

Title I, Part A

Allocation Transition

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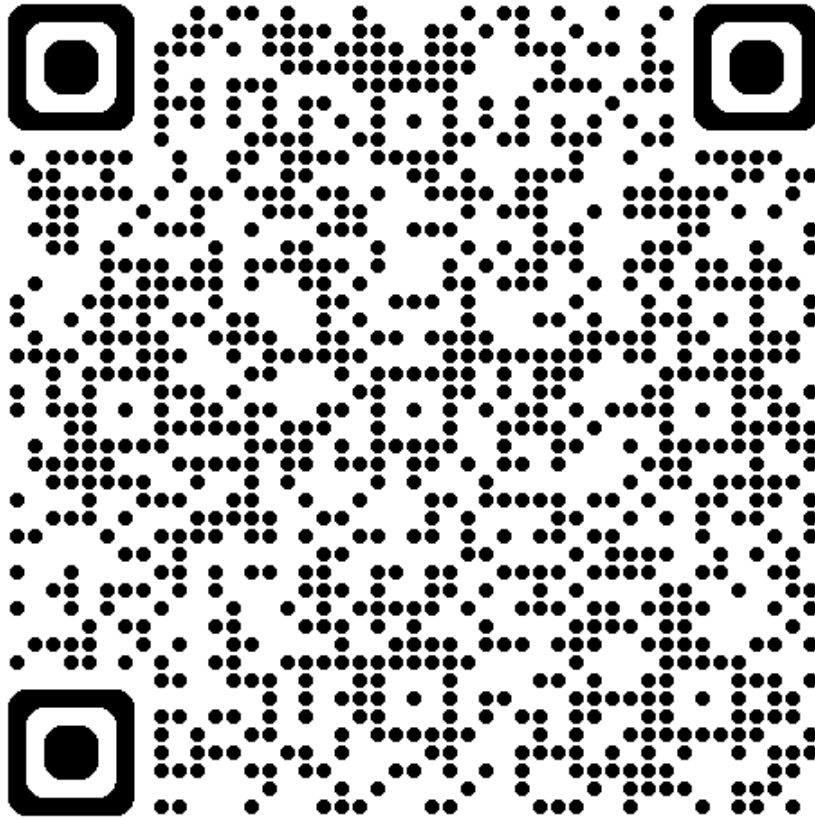
Q & A

- Please submit all questions via the QR code on the screen.
- NDDPI will collect the questions and create a FAQ section on the website.
- This webinar will be recorded and posted.
- NDDPI will communicate the published links in next week's NDDPI Messenger (formerly the Weekly Blast).

Title I, Part A Allocation Transition



Helpful Links



- [Title I Part A](#)
- [General Title I Requirements | North Dakota Department of Public Instruction](#)
- [Title I Funding | North Dakota Department of Public Instruction](#)

Session Objectives

- Discuss the transition from the approved ND Alternative Poverty Method to the U.S. Department of Education (USED) Method for Title I, Part A allocations.
- Review Title I, Part A funding guidelines and expectations.
- Support districts in conducting strategic planning and utilizing “Funding Your Plan” strategies around Title I, Part A funds.

Title I, Part A: A Definition

- **Title I, Part A is an ESEA program intended to:**
 - Ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments,
 - Provide funding to supplement educational opportunities for students in higher-poverty schools,
 - Provide professional learning for school staff, and
 - Implement other strategies for raising student academic achievement.
- **The USED allocates Title I grants to states using a comprehensive approach, considering several factors.**

General Overview

What is changing?

