improvement Plan is required for Title I, Part A campuses, state law requires all campuses to have a CIP and all LEAs to have a DIP. TEC 11.252 lists the state requirements for the DIP. But the LEA should also review the Title I, Part A provisions and assurances to see what assurances and descriptions are required to be included in the plan. (Likewise, for other federal grant programs the LEA participates in.) TEC 11.253 lists the state requirements for each CIP. If

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V 5.0 (2/26/2021)

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