

## **Title I, Part A funds: Improving Basic Programs Allowable Uses**

### **Use of this Document**

This document is designed to support LEAs, schools, and sub-grantees in identifying potential allowable uses of Title I, Part A funds. It is important to note that while this document lists strategies and activities commonly funded, this should not be considered an exhaustive list, nor does it guarantee that an activity listed will be considered allowable for each sub-grantee; allowability is also based on a data-driven assessment of local needs.

### **Purpose of Title I, Part A**

The purpose Title I, Part A under the Every Student Succeeds Act (ESSA) is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A funds support eligible students identified by schools as failing or most at risk of failing to meet the State's challenging academic standards.

### **Required Reservations**

LEAs are required to reserve funding for a number of specific uses under Title IA. The required reservations are noted in detail below and tied to specific set-aside categories: parent and family engagement, supporting student's experiencing homelessness, serving neglected or delinquent youth, and equitable services to eligible independent schools.

#### **Parent and family engagement**

LEAs with Title IA allocations greater than \$500,000 are required to reserve funds to be used for parent and family engagement. LEAs with smaller allocations are also encouraged to consider how they may use funds to support parents and families with their children's academic success. With these funds, LEAs should implement strategies that increase the engagement of parents and families in ways that will impact student achievement. Examples include:

- Coordination of family and community engagement
- Parent and community engagement program supplies and presenter fees
- Supporting multilingual parents and families
- Translation of Title I program information for multilingual families
- Enabling participation at parent and family engagement activities/meetings by providing light refreshments, childcare or transportation
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs

#### **Supports for students experiencing homelessness**

LEAs are also required to reserve funding to support students experiencing homelessness in order for these students to be able to fully access their education. The Vermont Agency of

#### **Contact Information:**

If you have questions about this document or would like additional information, please contact: Jessie Murray, State Title I Director, Consolidated Federal Programs, at [jessie.murray@vermont.gov](mailto:jessie.murray@vermont.gov) or 802-828-1447.

Education requires each LEA to reserve a minimum of \$500 to address the unique needs of these students through activities such as:

- Staff coordination of McKinney Vento program
- Transportation for students experiencing homelessness to/from school beyond what district already provides
- Supplies or fees for students experiencing homelessness to enable them to fully participate in their education and extracurricular activities

### **Institution for neglected or delinquent**

LEAs that have an institution serving youth who are neglected or delinquent within their geographic boundaries are required to provide Title IA services to youth in these facilities. LEAs may provide any of the allowable Title IA activities to meet the needs of these children and youth.

### **Equitable services**

All LEAs must reserve Title IA funds for eligible independent schools. LEAs may provide any of the allowable Title IA activities that meet the needs of the Title IA caseload of students in the independent school.

### **Allowable Uses**

After reserving funds for required set-asides, Title I, Part A funds can support a wide range of activities to help Title I students meet state academic standards. This includes:

### **Providing eligible students with a well-rounded education**

LEAs may develop and implement a well-rounded program of instruction to meet the academic needs of students through:

- Educational field trips for Title I students
- Increasing access to high-quality advanced coursework to earn postsecondary credit while in high school (such as dual enrollment or AP courses)
- Providing career and technical education programs that prepare students for postsecondary education and the workforce
- Incorporating experiential and/or work-based learning opportunities that result in skill attainment and interaction with industry professionals
- Developing effective school library programs which expose students to diverse sources and support digital literacy

### **Instructional supports**

LEAs may provide additional educational assistance to students who need help in meeting the challenging state academic standards through:

- Teaching and intervention that supplement mandated core instruction
- Extending school day/week/year instruction through after-school or summer programs
- Providing early intervening services and extra supports to eligible children

- Devices, software or licenses for instructional programming
- Early education/preschool programs that extend services beyond the state required 10 hours per week

### **Non-instructional supports like behavior and mentoring supports, and social and emotional learning**

LEAs may utilize strategies that improve students' skills outside academic subject areas which similarly have an impact on student achievement. Some such allowable activities are:

- Counseling, mental health and behavior supports
- Mentoring services
- Strategies for supporting students' transition from one education level to the next (i.e. preschool to kindergarten, middle school to high school, or high school to postsecondary or the workforce)
- Transportation for students in foster care or neglected or delinquent institutions to/from school beyond what district already provides (if it is determined it would be beneficial for student to remain at school of origin)

### **Improving school quality**

LEAs may implement strategies intended to strengthen academic programs and improve school conditions for student learning with activities such as:

- Improving the recruitment, support, and retention of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations
- Improving recruitment and retention of effective teachers, and teachers in high need subjects (in schoolwide programs)
- Instructional coaching
- Professional development conference, training, or workshop registrations and related travel costs for staff engaged in Title I program (including all staff in schoolwide programs)
- Fees for courses that advance the Title I program
- Staff coordination and facilitation of professional development
- Providing substitutes when Title I staff are attending needs-based professional learning
- Data analysis, progress monitoring and improvement planning
- Consultants to upgrade curriculum, instruction, and student supports (instructional and behavioral)
- Academic assessments to gauge impact of Title I initiatives
- School climate interventions (in schoolwide programs)

### **Prohibited Uses**

- Stipends for parents and family members to attend parent and family engagement activities

- Promotional items or door prizes for Title I events (i.e. parent and family engagement events or Title I meetings), such as T-shirts, tote bags, water bottles, key chains, movie tickets, gift certificates, gift cards, etc.
- Food and refreshments for staff activities, including working lunches
- Field trips for entertainment or recreational purposes
- Ceremonies, banquets, or celebrations

## **Allowability Considerations**

Programs and activities supported by Title IA funds must:

- Be consistent with the intent and purposes of Title IA
  - How does the proposed activity close achievement gaps for students?
  - How does the proposed activity increase achievement of students identified as having the greatest need for assistance?
  - Schoolwide Program: How does the proposed activity improve the educational program of the entire school and increase achievement of all students?
- Be reasonable and necessary to carry out the purpose of the grant
  - What is the identified need that this proposed activity is meeting?
  - How was this need determined? Is there data available to support this identified need? What data sources were consulted and what did those sources reveal?
  - What is the breadth of impact that this activity will have?
  - Are all associated costs reasonable?
  - Do the involved parties (schools, principals, teachers, etc.) have the capacity to engage in and/or implement this activity right now?
- Be allocable to the grant
  - Is the activity chargeable to the grant in proportion to the benefits received as a result of the cost?
- Be used to supplement, not supplant, state and local funds
  - Title IA funds may not be used for activities that are required by federal, state, or local law or regulation
  - LEAs must use a Title I neutral budget methodology to allocate state and local funds to schools. This budget methodology must provide each Title I school with all of the state and local money it would receive if it did not participate in the Title I program.