

TITLE I-A

HANDBOOK FOR SCHOOLS

Title I-A funds are used by PreK-12 schools with higher percentages of socio-economically disadvantaged students to provide additional academic supports and learning opportunities. These Title I-A funds are intended to ensure that all students receive the help they need to meet the current, rigorous state academic standards.

The purpose of this handbook is to provide resources and guidelines on how to navigate Title I-A. Please reach out to the Federal Programs team by submitting a service desk ticket for additional assistance or clarification regarding information contained in the following pages.

Created by: Federal Programs Team

Paulus Administration Center

1309 Ferry St SE Salem, OR 97301

503.399.3353

[Submit a Ticket!](#)

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Annual Title I-A Parent Meeting

An annual meeting is convened to:

- Inform families of the school's participation in Title I-A
- Notify families of their right to be involved
- Explain Title I-A requirements to families
 - These requirements include the dissemination and review of the Parent Involvement Plan (PIP) and Parent Compact. This is required for each school receiving Title I-A funding.

Evidence of an annual meeting **must** include:

- Advertisement(s)/announcement(s)
 - e.g. school newsletter, a picture of the school's reader board, a copy of a phone dialer script or ParentSquare message, etc.
- Meeting agenda
- Sign-in sheets
- A copy of the school's individual Power Point presentation
 - This should also be saved to the school's website for parents that were unable to attend the meeting, as well as be ADA compliant.

NOTE: The Annual Title I-A Meeting is a mandatory requirement and must be conducted within the first six weeks of school.

NOTE: The meeting should be conducted, and all evidence saved to the school's Family Engagement folder on [TEAMS](#), by the end of October each year.

Contracts

All contracted services need to have a fully executed contract in place prior to services beginning. Contracts may be needed for professional learning, parent nights, or specialized instructional opportunities. Any time the school is paying a vendor to perform a service, it is considered a contracted service and will need a contract. The QAMs below give detailed instructions on how to initiate a contract. Depending on the cost of the services, the school will use one of the contract procedures below. For additional assistance regarding contracts, please reach out to Procurement and Contracting Services by using the Help Desk.

- For contracts of \$3,000 or less, refer to:
 - Procedure QAM: [PUR-P004](#)
 - Personal/Professional Services Contract, Under \$3,000 QAM: [PUR-F020](#)
- For contracts greater than \$3,000, refer to:
 - Procedure QAM: [PUR-P005](#)
 - Personal Services Contract Worksheet QAM: [PUR-F022](#)

Before beginning a contract funded with Title I-A dollars, the school will need to complete the Grant Pre-Expenditure form, with backup documentation, that provides a detailed explanation of why the services are needed and how they tie back to the school's approved plan.

NOTE: Approval from the Federal Programs Department is only the first step in the process and does not guarantee a contract. Acquisitions exceeding \$10,000 require a competitive process. Depending on the amount of money being spent and the complexity of the purchase/service, this could take eight to ten (8-10) weeks. Please plan accordingly.

Family Engagement

Engagement with families is a critical component to school planning. Families, Parents, and Guardians should be included in the planning process of the Schoolwide Plan and in other Title I-A funded activities.

The law requires capacity building activities that address the following goals:

- Provide families an understanding of state academic standards and how to monitor their student's progress and work with educators to improve their student's achievement.
- Provide materials and trainings to help families work with their student(s) to improve their achievement. (e.g. family workshops, supplemental literacy materials for long school breaks)
- Educate school staff on the value of family participation and how to work with families as equal partners, building ties between families and the school. (e.g. professional development, activities that invite families to present).
- Inform families of other Federal, State, and local programs available to support, including public Early Learning programs, to encourage their participation.
- Communicate information related to school and family programs, meetings, and activities in a format and language accessible to all families (e.g. utilizing multiple formats, language translations, and varying meeting times).

Documentation

Evidence of all engagement efforts should be saved to the school's Family Engagement folder on [TEAMS](#). Appropriate documentation includes:

- Advertisement(s)/announcement(s)
 - e.g. school newsletter, a picture of the school's reader board, a copy of a phone dialer script or ParentSquare message, etc.
- Meeting agenda
- Sign-in sheets

NOTE: Advertisement(s)/announcement(s) should be included in the pre-approval request as backup documentation.

