

# **Tennessee Alliance for Children and Families**

## **Title I Overview**

### **FUNDING AND PURPOSE**

The Elementary and Secondary Education Act (ESEA) Regulations address the allowable uses Title I Neglected and Delinquent Program funding. All of the following guidelines are based on ESEA regulations.

Title I funding is used to increase the academic achievement of the disadvantaged. Title I funding is generated from the Neglected and Delinquent Survey that is conducted in October of each year. The funding is used to provide supplemental support so that schools will make Adequate Yearly Progress (AYP) in: core subjects, graduation rates for high schools, and attendance for grades K-8. The emphasis is on reading, language arts, and math. Title I will also pay for supplemental professional development training and research based activities.

Agencies receiving Title I funding must:

1. Set-aside 1% for parental involvement strategies or family engagement activities that increase student and school achievement and prevent further child delinquency; and
2. Cap therapeutic expenses at 25 % of the Title I budget.

### **TITLE I PRINCIPLES**

1. Title I cannot pay for the basic or core education program. Use Title I money to supplement and add extra services, supplies, and equipment.
2. Do not supplant – Do not use Title I funds to replace federal or local funds normally used to pay for an expense. Always ask how something was paid for in the past. If other funds were used, then do not use Title I to pay for it. Also ask how you would pay for it in the absence of those funds.
3. Ask if the expense is reasonable and necessary. Will the service or supplies produce results? How often is it used and does it justify the cost? Is it a good use of the money?

### **How does the State determine the eligibility of children and youth to receive services under Title I?**

1. All children and youth in local correctional facilities are eligible to be served through the age of 21.
2. The state may identify agencies for Title I funding should they serve the following categories:
  - Children and youth who have been adjudicated within the juvenile justice system but have returned to a school operated by the school district (using the best available records and data available to identify these individuals);
  - Migrant children or youth (based on their eligibility for services under Title I, Part C of ESEA);
  - Immigrant children or youth;
  - Gang members (based on definitions established by the SEA or LEA);
  - Pregnant and parenting youth through the age of 21;
  - Children who are at-risk of school failure or who have failed before;
  - Children who have limited English proficiency; and
  - Children who have dropped out of school.

## **PROGRAM PURPOSE**

The purpose of Title I funding is to support the operation of an agency's education program. Education programs should:

1. Provide high quality education to prepare children and youth for secondary school completion, training, employment, or further education; and
2. Provide activities to facilitate the transition of children and youth from the agency school to further education and/or employment; and
3. Operate dropout prevention programs for at-risk youth or youth returning from facilities, which may serve at-risk children and youth.

## **USES OF FUNDS**

Funds provided to local educational agencies may be used, as appropriate, for:

1. Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
2. Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;
3. The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
4. Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
5. Programs providing mentoring and peer mediation.

## **PROGRAM REQUIREMENTS FOR FACILITIES RECEIVING TITLE I FUNDS**

Each facility entering into an agreement to receive Title I funds to provide services to children and youth shall:

1. When feasible, ensure that educational programs in the facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program;
2. If the child or youth is identified as in need of special education services while in the facility, notify the local school of the child or youth of such need;
3. When feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
5. Work to ensure that the facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
6. Ensure that educational programs in the facility are related to assisting students to meet high academic achievement standards;

7. To the extent possible, use technology to assist in coordinating educational programs between the facility and the community school;
8. When feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
9. Coordinate funds received under Title I with other local, State, and Federal funds available to provide services to participating children and youth, made available for vocational and technical education;
10. Coordinate programs operated under Title I with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
11. When appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

### **CONSOLIDATED STATE PERFORMANCE REPORT (CSPR)**

Title I funds may be used to track information necessary to compile the Consolidated State Performance Report (CSPR). However, agencies and the TACF should evaluate whether the cost is “necessary and reasonable” for the success of the agency’s education program.

### **USING TITLE I TO PAY FOR SPECIAL EDUCATION**

Special education funds must be expended before Title I funds can be used. Title I can only pay for supplemental Special Education. Title I cannot pay for instruction and services that are required in an IEP.

### **PARTICIPATION IN PRIVATE SCHOOLS AND NEGLECTED PROGRAMS**

Agencies receiving private school funds or services may not receive Title I funds.

