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# NEVADA DEPARTMENT OF EDUCATION

# GUIDANCE DOCUMENT FOR

# Title I, Part A



For the 2017-2018 School Year

Draft

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**If you are NEW to your role as your district’s Title I Director / Coordinator,**

**Please contact the State Title I Director to request a “Title I 101” training.**

Overview of Title I, Part A Program

# Purpose

The United States Department of Education (ED) provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of children in poverty to help ensure that all children meet challenging State academic content and student academic achievement standards.

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) includes Title I, Part A (Title I-A) a formula-based entitlement grant which targets funds to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

# Goals

The goal of Title I-A is to raise the academic achievement of low-achieving, economically disadvantaged students and those most at risk of failing to meet the State’s challenging achievement standards: the program supports all six of NDE’s [State Educational Goals: 2020](http://www.doe.nv.gov/About/State_Educational_Goals/). Title I-A is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. Individual public schools with poverty rates above 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a “schoolwide program” to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a “targeted assistance program” in which the school identifies students who are failing, or most at risk of failing, to meet the State’s challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

# Eligibility:

**Districts/Schools/Students (ESSA 1115(b)(4))**

Title I, Part A reaches about 1.5 million students enrolled in both public and private schools. Title I, Part A funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs.

**Eligibility Criteria Levels:**

There are 4 levels of Title I grants: Basic, Concentration, Targeted and Education Finance Incentive Grants (EFIG). Each level has eligibility criteria that the school, Local Educational Agency (LEA) and/or state must meet in order to qualify for the grant. The Title I funds are allocated through statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

1. **Basic Grant**
* An LEA must have at least 10 poverty children and;
* Poverty children must exceed 2 percent of the LEA’s school age population (ages 5-17).
1. **Concentration Grant**
* An LEA must have at least 6,500 poverty children or;
* Poverty children must be greater than 15 percent of the LEA’s school age population (ages 5-17).
1. **Targeted Grant**
* An LEA must have at least 10 poverty children and;
* Poverty children must be at least 5 percent of the LEA’s school age population (ages 5-17).
1. **Education Finance Incentive Grants (EFIG)**
* A state must rank well in comparison to other states in its effort to provide financial support for education compared to its relative wealth as measured by its per capita income and;
* A state must rank well in comparison to other states in its degree to which education expenditures among LEAs within the state are equalized and;
* An LEA must have at least 10 poverty children and;
* Poverty children must be at least 5 percent of the LEA’s school age population (ages 5-17) and;
* An LEA must target the Title I funds schools with the highest percentages of children from low-income families and;
* Schools must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards (unless a school is operating a schoolwide program\*).
* An LEA also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.

**Selecting Schools - Ranking and Serving (ESSA Sections 1113(a)(3))**

An LEA must rank their schools in order from highest percent poverty to lowest percent poverty. An LEA must rank each school based on the percentage (not the number) of low-income children in each school.

* **Determining the percent poverty** - Percent poverty for each school is typically determined by comparing the number of children attending each school with the number of low-income children for the same school (i.e., those eligible for free or reduced-price lunch based on household applications). Children included in the counts should be the total number of students in the school based on the school grade span designation (e.g., K-5, PK-5, 9-12, etc.).
* **Explicit Authority to Use Feeder Patterns to Determine Secondary School Poverty Percentages**

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

* **Before an LEA may use feeder** **patterns to determine the poverty percentage of secondary schools:**
	+ The LEA must notify its secondary schools to inform them of the option.
	+ A majority of its secondary schools must approve the use of feeder patterns.

*~ESEA as amended by ESSA, sections 1113(a)(5)(B) and (C).*

**Note:** Please note that using feeder patterns to measure poverty was previously permitted by ED in its non-regulatory guidance, but USED did not require a majority of secondary schools to approve the measure’s use.

**Direct Certification**

Districts may also choose to use Direct Certification data for all schools or just for the schools that will participate in the Community Eligibility Provision (CEP). For additional information on CEP, go to: [Community Eligibility Provision Guidance](http://www.doe.nv.gov/TitleI/Part_A/Fiscal_Non_Reg_Guidance/Community_Eligibility_Provision_Guidance/)

**Deciding which schools to serve**

All schools above 75% must first be served (i.e., provided with an allotment) unless comparable services can be demonstrated, prior to serving any schools below 75% poverty. *Under ESSA, LEAs can now lower the 75% threshold to 50% for high schools only*

Once these schools are served, the district may serve any other schools in rank order down to those at or above 35% poverty. Once schools above 75% have been served, the LEA has the option to

(1) Continue on serving schools in the district-wide ranking; or

(2) Serve schools in rank order by grade span groupings (e.g., K-5, K-8, etc.). Schools must not be skipped within the rank order method selected by the LEA. [Click here for link](https://www2.ed.gov/programs/titleiparta/wdag.doc)

**NOTE**: An LEA may stop in rank order at any point it chooses (e.g., serving only the first ten of a total of

16 schools in the LEA, serving only schools above 80% if all schools are above 75% poverty, etc.).

* **Comparable services** – An LEA may elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if:
	+ The school meets the Title I comparability requirements;
	+ The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Sections 1114 or 1115 (Please reference “operating a schoolwide and/or targeted school sections of this guidance below; and
	+ The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

Once an LEA decides which schools to serve, an allocation is determined for each school. There is no specific total amount required, but each school must receive enough Title I funds to effectively operate a Title I program. Please refer to the Fiscal section of this document for further guidance.

**Exceptions to Ranking Requirements:** Districts with enrollments of less than 1,000 students are not required to allocate funds to areas or schools in rank order. (Note: per pupil expenditure requirements still apply.)

* **35% Rule:** A district has limited discretion to depart from the rigid eligibility requirements and determine which schools will receive Title I funds. First, the district may designate as eligible any school or school attendance area in which at least 35 percent of the children are from low-income families. When applying the 35 percent rule, districts must still serve school attendance areas in rank order.
* **Grandfather provision:** Protects schools that may lose eligibility for one year. The district may designate and serve a school attendance area or school that is not otherwise eligible for Title I, if that school was eligible and served in the preceding fiscal year.
* **Skip or Skipping:** A district may elect not to serve an eligible school attendance area or eligible school if the school meets the following three fiscal requirements: 1) the school meets the comparability requirement, AND 2) the school is receiving supplemental funds from other state or local sources, AND 3) funds expended from state and local sources are equal or exceed the amount of funds that would be provided under Title I Note: If a district decides to skip an otherwise eligible school attendance area, it must still count and serve the nonpublic school students in the area as if it had not been skipped.

# Program Funding Awarded

On Tuesday, June 20, 2017, ED notified Nevada of its final Title I, Part A allocation for the 2017-2018 school year. In total, our state will receive $130,489,623. This amount is divided as follows:

* **92 percent:** aid to schools. LEAs determine which eligible schools are served using an approved rank order or gradespan grouping method (as noted above in the Rank and Serve section)
* **7 percent:** support for underperforming schools under section 1003(a)
* The SEA may reserve up to 5 percent of the 7 percent to administer and monitor 1003(a)
* Please reference the most current NDE 1003(a) guidance document for more information
* **1 percent (or less):** reserved by the SEA to administer and monitor Title I, Part A programs.

Many factors affect the amount each LEA is awarded, including, but not limited to:

* U.S. Census poverty data from each geographical LEA. For the 2017-2018 school year, for example, census data from 2015 is incorporated into the formula: there is a two-year lag.
* District of residence data: the districts SPCSA charter school enrolled students live in
* LEA eligibility: some LEAs, but not all, qualify for all four types of Title I-A allocations (basic, concentrated, targeted, and EFIG). These determinations are made at the federal level, and not by the SEA. Please see eligibility criteria, above.
* Achievement School District enrollment
* An LEA that does not accept Title I funding (i.e. Esmeralda County School District)

Each of these factors, among others, are part of an intricate series of formulas calculated at the state and federal levels to determine each LEA’s Title I-A allocation. Additional technical details can be found in the National Center for Education Statistics report (January 2016): [Click here for Annual Reports](https://nces.ed.gov/surveys/AnnualReports/pdf/titleI20160111.pdf)

**SIGNIFICANT EXPANSION OF CHARTER SCHOOLS**

Federal regulations define significant expansion of enrollment as a "substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas." Minor increases in enrollment caused by normal turnover are not considered significant expansion.

At present time, NDE is engaged in the process of finalizing policy and procedure related to the criteria for charter schools to meet Nevada's definition of significant expansion, and specific guidance will be provided to charter school LEAs upon completion in order to properly allocate Title I-A funding.

# ESSA’s Evidence Requirements

LEAs are strongly encouraged to ensure that every intervention, strategy, activity, program it lists in its Title I, A budget meets the ESSA Evidence Levels below, per ESSA section 8101(21):

| **Description** | **Level** | **Research Study Criteria** |
| --- | --- | --- |
| An activity, strategy, or intervention that demonstrates a ***statistically significant effect on improving student outcomes***  | **LEVEL 1:** **STRONG EVIDENCE** | Evidence cited is based on: ***at least 1 well-designed and well-implemented experimental study*** |
|  | **LEVEL 2:** **MODERATE EVIDENCE** | Evidence cited is based on:***at least 1 well-designed and well-implemented quasi-experimental study*** |
|  | **LEVEL 3:** **PROMISING EVIDENCE** | Evidence cited is based on:***at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias*** |
| An activity, strategy, or intervention that demonstrates a ***rationale that such activity, strategy, or intervention is likely to improve student outcomes*** | **LEVEL 4:** **DEMONSTRATES A RATIONALE** | Evidence cited is based on: ***high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention*** |

Beginning in the 2018-2019 school year, LEAs will be required to list the evidence level next to each intervention, strategy, activity in their Title I, A budget. LEAs will receive further guidance from NDE in the Spring on this new requirement.

