



GUIDANCE, INSTRUCTIONS, AND
PROGRAM DESCRIPTIONS
CONSOLIDATED FEDERAL & STATE
GRANT APPLICATION 2014-15



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GUIDANCE AND INSTRUCTIONS: IDAHO'S ON-LINE CFSGA FOR 2014-15

Important General Information

The Idaho Consolidated Federal & State Grant Application (CFSGA) serves as an LEA's application for specific program funds. A consolidated approach, instead of separate applications for each of several individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden.

The CFSGA process does not lessen an LEA's responsibility to comply with the specific legal requirements of the individual programs. Consult the program descriptions or contact a program coordinator for additional information about the requirements of the individual programs.

Idaho's CFSGA is the application for LEAs to apply for funds from the Title I-A, Title I-C, Title II-A, Title III, Title VI-B, Title X-C, and State Limited English Proficient (LEP) Program. Each of the programs is described in this document. LEAs must prepare and submit the CFSGA using the on-line format available on the SDE website at: <https://www.sde.idaho.gov/datacollection/>.

From the SDE's home page, click on Data Collection (across the top of the page), then select "Consolidated Federal & State Grants". Then, please select the Consolidated Federal & State Grant Application (CFSGA). You will need to click "Log On" in the upper right corner, using your login credentials for the ISEE portal. Each of the sections of the plan is described below.

Time Limits and Saving Your Work

Once you have entered the CFSGA, there is a limited time period during which inactivity is allowed. After 25 minutes of inactivity, the system will issue a five minute warning that your session will expire. It will prompt you to reenter your login information to stay logged in to the system. If you do not reenter your information, you will be logged off after 30 minutes. Be sure to hit "Save" frequently at the top of each page, to avoid losing information if your session expires and you are logged out.

Time Line

Initial LEA Consolidated Plans must be submitted by June 30th, if the LEA intends to begin encumbering newly allocated (2013-14) funds on July 1, 2014. All other newly allocated funds may not be encumbered before July 1, 2013. If plans are submitted after July 1, 2014, the 2014-15 funds **may not** be encumbered before the date the plan is submitted in approvable form. CFSGAs submitted before June 30th are considered initial plans for the 2014-15 school year. LEAs will need to revise and resubmit the plan in final form during fall 2014 after school improvement designations, final allocations, and actual carryover amounts are known.

The plan itself is submitted electronically through the website.

Components of the Plan

There are two major components to the CFSGA that are located along the left-side of the screen, once the user is logged in.

1) Links

- a. Home Page
- b. SDE Contacts
- c. Guidance

2) District Budget Pages & Program Information

- a. Title I-A College & Career Ready Students
 - aa) Homeless Education is included in Title I-A
- b. Title I-C Migrant Education
- c. Title II-A Teacher Quality
- d. Title III Limited English Proficient
- e. Title III Emergency Immigrant
- f. Title VI-A 2 (Funding Transferability)
- g. Title VI-B 1 (Alternative Uses of Funds)
- h. Title VI-B (Rural & Low Income Achievement)
- i. State LEP
- j. District Contacts
- k. Comments
- l. Submit

Submitting the Plan

IMPORTANT! DO NOT use the “Submit Application” link **located on the left navigation side of the main page** until you are completely ready to submit the entire plan to the SDE. “The Submit Application” section of the on-line plan is the last step in completing the plan and submitting it to the SDE. After you have submitted the plan, *you will not be allowed to make further changes* until SDE staff has completed the review of the plan or until SDE staff reopens your access to the submitted plan.

SDE Review of the Plans

After SDE staff reviews your CFSGA, the contact person designated in the plan will be notified by e-mail that the review is complete and will be directed to review the SDE comments. These comments, which may include requested clarifications or revisions of the plan, will be available by selecting the “Comments” link on the main page. If revisions to the plan are necessary, on-line access to the plan will be reopened by the SDE so that the necessary changes can be made. To reopen the Plan, contact Elmira Feather at efeather@sde.idaho.gov or 208/332-6900. There is also a “District Replies” box in the comments section, which should be used to provide explanations or other information to SDE CFSGA staff.

LEAs with Neglected or Delinquent Programs

LEAs with Neglected/Delinquent institutions should access their Application, Evaluation, and Surveys on the SDE website at <http://www.sde.idaho.gov/site/CFSGA/> Contact Marcia Beckman at mmbeckman@sde.idaho.gov or 332-6953 for additional information.

