

Title I Allowable Activities

Please access this document frequently as it will be updated on a regular basis

Title I, Part A - Targeted Assistance (To work with identified caseload only)

Categories	Title I Non-allowable Costs	Title I Allowable Investment Strategy Cost Requirements	Title I Allowable Investment Strategy Cost Indicators	Considerations
Remediation	<ul style="list-style-type: none"> • Can't replace basic curriculum must be a double-dose • Must be supplemental and not supplanting • Services required in an IEP • May not be used to identify the Title I caseload 	<ul style="list-style-type: none"> • Intervention teacher/specialist (reading/ELA/math) to work with identified caseload • During school year – small group, one-to-one, and push-in classroom interventions • Family literacy services • Extended Day – afterschool remediation (homework clubs for Title I students) • Intersession and summer school programs for Title I caseload only • Equipment and supplies to support the Title I program • Progress monitoring assessments to drive instruction for the Title I caseload only. 	<ul style="list-style-type: none"> • Is it reasonable & necessary? • Is it supplemental instruction (or materials and supplies)? • What intervention model is used – push-in in the classroom, pull-out small group or one-to-one? • Is the instructional practice evidenced-based? • Is only the Title I caseload receiving the benefits of the expenditures? 	<p>Goal is to help participating students meet the State's student performance standards by:</p> <ul style="list-style-type: none"> • Use effective instructional strategies • Give primary consideration to providing extended learning time (extended school year, before/after school programs, and summer learning opportunities) • Provide an accelerated high-quality curriculum • Minimizing removing students from the regular classroom during regular school hours (may not be taken from times of Core Academic Instruction) • Coordinating with the regular education program • Instruction by licensed teachers • Increasing parental involvement • Pull out allowed, but discouraged

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Special Populations - Early Education	Universal preschool Services required by Act 166, costs associated with the first 10 hours/week of instruction as required by state law.	<ul style="list-style-type: none"> Additional services for the Title I caseload of preschooler beyond the required 10 hours/week. 	<ul style="list-style-type: none"> Are the costs reasonable, necessary, and allocable? Early Ed – costs for teachers, supplies, and even rental space is allowable 	<ul style="list-style-type: none"> Eligibility for participating students must be determined by multiple, age-appropriate measures 3-5 year olds are the “typical” target group; but can be served from birth to the age that the public school provides free services.
Special Populations - Homeless students		<ul style="list-style-type: none"> Remediation for homeless students attending all schools (does not have to be a Title I school) Support services for all homeless children (like clothing, school supplies, etc.) Homeless liaison activities (student identification and support, coordination within and outside LEA) Excess transportation costs to and from school of origin 	<p>This is a mandatory reserve but the amount is up to the LEA (must be at least \$500):</p> <ul style="list-style-type: none"> Cost of an instructor – contract must be with LEA. Support services must enable the students to fully access the educational program of the school. 	<ul style="list-style-type: none"> This set aside was originally set up for those homeless students who attended a non-Title I school. It has been broadened to include all homeless students w/in the LEA. However, this notion of only being used in non-Title I school may persist in some places. As of July 2014, new authority in the Consolidated Appropriations Act expands the allowable uses of Title I funds to support the activities of the LEA homeless liaison and pay for excess transportation costs for homeless students (although these costs must be listed in separate investments).