# Organization & Contacts

The Title I, Part A program operates in the Office of Student and School Supports in the Student Achievement Division of the Nevada Department of Education.

| Title I Team | Title & Role | Contact Information |
| --- | --- | --- |
| Gabby Pingue | State Title I Director | gpingue@doe.nv.gov / 702-668-4309 |
| Kristina Côté | Education Programs Professional (EPP)--eNOTE Tracker | kcote@doe.nv.gov / 775-687-9185 |
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| Colin Usher | Education Programs Professional (EPP)--Title I, Part D | cusher@doe.nv.gov / 775-687-2450 |
| Soni Bigler | Title I Grants & Project Analyst--ePAGE Access & Troubleshooting | wwyatt@doe.nv.gov / 775-687-9112 |
| TBD | Private School Ombudsman--Consultation & NPS Allocations |  |

Program Requirements

# Title I Plans & Requirements (ESSA Section 1111)

After the LEA has determined a projected allotment for each school, the LEA must collaboratively work with the school to develop a Title I plan for using the funds to operate one of the following models:

* **1) Operating a Schoolwide (SW)** **Program (ESSA Section 1114)**

This model allows the most flexibility in the use of Title I funds. The plan should include a description of the comprehensive needs assessment conducted for the school and the nine additional required Schoolwide components. For most schools in Nevada, the School Performance Plan (SPP) process may meet this requirement. Please note that in general, schools must be at least 40% poverty to operate a SW model. The State may waive the 40% poverty threshold for Schoolwide programs upon waiver request and demonstration that Schoolwide program would best serve the needs of students. For more guidance, please reference the following USDOE document that explains how operating a schoolwide program under Title I can be beneficial to LEAs and schools as they explore how to most effectively leverage their local, State, and Federal funds in order to promote school reforms and raise student achievement: [ESSA Guidance Link](https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf)

* ***Components of Schoolwide Program:***

Title I, Part A does not have to financially support the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its program. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies that:
	1. Provide opportunities for all children to meet or exceed Nevada School Performance Framework goals for academic achievement and growth;
	2. Are based on effective means of improving children’s achievement that strengthen the core academic program;
	3. Use effective instructional strategies that are based on scientific research that increase the amount and quality of learning time (such as extended school year, before- and after-school and summer programs); help provide an enriched and accelerated curriculum; and meet the educational needs of historically underserved populations;
	4. Address the needs of all children in the school, but particularly the needs of student populations and determine how these needs are met. Programs may include counseling; pupil services; mentoring; college and career awareness and preparation; and integration of vocational and technical education programs.
3. Provide instruction by professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state’s student performance standards.
5. Include strategies to attract effective, high performing teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of Nevada’s standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

***SW Program exception:*** The state Title I Director may waive the 40% schoolwide requirement. Under ESSA section 1114(a)(1)(B), “A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors.” Waiver requests should be made in a timely manner and be addressed to the Title I Director. These requests must include:

* the name(s) of the school(s) the LEA is requesting a waiver for;
* the current free and reduced lunch (FRL) percentage of the school(s) based on the Nevada Department of Agriculture’s annual *Nevada Schools: Number of Free and Reduced Students by School Building* report;
* the schoolwide program that will be implemented, should the waiver be approved; and
* explanation of how implementation of the schoolwide program will best serve the needs of students at the school(s) in improving academic achievement and other factors

**Resource:** Non-regulatory guidance: [USED Schoolwide Programs Guidance](http://www.doe.nv.gov/TitleI/Part_A/Fiscal_Non_Reg_Guidance/USED_Schoolwide_Programs_Guidance/)

* **Operating a Targeted Assistance School (TAS) Program (ESSA Section 1115)**

The plan for this model should be based on a needs assessment and aligned to overall school plans. In general, the plan describes how students will be selected for the targeted program and how the program will be implemented (e.g., reading, math, etc.). Again, for most schools in Nevada, this can be accomplished as part of the School Performance Plan (SPP) process.

* A school MUST have a poverty rate of at least 35 percent in order to receive Title I-A funds.
* Schools with poverty rates below 40 percent MUST operate a TAS model. Under limited circumstances, an underperforming school with a poverty rate below 40 percent may apply for a waiver to operate a school wide program, pending approval of Nevada’s ESSA [Consolidated State Plan](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/ESSA_Nevada_Consolidated_State_Plan_4.3.17_Finalrev.pdf) (requirement 6.2(a)).

**NOTE:** TAS programs may only serve selected students. Costs associated with the program include, but are not limited to staff salaries, materials and supplies, and parent involvement activities are only for those students identified and provided with services through the TAS program.

* *Components of Targeted Assistance School:*

The targeted assistance school program must:

1. Use Title I, Part A resources for supplemental programs to help participating Title I children meet the academic expectations all children are expected to meet.
2. Ensure that planning for students receiving Title I services are incorporated into existing school planning.
3. Use effective instructional strategies that are based on scientific research that:
* Give primary consideration to providing extended learning time such as extended school year, before and after school, and summer programs;
* Help provide an accelerated, high-quality curriculum; and
* Minimize removing children from the regular classroom during regular school hours.
1. Coordinate with and support the regular educational program that may:
* Include services to assist preschool children’s transition to elementary school;
* If funds are not available from other public or private sources, then funds may be used to provide health, nutrition and other social services if these needs of the targeted students are part of the comprehensive needs assessment; and as a last resort, funds can be used to provide basic medical equipment such as eyeglasses, hearing aids and professional development to assist staff in identifying and meeting the comprehensive needs of eligible children.
1. Provide professional development opportunities with Title I, Part A resources and to the extent practicable, other sources, for administrators, teachers and other school staff who work with participating children.
2. Provide strategies to increase parent involvement, such as family literacy services.
3. Coordinate and integrate Federal, State, and local services and programs, including violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Once general planning for Title I funds is completed, a budget to support district and school plans must be developed using the Uniform Chart of Accounts (COA). Title I funds are budgeted and submitted in the Electronic Planning, Applications, Grants and Expenditures (ePAGE) system [ePAGE link](http://epage.doe.nv.gov/epage/user/signin.aspx?ccipSessionKey=635440333798146747). Please see the Fiscal section for further guidance.

**Annual Evaluation and Review of SW/TA Schools:**

* Title I regulations require that a school operating a schoolwide or targeted assistance program annually evaluate the implementation of, and results achieved by, the program. The evaluation must determine whether the program was effective in increasing the achievement of students in meeting the common core state standards, particularly those students who had been furthest from achieving the standards. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement.
* The intent of the evaluation is that schools conduct an annual review of the strategies in the schoolwide or targeted assistance program to determine if they are contributing to improvement in student achievement or increases in other activities like parental involvement or high quality professional development that lead to increases in student achievement.
* The school must decide whether the review will be conducted internally (by school staff) or externally (by a person or persons outside of the school such as district staff, regional educational laboratory, institution of higher education or any technical assistance provider). The decision should be made collaboratively between schools and their districts.
* Districts and schools are strongly encouraged to use outside reviewers when possible but at least every couple of years. The annual evaluation examines whether the schoolwide or targeted assistance program is being effectively implemented and whether the implementation is improving student achievement. The annual review should not only address student achievement but also teacher quality, parental involvement, coordination of funds and other components that directly and indirectly affect achievement. The annual review is designed to reveal areas of strength within the program and areas that need revision in order to better position the school to continue improving and making adequate yearly progress.

**LEA Plan Requirements under the Every Student Succeeds Act (ESSA Section 1112)**

The table below includes the LEA plan requirements as outlined in ESSA. In developing a Title I application for districts. Please note that the SEA has some flexibility in how these requirements are collected. Requirements may be collected as LEA confirmed assurances in ePAGE, collected through Nevada’s desktop monitoring system and/or verified through onsite Title I monitoring visits.

| Ref. | ESSA Citation  | Program requirement Description  |
| --- | --- | --- |
| A | § 1112(a)(1)(A) | Assurance that the LEA plan was 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 this part. |
| B | § 1112(a)(1)(B) | Assurance that, as appropriate, the LEA plan is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. |
| C | § 1112(b)(1)(A) | Describe how the LEA will monitor students’ progress in meeting challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. |
| D | § 1112(b)(1)(B) | Describe how the LEA will monitor students’ progress in meeting challenging State academic standards by identifying students who may be at risk for academic failure. |
| E | § 1112(b)(1)(C) | Describe how the LEA will monitor students’ progress in meeting challenging State academic standards by providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards. |
| F | § 1112(b)(1)(D) | Describe how the LEA will monitor students’ progress in meeting challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. |
| G | § 1112(b)(2) | Describe how the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. |
| H | § 1112(b)(3) | Describe how the LEA will carry out its responsibility under section 1111(d). |
| I | § 1112(b)(4) | Describe the poverty criteria that will be used to select school attendance areas under section 1113. |
| J | § 1112(b)(5) | Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 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. |
| K | § 1112(b)(6) | Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). |
| L | § 1112(b)(7) | Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.  |
| M | § 1112(b)(8) | Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. |
| N | § 1112(b)(9) | Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part. |
| O | § 1112(b)(10)(A) | 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, if applicable, through coordination with institutions of higher education, employers, and other local partners. |
| P | § 1112(b)(10)(B) | 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, if applicable, through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills |
| Q | § 1112(b)(11) | Describe how the local educational agency 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, as defined in section 1111(c)(2). |
| R | § 1112(b)(12)(A) | Describe, if determined appropriate by LEA, how such agency will support programs that coordinate and integrate 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. |
| S | § 1112(b)(12)(B) | Describe, if determined appropriate by LEA, how such agency will support programs that coordinate and integrate work- based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. |
| T | § 1112(b)(13) | Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will—(A) assist schools in identifying and serving gifted and talented students; and (B) assist schools in developing effective school library programs to provide students an opportunity to develop. |
| U | § 1112(c)(1) | Provide an assurance that the LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. |
| V | § 1112(c)(2) | Provide an assurance that the LEA will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. |
| W | § 1112(c)(3) | Provide an assurance that the LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). |
| X | § 1112(c)(4) | Provide an assurance that the LEA will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. |
| Y | § 1112(c)(5)(A) | Provide an assurance that the LEA will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. |
| Z | § 1112(c)(5)(B) | Provide an assurance that the LEA will collaborate with the State or local child welfare agency to, by not later than 1 year after the date of enactment of the Every Student Succeeds Act, 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, which procedures shall— (i) 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 (42 U.S.C. 675(4)(A)); and (ii) 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— (I) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (II) the LEA agrees to pay for the cost of such transportation; or (III) the LEA and the local child welfare agency agree to share the cost of such transportation. |
| AA | § 1112(c)(6) | Provide an assurance that the LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. |
| BB | § 1112(c)(7) | Provide an assurance that the LEA will, in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). |
| CC | § 1116(a)(2) | Provide an assurance that the LEA has developed jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent and family engagement policy.The policy shall establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will— (A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;(C) Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions; (E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and (F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. |
| DD | § 1116(b)(4) | Provide an assurance that the LEA has submitted any parent comments from parents of participating children to whom the LEA plan is not satisfactory. |
| EE | § 1117(a)(1)(A), § 1117(a)(3)(B) | Provide an assurance that the LEA—* Has conducted timely and meaningful consultations  with appropriate private school officials;
* Will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring,  or other benefits that address the needs of eligible  children identified under section 1115(c) ; and,