Getting Assistance with the CFSGA

General questions about the CFSGA submission process should be directed to Elmira Feather at (208) 332-6900 or efeather@sde.idaho.gov. Specific or programmatic questions should be directed to the program contacts shown below:

Program Area	Program Contacts
Title I-A (College & Career Ready Grants)	Marcia Beckman, Director (332-6953) MMBeckman@sde.idaho.gov Karen Seay, Coordinator (332-6978) KJSeay@sde.idaho.gov
Title I-C (Migrant Education)	Mary Lou Wells, Coordinator (332-6958) MLWells@sde.idaho.gov
Title I-D (Neglected or Delinquent)	Marcia Beckman, Coordinator (332-6953) mmbeckman@sde.idaho.gov
Title II-A (Teacher Quality Program)	Teresa Burgess, Coordinator (332-6891) TBurgess@sde.idaho.gov
Title III (Limited English Proficient and Emergency Immigrant) & State LEP	Christina Nava, Coordinator (332-6905) CNava@sde.idaho.gov
Title VI-B (Rural Education Achievement Program) Title X-C Homeless Education	Tina Naillon, Coordinator (332-6904) TMNaillon@sde.idaho.gov

INFORMATION ABOUT EACH SECTION OF THE PLAN

Title I-A College & Career Ready Students (Selection and Funding of Eligible Title I Schools)

It is generally a good idea to complete the Title I-A Allocation & Set-Asides section of the plan before completing the Title I-A Budget section of the plan. Knowing the amounts of required Title I-A set-asides and the participation status of each school is necessary in order to prepare accurate budgets for the program.

The Title I-A Allocations & Set Asides Tab is divided into two main steps:

- Allocations & Carryover
- Calculating the required Title I-A set-asides in order to determine the amount available for school-level programs,

Each of the steps is described below:

Calculating the required Title I-A set-asides - the current allocation amount is shown for Title I-A. *Remember that until final allocations are determined in the fall, these amounts are an estimate.* If additional reallocated funds become available later in the year, they will be added automatically at that time. Enter the estimated amount of carryover from the previous year for regular funds. Base the carryover estimate on the amount of funds expected to be unobligated on the district June 30th audit report. This amount must be revised in the fall when the actual amount of unexpended prior year funds is known. Carryover for the Title I-A program is limited to 15% of the previous year's allocation, including any funds from other ESEA programs under the transferability authority in Title VI, Part A, Subpart 2 of the ESEA. It does not include carryover funds from the preceding year, or funds that the SDE may have reallocated. LEAs with allocations less than \$50,000 are exempt from the limitation. If Title I-A regular carryover exceeds the allowable 15%, a waiver may be requested once every three years in the District Comments box in the CFSGA.

From the current year allocation available for Title I-A, funds must be reserved (set-aside) for the purposes listed below when applicable to the LEA. These set-asides must be calculated before determining the amounts to be allocated to individual schools.

Note: The set-aside percentages are to be calculated on the current year's allocation amount only, not on the total, which may include previous year carryover and reallocated amounts. The on-line system may provide warnings or error messages if the set-aside amounts are not correct.

Because the set aside of funds by a district will reduce the funds available for distribution to participating areas and schools, the district must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what set-asides are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Title I-A programs.

A district must also ensure that it provides equitable services to private school children from Title I funds reserved “off the top” for district-wide instructional programs. If the district creates set-asides for district-wide instructional programs, the equitable services requirement applies. Title I regulations requires that, if an LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The district bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas. For more information on equitable services visit http://www.sde.idaho.gov/site/title_one/equitable.htm or contact the Title I-A Coordinator.

The set-asides that may be applicable for Title I-A funds are:

- The Homeless Education set-aside is required of all districts and should be based on the needs of children and youth experiencing homelessness in the district. These funds are first used to serve homeless children that attend non-Title I schools. Although one-quarter of one percent is the minimum, a district may set-aside more based on need.
- Funds to serve children in local institutions for neglected children, if applicable. (If this set-aside applies to your LEA, the amount will be shown for you.)
- 1% of allocation for parent involvement activities is required if the LEA allocation is over \$500,000. This set-aside is highly recommended for all LEAs, although LEAs with allocations less than \$500,000 are not required to set aside the specific 1% amount. **Ninety-five percent of any funds set-aside for parent involvement must be distributed to schools. *Equitable amounts must also be provided for participating private school parents and teachers.***
- To provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I schools identified as continuous improvement, rapid improvement, or turnaround for the purpose of attracting and retaining qualified and effective teachers. In making this reservation, the LEA cannot reserve more than 5% of Title I funds. However, it may reserve “such funds as are necessary” from the Title II, Preparing, Training and Recruiting Highly Qualified Teachers and Principals program for this purpose. This set-aside is optional.
- Under Idaho’s approved flexibility waiver, there is currently not an LEA Identified for Improvement set-aside.

