

Title 1 Programs

Title I, Part A (ESEA)

Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), provides financial assistance through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) and public schools. The Eureka Springs School District supports the Schoolwide Program designed to meet the needs of the majority of our students.

Schoolwide Program

Core Elements of a Schoolwide Program:

- the comprehensive needs assessment
- the comprehensive site plan
- the annual review of the plan

Compliance Requirements

A school operating a Schoolwide Program must retain documentation related to the three core components. Documentation should be kept on site for at least five (5) years. Documents should be accessible to all stakeholders and *may* be requested by the Arkansas Department of Education (ADE) for monitoring purposes.

A schoolwide program must upgrade the entire educational program in the school in order to raise academic achievement for all the students. **A school with a schoolwide program must include these requirements in its Arkansas Consolidated School Improvement Plan (ACSIP).**

NCLB, Title I, Part A – Section 1114 (No Child Left Behind – NCLB)

Needs Assessment

Analyzed data for the following should be indicated: combined population of the school; all subgroup data from state required achievement exams; local achievement assessments; attendance or graduation rates; relevant sources to determine student learning needs. Specific grade levels and/or content area information should be recognized as main concerns. Achievement gaps between subpopulations should be identified.

School-wide Reform Strategies

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- Use effective methods and instructional strategies based on scientifically-based research that strengthen the core program, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations;
- Include strategies to meet the needs of all children in the school and address how the school will determine if those needs have been met; and
- Are consistent with and are designed to implement the State and local improvement plans, if any.

Instruction by Highly Qualified Teachers

All teachers should be certified in the fields in which they are teaching.

Professional Development

Professional development should be based on the needs assessment and tied to the school improvement plan. The professional development offerings should be of high quality and directed toward improving instruction. Principals, teachers, paraprofessionals and other appropriate personnel should be included in the planning and implementation of professional development. Follow up activities and monitoring for implementation of the professional development must be included in the school improvement plan.

Strategies to Attract Highly Qualified Teachers

Strategies used to recruit and retain highly qualified teachers should be indicated.

Parent Involvement

Activities should be included in the school improvement plan to increase parental participation in educational programs and their child's education. Parents are involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts.

Transition

The school provides for activities to ease the student's emotional and academic transition from early childhood programs to elementary school programs.

Collaboration

Teachers should be included in the selection of academic assessments, the analysis of data, and the development of the overall instructional program in order to improve student achievement.

Point-in-Time Remediation

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Coordination and integration of Federal, State, and local services and programs

Federal, state, and local funds should be used to coordinate and integrate services to improve instruction and increase student achievement.

Title I Schoolwide Programs Are Operated in the Following Schools:

Eureka Springs Elementary School

Eureka Springs Middle School

Eureka Springs High School

Private Schools

The *Elementary and Secondary Education Act* (ESEA) requires Eureka Springs School District (LEA) to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services. These services or benefits must be equitable to those provided to eligible public school children, their teachers, and their families. Private schools will have the option to accept or decline these services and will sign the Title I Private School documentation annually.

INTRODUCTION: Title I Assistance in Participating Private Schools

The Title I program provides supplemental educational services so that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance under Title I, a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards. Under Title I, local educational agencies (LEAs) are *required* to provide services for eligible private school students, as well as eligible public school students. In particular, §1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. The Title I services for private school students must be developed in consultation with officials of the private schools. NCLB strengthened these requirements by, among other things, requiring meetings with private school officials and a written affirmation signed by private school officials that the required consultation has occurred.

The amount of Title I funds allocated to each participating public school attendance area is determined mainly on the basis of the total number of low-income students—both public and private—residing in each area. Expenditures for private school students in each area generally are determined based on the proportion of students from low-income families residing in that area who attend private school. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school. These services may be provided by the LEA, or by a contractor who is independent of the private school and any religious organization. Title I services or benefits must be secular, neutral, and non-ideological.

A. Consultation

The requirements for consultation are in §1120(b) of the Title I statute and §200.63 of the Title I regulations.

Consultation with officials from private schools is an essential requirement in the implementation by an LEA of an effective Title I program for eligible private school children, their teachers, and their families.

A-1. What is consultation?

Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school students to participate equitably in Title I programs. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation establishes positive and productive working relationships that make planning easier and ensure that the Title I services provided meet the needs of eligible students.

A unilateral offer of services by an LEA with no opportunity for discussion is not adequate consultation. Only after discussing key issues relating to the provision of Title I services should the LEA make its final decisions with respect to the Title I services to be provided to eligible private school children, their teachers, and their families.

A-2. How do LEAs begin the consultation process?