Ensures that teachers and families of eligible children  participate, on an equitable basis, in services and activities pursuant to section 1116. |
| FF | § 1117(b)(1) | Provide an assurance that the LEA, after conducting the timely and meaningful consultation with appropriate private school officials, has submitted a copy of the agreement between the LEA and the private school to the ombudsman. |
| GG | § 1117(b)(5) | Provide an assurance that the LEA has submitted to the ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred.The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency. |
| HH | § 1118(b)(2) | To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.*Note Special Rule: No LEA is required to identify that an individual cost or service is supplemental, or provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency’s compliance with paragraph (1).**Note Timeline: Must demonstrate no later than 2 years after date of enactment of ESSA, but may demonstrate before 2 years using method in place under NCLB.* |
| II | § 1118(c)(2)(A) | A local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—(i) a local educational agency-wide salary schedule; (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. |

# Mandated Activities and/or Services

1. **Parental Involvement and Family Engagement- (ESSA Section 1116)**

To encourage parent and family engagement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents’ input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each LEA and School plan.]

1. **Local Educational Agency Parent and Family Engagement Policy**

A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

1. Involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.
4. 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.
5. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and
6. Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy;
7. **School Level Parent and Family Engagement Plan**

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

1. **School-Parent Compact**

As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
* Parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child’s achievement;
* Frequent reports to parents on their children’s progress;
* Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* 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.
1. **Distribution of Funds**

**Title I Parent and Family Engagement Set-Aside:**

Each district is required to reserve at least one percent (1%) of its Title I, Part A funds to carry out parent and family engagement activities. Ninety (90) percent of these “set-aside” funds must be distributed to schools, with priority given to “high-need” schools. The law further requires that parents and family members of low-income students must be included in decisions regarding how these engagement funds are spent. NDE will monitor to ensure both compliance and effectiveness of the parent and family engagement activities through fiscal, desktop, and/or onsite monitoring processes. These parent and family engagement funds must be used for at least one of the below activities:

* Supporting schools in training school staff regarding engagement strategies;
* Supporting programs that reach families at home, in the community and at school;
* Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
* Sub-granting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or
* Engaging in any other activities that the district believes are appropriate in increasing engagement
1. **Fully State Certified Qualifications for Teachers and Paraprofessionals (ESSA Section 1111)**

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

Also, per Section 1112 (c) LEAs are required to provide the following assurances:

* Ensure that all teachers and paraprofessionals working in a program supported with

funds under this part meet applicable State certification and licensure requirements,

including any requirements for certification obtained through alternative routes to

certification.

LEAs should be prepared to describe the following in their Title I, Part A application. These requirements are collected during fiscal and desktop monitoring through either the eNOTE or ePAGE online systems. Please review the Monitoring section of this guidance for further information:

* Describe the ongoing process of how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
* Describe how the LEA will ensure the certification and licensure status of teachers assigned to Title I schools is maintained.
* Provide an assurance that the LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable State certification and licensure requirements.
* Provide an assurance that the LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools meet applicable State certification and licensure requirements.
* Describe any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates that other students.
* If there are 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, describe how the LEA will identify and address the disparities.
1. **Equitable Services to Students in Private Schools((ESSA Section 1117)**

An LEA, shall, after timely and meaningful consultation with appropriate private school officials, provide eligible private school children, on an equitable basis, services that address their academic needs as well as provide support for the families and teachers of the participating children. Below are the components with a short description to meet the federal requirements of equitable participation for private schools as well as support student achievement.

**Points of Clarification for Section 1117 References**

* Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements Under the ESSA of 1965 as Amended by the ESSA: [Click here for Link](https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf)
* Side-by-Side Comparison: [Click here for ESSA Equitable-Services Comparison Chart](https://innovation.ed.gov/files/2016/07/NCLB-ESSAEquitable-Services-Comparison-Chart-FINAL.pdf)
* Ensuring Equitable Services to Private School Children: A Title I Resource Toolkit [Click here for link](https://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf)

**Consultation**

An initial invitation/consultation must be conducted to determine if the private school intends to participate. The LEA must make multiple attempts (documented) to provide an initial consultation for participation with all private schools in a timely manner. The LEAs must coordinate initial consultations with surrounding counties/LEAs as students attending a private school within a county may reside in another county.

If a private schools chooses to participate, ongoing consultation must be conducted throughout the development of the written plan and the implementation of the provision of Title I services.

**Private School Eligibility**

Funds are generated based on poverty data, but services are provided based on residence and education need. (i.e., students from low-income families are not automatically eligible for services.)

Students selected for services must:

* Reside in a participating public school attendance area, and
* Have an educational need as determined by multiple objective educationally related criteria.

**Services** **for Private Schools**

Teachers employed by the private school may not provide Title I services unless they meet the licensure requirements identified by the State of Nevada and under the direct supervision of the LEA during Title I activities. Instructional services may include:

* Instructional services during the school day
* Extended day services
* Family literacy programs
* Counseling programs
* Computer-assisted instruction
* Home tutoring
* Instruction using take-home computers

**Professional Development** **for Private School Staff**

Title I funds may be used to provide:

* Professional development is provided for the private school teachers. Professional development must address how those teachers can better serve Title I students.
* Stipends to private school teachers may be paid from Title I funds. Substitutes for private school teachers participating in professional development **may not** be paid from Title I funds.

# Private School Funding

Funds are generated based on poverty, but students eligible for services must have an academic need. There’s a change from NCLB to ESSA in the calculation of how much Title I money districts must distribute to private schools for equitable services. In essence, the share of money that districts must draw on for equitable services money for private schools has grown under ESSA.  ESSA creates a new ombudsman at the state level who oversees the distribution of these federal funds by districts to private schools, in order to comply with the equitable services requirement. The state education agency appoints this ombudsman. Please reference “Private Schools: Equitable Services FAQs” in the Appendix for further guidance.

Please contact NDE’s Private School Ombudsman for further information

* Under ESSA, private schools can ask the ombudsman to have the state provide these services instead of the school district, if these schools can show that the district has not been providing money for equitable services as required.
* This ombudsman must also notify private schools about the amount of federal aid they are entitled to through equitable services.
* ESSA includes important provisions championed by the private school community to improve equitable services to private school students and teachers. For example, under Title I, which provides assistance to school districts to help high-need students do well in school, a school district now has to calculate funds for services to private school students based on its total Title I allocation, without excluding certain expenditures for other purposes, which it was allowed to do in the past.
* The proportional share of funds for private school services is calculated based on the total amount of district grant, before any reservations.

Funds are generated based on students attending the private school that:

* Meet the poverty level requirement, and
* Reside in eligible attendance areas.

Funds are not obligated nor received by the private school. The LEA retains fiscal oversight throughout the provision of services. Funds are **never** paid directly to the private school. If funds are not sufficient to provide instructional services, the LEA may provide Title I services other than direct instruction such as:

* Counseling
* Staff development
* Parental involvement.

**Carry-over** **for Private Schools**

Under the equitable services provision of the Title I statutes, the Title I program for private school participants must begin at the same time as the Title I program for public school participants. If the LEA begins the Title I program late in the school year, the LEA should carry over any unspent funds that should have been used to provide equitable services for private school students and add them to the instructional funds for the private school participants for the next school year.

1. **Coordination of Title I with Homeless Children and Youth (ESSA Section 1113)**

Each year, Title I, Part A programs are required to set aside funds to meet the educational needs of homeless children and youth in their school district and include this amount in the local consolidated plan. The funds may support additional tutoring services for homeless students in Title I and non-Title I schools, as well as in shelters and hotels or motels where homeless families live. The funds may also be used to remove barriers homeless students face to enable them to participate in educational activities, such as providing support for field trips, counseling, or school uniforms. The funds should not be used for items such as rent, utilities, or clothing for parents.

Each year, the LEA’s Title I coordinator and local homeless liaison should work together to determine an appropriate amount for funds to be reserved for homeless students. The two individuals should review data on homeless students in the school district to address the following questions:

* How many homeless students were enrolled in our schools during the past year?
* How many of these students attended non-Title I schools?
* What are the greatest unmet educational needs of homeless children and youth in the district?

Once these questions are answered, the coordinator and homeless liaison should identify activities to meet the needs and determine the amount for the Title I homeless set-aside, keeping in mind that activities should supplement and not supplant those that are required by the school district. ESSA clarifies this reservation must be made based on the total Title I, Part A allocation, prior to any allowable expenditures or transfers by the LEA.

Ways to determine set-aside amounts:

* Base amounts on an annual needs assessment for homeless students
* Multiply the number of homeless students by the Title I-A per pupil allocation For districts with sub-grants, reserve an amount equal to or greater than the McKinney Vento funding request
* Reserve a percentage based on the district’s poverty level or Title IA allocation

Meetings between the Title I coordinator and homeless liaison should occur throughout the school year; so that the homeless set- aside funds can be spent appropriately. The Title I coordinator and homeless liaison should be very familiar with each other’s program.