- Family and Student Support – Optional set-aside if the LEA has a Rapid Improvement or Turnaround school. Up to 10% of the LEA’s Title IA Allocation may be set-aside to provide eligible students (students not proficient in Reading or Math AND who have not made adequate growth) extended learning time or enrollment options. Districts with a school required to write a Rapid Improvement plan or Turnaround Plan are required to meet the extended learning time and enrollment option requirements; however, setting aside funds from Title I-A for this purpose is optional.
- Up to 10% of allocation to cover administrative costs of serving public and private school children (including excess capital costs for serving private school children). Administrative costs may include program director’s personnel costs, administrative travel, administrative supplies, and indirect costs, if applicable. Other special personnel costs such as seniority pay differentials should also be included as LEA-wide administrative costs. (A description of these costs must be included in the administrative cost description on the Title I-A Budget page.) If the district is using general funds to administer the Title I program, please make a comment in the Comments Section of the CFSGA.
- **Other- New Consolidated Appropriations Act of 2014** this year you have the option to set-a-side additional Title I allocations that may be used to provide homeless children and youths with services not ordinarily provided to other students under those sections, including supporting the liaison designated pursuant to section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act, and providing transportation pursuant to section 722(g)(1)(J)(iii) of such Act.

Description: In this box is where you would tell us what you are doing with the set-a-side such as percentage of support for the Liaison and transportation costs that are above what the LEA would otherwise provide for transportation to the school of origin or the assigned school.

The on-line system may provide warnings if the set-aside amounts do not follow the guidance.

Select Schools Tab – Place a check mark in the box to indicate all school(s) still in operation within the district. This includes Title I and non-Title schools. Programs are not included. If the district’s list of schools is not accurate, contact the Title I-A coordinator. *Note: Also, select any Private Schools that children within your boundaries may be attending. To select Private Schools, click the “Edit” button and then click “Add”. If the LEA identifies private school students attending a school within the LEA boundaries, but the students reside in a neighboring LEA, the LEA must notify the neighboring LEA of residence. The purpose of the notification is to arrange for collaboration between the LEAs providing services to those students.*

Additional private school information may be found at http://www.sde.idaho.gov/site/title_one/equitable.htm.

If any new schools need to be added for 2014-15, including any private schools, please contact Karen Seay at kseay@sde.idaho.gov to request the addition or deletion.

Allocation to Schools tab - Complete the data for all of the public schools shown (including LEA sponsored charter schools). If there are any charter schools within the LEA, additional charter school information can be found at <http://www2.ed.gov/policy/elsec/guid/cspguidance03.doc> and <http://www2.ed.gov/policy/elsec/guid/charterguidance03.pdf>.

For each listed school, enter the March count of school-age children in the school's attendance area. Students attending private schools should be included in the count of a participating Title I-A school that the private school students would have attended if they were enrolled in public schools. Under certain circumstances, the actual enrollment, rather than the attendance area total, can be used.

Enter the number of low-income students in each school attendance area. The number of enrolled students and the number of low-income students should be the same as the numbers of students reported to the SDE for the free and reduced-price school lunch program for March, plus the numbers of any private school children as described above.

Next, select the school's Title I-A eligibility from the drop-down list. A school is eligible for Title I-A funds if any of the following apply:

- 35% rule – A school is eligible if any school or school attendance area has at least 35% poverty.
- School poverty – A school in an otherwise ineligible attendance area may be eligible if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of low-income children in a participating school attendance area.
- Feeder pattern – A school may be eligible if a sufficient percentage of low-income children are projected on the basis of the average poverty rate of the school attendance areas that feed into that school. If feeder pattern is used, the projected number of low-income children should be entered.
- Special exception – A non-eligible school or area may be served for one additional year if it was eligible the preceding year.

Note: It may be necessary to re-enter this section after the ranking of all schools is complete in order to select a different type of school eligibility.

Next, select the type of program: Not Serving, Targeted Assistance, Schoolwide, or Consolidated Schoolwide (this last option is for a school with an approved Schoolwide program plan that is consolidating funds to run a Schoolwide program). The Consolidated Schoolwide option requires completing a budget form that is provided on the left-hand navigation toolbar: *Consolidated Schoolwide Budgets*. A school receiving Title I-A funds should be shown as a Targeted Assistance school unless the school has been designated by the SDE as an approved Schoolwide Program. **A school in Schoolwide Planning must designate the schools as Targeted Assistance and continue to operate as a Targeted Assistance school until the schoolwide plan is approved by the SDE.**

Next, select the anticipated school improvement status of the school for 2013-14. (This may need to be revised after final school improvement determinations have been made.) School Improvement statuses include: Achievement Met, No Plan Required; AMO Continuous Improvement Plan Required (SMART Goal); Continuous Improvement Plan Required; Rapid Improvement Plan Required; Turnaround Plan Required.