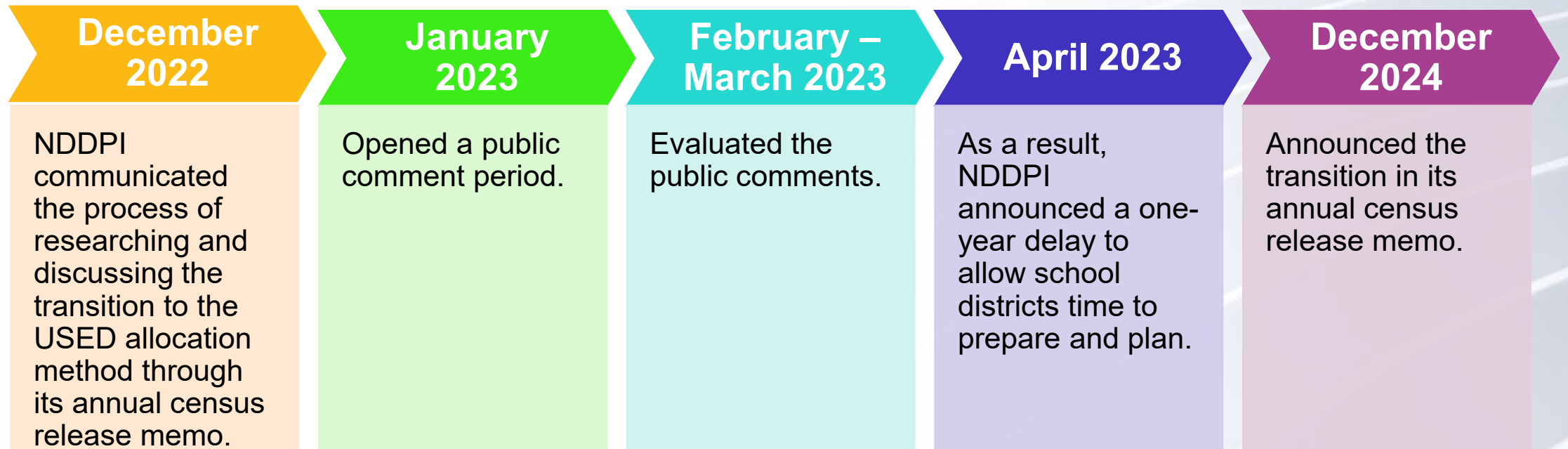
USED Method (Beginning in 2025)

- Used for all districts beginning in 2025 rather than just those with a total population of over 20,000.
- Includes the U.S. Census Bureau estimates of income and poverty for all states and counties, provided in four different formulas derived from statistical models using census data, household survey data, population, and other poverty data records (taxes, SNAP benefits, etc.).
- USED's approach aims to provide accurate estimates (not direct counts) of income and poverty for administering federal programs and allocating federal funds.
- Districts with 10 or more students based on the census data will be eligible for a Title I grant.

ND Alternative Poverty Method (1992-2024)

- Used for districts with a total population under 20,000.
- Includes a weighted formula (aggregate units) that included U.S. Census Bureau estimates (15.5%), foster care (15.5%), free lunch (46%), and reduced lunch (23%) data.
- Districts with 10 or more aggregate units were eligible for a Title I grant.

Timeline



Communication Channels

- **Weekly Blast/NDDPI Messenger**
- **Formal Memos**
- **Committees and Advisory Groups**
 - ESSA Committee
 - Title I Committee of Practitioners
 - Tribal Consultations
 - ND Indian Education Advisory Committee
- **NDDPI Website**

Public Comment and ND Data

- **In the January 2023 public comment period, NDDPI heard from people representing 22 different school districts.**
 - Most comments were from those districts that would be affected negatively, but there were several that agreed with the change.
 - Several commented that enacting the change in the 24-25 school year would not be enough time to plan for this change, which led NDDPI to announce a one-year delay.
- **Based on the chart provided by NDDPI which used last year's allocation, the following information was considered:**
 - 46 districts would see a decrease of more than 10%.
 - 72 districts would see an increase of more than 10%.
 - 50 districts would see minimal changes.

Effects on Other Title Programs

With the Title I formula adjustment:

- **There are no impacts for Title II.**
 - Title II, Part A is a formula allocation that uses census poverty data and total population data to generate district allocations.
 - Eighty percent of the district's Title II, Part A allocation is based on poverty and the remaining twenty percent is based on total population.
- **There are impacts regarding Title IV.**
 - Title IV, Part A is based on a formula using the same proportion as the school district's prior year's Title I, Part A allocations.
 - If Title I allocations change, then the following year, a district's Title IV allocation is impacted.
 - NDDPI is required to ensure that no eligible district receives an allocation of less than \$10,000.

Use and Purpose

ND Alternative Poverty Method Concerns

- This method has increasingly been an inaccurate or unreliable data source for determining allocations, as free and reduced-price meal forms can be affected by variables unrelated to actual poverty levels, such as participation rates, household response rates, unknown changes at the federal level for federal grant funding, and policy changes in meal programs.

Why USED Method?

- The USED follows a standardized formula-based approach, and by using the same methodology, ND ensures that Title I, Part A allocations remain equitable, and data-driven, which ultimately supports the mission of providing high-quality education to students in need.
- The allocation process relies on nationally collected data, such as U.S. Census Bureau poverty estimates, to maintain consistency across all states and districts.
- This uniformity reduces discrepancies and ensures that funding reflects the most up-to-date economic and demographic information available.
- Additionally, it is supported by the USED, which serves as the funding source, ensuring consistency and federal compliance.