For further guidance, please review USDOE’s Education for Homeless Children and Youths Program Non-Regulatory Guidance below:

[Education for Homeless Children and Youths Program Guidance](https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf)

1. **Support for Foster Care Students**

The new foster care provisions under Title I of the ESEA as amended by the ESSA are intended to minimize disruptions for children in foster care by requiring the SEA and LEA to collaborate with child welfare agencies to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)). These provisions build upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act).

An LEA that receives Title I funds is to assure in its local plan that it will develop and implement clear written procedures, in collaboration with NDE. The LEA Foster Care Point-of-Contact (POC) and local child welfare agency, govern how transportation to maintain children in foster care in their school of origin when in the best interest will be provided, arranged, and funded for the duration of a child’s time in foster care (ESEA Section 1112(c)(5)) by December 10, 2017.

Some examples of the potential role or responsibilities of the LEA Foster Care POC are:

* Coordinating with child welfare agencies’ POC on the implementation of the Title I provisions;
* Leading the development of a process for making the best interest determination;
* Documenting the best interest determination;
* Facilitating the transfer of records and immediate enrollment;
* Facilitating data sharing with child welfare agencies, consistent with FERPA and other privacy protocols;
* Developing and coordinating local transportation procedures;
* Managing best interest determinations and transportation costs disputes, if any;
* Ensuring that children in foster care are enrolled in and regularly attending school; and
* Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

For further guidance, please review USDOE’s Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Guidance below: [Foster care non regulatory guidance](https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf)

**SUPPLEMENT NOT SUPPLANT (SNS)**

***\*Important Note:*** *USDOE is in the process of developing an updated supplement vs. supplant guidance document for LEAs; NDE will distribute this document to LEAs once we receive it. In addition, NDE is in the process of creating a state policy for how we will check for supplement not supplant in LEA Title I, A budgets; we will distribute that to all LEAs once the policy is finalized. In the interim, LEAs may use the SNS information below as a guide when completing their Title I, A applications:*

The “supplement, not supplant” requirement ensures that children participating in Title I programs receive their fair share of services from state and local funds. Section 1120A of the statute requires that the SEA and LEA use federal funds received under Title I only to supplement the amount of funds available from nonfederal sources for the education of students participating in Title I. The SEA and LEA cannot use these federal funds to supplant (take the place of) funds that would, in the absence of Title I funds, have been spent on Title I students.

Federal funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

* **In a Targeted Assistance (TAS) school**, students are selected based on academic need to receive Title I services. While districts and schools are not required to provide Title I services using a particular instructional method or in a particular instructional setting, the services supported by Title I must supplement the educational services that would be provided to students in the absence of Title I.
* **In a School-wide Program (SW) school**, schools must use Title I funds only to supplement the amount of funds that would, in the absence of Title I funds, be made available from non-Federal sources for that school. Schoolwide programs do not have to select a target population for additional services or separately track Federal program funds at the school level.

**PRESUMPTION OF SUPPLANTING** ([OMB Circular A-133, Compliance Supplement](https://obamawhitehouse.archives.gov/sites/default/files/omb/assets/OMB/circulars/a133_compliance/2016/ed.pdf))

There are three flags in “supplement, not supplant” where there is a presumption of supplanting, unless some other information is provided (see “Exclusions” below).

Supplanting has likely occurred if:

1. Title I funds are used to provide services that are required to be made available under other federal, state, or local laws (e.g., Title I funds cannot be used take the place of services required for students with disabilities or limited English proficient students. Title I funds may be used to coordinate or supplement those services, but not supplant them).
2. Title I funds are used to provide services that were provided with nonfederal funds in the prior year.
3. Presumptions of supplanting are refutable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-federal funds had the Title I funding not been available (i.e., what would have happened in the absence of the Title I funds?)
4. Title I funds are used to provide services to Title I eligible students while those same services are provided to non-Title I students with non-federal funds (e.g., pay for full-day kindergarten with Title I funds in Title I schools while providing full-day kindergarten in non-Title I schools with other state and local funds).

**Example:**

A LEA paid for a reading specialist in a Title I school in the previous year from State and local resources but decides to use Title I funds to pay for that teaching position in the current year. This would be supplanting because the LEA is replacing State and local resources with Title I resources to pay for the same teaching position.

**Supplanting Exceptions**

34 C.F.R. Sec. 200.79 of the Title I regulations allow certain programs to be excluded from the supplanting analysis. For example: A school district may exclude supplemental state and local funds expended in any school, for programs that are Title I-like in nature. In other words, the program meets the intent and purposes of Title I (i.e., students meet the Title I eligibility criteria; funds used to provide services to non-Title I schools are supplemental state or local funds; and the program’s effectiveness is evaluated under the state’s assessment system).

**Supplement versus Supplant & Records:**

Records for mandated activities/services must be maintained at both the school and district level for the current year and three (3) prior years. Records must be maintained that document that Title I, Part A funds are used to supplement general funds by ensuring that the state staffing formula has been followed (i.e. the school has the required number of general funded staff/funding without counting staff funded through Title I). No distinctions are made in a schoolwide program between staff paid with Title I funds and staff that are not. The Title I funded staff do not have to be the ones delivering the services. All school staff is expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

# Other Allowable Title I, Part A Activities and/or Services

1. **Public School Choice Transportation (Section 1111)**
* A LEA may offer to provide all students enrolled in an identified school the option to transfer to another public school.
* Priority is given to lowest-achieving children from low-income families.
* Students must remain in the school until he/she has completed the highest grade
* If an LEA offers this choice, it may reserve up to 5% of Title I, Part A allocations to provide transportation
1. **School Improvement Support (Section 1003)**
* An LEA that serves Underperforming Schools (ie. Schools identified under ESSA as Comprehensive, Targeted Support, Additional Targeted Support, One Star, etc.) may set-aside district level Title I, Part A funds to support those schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development.
* For those Schools identified because of the achievement gap with either the students with disabilities or English Learners student groups, strategies should disproportionately benefit those students.
* For those Underperforming Schools identified because of the achievement gap with a racial or ethnic student group, the LEA should consider the needs of the lowest-performing students when targeting interventions and supports. Interventions must align with the identified academic needs of the school and its students, regardless of the particular student group or student groups to which the students belong.

The State of Nevada recommends LEAs consider an amount between 5-15% be set-aside to support identified Underperforming Schools. LEAs should identify Underperforming Schools that will be served with these funds and then list the amount per school and describe the interventions/strategies that will be implemented within their application in ePAGE.

1. **Early Childhood Programs (Section 1113)**
* LEAs may reserve funds to provide early childhood education programs for Title I eligible children.
* A Title I school may use a portion of their Title I allocation to operate a preschool program;
* An LEA/charter school may reserve an amount from its total allocation to operate a preschool program for eligible children in the district/charter as a whole or for a portion of the district; or
* An LEA/charter may reserve an amount from its total allocation and use those funds to support other comparable public early childhood education programs to operate
* Title I preschool programs such as Head Start. Title I funds may be used in conjunction with funds from other public early childhood education programs to operate a Title I Pre-K program. The proportion of Title I funding in blended classrooms is determined by the percent of Title I children enrolled in the classroom.
* Title I children may be dually enrolled with State funded Pre-K, as long as the eligibility requirements are met for both programs, with Title I eligibility being considered first. From a funding perspective, this means that two funding sources are utilized to fund a child’s slot.
1. **Dual or Concurrent Enrollment (Section 1114(e) & 1115(f))**
* Secondary schools may use Title I funds for the costs of dual or concurrent enrollment programs, including training teachers, tuition, fees, books and instructional materials, and transportation. Please not that in a targeted assistance program, services are limited to eligible students with the greatest need for special assistance.
1. **Diverse Approaches to Improvement & Supporting a Well-Rounded Education (Section 1114 & 1115)**

LEAs and schools may use Title I, Part A funds on a broad array of activities.These may include:

* Expanding the strategies in schoolwide programs to address needs such as (but not limited to) counseling and mental health programs, mentoring services, access to advanced coursework, student behavioral supports, recruitment and retention activities for teachers among others.
* Incorporating the concept of a well-rounded education into both the schoolwide and targeted assistance program models.
	+ LEA may use Title I funds to purchase humanities-focused materials, devices, or digital learning resources to improve learning outcomes among low-achieving students;
	+ LEAs can incorporate the arts and music education as strategies for addressing priorities within Title I. This could include providing arts and music courses for academically at-risk students, professional learning opportunities to help teachers integrate the arts into their classrooms or arts education experiences as part of afterschool learning programs.

**Resources**:

* + - [Title I Arts library link](https://www.title1arts.org/library)
		- [Title I and the Arts Video](https://vimeo.com/204314506)

Fiscal

# Use of Funds, Carryover, & Waivers

Under section 421 (b) of the General Education Provisions Act (GEPA), LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover. However, section 1127 (a) of ESSA limits the amount of Title I, Part A funds an LEA may carry over from one fiscal year’s allocation to not more than 15 percent of the total Title I, Part A funds allocated to the LEA for that fiscal year. NDE is in the process of finalizing its Title I Carryover and Reallocation Policy and will distribute to LEAs once it is finalized.

In Nevada, a “CAN” (Common Account Number) is issued for each program’s fiscal year budget. For Title-A, a new CAN begins at the start of a fiscal year, and funds are drawn from it throughout the life of the program, until those funds are completely drawn down, or unspent funds are returned to the U.S. Treasury.

**EXCEPTIONS TO CARRYOVER LIMITATIONS**

LEAs receiving less than $50,000 per year are excluded from the 15 percent maximum carryover limitation;

LEAs receiving $50,000 or more in a fiscal year, a waiver may be granted no more than once every three years;

The required 1% parental involvement set-aside for districts receiving allocations of $500,000 or more must be expended within the fiscal year. Any dollars not expended within the fiscal year must be carried over and added into the district’s parental involvement budget for the next fiscal year.