Annually an LEA must contact officials of private schools with children who reside in the LEA regardless of whether the private school they attend is located in the LEA. One way to accomplish this is for the LEA to extend an invitation to officials of the private schools and convene a meeting with them at which LEA officials explain the intent of Title I and the roles of public and private school officials and provide opportunities for the private school officials to ask questions. It is not adequate consultation merely to send a letter to officials of the private schools explaining the intent of Title I.

A-3. When does an LEA consult with private school officials?

Consultation by an LEA must include meetings between the LEA and appropriate private school officials and must occur before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. For example, if the LEA signs teacher contracts or orders supplies and equipment for the Title I program in the spring, the LEA must consult with the appropriate private school officials before signing those teacher contracts with Title I teachers or ordering supplies and equipment to provide Title I services for private school students.

A-4. Who participates in the consultation process?

Consultation includes appropriate public school officials and representatives of private schools and their central administrative offices, if appropriate. Private school officials can facilitate consultation by informing the LEA of which private school officials should be included in the consultation process and their roles and authority.

A-5. How long does consultation continue?

An LEA must meet with appropriate private school officials throughout the implementation and assessment of Title I services. This consultation must include early discussions to prepare for the next school year so that there is a timely start of the Title I program at the beginning of each school year, and throughout its implementation and assessment of services.

A-6. What are the regulatory requirements for consultation?

Under §200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where, and by whom the LEA will provide services to eligible private school children.
- How the LEA will assess academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations.
- The method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.

- The services the LEA will provide to teachers and families of participating private school children.

Consultation *must* also include:

- Discussion of service delivery mechanisms the LEA will use to provide services; and
- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider.

If the LEA disagrees with the views of the private school officials on that issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.

B. Equitable Services to Private Schools

Parent Involvement Reservation under Section 1118 of ESEA

Section 1118 of Title I requires an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Professional Development Reservation under Section 1119 of ESEA

Section 200.65 of the Title I regulations requires that, if an LEA Reserves funds for professional development under section 200.77, an LEA must ensure that classroom teachers of participating private school students receive professional development on an equitable basis.

Districtwide Instructional Activities under Section 1118 of ESEA

Section 200.64/200.77 of the Title I Regulations requires that, if the LEA has reserved funds for district wide instructional activities, including extension services equitable services may apply.

McKinney-Vento

According to McKinney-Vento, the term ‘homeless children and youth’ means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a) (1).

Homeless includes –

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations or are living in emergency or transition shelters;
- Abandoned in hospitals;
- Awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within meaning of section 103(a)(2)(C));
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as such term is defined in *section* 1309 of the *Elementary and Secondary Education Act*) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses above.

The above list also applies to the definition of **Families in Transition Children and Youth**.

Title I Homeless Program and Services

Homeless Children: Districts must provide comparable services for homeless children who do not attend participating Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. A district must set aside funds (regardless of receiving a McKinney-Vento Homeless Assistance Grant) for homeless children attending schools not served by Title I.

The *purpose* of Title I, Part A, as amended by ESEA, is designed to help disadvantaged children reach high academic standards. Homeless children are individuals who lack a fixed, regular and adequate nighttime residence. It also includes children who are sharing the housing of other persons due to loss of housing, economic hardship, living in motels, mobile home parks, camping grounds, emergency shelters or foster care due to the lack of adequate accommodations.

A district must set aside funds from Title I for any children within their system who are homeless. Title I funds are to provide comparable services to homeless children who are not attending Title I schools. (This use of Title I funds must be allocated to meet basic needs, such as clothing, supplies and health care, so that these students may participate more fully in school. All fees for any extra-curricular activities must be waived.) A district must provide students experiencing homelessness with transportation to and from their school of origin, at a parent or guardian's request. Any student designated as a homeless student will automatically receive free/reduced lunch. An action should be included in the district ACSIP plan stating that your district will set aside funds as required by the McKinney-Vento Act. List the school liaison as the person responsible, then complete with timeline, resources and source of funds.

Compliance Requirements

Section 1113 of the Elementary Secondary Education Act (ESEA) requires Eureka Springs School District to reserve funds as are necessary under Title I, Part A to provide services to children attending non-Title I schools that are comparable to services the ESSD provides to children in Title I schools. Services are supplemental and should supplement local funding in the absence of McKinney Vento grant funds. Services may include providing educationally related support services as well as basic needs (clothing, supplies and health care).

Parent, Family & Community Engagement Plan

Refer to our plan located under **Documents > State Required > Student Achievement and Other Required Reports** on our website at eukaspringssschools.k12.ar.us. This document will also outline the various programs and presentations coordinated throughout the school year to keep parents informed and engaged in our school's activities.