Transparency and Accountability

- By using a nationally recognized and uniform allocation methodology, ND maintains transparency in the distribution process, ensuring that districts receive funding based on clear and objective criteria.
- The uniformity and equity of the USED Method ensures that funding is based on consistent and reliable data rather than state-specific formulas that create discrepancies among districts.
- This also facilitates federal oversight and compliance monitoring.

Efficiency and Fairness

- The USED formula ensures that funding is distributed in a manner that reflects measurable data.
- This method considers factors such as poverty rates, population size, and state per-pupil expenditures to direct resources where they are most needed.
- Adhering to the USED formula helps provide districts with a reliable and systematic approach to planning their Title I programs.

Funding Information

Funding Determination vs. Use of Funds

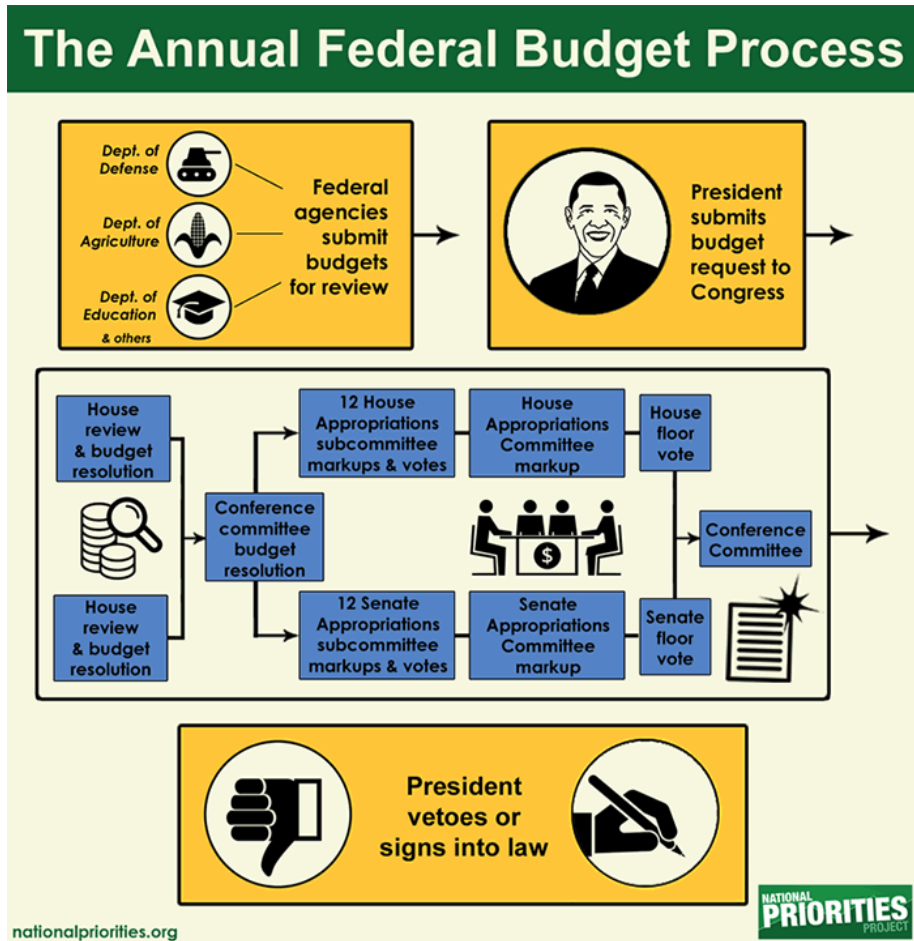
Funding Determination

- Title I funds are allocated based on the number of low-income children in a district's boundaries.
- The more low-income children a district has, the more funding it receives.

Use of Funds

- Title I funds are used to improve education for disadvantaged students, including hiring additional staff, providing tutoring, purchasing educational materials, offering professional development, and supporting parent engagement.
- Funds are specifically intended to support students with achievement gaps, specifically in the academic areas of reading and math.
- While the allocation of funds is based on a poverty formula, the same students may not be served with the funds. For example, a student experiencing poverty may not display a gap in academic performance so would be included in the funding determination but would not receive services, whereas a student not experiencing poverty but displays significant gaps in math and reading achievement would not be included in the funding determination but would receive services.
- Funds must supplement existing state and local funds, not replace them.