**Carryover Example**

The following example illustrates how the 27-month availability for Title I, Part A funds and the carryover limitation would operate for a district (any funds that remain unobligated after the grant period revert to the U.S. Treasury):

Fiscal Year 17 Allocation: $135,000

Maximum carryover of 15%: $ 20,250

Fiscal Year 18 Allocation: $142,000

Maximum carryover

allowable from FY17: $ 20,250

Total Funds

Available in FY 18: $162,250

In this example, the $20,250 may be spent on any reasonable, allocable, and allowable Title I-A expenses within fiscal year 2018. After September 30, 2018, those funds revert to the U.S. Treasury and *cannot* be carried over into the following fiscal year.

**Spending Carryover Funds**

Subject to the limitations described in the above section on Exceptions, districts have options when determining how to spend carryover funds. They may:

(1) Allocate the funds to eligible schools (schools must be kept in rank order based on poverty); or

(2) Allocate the funds for district level activities such as professional development. Districts using thisoption must ensure that private schools have equitable participation, where appropriate.

**Carryover Waiver**

If NDE determines that a district exceeds the 15% carryover limitation, after the final expenditure report has been submitted and reviewed, the district will be notified. To apply for a waiver, a letter of request and justification must be sent to the Title I office. LEAs may only request a waiver once every three years.

The request must specify the following:

(1) Reasons why 15 percent was exceeded;

(2) Specific actions LEA will take to bring excess below the 15 percent allowed;

(3) Specific activities to be carried out and maximum amount of funds to be expended for each (attach a proposed budget for the funds)

*Please see Appendix A for a sample waiver request template*

# EPAGE Federal Grant Applications Process

ePAGE-“Electronic Plans, Applications, Grants, and Expenditures” is a web-based tool designed to help manage our Federal and some State grants. The online system includes processes to help LEAs manage their Title I, Part A funding applications, grant requests, grant submissions, amendments/revisions, and final financial reports. LEA Title I, Part A applications are monitored by the State’s Title I team for approval. ePAGE can be found at the following website [ePAGE link](http://epage.doe.nv.gov/epage/user/signin.aspx?ccipSessionKey=635440333798146747).

Additional ePAGE training resources can be found by logging into ePAGE, accessing the Document Library, and following the link to ePAGE Training Resources. Please contact Wendi Wyatt (wwyatt@doe.nv.gov or call

775-687-9112) for additional questions regarding ePAGE (common troubleshooting techniques provided below).

**Initial Grant Application Review**

* Consolidated (Title I, Pt. A, Title II-A, Title III, Title I-D, Title I C, Migrant) applications are due by the District/Charter School completed and signed in e-PAGE by September 15
* There is a one month turn-around time frame with Department approvals once the application has been submitted with all the required authorizations
* Submission date is the date that the LEA’s Authorized Representative approved the application, it’s not the date it was started
1. LEA approvals in order are;
	1. LEA Fiscal Representative Approved
	2. LEA Authorized Representative Approved
2. Department approvals in order are;
	1. Educational Programs Professional Approved
	2. NDE Director Approved
3. The general process flow of the ePAGE system (high level) is represented in the graphic below:



**Tips for Addressing Issues:**

1. Log in
2. Make sure you are in the correct fiscal year
3. Before starting the application you must first get into the Planning Tool and copy the previous year’s application to the current year
4. Make sure that all warnings have been observed
5. If you have an error message, e-PAGE will not allow the application to be submitted
6. Click on the error message to be taken to where the revision is needed
7. Allow ample time to complete and submit the application before the due date

**Application Revision Review**

* All applications revised and submitted will have a two week turn-around time frame for Department approval
* Submission date is the date that the LEA’s Authorized Representative approved the application, it’s not the date it was started

*Tips for Addressing Issues:*

1. Log in
2. Make sure you are in the correct fiscal year
3. Make sure that all warnings have been observed
4. If you have an error message, e-PAGE will not allow the revised application to be submitted
5. Click on the error message to be taken to where the revision is needed

**Request for Funds (RFF)**

* The Department’s Fiscal Office only draws down federal money for Request for Funds on Tuesdays
* Typically, Request for Funds submitted in e-PAGE by 12 p.m. on Tuesdays will make the draw down deadline
* Due to federal regulations no advanced payments will be approved
* All Request for Funds have a two week turn- around time frame for Department approval
* Final year end Request for funds are due to the Department by October 31

*Tips for Addressing Issues:*

1. Log in
2. Make sure you are in the correct fiscal year
3. Make sure that all needed revisions are made to the application before requesting funds
4. If you have an error message, e-PAGE will not allow the request for funds to be processed
5. All applications must be completed and not be in revision or approval status needed for the Request for Funds to be started
6. Click on the error message to be taken to where the revision is needed

**Final Financial Reports (FFR)**

* Final Financial Reports are due to the Department by December 15
* There is a two week turn-around time frame for Department approval, once the Final Financial Report has been completed and submitted

*Tips for Addressing Issues:*

1. Log in
2. Make sure you are in the correct fiscal year
3. If you have an error message, e-PAGE will not allow the Final Financial Report to be submitted
4. Click on the error message to be taken to where the revision is needed
5. If carryover exceeding 15% a required additional documentation will be needed in the history log
6. Once the Final Financial Report is completed, all carry over will be reflected in the current fiscal year’s allocation

Assessment, Data Collection, and Reporting

ED requires annual data collection and reporting from both SEAs and LEAs as part of the [Consolidated State Performance Reports (CSPR](https://www2.ed.gov/admins/lead/account/consolidated/index.html)) process. NDE is in the process of streamlining these data collection processes, and will provide specific instructions throughout the fiscal year on gathering and submitting specific CSPR data points.

Monitoring

**Why do we monitor?**

1. **Building Relationships - We’re in this together.**

The Nevada Department of Education’s main objective is to raise student achievement for Nevada’s public school children. Through cooperative assessment of the federal programs between the State and the local education agencies (LEAs), the quality of services to students will be strengthened and improved.

1. **Technical Assistance - We’re here to help.**

State monitoring team members provide technical assistance during the review visit and beyond. It is not the State’s intent to tell the LEA how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

1. **Compliance - It’s the law.**

Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and LEAs and public charter schools to ensure compliance with ESSA.

# Components of Title I, Part A Compliance Monitoring

There are three types of monitoring conducted by the NDE: Desktop, Fiscal, and Onsite. LEAs that are assigned to the Fiscal or Onsite Cycle have the potential to be selected for monitoring that particular school year, but may not be selected. LEAs that are selected for either of these cycles will receive advance notification to allow the LEA an opportunity to prepare for the monitoring visit. All LEAs assigned to Desktop Monitoring will receive desktop monitoring in that assigned year. At a minimum, the Title I LEA is required to participate in Fall and Spring desk-top programmatic monitoring through the on-line monitoring tool, eNOTE Tracker. If selected by the NDE for onsite monitoring (based on a risk assessment), the Title I LEA must participate. On-site monitoring, consists of completing the eNOTE Tracker on-site portion as well as participate in an on-site monitoring visit conducted by NDE staff. A LEA submits the Title I budget and application and any revisions throughout the year through the on-line grants management system, ePAGE. Please reference the Monitoring Checklist in the Appendix for additional guidance.

| **Components of Compliance Monitoring** | **Overview of Monitoring Activity** |
| --- | --- |
| Desktop & Fiscal Monitoring | 1. LEA Title I-A budgets are reviewed and approved by NDE staff throughout the year. LEAs are required to submit initial Title I applications and revisions through the ePAGE system.
2. LEAs complete and submit the Title I-A Desktop eNOTE Tracker Fall and Spring programmatic compliance monitoring items for review and approval by NDE Title I staff.
 |
| On-site Monitoring | 1. LEAs participate in 2 parts of Title I-A On-site monitoring, which is determined through a risk-based NDE assessment:
	1. On-site eNOTE Tracker compliance monitoring completed and submitted on-line by LEAs; and
	2. On-site monitoring visit conducted by NDE staff
 |

# eNOTE Tracker

A web-based, on-line system called “eNOTE Tracker” is used to conduct the required Desktop Compliance Monitoring for Title I, Part A. eNOTE Tracker can be found at the following website [enote](https://enote.doe.nv.gov/). The eNOTE Tracker system contains all required compliance monitoring elements for Title I, Part A, such as the monitoring criteria questions, categories, items, required documents/evidence, legal citations, resources and the electronic file cabinet for uploading evidence documents. Each year during desktop monitoring, LEAs are require to either complete Fall and Spring Desktop compliance monitoring items or the On-site Desktop compliance monitoring items.

**eNOTE Tracker Access and Use**

An eNOTE Tracker User Manual can be found on the NDE website [Click here for resources](http://www.doe.nv.gov/Resources/Tools/) . The manual describes how to navigate the tracker on-line system, including how to log-in, find guidance and resource documents as well as the progressions of submittal, review, and approval of the compliance items. Appropriate district level staff have been assigned to their LEAs and have been provided administrative access. If an LEA would like additional staff assigned or staff removed, the LEA may add (or remove) those staff members themselves. Directions on how to add and remove users can be found in the eNOTE Tracker User Manual or the “*How to Add an LEA Submitter to eNOTE Tracker*” document. LEA approved eNOTE submitters and reviewers can access both video and other eNOTE support guidance documents on the NDE website location: [Support Videos](http://www.doe.nv.gov/TitleI/Part_A/Monitoring/eNote_Support_Videos/)

**eNOTE Tracker Submission Due Dates\***

All submission dates are posted in eNOTE Tracker. The following summarizes the general submission due dates:

* **Fall Desktop**: On or before December 30, LEAs must complete and submit Fall Desktop Monitoring items to NDE through eNOTE Tracker.
* **Spring Desktop**: On or before May 15, LEAs must complete and submit Spring Desktop Monitoring items to NDE through eNOTE Tracker.
* **On-site Desktop:** On or before March 15, LEAs must complete and submit On-site Desktop Monitoring items to NDE through eNOTE Tracker. Assigned EPPs will coordinate with LEAs selected for On-site visits to ensure the On-site Desktop items are submitted prior to the On-site visit.

