

## **FAST FACTS**

### **Title I Look-a-Like Programs**

#### **Overview**

The supplement, not supplant, requirement is a key regulation in the *No Child Left Behind* (NCLB) Act.

Supplement, not supplant means that Title I funds are used to implement programs and services that would not be available if it were not for these federal funds. In other words, if Title I funds were not available to do this activity, the district would not do it.

#### **Exclusion Provision**

Typically, if programs or activities are being implemented in schools that do not receive Title I funds AND are being paid for with state or local funds AND these programs or activities are being paid with Title I funds in Title I buildings, then a supplanting violation has occurred. However, Section 200.79 of the federal regulations makes a special exception for supplemental state and local funds from the supplement, not supplant requirement.

The regulations further state that a district may exclude supplemental state and local funds spent in any school attendance area or school for programs that meet the intent and purposes of Title I. A program meets the intent and purpose of Title I if it:

- Uses the state's assessment system under Section 200.2 to review the effectiveness of the program,
- Serves only students who are failing, or most at risk of failing, to meet the state's challenging student academic achievement standards, and
- Provides supplementary services designed to meet the special educational needs of the students who are participating in the program to support their achievement toward meeting the state's student academic achievement standards.

#### **Considerations**

Although the federal regulations allow for this exclusion from the supplement, not supplant requirement, districts must keep in mind the following two key points:

1. Districts must be able to provide documentation that the "Title I Look-Alike Program" is funded by supplemental local funds, specifically set aside for this purpose. Documentation would most likely be in the form of board minutes outlining the amount of supplemental local funds set aside and defining their purpose. In addition, the documentation should indicate the amount they set aside, lists the buildings to receive the funds, and specify the purpose of the funds.

The following sample depicts the type of language that should be used in board minutes: "Discussion was held regarding the needs of at-risk students at Anytown Elementary School as they are not eligible to receive Title I funds. It was moved, seconded, and approved to use supplemental local funds, in the amount of \$ \_\_\_ for the \_\_\_-\_\_\_ school year to provide a Title I look-alike program at the following elementary school(s). The purpose of these funds is to provide supplemental services for at-risk students to support their achievement toward meeting the state's student academic achievement standards."

2. It is an expectation that Title I buildings are receiving more or additional services than non-Title I buildings. Title I buildings, obviously, have a higher poverty rate and, therefore, the programs and services in the Title I building should reflect a greater intensity and scope than in non-Title I buildings. For example, a district might use supplemental local funds to provide non-Title I buildings with one Reading Recovery teacher. However, in the Title I buildings, Title I funds are used to provide each building with four Reading Recovery teachers. During a monitoring or audit review, districts will be required to demonstrate that Title I buildings receive more services for their at-risk students.

If you have any questions regarding this issue, please contact the Division of Student Support & Innovation at (888) 605-1951.