Parent Compacts

Each Title I-A school develops, in partnership with Title I-A and Migrant parents, a Parent Compact. Schools distribute Compacts to parents annually. A copy should be saved in the school's Family Engagement folder on [TEAMS](#).

Parent Involvement Plan (PIP)

Each school building has a Parent Involvement Plan. The plan is made available for review to the local community and is updated periodically. A copy should be saved in the school's Family Engagement folder on [TEAMS](#).

QAM: [ISS-A001](#)

In the event of an audit, the following will be reviewed:

- Copy of building PIP
- Evidence of distribution of PIP to parents
- Evidence of review process of PIP

Fiscal Years – Title I-A Grant vs. District

The **District's** fiscal year is July 1st-June 30th. The **Title I-A Grant** ends on September 30th of each year. Always keep in mind the district's fiscal year dates, even though the grant extends beyond the June 30th cutoff.

- Any purchased items received, or time worked, prior to July 1st needs to be recorded in that fiscal year.
- Any items received, or time worked, after June 30th needs to be recorded in the new fiscal year.
- All payroll entries will need to be entered in the September payroll warrant.
 - Work performed after September 15th should be charged to the October payroll warrant, which resides in the new Grant budget.

To meet the Title I-A Grant deadline of September 30th, all orders using Title I-A funds must be received by September 30th. If items arrive after September 30th, they will either be charged to the school's new Grant budget or the school's General Fund.

Inventory

All assets purchased with Federal funds with the intention of lasting more than one (1) school year (non-consumables, textbooks, classroom library books, or computer hardware) must be labeled and recorded on an ongoing inventory sheet. Each Title I-A school is responsible for updating their running inventory list saved to their school folder on [TEAMS](#).

Required Information:

- Vendor
- Description of item(s)
- Funding source (usually Title I-A, but there are exceptions)
- Purchasing method (Purchase Order, ProCard, etc.)
- Physical location of item(s)
- Date of purchase
- Individual cost of item
- Total order cost
- Means of Disposal
 - Rather than deleting a line item that becomes obsolete, simply list the means of disposal with the date included

NOTE: Disposed items must remain on the inventory sheet for five (5) years after disposal.

There is no dollar threshold; every purchased asset should be labeled and added to the inventory sheet. Computer hardware does not need to be listed on the school's inventory sheet as it is included on the District's Technology inventory sheet.

NOTE: Consumable supplies should **never** be added to the inventory sheet.

McKinney-Vento Program

The McKinney—Vento Program (MVP, formerly known as STEP) is the department within the school district whose staff work directly with our students experiencing homelessness, where “homelessness” is defined as the lack of a fixed, regular, and adequate residence.

- A fixed residence is one that is stationary, permanent, and not subject to change
- A regular residence is one that is used on a regular (i.e. nightly) basis
- An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments

Examples include, but are not limited to, transitional or emergency shelters; camping grounds, vehicle, RV parks; "doubled-up" housing or overcrowded conditions; motels, hotels, short-term rate apartments; and Runaway, Abandoned, Emancipated, or Unaccompanied youth. The Student Registration and Enrollment Manual should be referenced for detailed information.

The school district's Liaison and Advocates are assigned to support students experiencing homelessness. Each school has a McKinney-Vento Program Point of Contact, also known as a Student Advocate.

QAM: [ISS-W046](#)

Payroll/Sub Entries

Payroll should always be entered and paid during the work period the time was earned within. The district's payroll window is the 16th-15th of every month. Any Title I-A staff payroll entries (Timesheets, formerly TARS) should be saved in the school's "Monthly Payroll Docs" folder on [TEAMS](#) as backup documentation in the event of an audit. Timesheets should contain all pertinent employee information including staff's name and ID number, as well as date(s) worked, hours worked, why the work was being done, and the employee's signature. Supervisor signatures are required on all Timesheets. A sign-in sheet with the same information is acceptable for events where there are multiple employees participating, such as Professional Learning opportunities. The time entry in Munis should include a specific note as to why additional time is being paid (e.g. "Title I-A Literacy Night"). In the event of an audit, both payroll entry and absence entry records are pulled, so be as descriptive and transparent with the entries as possible.