### **ALLOWABLE AND NON-ALLOWABLE EXPENDITURES LIST**

Attached is the list of allowable and non-allowable Title I expenditures. Please note this list is not all-inclusive; therefore, you should contact your TACF Education Services Coordinator for additional guidance prior to purchasing items not included on this list.

### **RTI**

RTI is a three tier delivery approach to academic intervention. It identifies if a student is on grade level or behind months or years in reading and math. RTI provides extra class time for students to learn skills they haven't mastered. Students are progress monitored (tested) regularly to determine skill progress.

Students on grade level are Tier 1 students and Title I will not pay for RTI services for these students. Tier 2 students are a couple months behind and they receive an extra 30 minutes daily in either reading or math. Tier 3 students are 1.5 years behind or more, and they receive an extra 45-60 minutes daily in reading or math.

A school will usually do only one intervention per year-reading or math. Students participate in a math class and a RTI intervention math class or a reading class and a RTI intervention reading class that semester.

RTI can be implemented for the entire school or for identified classrooms. Traditional or block scheduling can be used. Schools will need to expand their master schedule to accommodate an extra class time. A high school student can earn up to four elective credits for participating in RTI classes.

Typical RTI learning materials include computer programs teaching basic math or basic reading skills with built in assessments. Fundamental reading books that teach specific skills such as phonics and fluency is commonly used. Mastery of multiplication or subtraction with borrowing are common math skills needing to be mastered. Skill assessments can also be purchased separately.

Intervention staff (teachers, instructional coaches, school counselors, data personnel) needs extra time to plan for RTI intervention lessons, give instruction and tests, and analyze student progress.

RTI per Tennessee law is now being used to identify a student for special education eligibility in the category of specific learning disability.

To learn more go to the TDOE RTI website at: <http://www.tn.gov/education/topic/tdoe2-rti-current-update>

# Title I Allowable and Non-Allowable Expenditures List

## SUBPART 2 PURPOSE

- To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education.
- To provide activities to transition children and youth from facilities to further education or employment.
- To operate dropout prevention programs in local schools for children and youth at risk of dropping out of school and youth returning from facilities.

ALLOWABLE EXPENSES	NON-ALLOWABLE EXPENSES
<b>Supplemental Academic Services</b> <ul style="list-style-type: none"> <li>- Provided to students through the age of 21 enrolled in K-12 or GED training</li> <li>- After school tutoring program</li> <li>- Dropout Prevention Programs</li> <li>- Tutoring Services</li> <li>- ESL Translation Services</li> <li>- After school tutoring</li> <li>- In-school tutoring</li> <li>- Residential tutoring program</li> <li>- Summer academic program</li> <li>- RTI Services</li> </ul>	<b>Supplemental Academic Services</b> <ul style="list-style-type: none"> <li>- Not allowed for ages 22 and up</li> <li>- GED testing</li> </ul>
<b>Supplemental Staff</b> <ul style="list-style-type: none"> <li>- Additional licensed teachers (K-12 or GED)</li> <li>- School Liaison</li> <li>- Title I Coordinator</li> <li>- Classroom Assistant</li> <li>- During the regular school year (180 days) Title I will pay 100% for one Title I academic teacher for every 3-5 classrooms</li> <li>- Tutors</li> <li>- Translator for ESL students (preapproval required)</li> </ul>	<b>Basic Programming Staff</b> <ul style="list-style-type: none"> <li>- Mandated Teachers</li> <li>- Substitute Teacher</li> <li>- Principal</li> <li>- Educational Test Administrator</li> <li>- Staff listed in IEP goals</li> <li>- No incentives or bonuses for staff salaries</li> </ul>
<b>Supplemental Academic Curriculum</b> <ul style="list-style-type: none"> <li>- Text books, workbooks, extra supplies (must NOT be on state mandated list – view list at: <a href="http://www.tn.gov/education/section/textbook-services">http://www.tn.gov/education/section/textbook-services</a>)</li> <li>- Credit Recovery Software (not part of the basic curriculum) Ex: Plato, Nova Net, Renaissance Learning</li> <li>- Magazines/Newspapers/Videos</li> <li>- Educational manipulatives (globe, human skeleton, etc.)</li> <li>- Some classroom supplies (pens, pencils, paper, glue, crayons, rulers, notebooks, etc.)</li> <li>- <b>TACF Preapproved</b> Educational Field Trips that coincide with classroom instruction</li> </ul>	<b>Academic Curriculum &amp; Assessments</b> <ul style="list-style-type: none"> <li>- Textbooks, workbooks, library books (on TODE mandated list)</li> <li>- Graphing calculator</li> <li>- Assessments- ACT, SAT, GED, Gateway, TCAP, etc.</li> <li>- CSPR pre and post testing - Woodcock Johnson, WRAT, etc.</li> <li>- Cannot fund AP (advanced placement) courses or tests</li> <li>- Equipment listed in IEP goals</li> <li>- No art, music, or PE classes or equipment</li> <li>- Foreign Language Curriculum</li> <li>- No meals or gas for preapproved Educational Field Trips</li> <li>- Gift Cards</li> </ul>