SY2025-2026 Allocations



NDDPI will not receive preliminary allocations on the majority of federal programs until late March 2025 and **ONLY** if Congress passes an appropriations bill at that time.

Four Components of Title I Allocation

Title I, Part A funds are distributed through four grant formulas, each designed to support school districts based on varying levels of poverty and educational need. These four components are:

1. **Basic Grants** – Provides foundational Title I funding to districts with at least 10 poverty-eligible children and a poverty rate of at least 2%. The formula is based on Census Bureau poverty data and state per-pupil expenditures.
2. **Concentration Grants** – Provides additional funding to districts with a high number or percentage of low-income children. To qualify, a district must have at least 6,500 eligible children or a poverty rate above 15%. This grant ensures that districts with significant poverty concentrations receive extra support.
3. **Targeted Grants** – Provides weighted funding based on the percentage of low-income students in a district. Districts with higher poverty rates receive more funding per eligible child, ensuring that resources are directed toward areas with the greatest need.
4. **Education Finance Incentive Grants (EFIG)** – Designed to promote equity in state education funding. They consider factors such as state spending effort and the distribution of education funds across districts to ensure that states that invest more in education and distribute funds more equitably receive additional support.

For more information on how Title I formulas work, check out this resource: <https://all4ed.org/publication/title-i-of-esea-how-the-formulas-work/>

Hold Harmless Provision

- The provision applies to all four types of Title I, Part A grants and ensures that districts receive at least a minimum percentage of the previous year's funding, even if their poverty data changes and varies based on the percentage of children in poverty served by the district.
- Typically, this safeguard provides financial stability to districts, allowing them to maintain essential programs and services despite fluctuations in economic and demographic data.
- However, due to the shift in the formula, the USED let us know that this would not apply in the year in which we change formulas but will apply every year after.
- ND would have had to apply for the approval of a SEPARATE alternative poverty method to allow for a different method in the transition year.

Census Information

- More information can be found at these links:
 - [Small Area Income and Poverty Estimates \(SAIPE\) Program](#)
 - <https://www.census.gov/library/video/saipe-overview.html>
- The [School District Review Program](#) (SDRP), a key tool utilized by USED, plays a pivotal role in calculating Title I allocations.
 - It uses census data, specifically focusing on poverty from ages 5-17, not enrollment.
 - School Districts that only serve the elementary grade levels (e.g., PK-8, K-5) are considered K-12 elementary school districts for the SDRP.
- When a student attends another school outside its boundaries, Title I funds remain where the U.S. Census initially counted that student.
- Therefore, the SDRP's primary concern is financial responsibility, a critical aspect that guides the calculation of the poverty estimates used to determine the distribution of Title I funding.
- This methodology differs from the ND's foundation aid formula, which follows where the student is educated.

What can financial responsibility look like?

- **This is locally determined but should include the following:**
 - Having meaningful consultations regarding student needs and supporting all student needs (regardless of where those students reside) with additional dollars through local service agreements.
 - Developing local processes or procedures to better serve students with Title I funds through the sharing of personnel and/or evidence-based materials across school districts focusing on the academic needs of the students.

Prioritizing and Maximizing Funding

Funding Your Plan

- When federal funds are used to their full potential, states and districts can better support sustainable efforts that are evidence-based and focused on student outcomes.
- The following Funding Your Plan resources include concrete action steps school leaders can take to align funding with state policy priorities and promote sustainability:
 - [Funding Your Plan: Best Practices to Sustain Investments](#)
 - [Return on Investment Planning Tool Instructions](#)
 - [Return on Investment Planning Tool Worksheet](#)



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Prioritizing Funding

➤ *If funding is reduced, priority should be given to expenses that meet primary needs by directly benefiting students' academic growth in reading and math.*

1. Direct Academic Services

- Instruction in the areas of reading and math.

2. Programming/Curriculum

- Support teachers and instructional paras with interventions that help students achieve academic gains.

3. Essential Supplies/Training

- Services and supports must be effective and evidence-based.
- Data should provide evidence of academic gains in reading and math with the implementation of essential supplies and training.

Prioritizing Funding

- *Once Primary Needs Are Met and If Funding Remains:*
 - Behavioral Interventions
 - Non-Instructional Staff to Support Behavior, Attendance, and Mental Health
 - Additional Programming, Supplies, and Technology
 - Administration (i.e., operational, fiscal, or administrative in nature)
 - Travel for Professional Development

Maximizing Title I Funds



Careful financial planning is essential with a reduced budget.