When substitutes are needed using Title I-A funds, make sure the entry is placed into Frontline Absence Management (formerly AESOP); a descriptive note is needed in the "Notes to Administrator" field. If the note is not clear or if it does not appear to tie back to the school's plan, the school may be asked to explain the entry in further detail.

NOTE: After the forms have been uploaded to [TEAMS](#), without any errors, any physical copies can be shredded.

Pre-Approvals and Expenses

All Federally funded expenses need to have Pre-Approval from the Grant Supervisor. In the event a Pre-Approval is not gained prior to making a purchase or paying an expense, the school or department runs the risk of funding the expense themselves, especially if the expense is not allowable. **Examples of expenses not allowed with Title I-A dollars for schools would include food for staff, prizes, and furniture.** All Pre-Approvals should include backup documentation (e.g. shopping cart screenshots, quotes, a list of items needed, conference information, contractor information, etc.).

Examples of common Title I-A expenses that should have Pre-Approval and backup documentation:

- Materials/Supplies
 - Consumable supplies (light refreshments for family nights, giveaways, etc.)

- Non-consumable supplies
- Hardware
- Software.
- Contracted Services
- **Print/Mail**
- Sodexo Orders
- Central Stores Orders
- Travel

NOTE: Payroll/Sub entries do not require pre-approval, they are reviewed within Munis and Frontline. Please refer to the Payroll/Sub Entries section within this handbook.

NOTE: Direct purchases (PO or Procard) are recommended over staff reimbursements. If a staff member needs to make a purchase, and will be reimbursed, Pre-Approval is still required, and a list of items to be purchased should be included as back up. **Petty cash is never allowed for grants.**

Pre-Expenditure Forms:

- [SharePoint Federal Grant Pre-Expenditure Application](#)
 - SharePoint Quick Reference Guide **QAM:** [ISS-Q001](#)

Records Retention

Assuming all appropriate documentation is saved to [TEAMS](#) and uploaded into Munis, the school's responsibility should be minimal, but ongoing.

TEAMS Uploads

- Budget Narrative (including separate tabs for any revisions)
- Copy of the school's latest needs assessment
- Family Engagement Documentation
 - Annual meeting documents
 - Documentation of any family/community activities
 - Parent Compact
 - PIP
- T&Es, Fixed T&Es, Work Assurances
- Ongoing Inventory Log

Munis Uploads

- Approved Pre-Approval documentation for all purchases
- Notes on all payroll entries
 - Any Title I-A staff payroll entries (Timesheets) should be saved in the school's "Monthly Payroll Docs" folder on [TEAMS](#) as backup documentation in the event of an audit
- Appropriate documentation for any reclasses

Schoolwide Planning Process

Title I-A school wide plans should be reviewed and updated annually. This review is part of a continuous improvement process and should include all members of the school

community. School Needs Assessments should inform the goals of the school level plan, be completed with 3-year goals, and be conducted at least every three years.

Seasonal Timeline

Spring

- Templates for Title I-A schoolwide planning for the upcoming school year become available.
- Initial staffing conversations will start with Federal Programs Team, HR, and Title I-A schools.
- May – Schools may realign their Title I-A budget narratives across Functions
 - If the school goes over in a Function at grant end, a reclass will be necessary to move the overage to either the school's Gen Funds or their new Title grant.
 - Any new projects have to be approved by ODE before they are allowable.

Summer

- Prior to leaving for summer break – Title I-A schools are expected to have balanced and completed drafts of their upcoming Title I-A budget and plan.
 - All projects written into the school's budget narrative should directly tie back to the needs assessment for that school
- Returning from summer break – Final adjustments made to schoolwide plans by end of August.

Fall

- September – Federal Programs team will submit Title I-A application to ODE.
- Schools will be notified by Federal Programs Team once grant funds are available for use.
- Title I-A grants end September 30th of each year.
 - If the school goes over in a Function at grant end, a reclass will be necessary to move the overage to either the school's Gen Funds or their new Title grant.
 - Any new projects have to be approved by ODE before they are allowable.

Winter

- January – Schools may realign their Title I-A budget narratives across Functions

School Needs Assessment

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment process, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community. The purpose of this consultation is to examine relevant academic achievement data to better understand students' most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data related to students, educators, and schools in order to evaluate those needs.