*\*Please note that these deadlines are subject to change and any change in deadlines will be clearly communicated to LEAs.*

**Desktop Review Process**

NDE Education Programs Professionals (EPP), assigned to specific Title I LEAs, review the LEA’s submitted responses, evidence/documents (required and supporting) and indicators. After an LEA submits its Desktop monitoring for review, the EPP will “receive” the submission and begin reviewing the items to determine compliance with the requirements of the ESEA and/or if more evidence is need to demonstrate compliance. EPPs use the provided legal citations to guide compliance determinations with each item. After review, comments are provided by the EPP on each compliance item either indicating acknowledgement of meeting the requirements of the item (“Meets Requirements”) or an explanation of what is still needed in order for the LEA to demonstrate compliance with an item. If requested documents/evidence are not provided and/or any item questions are not addressed by the LEA, that requires an automatic determination of “Does Not Meet Requirements.” If this is the case, EPPs also indicate what is still needed and the timeframe that follow-up information must be provided. Generally, an LEA will have 2 weeks in which to provide the requested information. Once the additional evidence and/or information is submitted, reviewed and approved, the EPP will indicate the compliance item is “Resolved” in eNOTE Tracker and no further action is required.

**Corrective Action Plan**

There are also instances when an LEA is not in compliance with an item and will be required to follow a corrective action plan. A corrective action plan is developed in collaboration between the LEA and NDE staff. The action plan will identify the necessary steps that an LEA must follow in order to correct the noncompliant item, including timelines for completion. A corrective action plan is uploaded into eNOTE Tracker, attached to the corresponding item for which the action plan was developed. The NDE EPP would provide a comment on the status and acceptance of the corrective action plan and indicate the item as “Resolved.” The EPP is responsible for ensuring that the conditions of the corrective action plan are met by the LEA by the agreed upon date. In the event the corrective action plan conditions are not met, either a revised plan is submitted by the LEA and approved by NDE or a “Progression of Consequences” will be implemented to assist the LEA in meeting the Title I, Part A requirements.

**eNOTE Desktop Monitoring Final Approval**

Final Approval of reviewed Desktop Compliance Monitoring items will be indicated in the eNOTE Tracker system by the EPP selecting “Accepted.” An automated Title I, Part A Monitoring Nevada Department of Education message to appropriate LEA and NDE staff will be sent indicating that it was “Accepted” with no further action needed.

# EPAGE Fiscal Monitoring

ePAGE-“Electronic Plans, Applications, Grants, and Expenditures” is a web-based tool designed to help manage our Federal and some State grants. The online system includes processes to help LEAs manage their Title I, Part A funding applications, grant requests, grant submissions, amendments/revisions, and final financial reports. LEA Title I, Part A applications are monitored by the State’s Title I team for approval. ePAGE can be found at the following website [ePAGE link](http://epage.doe.nv.gov/epage/user/signin.aspx?ccipSessionKey=635440333798146747).

Timeline (\*subject to change)

| Month | Activities |
| --- | --- |
| July | * **July 1**-Prepare and/or submit Title I, Part A/Consolidated Application in ePAGE for review and approval for the new fiscal year.
* Request previous FY funds in ePAGE as the expense is encumbered. Request previous FY funds in the correct month
* Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| August | * Request previous FY or current FY (if application is approved) funds in ePAGE as the expense is encumbered. Request funds in the correct month
* Parents Right to Request: Local school districts must annually notify parents of their right to request information on the professional qualifications of their children’s teachers the first day of school.
* Begin to prepare the FFR for previous fiscal year
* Prepare and/or submit Title I, Part A/ Consolidated Application in ePage for review and approval
* Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
* Prepare and conduct annual meeting to review Title I-LEA/School PIPs and Compact/Accords with parents
 |
| September | * Title I-Desktop (eNote) Fall monitoring window opens
* Title I, Part A/Consolidated applications due to NDE
	+ ~ 1 month after submission: NDE reviews Title 1 applications and determines if applications are approved, conditionally approved or not approved .
* Parents Right to Request: Local school districts must annually notify parents of their right to request information on the professional qualifications of their children’s teachers the first day of school.
* **September 30**-Complete FY FFR and submit.
* **September 30** Final date to expend Title I funds for previous FY
* Ensure that all required Parent Notifications are sent out, including the “Parent Notification Letter,” announcing star rating and/or underperforming school/priority designation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| October | * **Oct 15**-Title I-Updated Paraprofessional database due to NDE
* **Oct 15**-Title I Parent Involvement Policies (PIPs) for all new Title I schools and for PIPs that have been substantially revised due to NDE
* **October 15** Last date for reimbursement to comply with the 15% carryover limitation
* **October 30** Final Expenditure Report due
* **Oct 31**-All previous FY Final Financial Reports (FFR) for both the Consolidated and Competitive Applications must be submitted to NDE
* Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **Oct 31**-Title I Distinguished Schools names to NASTID
* Comparability – determine if Title I schools are receiving comparable share of state/local funds
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| November | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* Continue to respond to Title I Fall items and submit Desktop Online monitoring (eNote)
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| December | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* Continue to respond to Title I Fall items and submit Desktop Online monitoring (eNote)
* **Dec 31**-Title I Fall Desktop Online (eNote) monitoring closes
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Time and Effort Report check in; semi-annual reports due
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| January | * Title I-Spring Desktop Online monitoring (eNote) window opens
* Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **Jan 31**-All School Performance and District Plans due to NDE
* **Jan 1**-**May**-LEA/Private school consultation begins for upcoming school year

Services to Private School Students – consult with officials and provide equitable Title I services to eligible students, their parents, and their teachers (NDE’s Non-Public / Private School Intent to Participate Form is available in the Appendix)* + - Determination if school wants to participate
		- Consultation with school officials
		- Set academic goals for students served
		- Services to eligible Title I students
		- Evaluation of services and students
* **Ongoing**-Time and Effort Report check in
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| February | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **Ongoing**-Time and Effort Report check in
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| March | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* Title I Onsite Monitoring begins
* **Ongoing**-Time and Effort Report check in
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| April | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **Ongoing**-Time and Effort Report check in
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |
| May | * Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **May 15**-Title I: Spring Desktop Online (eNote) monitoring window closes
* **By May 15**-Private School Consultation affirmation signed and submitted into eNote
* **May 15**-McKinney-Vento online (eNote) Monitoring window closes
* **May 30**-Last window to submit FY budget amendment
 |
| June | * **June 1**-Title I School and District Parent Involvement Policy Implementation Reports due to NDE
* Request FY funds in ePage as the expense is encumbered. Request funds in the correct month.
* **June 30**-Title I allocations loaded in ePage (dependent on USDOE)
* **June 30**-End of Fiscal Year- All allocated funds need to be spent. Complete budgets uploaded into ePage for upcoming Fiscal Year.
* Prepare to submit Title I, Part A/Consolidated application in ePage
* **Ongoing**-Time and Effort Report check in; semi-annual reports due
* **Ongoing**-Assist schools with SPP development/implementation
* **Ongoing**-Support Parent and Family engagement activities based on needs assessment
 |

\*This timeline is subject to change and will be clearly communicated to LEAs if it does.

# Appendices:

**APPENDIX A:**

**EXAMPLE OF REQUEST TO WAIVE THE PROVISION OF THE**

**CARRYOVER LIMITATION FOR TITLE I PART A FUNDS**

Ms. Gabrielle Pingue, Esq., Title I Director

Nevada Department of Education

Office of Student and School Supports

9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183

Dear Ms. Pingue:

I am writing on behalf of [NAME OF LOCAL EDUCATION AGENCY (LEA)] to request a waiver of the limitation in section 1127(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) that not more than 15 percent of the funds allocated for Title I, Part A for any fiscal year may remain available for obligation for one additional fiscal year. The LEA is requesting to carryover $[INSERT DOLLAR AMOUNT OF FUNDS AND PERCENT OVER 15%]. We need the additional waiver because it would be reasonable and necessary due to [INSERT RATIONALE FOR THE NEED FOR A WAIVER; I.E., WHY FUNDS WERE NOT EXPENDED IN THE CURRENT FISCAL YEAR, ANY OTHER INFORMATION THE LEA THINK IS pertinent].

[LEA] believes that the requested waiver will provide the LEA with the flexibility it needs to spend its FY [20XX-XX] Title I, Part A funds thoughtfully over the remainder of this year and next year on activities that are most likely to increase the quality of instruction and improve the academic achievement of students. [DESCRIBE THE ACTIVITIES.] Accordingly, [LEA] believes that, ultimately, the requested waiver may help more schools within the district meet their annual measurable objectives (AMOs) by enabling them to direct their funds thoughtfully to activities that will help in this regard. With the requested waiver, the LEA ensures that it will continue to assist the same populations served by the Title I, Part A programs for which the waiver is being requested in accordance with applicable program requirements. Attached is the budget detailing what the carryover funds will be used for, if approved. The LEA understands that we can only request a carryover waiver once every three years and we affirm that we have not requested a carryover waiver in the past three years. [ATTACH PROPOSED CARRYOVER BUDGET].

If you have any questions, please contact me at [CONTACT INFORMATION]. Thank you for your consideration in this matter.