Conduct a comprehensive needs assessment and redirect spending to high-impact areas.



Consider a strategic use of personnel and resources.



Optimize use of professional development funds.



Improve purchasing and services.



Leverage community partnerships.

Key Reminders

Engage Stakeholders and Communicate Changes

Decision-making should be a collaborative process, ensuring transparency and effective communication among all stakeholders.



Maintain Equitable Services for Private Schools

The district must ensure private schools receive their proportionate share, with ongoing consultation.



Adhere to Supplement, Not Supplant (SNS) Requirements

Title I funds must be used to supplement, not replace, state, local, and agency funds. These funds should serve as additional support, not to substitute district responsibility.



Preserve Comparability of Services

When considering staff reductions in Title I schools, it is essential to also evaluate staffing levels in non-Title I schools to maintain comparable services.



Maintain Parent and Family Engagement Requirements

Offering a diverse range of events and opportunities is crucial to fostering inclusive family involvement.



Keep Records

It is important to document any changes in funding and decision-making processes, ensuring that the district continues to meet the intent and purpose of Title I, Part A.

Examples and Scenarios

Scenario 1

➤ *Streamlining Title I Services in a Targeted Assistance Program*

- **Challenge:**

- A small district saw a **25% reduction** in Title I funding, impacting its ability to provide **one-on-one interventions** in targeted assistance schools.

- **Solution:**

- Conducted a **needs assessment to prioritize students** with the highest academic risk.
- Moved from **one-on-one tutoring** to **small group interventions** to serve more students with fewer staff.
- Ensured **they were meeting the Supplement, Not Supplant (SNS) requirement** by maintaining locally funded intervention programs separately.
- Documented program changes and continued serving **eligible students based on academic need**.

- **Outcome:**

- The strategic prioritization and documentation ensured that eligible students received targeted support based on their academic needs, **resulting in improved academic performance and progress**.

Scenario 2

➤ *Preserving Comparability in a Large District*

• Challenge:

- Due to reduced Title I funds, the district needed to **eliminate instructional aide positions** in Title I and non-Title I schools.

• Compliance Risk:

- If Title I schools ended up with fewer resources than non-Title I schools, the district **may not meet the comparability requirement**.

• Solution:

- Ensured all schools, regardless of Title I status, **implemented equitable reductions** to maintain comparability.
- Adjusted staffing models, **shifting from Title I-funded aides** to a **co-teaching model** using district-funded teachers.
- Conducted a **comparability analysis** and **maintained documentation** for monitoring reviews.

• Outcome:

- By ensuring equitable reductions and adopting a co-teaching model with district-funded teachers, the district **maintained equity** across their schools. This strategic approach allowed students to receive **consistent and effective support**, leading to **improved academic performance and progress** despite funding challenges.

Scenario 3

➤ *Maintaining Equitable Services for Private Schools*

- **Challenge:**

- A district serving multiple private schools saw a **30% reduction** in Title I allocations, which impacted the funding available for **private school students**.

- **Solution:**

- Held **timely and meaningful consultation** with private school representatives to determine essential services.
- Shifted from **on-site tutoring** to a **virtual tutoring model**, allowing more students to receive support within the reduced budget.
- Ensured that Title I funding was **allocated equitably** based on the number of eligible private school students.

- **Outcome:**

- Through **strategic consultations** and the adoption of a virtual tutoring model, the district ensured that **more students received effective support**. This approach not only maximized the impact of the available funds but also **strengthened the relationship with private school representatives**, fostering collaboration and trust.

Scenario 4

➤ *Adjusting Parent & Family Engagement Spending*

- **Challenge:**

- A district receiving **\$1 million in Title I funds** had to reduce costs while ensuring it continued to meet the **1% required parent and family engagement** spending.

- **Solution:**

- Instead of hosting large in-person parent workshops, the district moved to **online webinars** and **self-paced learning modules**, reducing event costs.
- Partnered with **local businesses** and **leveraged community resources** for collaborative events.
- Maintained **records of all engagement efforts** to ensure documentation for monitoring.

- **Outcome:**

- By transitioning to online webinars and self-paced learning modules and leveraging local business partnerships and community resources, the district was able to reduce costs while **enriching student, parent, and family engagement**. This increased involvement in student education **improved student achievement outcomes** while ensuring that the parent and family engagement requirements were fulfilled.



Contact Us!

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