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<p>Special Populations - Independent School Students</p>	<ul style="list-style-type: none"> Any expenditure that would benefit the independent school. Any equipment purchased must be owned and inventoried by the LEA. May NOT benefit the entire school. Independent schools may not receive direct funds, only services. 	<ul style="list-style-type: none"> Remediation for students who are academically struggling and who live in the geographical area of the LEA and the public school they would have gone to is a Title I school. Instructional support, needs-based professional learning and parental involvement services to benefit the identified Title I caseload. 	<p>Equitable services are mandatory for all independent schools that meet eligibility requirements. SUs must contact all non-profit independent schools in their catchment area to determine eligibility and use the calculation spreadsheet provided by AOE to determine the amount of services the schools are entitled to.</p> <p>Any materials, equipment, or supplies belong to the LEA and not the independent school</p>	<ul style="list-style-type: none"> Do poor students from the SU's TI schools attend the independent school? (calculates set aside amount) Do academically needy students from the SU's TI schools attend the independent school? (establishes caseload) Are the funds available to independent schools enough to provide services that will have a positive, measurable impact on student learning?
<p>Needs-based Professional Learning for Title I Staff</p>	<p>Not for general school staff. For example, one could not hire a "literacy coach," to work with the entire school.</p>	<ul style="list-style-type: none"> PL for staff paid for with Title I dollars and those teachers who have a significant number of Title I students in their classrooms (The PL must be focused on improving instruction for those Title I students. Examples include continuing Reading Recovery training, literacy or math instructional training, etc. focused upon reaching those failing and most at risk of failing students. 	<ul style="list-style-type: none"> Is the PL activity applicable to the type of services the Title I Program is providing? (Literacy training for a literacy Title I Program) Does the PL improve the teacher's ability to work with Title I students? Will it improve the entire supplemental Title I program of the school? Does the PL meet the NCLB definition of high quality PL? 	<ul style="list-style-type: none"> The phrase "and those teachers who have a significant number of Title I students in their classrooms" leads to broad interpretations of "significant." Guidance suggests the Professional Learning directly impact the Title I students.

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		<ul style="list-style-type: none"> Costs of substitutes when the Title I teachers are attending needs-based professional learning. 		
Parent Involvement	<ul style="list-style-type: none"> Not for all the parent involvement activities of the school Stipends for parents Gas or gift cards Door prizes (although educational and family literacy materials may be given) 	<p>Must be directed towards the parents/guardians of the Title I caseload –</p> <ul style="list-style-type: none"> Costs associated with the Annual Title I meeting Parent Liaison Literacy or Math nights Newsletters Classes/Workshops for parents Child Care and other support services needed to enable parents to attend the above offerings and possibly parent/teacher conferences. 	<p>Mandatory 1% of Title I allocation for LEA's with an allocation of \$500,000 or above but even with no required reserve, other LEA's must meet parent involvement requirement of Title I:</p> <ul style="list-style-type: none"> Provide assistance to the parents in understanding such topics as the State's academic content standards and student achievement standards, the State and local assessments, how to monitor their child's progress, and how to improve the achievement of their child; Provide materials and training to help parents work with their children to improve academic achievement; Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, on the value and utility of contributions of 	<ul style="list-style-type: none"> Is the school training teachers to work better with parents? How is the school informing parents of their child's achievement? Are the parents "engaged" in the process of helping their children learn? Are the parents of TI students involved in the planning of the activities that are designed with them in mind?

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			<p>parents and in how to reach out to, communicate with, and work with parents as equal partners;</p> <ul style="list-style-type: none"> • Coordinate & integrate parent involvement programs, to the extent feasible and appropriate, with early literacy and preschool programs and conduct other activities that encourage and support parents in more fully participating in the education of their children; • Ensure information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practical, in a language the parents can understand; and • Provide other reasonable support for parental involvement activities as parents may request. 	

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Reservations/Set – Asides (At the LEA level) - Administration	<ul style="list-style-type: none"> • Not general administrative costs. • Indirect Costs, unless the LEA has applied for a rate from VTAOE. 	<p>10% (combination of direct and indirect costs) of annual Title I allocation is allowed for this purpose. Examples include:</p> <ul style="list-style-type: none"> • CFP (TI) Team leader • Audit • Bookkeeping 	Can be combined with Title IIA allowable admin (8% of the annual IIA allocation) and used as “Consolidated” Admin Funds (we strongly recommend this option).	<ul style="list-style-type: none"> • Do the admin dollars only pay for administering the Title I strategies (or CFP strategies if admin funds are consolidated) in the grant? • Has the LEA applied for and been granted an “Indirect” rate? If not, why not? Indirect rate is part of, not on top of, the allowable 10% for administration.
Reservations/Set – Asides (At the LEA level) - Required PD (professional learning) for School / LEA Improvement	PL that does not address the specific issue that caused identification	<ul style="list-style-type: none"> • For Title I schools in years one and two of School Improvement, these schools must use at least 10% of their Title I allocation for the year for PL that addresses the cause/s for said identification. • Needs-based professional learning (sustained, ongoing, not drive-by). • May be provided internally, by Math/Reading coach, Teacher Leader, etc. 		All teachers within the school may take part.