 Sincerely,

[Signature]

[Type Name]

cc: Superintendent

**Appendix B: Sample Monitoring Checklist**

| Area Monitored | SAMPLE Documentation |
| --- | --- |
| LEA Report Card | * Copy of the LEA Report Card.
* Documents to support public dissemination of the report: news article containing the report or newsletter containing the report, cover letter for report, memo to schools, etc.
 |
| LEA Plans | * Meeting notices, meeting agendas, minutes of meetings, questionnaires, surveys, other relevant documents demonstrating stakeholder consultations
* The LEA Plan
 |
| Eligible Attendance Areas | * School Food Service report/certification
* Copy of allocation procedures, Title I budgets for selected schools
* Recent expenditure report, budget report
* Meeting notice(s), meeting agendas/minutes, sign-in sheets for determining set-asides in consultation with stakeholders
 |
| Schoolwide Programs | * School Improvement Plans for selected schools
* Sample documents used in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance reports, etc.) and summary of needs assessment.
* Samples of meeting notices, meeting agendas/minutes/sign-in sheets demonstrating stakeholder consultation
* School-level parent involvement plans describing how the school will implement the LEA Parent Involvement Policy (PIP)
* School-level parent involvement plans aligned with findings of the previous year evaluation and needs assessment
* Certification data and principal’s attestation statements
* Records of professional development activities/opportunities
* Records of recruitment and retention plans
* Evidence of annual public meeting
* Evidence of families included in meaningful way two-way communication
* Evidence of collaboration with community resources
* Documents demonstrating transition strategies between school and preschool programs and other transition plans as appropriate (e.g., between elementary and middle school programs, and middle and high school programs for helping students make the transitions from early childhood to elementary or from elementary to middle, and middle to high school)
* Samples of Personal Education Plans and/or Instructional Intervention Plans
* Samples of school communications to parents
 |
| Targeted Assistance Schools (if applicable) | * Needs assessment data including summary of needs
* A copy of selection procedures, multi-criteria scoring instrument, eligibility lists, participants list for all schools with targeted assistance programs
* Documentation used for selection process preschool to grade 2, eligibility, participants list, and records of meetings with Title I staff in participating schools and/or preschool programs.
* Program narratives for all schools with targeted assistance programs
* Copy of curriculum, instructional materials used in project, research literature supporting selected program
* Duty rosters for school staff and Title I teacher schedules
* Student portfolio samples including ongoing assessment data
* School-level parent involvement policy, records of meetings, training sessions, communication, and signed parent compacts
 |
| Pre-K (if applicable) | * Rosters of enrolled students and students on the waiting list
* Process for enrollment including screening results and other selection criteria (teacher/parental input)
* Rank order list of students
* Copy of curriculum, daily classroom schedules, sample lesson plans, sample child assessment documentation
* Samples of school communication to families (primary language), records of meetings, training sessions, etc.
 |
| Parent and Family Engagement  | * LEA Parent Involvement Policy (PIP)
* Notice of parent meetings, agendas, minutes, sign-in sheets, records of parent comments to support dissemination procedures.
* Title I budget reflecting required set-aside, distribution procedures of funds to participating schools, and samples of expenditures to date
 |
| Fully State Certified Qualifications for Teachers and Paraprofessionals | * LEA assurance that all teachers and paraprofessionals working in a Title I program meet State licensure requirements
* LEA professional development plan
* Evidence of professional development aligned to needs and PD evaluations
* Samples of Individual Growth Plans, Professional Development Plans, etc.
* Copies of right-to-know notifications
 |
| Private School Participation | * Letters to nonpublic schools, notice(s) of meetings, meeting agendas, meeting minutes for initial consultation on plan development
* Notice of meetings, meeting agendas, meeting minutes for participating private school ongoing consultations ⎫ Private school/LEA set asides, purchase orders from private schools, program description, FTE report, contracted services documents (if applicable)
 |
| Fiscal Requirements | * Supplement not Supplant methodology the LEA used to allocate State and local funds to each school receiving assistance
* Copy of the LEA’s policies/procedures for purchasing/procurement, fixed assets, and other internal control policies
* Time and Effort documentation (i.e., Personnel Activity reports, Semi-annual Certifications)
* List of payments for contracted services for all federal program funds (include all ARRA funds as applicable); a sample to be reviewed will be selected from this list
* Records of equipment inventory compliant with EDGAR 80.32 (d) for items with a useful life greater than 1 year; records of inventory reconciliation; records of equipment disposition (if applicable)
* Budget, purchase orders, cost allocation procedures (as appropriate) for preschool programs supported with Title I funds
 |

**APPENDIX C**

**Nevada Department of Education**

**Non-Public / Private School Intent to Participate Form**

***THIS FORM IS PROVIDED AS A TEMPLATE FOR SCHOOL DISTRICTS TO MODIFY TO MEET LOCAL NEEDS (YOUR DISTRICT MAY NOT RECEIVE OR BE ELIGIBLE FOR FUNDING FROM ALL OF THE PROGRAMS LISTED)***

Non-public / private school and student enrollment information must be reported for each non-public / private school whether or not the school is electing to participate in federal education programs.

Date:

Non-Public / Private School Name:

Address:

School Administrator:

Administrator Title:

Phone:

 Fax:

Email:

Total School Enrollment not including pre-K based on [LEA ADE procedure / date] of **2016-17** school year):

Enrollment Counts by Grade:

Pre-K=

Kindergarten=

1=

2=

3=

4=

5=

6=

7=

8=

9=

10=

11=

12=

School Status: [ ]  NON-PROFIT [ ]  FOR PROFIT

The Elementary and Secondary Education Act (ESEA), as reauthorized by Every Student Succeeds Act (ESSA) of 2015 (ESSA), requires local educational agencies (LEAs) to provide equitable services to non-public / private school students, teachers, and other education personnel in some of its major grant programs. While non-public / private schools cannot receive direct funding from these federal grant programs, their students and teachers may be eligible to receive benefits, services, and materials with federal grant resources. The amount and type of services available to non-public / private schools is determined by grant program, based on equitable participation requirements, and is discussed and determined as part of ongoing consultation with the LEA.

**BEFORE SIGNING, PLEASE READ PAGE 2 FOR A SUMMARY OF POTENTIAL CONSULTATION TOPICS**

**For the 2017-18 school year:** [ ]  Our school elects to participate\* [ ]  Our school elects not to participate

**If the school is electing to participate, also complete pages 2 and 3.
If electing not to participate, only page 1 must be completed.**

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:

The Every Student Succeeds Act (ESSA) strengthens and enhances the equitable services provisions and provides for more State and district level accountability. The Equitable Services provisions are found in Section 1117 (Title I) and Sections 8501-8504 (Title VIII Uniform Provisions) of ESSA; and are intended to be used in conjunction with existing guidance documents. The goal of consultation is agreement between the LEA and private school officials on how to provide equitable and effective programs for eligible private school children. Timely and meaningful consultation must continue throughout the implementation and assessment of services and shall occur before the local education agency makes any decision that affects the opportunities to participate of eligible private school students, teachers, and other education personnel.

**Consultation Process Topics**

* The method or sources of data that the LEA will use under 34 CFR 200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used (free/reduced lunch; proportionality)
* How the LEA will identify the needs of eligible private school children (e.g. parent and/or teacher referral; private school assessments; state assessments, etc.)
* How and when the LEA will make decisions about the delivery of services
* What services the LEA will offer to eligible private school children
* How and where the LEA will provide services to eligible private school children, including input from the private school official(s) on the provision of services; specifically whether services will be provided directly or through a separate agency, consortium, entity, third-party provider, etc.
* How the LEA will assess the services to eligible private school children in accordance with 34 CFR 200.10 and how LEA will use the results of that assessment to improve services
* If the LEA disagrees with the views of the private school officials on the provision of services, the LEA must provide the private school a written explanation of the rationale for the delivery of services.
* **Pooling Option:** Combine funds allocated for private school students and teachers for the two or more private schools interested in participating in this option to create a pool of funds from which the LEA provides equitable services to private school students and teachers in some or all of these schools. However, an LEA may not pool funds across multiple *ESEA* programs for this purpose.  If the LEA pursues this option, the LEA, in consultation with private school officials, establishes criteria to determine how services will be allocated among the private school students and teachers in different schools.  Under this option, the services provided to private school students and teachers in any particular school are not dependent on the amount of funds generated by students and teachers in that school, but rather by the amount of funds generated in total and the criteria developed for allocating services among the private school students and teachers.
* Discussion on how the proportionate share of funds is determined; determination of administrative costs of implementing equitable services; obligation of funds in the fiscal year for which the funds are received by the district; and extenuating circumstances for liquidation of funds.

An LEA **may** transfer funds they receive by formula under certain programs to other programs to better address local needs (ESEA section 5103(b) (2)). The LEA may transfer funds from Title II, Part A and Title IV, Part A. Programs to which the LEA may transfer funds are Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; and Title V, Part B.

**Criteria for transferring funds**: Engage in timely and meaningful consultation with appropriate private school officials prior to transferring funds; the district must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer; and the district after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer.

If you are interested in participating in the grant programs that require equitable services to non-public / private schools, please indicate below by checking the box beside each grant program and providing the estimated counts where requested.

[ ]  **Title I, Part A – *Improving Basic Programs Operated by LEAs***

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are from low-income families and failing or most at risk of failing to meet high academic standards and who live in participating public school attendance areas.

**Please indicate the estimated number of Title I eligible students:**

LEA funds for services to non-public / private school students and teachers are generated on the basis of the number of students from low-income families who reside in participating public school attendance areas and attend non-public / private schools.

Services may include a targeted assistance pullout model, supplementary instruction, direct instruction, computer-assisted instruction, tutoring, counseling, family literacy, and early childhood programs. In addition, the law requires equitable services for non-public / private school teachers of Title I students in professional development activities and of parents of Title I students in parent involvement activities.

The exact number of qualifying students and the appropriate benefits, services, and materials provided for this number will be determined with the LEA during consultation with the non-public / private school.

[ ]  **Title I, Part C – *Education of Migratory Children***

Title I, Part C supports high-quality educational programs and services during the school year and, as applicable, during summer or intersession periods that address the unique needs of migratory children. Additionally, the program ensures that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging academic standards.

Moreover, these services ensure that migratory children receive full and appropriate opportunities to meet the same challenging academic state standards that all children are expected to meet. Finally these services help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the non-public / private school.

[ ]  **Title II, Part A – *Supporting Effective Instruction***

The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. Non-public / private school teachers, principals and other educational personnel are eligible to participate in professional development activities.