Allocating school-level actual allocation (ranking and serving schools) – The on-line system automatically ranks each school according to the percentage of children from low-income families. The actual planned allocation for each school should be entered for each school that will be served by Title I-A.

- LEAs must provide Title I-A services to **all** schools over 75% poverty before serving any school at or below 75% poverty.
- If funds remain, the LEA may continue to serve schools in descending rank order of poverty, or may serve eligible schools in descending order according to their grade span groupings.
- When allocating funds to individual schools identified as rapid improvement or turnaround, an LEA may not reduce allocations by more than 15% from the prior year allocation. (Because of this these schools do not need to follow the rank order.)
- LEAs may skip an eligible school if it can be demonstrated that the school is receiving supplemental funds from other state or local sources that are also spent according to the requirements of Title I-A.
- LEAs with fewer than 1,000 students or with only one school per grade span are exempt from ranking.
- Minimum allocations for each school are automatically calculated and shown. Each served school's allocation must be **at least 125% of the school's minimum allocation**, unless the LEA will be serving only those schools with a 35% or greater poverty rate.
- Per-pupil amount (PPA) may vary by school, as long as higher per-pupil allocations are provided to schools with higher percentages of children in poverty (either across the LEA or by grade span groupings), and do not exceed the amount allocated to any area or school above 75% poverty.
- If remaining funds are not sufficient to fully fund the next lower ranked eligible school, the LEA may serve the school if it can be demonstrated that the amount allocated is sufficient to enable children to make adequate progress toward meeting the State's performance standards.
- For all schools identified as Rapid Improvement or Turnaround, the amount of the school's Title I-A allocation required to be used for professional development at that school is automatically calculated and shown in the right-hand column. This automatic professional development allocation for Rapid Improvement and Turnaround schools must be addressed separately from other professional development under the 300 Purchased Services section of the Title I-A Budget tab.

The on-line system will provide a warning if the total of the school allocations do not equal the total available to schools calculated on the Allocation & Set Asides tab.

Additional resources – For additional details about the selection and funding of eligible Title I-A schools, view the U.S. Department of Education’s non-regulatory guidance at: <http://www.ed.gov/programs/titleiparta/wdag.doc>.

Private Schools tab – Each Private School included from your Select Schools tab will be listed. The amount generated for children will be shown. Services up to the indicated amount must be provided.

Equitable Services - Equitable opportunity for participation of children attending private schools is required in federal programs.

LEAs are required to contact appropriate officials of all private schools within the LEA's boundaries on an annual basis to determine participation and to consult with private school officials regarding services to be provided to private school children and teachers.

LEAs must be sure to plan for private school participation in their budgets. Known private schools are included in the school list on the Title I-A Funding Details page. LEAs should notify the department of any changes in the status of their private schools, including the addition of any new private schools.

Title I-A Budget tab

Allocations, carryover, reallocated funds and their total will be pre-populated from the Allocation & Set Asides tab. *The expenditure descriptions must align with the Allocation & Set Asides tab, as well as with the activities described in the Action Plan tab.*

Enter planned expenditures for each applicable object code. If you are unsure how a specific expenditure should be classified, check with the LEA business manager.

Indirect costs may be claimed only if the LEA has an approved restricted indirect cost rate for 2013-14. LEAs with an approved rate will see the rate shown next to the 800 object code.

Direct administrative costs must be included in the object code expenditures. The total amount of administrative costs (direct administrative costs included in the cost categories, plus any indirect costs) should be shown in the administrative costs box near the bottom of each budget page. Administrative costs, including indirect costs, are optional. If the district is using general funds to administer the Title I program, please make a comment in the Comments Section of the CFSGA.

Be sure to include and describe the planned expenditures for each Title I-A set-aside shown in the Title I-A Allocation & Set Asides tab, such as homeless services, parent involvement, professional development both at the LEA and **school level**, etc. The expenditure descriptions must also align with the objectives and action strategies described in the Action Plan tab. The Allocation & Set Asides tab and the Title I-A Budget tab must be in agreement.

Title I-A supplies and materials (instructional materials and consumables) should be limited to no more than 5% of the total. Title I-A capital objects (fixed assets) should also be limited to no more than 5% of the total. Up to 10% of the Title I-A allocation may be budgeted for administrative costs, such as program director's personnel costs,

administrative travel, administrative supplies, and indirect costs, if applicable. Other special personnel costs such as seniority pay differentials should also be included as LEA-wide administrative costs. A description of these costs must be included in the administrative cost description on the Title I-A Budget page. If the district is using general funds to administer the Title I program, please make a comment in the Comments Section of the CFSGA.

Action Plan tab

Read all statements before marking “yes” or “no” for each section. Explain any indicators marked “No” in the text box provided. Mark “NA” for any section that does not apply. Continue for each section under the Action Plan tab.