The ORIS process is grounded in implementation and improvement sciences, and multi-tiered delivery systems, and is built upon a foundation guided by equity principles. The domains of this

framework include Leadership, Talent Development, Stakeholder Engagement & Partnerships, Inclusive Policy & Practice, and Well-Rounded Coordinated Learning Principles. These domains represent the evidence-based systems that districts, and schools, need to ensure demonstrate proficiency to achieve desired outcomes for their educational communities. The self-assessment format encourages teams of educators to engage in conversations while considering the guiding questions, and possible sources of evidence, as they substantiate the scores they assign to each indicator. This process creates an important source of information for district and school teams to use when they develop their improvement plans.

Creating a Schoolwide Plan

Supplement Not Supplant

What the Law Says: The Every Student Succeeds Act (ESSA) requires districts and schools to supplement, not supplant, the state and local funds they would otherwise spend on education. Generally, this means, ESSA funds should add to (supplement) and not replace (supplant) state and local funds.

Schoolwide Plans

A Title I-A Schoolwide Program (SWP) is a comprehensive reform strategy designed to upgrade the entire education program within a Title I-A school. The school will prepare a comprehensive SWP that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students. These benchmarks are met by placing a focus on the needs identified in the needs assessment. The SWP must include a description of how the implementation of the school's strategies will provide opportunities and address the learning needs of all students in the school, including the needs of the lowest-achieving students. The plan must also contain descriptions of how the methods and instructional strategies outlined by the school will: strengthen the overall academic program; increase the amount, and quality, of learning time; and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results.

Schools should evaluate the plan annually, use data from the State's assessments, and evaluate other student performance and perception data to determine if the SWP has been effective in addressing the major problem areas and increasing student achievement, particularly for the lowest-achieving students. As necessary, schools must annually revise the plan based on student needs and the results of the evaluation to ensure continuous improvement.

Examples of Title I-A Expenditures in Schoolwide Programs:

- Before/After school interventions
- Counseling
 - e.g., school based mental health programs, student mentoring services, and other strategies to improve students' nonacademic skills
- Response to Intervention (RTI)
- School climate interventions
 - e.g., anti-bullying strategies, PBIS, MTSS, etc.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including literacy and math nights
- School-based Professional Learning
 - e.g., Thinking Maps, MTSS/PBIS/RTI, Summer Buy Back Days, AVID Summer Institute

NOTE: Effective June 2023, a copy of the School Improvement Plan must be uploaded to the school's website and updated annually.

Staffing

In the Spring of each year, staffing meetings will be held with individual Title I schools, the Federal Programs team, and Human Resources. Upon completion of the school's Title I staffing in their Schoolwide Plan, the Federal Programs office will complete any necessary Title I-A PAFs or requisitions to hire in Frontline.

Employees paid in part, or in full, by a Federal grant must maintain appropriate documentation to comply with Federal guidelines for personnel expenses. All forms should be uploaded to the "T&E.FIXED.WA" folder on [TEAMS](#). There are 3 different forms for documentation noted below:

- **Monthly Time & Effort** – a form filled out each month by an employee whose position is split-funded (not fully funded with a sole Federal funding source). It should be signed by both the employee and the employee's supervisor monthly. Backup documentation is necessary - a work calendar would be appropriate. Each work day on the monthly form should equal the hours the employee works per day.
 - QAM: [FIS-F014](#)
- **Fixed Time & Effort** – a form filled out twice per year (end of January and end of May) by a split-funded employee who holds more than one position within the school or department and each position has a different funding source. The form is filled out and signed by the employee and the employee's supervisor after the completion of the work. A copy of the employee's schedule is required with the Fixed Time & Effort form as backup.
 - QAM: [FIS-F031](#)
- **Work Assurance** – a form filled out twice per year (end of January and end of May) by an employee who is fully funded with a sole Federal funding source.
 - QAM: [FIS-F027](#)

NOTE: Please download a copy of the form before filling it out.

NOTE: Staff should complete their own reports. Office Managers may coordinate the submission of the form and obtain a supervisor's signature.

NOTE: For any questions regarding T&Es, Fixed T&Es, or Work Assurances, please [Submit a Ticket](#).