Please note: Assuming a K-12 student population of more than 1,000 and more than one school per grade span, LEAs must allocate funds to schools via the rules of Targeting and Ranking. [Instruction guidance](#) and choose **Identifying Eligible Title I Schools and Attendance Areas**.

Title I, Part A - School Wide Programs

The school must have an approved schoolwide plan (in Vermont, this is the Comprehensive Improvement Plan) with the 10 required components and that uses the comprehensive needs assessment as the foundation. If the school combines Title I and Title IIA in their schoolwide program then they may do all allowable Title I and Title IIA activities. If only Title I funds are used, then they may only do Title I allowable activities but all students are considered Title I students and all teachers are considered Title I staff. If other federal, state, and local funds are used, then these funds may be used for any activity indicated in the comprehensive improvement plan.

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<p>Remediation</p>	<ul style="list-style-type: none"> • Must supplement and not supplant • Services required by an IEP 	<ul style="list-style-type: none"> • Intervention teacher/specialist (reading/ELA/math) to work all struggling learners – like a RTI approach • During school year – small group, one-to-one, and push-in classroom interventions • Extended Day – afterschool academic supports like a homework club • Intersession and summer school programs focused on improving student academic achievement • Equipment and supplies to support improving students’ academic achievement • Progress monitoring assessments to drive instruction 	<p>Are the strategies reasonable and necessary?</p>	<ul style="list-style-type: none"> • Supplement and not supplant is calculated differently in SWPs. • Becoming Schoolwide is a building level decision. • Schoolwide plan (CIP) is required and must address the 10 required components. • School required to have 40% poverty (and the aforementioned plan) or have an EDFLEX • Do investment strategies meet the intent of all Titles included in the Schoolwide reviewed?

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Special Populations – Early Education	Services required by Act 166, costs associated with the first 10 hours/week of instruction as required by state law.	<ul style="list-style-type: none"> Costs associated with a preschool for all students, i.e., universal preschool (beyond the required 10 hours/week) 	<ul style="list-style-type: none"> Are the costs reasonable, necessary, and allocable? Early Ed – costs for teachers, supplies, and even rental space is allowable. 	<ul style="list-style-type: none"> 3-5 year olds are the “typical” target group; but can be served from birth to the age that the public school provides free services.
Special Populations – Homeless Students		<ul style="list-style-type: none"> Remediation for homeless student in non-Title I schools (and in Title I schools) Support services for all homeless children (like clothing, school supplies, etc.) Remediation for students who are academically struggling and who live in the geographical area of the LEA and the public school they would have gone to is a Title I school. Homeless liaison activities (student identification and support, coordination within and outside LEA) Excess transportation costs to and from school of origin 	<ul style="list-style-type: none"> Are the costs reasonable, necessary, and allocable? Early Ed – costs for teachers, supplies, and even rental space is allowable. <p>This is a mandatory reserve but the amount is up to the LEA (must be at least \$500):</p> <ul style="list-style-type: none"> Cost of an instructor – contract must be with LEA. Support services must enable the students to fully access the educational program of the school. 	<ul style="list-style-type: none"> This set aside was originally set up for those homeless students who attended a non-Title I school. It has been broadened to include all homeless students w/in the LEA. However, this notion (of only being used in non-Title I school may persist in some places. As of July 2014, new authority in the Consolidated Appropriations Act expands the allowable uses of Title I funds to support the activities of the LEA homeless liaison and pay for excess transportation costs for homeless students.
Special Populations – Independent School Students	<ul style="list-style-type: none"> Any expenditure that would benefit the independent school. Any equipment purchased must be owned and inventoried by the LEA. 	Instructional support, needs-based professional learning and parental involvement services to benefit the identified Title I caseload.	Equitable services are mandatory for all independent schools that meet eligibility requirements. SUs must contact all non-profit independent	<ul style="list-style-type: none"> Do poor students from the SU’s TI schools attend the independent school? (calculates set aside amount)