Services are based on the district’s total Title II, Part A, allocated funds, less administrative cost and calculated on a per-pupil basis. Allowable services include those that are an integral part of school and strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with effective instructional teaching strategies; technology integration training; teaching students with different learning styles; using assessments to improve instruction and student outcomes; involving parents more effectively; and educational leadership development. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation

[ ]  **Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement***

Title III, Part A provides for supplemental services that improve the English language proficiency and academic achievement of English learners (ELs). The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the non-public / private school.

**Please indicate the estimated number of EL students:**

[ ]  **Title IV, Part A – *Student Support and Academic Enrichment Grants***

The purpose of Title IV, Part A is to improve students’ achievement by increasing the capacity of states and LEAs to provide opportunities for students to access a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students. The appropriate benefits, services, and materials provided will be determined with the LEA during consultation with the non-public / private school.

*NOTE: SSAEG is a new program, and funding for the 2017-2018 school year is not yet certain.*

[ ]  **Title IV, Part B – *21st Century Community Learning Centers\****

Title IV, Part B provides opportunities for children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet challenging state academic standards in a well-rounded education. Activities may include youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.

**\*This is a competitive grant available to LEAs and other organizations which meet the eligibility requirements. Non-public schools may only receive equitable services from the 21st Century Community Learning Centers (21st CCLC) program if the entity is a recipient of this grant**

**Appendix D**

**Private Schools: Equitable Services FAQs**

***Title I, Part A of the Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)***

1. **How does the LEA determine which children (students) enrolled in participating nonprofit private schools are eligible for equitable services?**
* Children (students) attending participating nonprofit private schools identified by the LEA as failing, or most at risk of failing, and reside in the LEA participating school attendance area are eligible for equitable services (ESEA sections 1115©(1)(B) and 1117(b)(1)(F)).
* Educational services and other benefits for eligible private school children (students), who are enrolled in private elementary schools and secondary schools, shall be equitable in comparison to services and other benefits for public school children (students) and shall be provided in a timely manner (ESEA sections 1117(a)(1) and 1117(a)(3)(A)).
1. **May the LEA reserve any funds from the Title I, Part A entitlement before determining the proportional share for equitable services for eligible children (students) attending participating nonprofit private schools?**
* No. The LEA shall determine the proportional share of funds based on the total amount of the Title I, Part A entitlement prior to any allowable expenditures or transfers by the LEA (ESEA Section 1117(a)(4)(A)(ii))

**3.**  [**How does the LEA determine the proportional share of funds for equitable services?**](http://www.cde.ca.gov/sp/sw/t1/equitableservicesfaqs.asp#how-does-the-lea-determine-the-proportional-share-of-funds-for-equitable-services)

To determine the proportional share of funds for equitable services (ESEA sections 1117(a)(4)(A) and 1117(c)(1)), the LEA shall:

**Step 1:** Determine the total number of children (students) from low-income families who reside in the LEA participating school attendance area who attend public and nonprofit private schools;

**Step 2:** Determine the total number of children (students) from low-income families who attend nonprofit private schools and reside in the LEA participating school attendance area;

**Step 3:** Calculate the equitable services proportional rate (calculated percentage) by dividing the total number of children (students) from low-income families attending nonprofit private schools by the total number of children (students) from low-income families attending participating public and nonprofit private schools;

**Step 4:** Multiply the proportional rate (calculated percentage) from Step 3 by the LEA’s Title I, Part A entitlement in order to determine the proportional share for equitable services.

**\*\*Please refer to the table below for an example of the proportional rate (calculated percentage) calculation:**

**EXAMPLE OF DETERMINING THE AMOUNT OF TITLE I, PART A FUNDS**

**FOR EQUITABLE SERVICES**

| Total Title I, Part A LEA Entitlement | Number of Public Schools Low-Income Children (students) | Number of Nonprofit Private Schools Low-Income Children (students) | Total Number of Low-Income Children (students) | Proportional Rate (Calculated Percentage) |
| --- | --- | --- | --- | --- |
| $1,000,000 | 1,350 | 150 | 1,500 | (150/1,500) = 10% |

**Formula:**

Total Title I, Part A Entitlement multiplied by the Proportional Rate (Calculated Percentage) is equal to the Equitable Services Proportional Share

**Example:**

**$2,000,000 x 10% = $200,000**

**4. PARENT INVOLVEMENT SET-ASIDE: 1% WITH 95% AT SCHOOL LEVEL**

* A district that receives a Title I, Part A allocation greater than $500,000 must reserve not less than one percent of its Title I, Part A allocation to carry out the provisions of section 1118, including promoting family literacy and parenting skills. A district with an allocation in excess of $500,000 first must determine the percentage of its Title I allocation that it wishes to reserve for parental involvement activities under Section 1118. That percentage must be at least one percent of the district’s Title I allocation, and may be more. The district then must set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The district then must distribute to its public schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the district level.

**5. May the LEA reserve funds from the Title I, Part A equitable services proportional share for parent and family engagement activities of participating nonprofit private school children (students)?**

* Yes. Educational services and other benefits for eligible private school children (students), who are enrolled in private elementary and secondary schools, shall be equitable in comparison to services and other benefits for public school children (students), and shall be provided in a timely manner (ESSA sections 1117(a)(1) and 1117(a)(3)(A)).
* The LEA shall ensure that teachers and families of the children (students) participate, on an equitable basis, in services and activities developed pursuant to ESSA Section 1116 (ESEA Section 1117(a)(1)(B)).
* ESSA Section 1116(a)(3)(A) states that the LEA shall reserve at least one percent of the Title I, Part A entitlement to assist public schools to carry out parent and family engagement activities. This applies if the LEA’s Title I, Part A allocation (entitlement plus transfers-in) is $500,000 or more. Such LEAs must reserve an equal percentage from the equitable services proportional share to carry out parent and family engagement activities of participating nonprofit private school children (students).

**EXAMPLE: CALCULATING THE DISTRICT DISTRIBUTION OF FUNDS TO SCHOOL FOR**

**PARENTAL INVOLVEMENT ACTIVITIES**

| **District’s total Title I allocation:** |  **$ 2,000,000.00** |
| --- | --- |
|  **1% parental involvement reservation ($2,000,000.00 x .01)** | **$ 20,000.00 Private school equitable share (Percentage of private school children [0.05] x amount district reserved for parental involvement [$ 20,000])** |
|  **$ 1,000.00 Remaining amount ($20,000 - $ 1,000)** |  **$ 19,000.00** |
| **Public school distribution (.95 x $ 19,000)** |  **$ 18,050.00** |
| **Balance remaining for district-level parental involvement ($ 19,000 - $ 18,050)** |  **$ 950.00** |

**6. May the LEA reserve administrative costs from the Title I, Part A equitable services proportional share of funds?**

* Yes. The LEA may reserve an amount that is reasonable and necessary from the Title I, Part A, equitable services proportional share to administer equitable services. The LEA should discuss administrative costs for implementing equitable services during consultation with appropriate nonprofit private school officials.

**7. May the LEA reserve costs for other allowable activities from the Title I, Part A equitable services proportional share of funds?**

* Educational services and other benefits for eligible private school children (students), who are enrolled in private elementary and secondary schools, shall be equitable in comparison to services and other benefits for public school children (students) and shall be provided in a timely manner (ESEA sections 1117(a)(1) and 1117(a)(3)(A)).

**8. When shall the equitable services consultation take place?**

* To ensure timely and meaningful consultation, the LEA shall consult with appropriate private school officials during the design and development of the LEA’s programs (ESEA Section 1117(b)(1)).

**9. What are the goals of the equitable services consultation agreement?**

* The LEA and appropriate nonprofit private school officials shall both have the goal of reaching agreement on how, when, and where to provide equitable services and effective programs for eligible nonprofit private school children (students) and who will provide the equitable and effective programs and services (ESEA Section 1117(b)(1)).

**10. How does the LEA transmit the results of the equitable services consultation agreement to the ombudsman?**

* The LEA must transmit the results of the equitable services consultation agreement to the ombudsman designated by the State Educational Agency (SEA) (ESEA sections 1117(a)(3)(B) and 1117(b)(1)). LEAs will transmit the results of the equitable services consultation agreement via NDE online system (TBD by SEA ombudsman).

**11. What documentation does the equitable services consultation include?**

* ESEA Section 1117(b)(5) requires each LEA to maintain in the LEA’s records and provide to the SEA:
	+ A written affirmation signed by officials of each participating nonprofit private school that the required meaningful consultation has occurred.
	+ The written affirmation shall provide the option for nonprofit private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred, or that the program design is not equitable with respect to eligible nonprofit private school children (students).
	+ If nonprofit private school officials do not provide the written affirmation within a reasonable period of time, the LEA shall confirm to the SEA that the documentation is on file in the LEA’s records that such consultation has taken place, or attempts at consultation have taken place.

12. **How will the LEA provide to the SEA the required equitable services consultation written affirmation?**

* The LEA shall confirm to the SEA that the signed equitable services consultation written affirmation is on file in the LEA’s records and will submit proof of evidence via NDE online system (TBD by SEA ombudsman). (ESEA Section 1117(b)(5)).

KT

**Appendix E**

**Additional Resources:**

**U.S. Department of Education Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)**

[Title I legislation](https://www2.ed.gov/programs/titleiparta/legislation.html)

**Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA)**

[Comps, Elementary and Secondary Education](https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf)

**Every Student Succeeds Act (ESSA) Laws and Guidance**

[ESSA Index](https://www2.ed.gov/policy/elsec/leg/essa/index.html)

**Transitioning to the Every Student Succeeds Act**

[ESSA Transition Faqs](https://www2.ed.gov/policy/elsec/leg/essa/essatransitionfaqs11817.pdf)

**Ensuring Equitable Services to Private School Children**

[Title I tool kit](https://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf)

**OMB Compliance Circular A-133 (June 2016)**

[OMB Compliance](https://obamawhitehouse.archives.gov/sites/default/files/omb/assets/OMB/circulars/a133_compliance/2016/ed.pdf)

**Consolidated State Performance Reports**

[Consolidated State Performance Reports](https://www2.ed.gov/admins/lead/account/consolidated/index.html)