Periodically, staffing changes during the school year. All required documentation should be uploaded to [TEAMS](#) before the staff member leaves the position, school, or district. Some employees might have a change in FTE or funding source mid-year - this may mean a change in the type of documentation that is required. Additionally, the type of documentation may change year-to-year for the same staff, depending on how the funding is allocated for their position.

Common Examples:

- **Employee A** starts the school year out as a 4-hour (0.50 FTE) Title I-A funded Bilingual IA and a Work Assurance is the required document. In October, employee A receives an additional 2 hours (0.25 FTE) of Bilingual IA time from the General Fund. The employee will now need a monthly Time & Effort form starting the first day of the change through the end of the year.
- **Employee B** starts the school year out as a 4-hours (0.50 FTE) Title I-A funded Bilingual IA and a Work Assurance is the required document. In November, employee B receives an additional 2 hours (0.25 FTE) of School Office Specialist time from the General Fund. The employee will now need a Fixed Time & Effort (with a copy of their schedule) starting the first day of the change through the end of the school year.
- **Employee C** starts the school year out as a full-time split funded Bilingual IA (0.50 FTE Title I-A and 0.50 FTE General Fund) and a monthly Time & Effort is the required document. In February, employee C becomes fully Title I-A funded instead of split 50/50. Employee C will now need a Work Assurance starting the first day of the change through the end of the school year.

Budget Responsibilities

School plans and budgets are kept together in an Excel document on [TEAMS](#), which allows Office Managers and Principals to notate upcoming expenses and/or encumbrances in a single document.

The expenses are updated monthly in the Excel document by the Federal Programs team. This is typically done after payroll has posted in Munis to reflect the most current snapshot of the school's budget.

It is the responsibility of the **Principal** to make sure the expenses follow the school's plan, which should tie back to the school's needs assessment. Principals and Office Managers should review the budget at least monthly to make sure spending is on track. Budgets may be realigned between **Functions** (Instruction, Family Engagement, and Professional Learning) twice per year in January and May. During the budget realignment process, the plan and budget dollars need to be updated in conjunction with each other to reflect the changes. If a school overspends in a **Function**, it is expected that they modify their plan to realign dollars from another **Function** to cover the overage. Overspending on a specific **Object Code** (additional earnings, consumable supplies, travel, etc.) is acceptable if the overall **Function** is not overspent and the expenses tie back to the school plan.

Reclass: when an expense hits an incorrect account and needs to be corrected. **QAM:** [FIS-F009](#)

In the event an expense hits a school's Title I-A budget that should be charged elsewhere (or vice versa), the **school** will be expected to complete a reclass, with appropriate backup documentation, within two weeks of discovering the error.

- When completing a reclass concerning payroll (additional earnings, FTE, substitutes), the school must also include the Associated Payroll Costs (APC). APC includes the object codes for PERS, Social Security, and Other Payroll Costs which are all reflected on an employee's 422 report (found on Business Objects in Munis).
 - If reclassing FTE, insurance will also need to be included.

Most of the staffing for Title I-A takes place in the spring of the prior school year, much like staffing from other funding sources, but it will often continue into the summer and fall. Title I-A is intended to provide supplemental staffing that will tie back to the needs of the individual school. Given that most school needs tend to focus on Family Engagement or instructional interventions, most positions will relate to that work.

Common Positions Hired with Title I-A Funding

- Basic Skills Teachers (math or literacy)
- Behavioral Specialists
- Counselors
- Community School Outreach Coordinators (CSOCs)
- School Instructional Mentors
- Paraprofessionals – Bilingual Instructional Assistants, Instructional Assistants, SPIAs, etc.
 - **NOTE:** All paraprofessionals at Title I-A schools must be highly qualified, regardless of funding source. Because paraprofessionals provide instructional support, they **should not** provide planned direct instruction, or introduce students to new skills, concepts, or academic content.

Highly Qualified Qualifications

Paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, paraprofessionals working in a program supported with Title I-A funds must have:

- Completed two years of study at an institution of higher education; or
- Obtained an Associate's Degree (or higher); or
- Met a rigorous standard of quality **and** be able to demonstrate knowledge of, and the ability to assist in: instruction, reading, writing, and mathematics (or, as appropriate: reading, writing, and mathematic readiness)
 - **NOTE:** Ability to demonstrate must be completed through a formal State, or local, academic assessments