A new section under the Action Plan tab includes a *Family and Student Support* section that is required for LEAs with a Rapid Improvement or Turnaround school.

Assurances tab

Read the assurances under this tab. These assurances include general federal program assurances and assurance for the McKinney-Vento Homeless Education program. Complete the Electronic Signature section at the bottom of the page, which will date stamp and identify the person signing the assurances.

Budget Pages:

Carryover in Title II-A is limited to no more than 25% of the previous year’s allocation.

Carryover in Title I-C is limited to no more than 15% of the previous year’s allocation.

Carryover in the other CFSGA programs is allowable when reasonable and necessary. There is no specific percentage limitation, but cannot exceed the prior year’s allocation. Enter planned expenditures for each applicable object code. If you are unsure how a specific expenditure should be classified, check with the LEA business manager.

Indirect costs may be claimed only if the LEA has an approved restricted indirect cost rate for 2013-14. LEAs with an approved rate will see the rate shown next to the 800 object code.

Direct administrative costs, if any, must be included in the object code expenditures. The total amount of administrative costs (direct administrative costs included in the cost categories, plus any indirect costs) should be shown in the administrative costs box near the bottom of each budget page. Administrative costs, including indirect costs, are optional.

Be sure to include and describe the planned expenditures for each activity indicated on the Activities tab.

Charter School Participation

For federal program participation, charter schools within an LEA are to be considered in the same fashion as all other public schools in the LEA. Charter schools that have been designated as LEAs receive separate allocations and are not included in a local school district's CFSGA.

Specific rules apply to participation by new charter schools and to charter schools that have significantly increased enrollment. LEAs may wish to contact a department program staff member for additional assistance about properly serving charter schools. More detailed guidance concerning charter school participation in the CFSGA programs is available by contacting an SDE program contact person or by visiting:

<http://www.ed.gov/policy/elsec/guid/charterguidance03.doc>

Other Program Guidance:

Funding Transferability for LEAs (Title VI-A, Subpart 2)

In the table on the budget link provide the total number of transferred funds to and from each eligible program and the total amount of funds transferred to and from each eligible program.

Additional Resources:

Title I-C: <http://www.ed.gov/about/offices/list/oese/ome/index.html>

Title II-A: <http://www2.ed.gov/programs/teacherqual/guidance.doc>

Title III: <http://www.ed.gov/about/offices/list/oela/index.html>

Title IX-E: <http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>

PROGRAM DESCRIPTIONS

About the No Child Left Behind Act

For information on ESEA Reauthorization go to:

<http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf>.

The No Child Left Behind Act of 2001 authorizes all of the programs included in Idaho's CFSGA. On January 8, 2002, the Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized and substantially revised by the No Child Left Behind Act of 2001 (NCLB). The previous reauthorization of ESEA, the Improving America's Schools Act (IASA), occurred in 1994.

The NCLB is intended to produce fundamental reforms in classrooms throughout America. The law provides officials and administrators at the school, local education agency (LEA), and State levels substantial flexibility to plan and implement school programs that will help improve the achievement of all students and close the achievement gap between disadvantaged and minority students and their peers.

At the same time, the law will hold school officials accountable--to parents, students, and the public--for achieving results. These and other major changes to the ESEA through the No Child Left Behind Act redefine the federal role in K-12 education to better focus on improving the academic performance of all students.

NCLB is guided by a set of basic principles emphasizing that successful academic performance depends upon schools that:

- Provide instruction that, based on rigorous research, will improve student achievement;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe, drug-free, and conducive to learning; and
- Are accountable to the public for results.

The complete law and detailed summaries are available on the U. S. Department of Education's website at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

Title I-A - College and Career Ready Students

Title I-A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), provides LEAs with extra resources to help improve instruction in high-poverty schools and to ensure that children from low-income families and minority children have the same opportunity as other children to meet challenging State academic standards. NCLB incorporates major education reforms, particularly in the areas of assessment, accountability and school improvement. The law requires States to develop standards in reading and math, and to develop on-grade level assessments linked to those standards for all students in grades 3–8, and one grade level in high school. LEAs must use Title I-A funds for activities that are based on scientifically-based research, which means they have been proven effective in helping students meet these State standards.

Program Purposes -

- Supports schools and LEAs in providing high quality opportunities for students in high poverty schools to meet challenging State content and performance standards.
- Promotes extending learning time in accelerated rather than remedial classes through new provisions.
- Expands eligibility for schools to operate Schoolwide Programs that serve all children in high poverty schools.
- Supports achievement of effective transitions: preschool to school, and school to work.
- Establishes accountability based on results, drawing data from the Statewide assessments and reducing duplicate testing.
- Increases effective parental participation.
- Assures fair and equitable participation of private school students.
- Supports coordination with health and social services.
- Assures highly qualified staff.