<p><b>Supplemental Classroom Technology</b></p> <ul style="list-style-type: none"> <li>- Computers/printers/speakers</li> <li>- Computer software</li> <li>- TV</li> <li>- DVD/CD Player</li> <li>- DVD's/CD's</li> <li>- Smart table</li> <li>- Smart board</li> <li>- Laptops</li> <li>- Tablets</li> <li>- Computer network system</li> <li>- Educational internet service</li> <li>- Classroom projectors</li> <li>- School copier</li> <li>- Computer maintenance/Repair</li> <li>- Laminator</li> <li>- Standard Calculator</li> </ul>	<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>- Electronic record keeping</li> <li>- Report Card paper and postage</li> <li>- Student and teacher desks and chairs</li> <li>- Anything that is not removable is not allowable (built in storage unit and cabinet, bell system for school, etc.)</li> <li>- Building rental, maintenance, or purchase</li> <li>- Vehicle lease, maintenance, or purchase</li> <li>- Graduation costs</li> <li>- Holiday or religious celebration</li> <li>- Field trips for social, entertainment, recreational purposes, or rewards</li> <li>- Classroom phone and service</li> <li>- Walkie Talkies</li> <li>- Gaming Systems</li> <li>- Video Games</li> <li>- Gift Cards</li> </ul>
<p><b>RTI Tiers 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>- RTI Coach (Tier 2 &amp; 3)</li> <li>- Interventionist/Teacher (additional reading or math class time, prepare lesson plans, monitor student progress, and analyze student data)</li> <li>- Progress monitoring assessments</li> <li>- Intervention learning materials (reading, math, writing)</li> <li>- Professional development</li> </ul>	<p><b>RTI Tier 1</b></p> <ul style="list-style-type: none"> <li>- Intervention Services/Personnel for Tier 1 Students</li> <li>- RTI Universal Screeners (tests used to place <b>all</b> students in reading or math and also used to monitor <b>all</b> students periodically. Example: Star Math)</li> </ul>
<p><b>Support Services – Therapeutic/Whole Child</b></p> <ul style="list-style-type: none"> <li>- Substance Abuse Counseling</li> <li>- Mental Health Services</li> <li>- Individual</li> <li>- Family</li> <li>- Group</li> <li>- Supplemental therapy (Art, Equine, Music, etc) when the main therapy program is provided by the agency</li> <li>- Case Management</li> <li>- Mentoring</li> <li>- Peer Mediation</li> <li>- Interpersonal Skill Building</li> <li>- Contract Services for covered therapy</li> </ul> <p><b>**Mental health services and substance abuse counseling must be administered by a credentialed individual**</b></p>	<p><b>Support Services – Therapeutic/Whole Child</b></p> <ul style="list-style-type: none"> <li>- Religious Instruction/Counseling</li> <li>- Ropes Course</li> <li>- Psychological Testing</li> </ul>
<p><b>Parental Involvement</b></p> <ul style="list-style-type: none"> <li>- Parent training and information</li> <li>- Light refreshments (up to 20% of parental involvement budget)</li> <li>- Polycom for parental conference calls</li> <li>- ESL software to translate printed materials</li> </ul>	<p><b>Parental Involvement</b></p> <ul style="list-style-type: none"> <li>- Parent transportation or lodging</li> <li>- Postage</li> <li>- Gift Cards</li> </ul>
<p><b>Support Services Staff</b></p> <ul style="list-style-type: none"> <li>- Therapist Assistant</li> <li>- Counselor Assistant</li> <li>- Mentors</li> <li>- Case Manager</li> </ul>	<p><b>Support Services Staff</b></p> <ul style="list-style-type: none"> <li>- Therapist</li> <li>- Psychological Test Administrator</li> <li>- Ropes Course Instructor</li> </ul>