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	<ul style="list-style-type: none"> • May NOT benefit the entire school. • Independent schools may not receive direct funds, only services. 		schools in their catchment area to determine eligibility and use the calculation spreadsheet provided by AOE to determine the amount of services the schools are entitled to.	<ul style="list-style-type: none"> • Do academically needy students from the SU's TI schools attend the independent school? (establishes caseload) • Are the funds available to independent schools enough to provide services that will have a positive, measurable impact on student learning?
Needs-based Professional Learning	<ul style="list-style-type: none"> • Not individual's course tuitions unless it will benefit the whole school • Not one day or short term conferences or workshops unless part of a more comprehensive plan 	<ul style="list-style-type: none"> • Literacy, Math, or other content area coaches • PL to support interventionists' instructional practices 		<ul style="list-style-type: none"> • If Title IIA funds are included in the Schoolwide, then all menu items allowed by IIA are allowed in the Schoolwide • Are the PL activities planned consistent w/ LEA/School goals and supported by data and the needs assessment?
Parent Involvement	<ul style="list-style-type: none"> • Stipends for parents • Gas or gift cards • Door prizes (although education and family literacy material may be given) 	<p>All parents are encouraged to participate</p> <ul style="list-style-type: none"> • Costs associated with the Annual Title I meeting • Parent Liaisons/home-school liaisons • Parent Involvement Coordinator • Literacy or Math nights • Curriculum nights • Open houses • Newsletters 	<p>Mandatory 1% of Title I allocation for LEA's with an allocation of \$5,000 or above but even with no required reserve, other LEA's must meet parent involvement requirement of Title I:</p> <ul style="list-style-type: none"> • Provide assistance to the parents in understanding such topics as the State's academic content standards and student achievement 	<ul style="list-style-type: none"> • Is the school training teachers to work better with parents? • How is the school informing parents of their child's achievement? • Are the parents "Engaged" in the process of helping their children learn? • Are the parents of students involved in the planning of the activities that are

Categories	Title I Non-allowable Costs	Title I Allowable Investment Strategy Cost Requirements	Title I Allowable Investment Strategy Cost Indicators	Considerations
		<ul style="list-style-type: none"> • Classes/Workshops for parents • Child Care and other support services needed to enable parents to attend the above offerings and possibly parent/teacher conferences. 	<p>standards, the State and local assessments, how to monitor their child's progress, and how to improve the achievement of their child;</p> <ul style="list-style-type: none"> • Provide materials and training to help parents work with their children to improve academic achievement; • Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, on the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners; • Coordinate & integrate parent involvement programs, to the extent feasible and appropriate, with early literacy and preschool programs and conduct other activities that encourage and support parents in more fully participating in the education of their children; 	<p>designed with them in mind?</p> <ul style="list-style-type: none"> • Will the activity assist the parents in supporting their child to achieve academically?

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			<ul style="list-style-type: none"> • Ensure information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practical, in a language the parents can understand; and • Provide other reasonable support for parental involvement activities as parents may request. 	
Reservations/Set – Asides - Administration	<ul style="list-style-type: none"> • Not general administration – must be administration of the grant funds and activities. • Indirect costs, unless the LEA has applied for a rate (required annually) from the AOE. 	10% (combination of both direct and indirect strategies) of Title I allocation allowed for this purpose. Examples include: <ul style="list-style-type: none"> • CFP (TI) Team leader • Audit • Bookkeeping 	Can be combined w/ Title IIA allowable admin (8% of the annual IIA allocation) and used as “Consolidated” Admin Funds (we strongly recommend this).	<ul style="list-style-type: none"> • Do the admin dollars only pay for administering the Title I strategies (or CFP strategies if admin funds are consolidated) in the grant? • Has the LEA applied for and been granted an “Indirect” rate? If not, why not? Indirect rate is part of, not on top of, the allowable 10%/8% (TI/TII) for administration.
Reservations/Set – Asides - Required PD (professional learning) for School / LEA Improvement	PL that does not address the issue that caused identification.	For Title I schools in years one and two of School Improvement, these schools must use at least 10% of their Title I allocation for the year for PL that addresses the cause/s for said identification. Needs-		<ul style="list-style-type: none"> • All teachers within the school may take part, not just the Title I staff.

Categories	Title I Non-allowable Costs	Title I Allowable Investment Strategy Cost Requirements	Title I Allowable Investment Strategy Cost Indicators	Considerations
		based professional learning (sustained, ongoing, not drive-by).		

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