Funding -

Funds are distributed to schools based on the number of low-income children rather than on achievement scores. Grant allocations are based primarily on data provided to the U.S. Department of Education by the U.S. Bureau of the Census. Title I-A funds are allocated to LEAs through four statutory formulas—Basic, Concentration, Targeted, and Education Finance Incentive Grants.

- Funds are provided to supplement State and local efforts and may not be used in a manner that supplants regular education responsibilities and programs. LEAs must use Title I-A funds to pay for *extra educational services* to enable all students to meet challenging State standards.
- Funds are to be used to create opportunities which extend learning time, minimize pull-out programs that remove children from the classroom, support instructional programs of advanced rather than rote skills, implement accelerated curriculum strategies rather than remedial drill and practice, and which use effective strategies based on research.

Models -

- Schoolwide Programs. Schools that have a high percentage of low-income students can operate “Schoolwide Programs,” in which Title I-A funds can be used to benefit the educational program for the school’s entire student population. Under Idaho’s approved flexibility waiver, schools with less than 40% poverty and identified to write a Rapid Improvement plan or Turnaround Plan, may plan for and operate as a Schoolwide program. The poverty threshold for Schoolwide planning is 40 percent. A one-year planning period is required to become a Schoolwide Program school.

Schoolwide Programs must have a plan approved by the LEA and acknowledged by the SDE before operating as a Schoolwide School.

- Targeted Assistance Programs. Other Title I-A schools, called Targeted Assistance schools, may only spend their Title I-A funds on identified Title I-A students and the staff who serve them. Students must be prioritized by greatest need, and those most at-risk for failure must be served first. Students identified for supplemental intervention in a targeted assistance program, must be identified based on multiple, educational, objective criteria.

Eligibility -

- A child who is homeless and attending ANY school in the LEA is eligible for Title I-A services.
- Any child who has received support from Title I-B Even Start programs is automatically eligible for Title I-A services.
- Any child who has been in a Neglected or Delinquent institution or facility is automatically eligible for Title I-A services.
- Any child who has received services in a Migrant Education program in the last two years automatically qualifies for Title I-A services.

Private School Services -

Title I-A mandates that LEAs receiving funds provide services on an “equitable” basis to private school students residing in their jurisdictions. It also requires equitable inclusion of private school parents and teachers in parent involvement and professional development activities.

Requirements for consultation with private schools include meetings of LEA and private school officials that must occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate. Consultation must include a discussion of service delivery mechanisms the LEA can use to provide equitable

services to eligible private school children. To insure timely and meaningful consultation, the LEA must consult with appropriate private school officials. For more information on equitable services visit:

http://www.sde.idaho.gov/site/title_one/equitable.htm and
http://www.sde.idaho.gov/site/title_one/webinars.htm

Teacher Quality –

All Title I-A teachers newly hired after the first day of the 2002-03 school year must be “highly qualified.” New teachers must be certified by the State, endorsed in the area they teach and must hold at least a bachelor’s degree.

In Title I, this means a K-6 or K-8 certification for elementary/middle school, and a 6-12 or 9-12 certification for middle school/high school AND endorsed in reading or math. Detailed information about certification requirements and Housse is available on our website at: http://www.sde.idaho.gov/site/teacher_certification/HQT/.

All instructional paraprofessionals who work in a Schoolwide program or who are paid from Federal funds in a Targeted Assistance program must meet professional qualification requirements. This includes a high school diploma (or equivalent) and two years of study at an institution of higher education (32 academic credits), OR an associate’s degree or higher OR pass the ETS Paraprofessional Assessment. Information and Policy Guidance are located on the State Department of Education website at: <http://www.ed.gov/policy/elsec/guid/paraguidance.pdf>.

Title I-C – Migrant Education Program

Migrant Education Program funds must be used to provide “priority for services” to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State content standards and State student performance standards, and whose education has been interrupted during the regular school year.

The purposes of the migrant education program are to:

- Support high quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging, State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to 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 do well in school, and to prepare such children to make a successful transitions to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reform.

Title I-C funds may be used to provide the following types of services:

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school); and
- Support services (e.g., educational related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation).
- Migrant Education Program funds must be used to **FIRST** provide services to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State content standards and State student performance standards, and whose education has been interrupted during the regular school year. These Migrant students are identified as “priority for service” or PFS.

Please Note: LEAs can reserve a cap of 2% of the total Title I-C allocation for administrative use. **In addition** to the administrative funds cap, districts that have applied for indirect cost rates and been approved can take that proportionate amount also.