<b>Support Curriculum – Therapeutic/Whole Child</b> <ul style="list-style-type: none"> <li>- Consumable Workbooks/Software</li> <li>- Brochures</li> <li>- Booklets/Handouts</li> <li>- Sports and Hobby magazines</li> <li>- Educational Publications</li> <li>- Anger Management</li> <li>- Drug &amp; Alcohol</li> <li>- Pregnancy Prevention</li> <li>- Life Skills</li> <li>- Workbooks/Software</li> <li>- Interpersonal Skills/Social Skills</li> <li>- Counseling Tools</li> </ul>	<b>Support Curriculum – Therapeutic/Whole Child</b> <ul style="list-style-type: none"> <li>- Gift Cards</li> </ul>
<b>Support Services/Curriculum – Pre-Employment/Transition</b> <ul style="list-style-type: none"> <li>- Pre-Employment education – resume writing, applications, interviewing</li> <li>- Life skills education</li> <li>- Curriculum based entrepreneurial education</li> <li>- Career counseling</li> <li>- Career exploration</li> <li>- Career Aptitude Assessment</li> <li>- Transition planning</li> <li>- Community Involvement– training and volunteering</li> <li>- Assistance with financial aid packets and post-secondary applications for college and vocational schools</li> <li>- Contracts for services covering therapy provider</li> <li>- Books, workbooks, software</li> </ul>	<b>Support Services/Curriculum – Pre-Employment/Transition</b> <ul style="list-style-type: none"> <li>- Post Secondary Education</li> <li>- Vocational Classes</li> <li>- Gift Cards</li> </ul>
<b>Support Staff – Pre-Employment/Transition</b> <ul style="list-style-type: none"> <li>- Pre Employment Specialist</li> <li>- Transition Coordinator</li> </ul>	<b>Support Staff – Pre-Employment/Transition</b> <ul style="list-style-type: none"> <li>- Staff required by IEP goals</li> <li>- Vocation Teachers/Aides</li> <li>- Technical Teacher/Aides</li> </ul>
<b>Equipment and Supplies – Pre-Employment/Transition</b> <ul style="list-style-type: none"> <li>- Computers/Printers/Speakers</li> <li>- IT Support</li> <li>- Magazines</li> <li>- Video Recorders</li> <li>- Day planners, paper, ink</li> <li>- Manipulatives</li> <li>- Computer Bags/Book Bags</li> </ul>	<b>Equipment and Supplies (No Vocational Equipment)</b> <ul style="list-style-type: none"> <li>- Refrigerator</li> <li>- Stove</li> <li>- Food</li> <li>- Cosmetology supplies</li> <li>- Lawn mower</li> <li>- Weed eater</li> <li>- Mechanic tools</li> <li>- Recreational or athletic equipment</li> <li>- Animals or animal related costs</li> <li>- Vocational Equipment</li> <li>- Gift Cards</li> </ul>
<b>Staff Professional Development</b> <u>Non-required</u> training hours <ul style="list-style-type: none"> <li>- Registration</li> <li>- Out of Town Lodging/Meals/Mileage</li> <li>- TACF Annual Conference</li> </ul>	<b>Staff Professional Development</b> <ul style="list-style-type: none"> <li>- Required trainings</li> <li>- Food/Mileage for local training</li> </ul>

## Tennessee Alliance for Children and Families

By signing below, as the agency's Title I Coordinator, I am stating that I have read the Title I Overview and the Title I Allowable and Non-Allowable Expenditures List in its entirety and agree to adhere to the guidelines set forth.

I also understand that if I have any questions, I may contact my Education Services Coordinator at (615) 366-7175.

<b>Title I Coordinator</b>	
<b>Printed Name:</b>	
<b>Signature:</b>	<b>Date:</b>