Title I-D SubPart 2 - Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

Program Purposes -

- Improve educational services in local and state institutions for Neglected or Delinquent children and youth to provide them opportunity to meet the same challenging state academic achievement standards all children are expected to meet.
- Provide Neglected or Delinquent children and youth the services needed to make a successful transition from institutionalization to further schooling or employment.
- Prevent at-risk youth from dropping out of school and provide them, as well as those returning from institutions, with support systems to continue their education.

Overall Requirements –

LEAs must:

- Be the fiscal agent for the Neglected/Delinquent institution or facility and oversee all program components and requirements.
- Submit annual survey count of eligible students residing in a Neglected/Delinquent institution or facility within the LEA to the SDE by November 30th for the following school year.
- Submit one annual Neglected/Delinquent Application, which includes all Neglected/Delinquent facilities, for approval to the SDE by June 30.
- Submit separate annual Neglected/Delinquent Evaluations for each facility to the SDE by August 15th.
- Use Evaluation results to plan and improve subsequent programs, and to improve the number of students returning to high school or to reduce the dropout rate. Transitional programs should be a high priority.

Neglected –

Funds are included in the LEA's basic Title I-A allocation based on the program designation and survey count submitted each December, and are set aside from the amount made available to public schools. The application is the same as the one required for Delinquent institutions and due to the SDE for approval by June 30.

Delinquent –

A separate allocation is made based on the program designation and survey count submitted each December. The application is the same as the one required for Neglected institutions and due to the SDE for approval by June 30th.

Additional Information –

Link to application and detailed program requirements are posted on the SDE website at: <http://www.sde.idaho.gov/site/neglected/>

Title II-A: Improving Teacher Quality Grants

Overview –

Title II-A authorizes a formula grant program that combines the Eisenhower Professional Development and Class-Size Reduction programs into a single program that focuses on preparing, training, and recruiting high-quality teachers.

The purpose of Title II-A is to help achieve the goal of ensuring that there is a highly qualified teacher in every classroom. Program purposes include:

- Increasing student academic achievement by improving teacher and principal quality and by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools;
- Holding schools and LEAs accountable for improvements in student academic achievement; and
- Holding schools and LEAs accountable so that all teachers teaching core academic subjects in public elementary schools and secondary schools are highly qualified

Allowable Activities Include -

- Providing innovative professional development activities that improve the knowledge of teachers and principals, and, where appropriate, paraprofessionals;
- Tenure reform, merit pay, and testing of elementary and secondary school teachers in the subject areas taught by such teachers;
- Recruiting, hiring, and retaining highly qualified teachers, principals, and pupil services personnel; including scholarships, signing bonuses or other financial incentives, such as differential pay; and mentoring to teachers and support for novice teachers and principals;

Major Features of Title II-A -

- Flexibility - Allows LEAs flexibility to allocate funds among professional development, mentoring, and other teacher quality activities.
- Addresses All Academic Subject Areas - There is no priority for any particular curricular area (i.e., mathematics and science). Activities and expenditures must be based upon the results of a local needs assessment.
- Needs Assessment - LEAs must conduct an assessment of local needs for professional development and hiring, as identified by LEA and school staff. The needs assessment is required to be conducted with the involvement of teachers, including teachers participating in programs under Title I-A. The assessment must take into account, among other things, the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, to provide students with the opportunity to meet challenging State and local student academic achievement standards.
- Local Uses of Funds - In addition to teacher preparation, training, and professional development, allowable local activities include teacher and principal recruitment and retention initiatives, signing bonuses and other financial

incentives, teacher and principal mentoring, reforming tenure systems, merit pay, teacher testing, and pay differentiation initiatives.

- Class-Size Reduction - Title II, Part A funds may be used to reduce class size **if** the initiative has been based on a needs assessment and meets the criteria listed below which have been established by scientifically based research. **The impact on student achievement must be measurable.**

Class Size Reduction Criteria

1. Based upon a needs assessment,
 2. Must reduce class size to 17 or fewer,
 3. In grades k-3,
 4. In classes taught by highly qualified teachers, who adjust instructional strategies to fit reduced-class size,
 5. For schools with at risk populations of students,
 6. Where the effort is sustained for the cohort group for at least 2 years
- Allocations to LEAs - Subgrant amounts are determined by formula. LEAs first receive the amount they received from FY 2001 funds for the Eisenhower Professional Development State Grants and Class-Size Reduction programs. Any additional funds are allocated based 20 percent on child population (ages 5 to 17) and 80 percent on child poverty.

Private schools -

Private school teachers may participate on an equitable basis with public school teachers in professional development activities under Title II-A. However, private schools may not participate in class size reduction activities.

Calculations of a private school's equitable amount require knowledge of certain federally funded professional development expenditures in the 2001-2002 school year. LEAs should contact SDE Title II-A staff for assistance in determining the appropriate amount for private school participation in Title II-A.

Title III - Language Instruction for Limited English Proficient Students and Immigrant Children

Overview-

Title III provides LEAs with extra resources to help improve English language and academic content instruction for limited English proficient (LEP) students to ensure these children have the same opportunity as other children to meet challenging State and local linguistic and academic standards. LEAs must use Title III funds for activities that are based on scientifically-based research, which means they have been proven to be effective in meeting the needs of this particular population of students.

Program Purposes-

To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings.

- To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children.
- To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Funding-

Funds are allocated to LEAs through a non-competitive sub-granting formula which is based on the number of LEP students a district reports having to the State Title III/LEP Program. LEAs use Title III funds to implement language instruction educational programs designed to help LEP students achieve local and State linguistic and academic standards. Funds are also used to provide high-quality professional development in language acquisition to all staff working with LEP students.

Accountability- State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

Title III Immigrant Funds

District eligibility for Title III Immigrant funds is calculated according to the following formula: *a significant increase of emergency immigrants reported, over the average increase of emergency immigrants in the district in the past 2 years.*

Only districts that qualify for Immigrant funds will be eligible to submit an application for funding. These funds will be allocated through a competitive grant process.

Accountability- State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

State Limited English Proficient (LEP) Program - Language Instruction for Limited English Proficient Students and Immigrant Children

Overview-

For the State LEP program, a student may be considered as LEP, if they have a home language other than English and test below the proficient level for English language acquisition, on a state-approved test. All students who qualify for services in the LEP program are counted for state and federal funding purposes. However, the U.S. Department of Education has clearly stated that no students can receive funds if they have exited the LEP program and are on the two-year federally mandated monitoring status.

Program Purposes-

State LEP funding enables districts to provide core English Language Development (ELD) services required under Title VI of the Civil Rights Act of 1964 to provide “core language instruction educational programs and services for limited English proficient (LEP) students.” The LEP program must meet LAU (1974) requirements which state “Under these state-imposed standards there is no equality of treatment merely by providing the same facilities, textbooks, teachers and curriculum for students who do not understand English effectively.” And Castañeda (1981) requirement which includes a three-part test formulated by the Fifth Circuit Court of Appeals. The three-part test includes the following criteria:

1. It must be based on “a sound educational theory.”
2. It must be “implemented effectively,” with adequate resources and personnel.
3. After a trial period, it must be evaluated as effective in overcoming language barriers.

Funding-

The State allocation for the LEP program is determined annually by the Legislature. The budget is finalized by the end of the Legislative session. The SDE administers and distributes State LEP program funding. The LEP student count by district is due annually in April to the State Title III-LEP Coordinator. Districts will submit the number of LEP students and the number of LEP1 (L1) students they have served during that school year. District allocations are determined by the number of LEP students in a district. Each district is given a per student amount. No other calculations are used. Monitored student, LEPX1, and LEPX2, are not included in the calculations for funding.

Title VI-A 2 - Funding Transferability for Local Education Agencies & Title VI-B 1 - Alternative Uses of Funds Authority

LEAs wishing to use either the transferability authority or the alternative uses of funds authority should consult with a SDE CFSGA program contact person for specific details and for instructions about how to include such uses of funds in the on-line plan. LEAs identified for improvement may have restrictions placed on the transferability authority.

Use of these alternative authorities requires specific procedures, including advance notification, and also places additional responsibilities on LEAs. All transferred funds are subject to each of the rules and requirements applicable to the program to which the funds are transferred.

In general, Small and Rural LEAs that qualify for the Rural Education Achievement Program will not use the transferability authority in Title VI-A. An SDE program contact person can help determine which, if any, alternative use of funds authority would be beneficial.

Title VI-B – Rural and Low-Income School Program

Projects/Use of Funds – Please select all radio buttons that apply to your application as to which activities you will be using your RLIS funds. Please be specific when completing the narrative for Activities/Objectives and Goals.

Budget- Your allocation will be pre-populated for you if you are receiving RLIS funds. You will need to add in your carryover. Enter planned expenditures for each applicable object code. If you are unsure how a specific expenditure should be classified, check with the LEA business manager.

Flexibility- This is asking if you are planning to use REAP Flex authority under the Small, Rural Schools Achievement Program (SRSA).

If you select yes, you will need to consult with the SDE CFSGA program contact person for specific details and for instructions about how to include such uses of funds in the on-line plan.

Use of these alternative authorities requires specific procedures, including advance notification, and also places additional responsibilities on LEAs. All transferred funds are subject to each of the rules and requirements applicable to the program to which the funds are transferred.