

APPLICATION TO OPERATE A TITLE I SCHOOLWIDE PROGRAM
2009-2010

DISTRICT INFORMATION

District:

County and District Code:

Chief School Administrator (CSA):

CSA Office Address:

CSA Phone Number:

CSA Fax Number:

CSA E-Mail Address:

Business Administrator (BA):

BA Phone Number:

BA Fax Number:

BA E-Mail Address:

SCHOOL INFORMATION

School Name:

School Code:

School Type: Elementary Middle Secondary

Grade Levels:

School Address:

School Phone Number:

Fax:

Principal:

Principal's E-Mail Address:

Submission Date: _____

Chief School Administrator's Signature: _____

Business Administrator's Signature: _____

Principal's Signature: _____

The *No Child Left Behind* (NCLB) non-regulatory guidance on Designing a Schoolwide Program defines Title I schoolwide programs as those schools that, “...use Title I funds to meet the needs of all students in the school, as determined through a comprehensive needs assessment. Individual students are not identified as eligible to participate. No distinctions are made between staff paid with Title I funds and staff that are not paid with Title I funds. All school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.” The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

COMPONENT I: THE SCHOOLWIDE PLANNING TEAM*

A. Membership: The first step in becoming a Title I schoolwide program is planning. Schools use a team of stakeholders that is charged with conducting a comprehensive needs assessment, facilitating the development of a shared vision and identifying specific strategies to address the needs of the entire school community.

The planning team should include members of each stakeholder group (teachers, parents, administrators, central office personnel, community members and for secondary schools the team should include students). In the table below (*Table 1: Schoolwide Planning Team Membership List*), identify the members of the Schoolwide Planning Team and the stakeholder group they represent.

Table 1: Schoolwide Planning Team Membership List

Name	Stakeholder Group

** For some schools the Schoolwide Planning Team may be an existing body, such as the School Leadership Council (Abbott) or the NCLB Planning/School Improvement Team (non-Abbott). Members of the Title I Schoolwide Planning Team should be those stakeholders identified on page 5 of the Title I Unified Plan.*

- B. Date schoolwide program planning began** _____
- C. Attach minutes from each of the planning team meetings where the schoolwide issue was discussed.**
- D. Outcomes:** The planning team should have identified those reasons why the school would benefit from instituting a Title I schoolwide program. Provide a narrative response to each of the following seven questions:
1. Identify the student subgroups that did not make adequate yearly progress (AYP) in language arts literacy.
 2. Identify the student subgroups that did not make AYP in mathematics.
 3. How will students in subgroups not making AYP benefit from operating a Title I schoolwide program?
 4. How will instructional staff benefit from operating a Title I schoolwide program?
 5. How will non-instructional staff benefit from operating a Title I schoolwide program?
 6. How will administrative staff benefit from operating a Title I schoolwide program?
 7. How will the parents and community members benefit from operating a Title I schoolwide program?

COMPONENT II: STATUTORY MANDATES

- A. Paraprofessionals:** In a Title I schoolwide program, all paraprofessionals must meet the requirements in §1119 of the *NCLB legislation*, which include the following:
- Completing two years of study at an institution of higher education; or
 - Obtaining an associate’s (or higher) degree; or
 - Meeting a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Complete the table below (*Table 2: Status of Paraprofessionals*) by identifying each paraprofessional in the school and indicating how he/she has met the NCLB requirements for Title I paraprofessionals.

Table 2: Status of Paraprofessionals

Name	Two Years of College Study	Associate’s Degree or Higher	ETS Parapro (minimum score of 456 required)	Other Assessment (list the name)

- B. Minimum Poverty Level:** In a Title I Schoolwide program at least 40 percent of the students in the school, or residing in the attendance area served by the school, must come from low-income families (*NCLB § 1114(a)(i)*).

What is the school's poverty level? _____

COMPONENT III: TITLE I UNIFIED PLAN

The school plan must document that it has met the intent and purposes of each program whose funds are consolidated if it chooses to consolidate funds from Title I, Part A, and other Federal education program funds and resources without maintaining separate fiscal accounting records by program, or meeting most statutory requirements of those programs [*NCLB § 1114(b)(1)*]. See www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html.

The Title I Unified Plan for the school must be submitted and approved. The template is available at www.nj.gov/education/grants/entitlement/nclb/.

COMPONENT IV: SCHOOLWIDE FUNDS

A. Supplement, Not Supplant

Unlike a targeted assistance program, a school operating a schoolwide program is not required to select and provide Title I supplemental services to specific children identified as in need of services. A school operating a schoolwide program does not have to: (1) show that federal funds used with the school are paying for additional services that would not otherwise be provided; (2) demonstrate that federal funds are used only for specific target populations; or (3) separately track federal program funds once they reach the school.

A school operating a schoolwide program, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. [*Section 1114(a)(2)*]

Districts must meet the district level requirements of Maintenance of Effort and Comparability as supporting statements for Supplement not Supplant.

Presumption of Supplanting: To determine compliance with the supplement not supplant requirement, a state must determine what services an LEA would have provided in the absence of Title I funds to students in Title I schools. Keep in mind that any determination about supplanting is very case specific and it is difficult to provide general guidelines without examining the details of a situation. Because Title I funds are available, the state would use a set of presumptions—that is, predictions—of what the LEA would have provided in the absence of the Title I funds based on its behavior in other situations.

In the following instances, it is presumed that supplanting has occurred:

- An LEA used Title I funds to provide services that the LEA was required to make available under federal, state, or local law.
- An LEA used Title I funds to provide services that the LEA provided with non-federal funds in the prior year(s).

These presumptions, however, can be rebutted if the LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal Title I funds not been available. The LEA would need to ensure that it had contemporaneous records to confirm the following:

- There was in fact a reduced amount or lack of state and local funds available. The LEA made the decision to eliminate a position without taking into consideration the availability of federal funding, along with the reasons for that decision – e.g., school board minutes.

For detailed information on consolidating funds in a schoolwide program, see the non-regulatory guidance *Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement Not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback Requirements* (www.ed.gov/programs/titleiparta/fiscalguid.doc).

B. Schoolwide Accounting

This section is currently under review. Districts formerly know as Abbott can consolidate funds using category 520-930. A category for other districts has not been assigned.

1. Unconsolidated Funds

Accounting for schoolwide funds in an unconsolidated environment is similar to a targeted assistance program, except that districts should use location codes for funds for an individual school (since schoolwide is approved on a school level basis). For grant reporting the total schoolwide expenditures are reported back under code 520-931 (non-Abbott districts) and 520-930 (Abbott districts). However, to ensure proper use of Federal program funds, districts must maintain a record of expenditures using a unique program code for the schoolwide expenditures by function and object code (e.g., 20-XXX-XXX-XXX) and by school for purposes of the year end financial reporting (CAFR). The total of these schoolwide expenditures must agree to the total reported under 520-931 or 530-930. Also, it may be easier to compute and track the reimbursable amounts required under N.J.S.A. 18A:66-90 (TPAF/FICA Reimbursement Report) if you use separate accounting. Time and Activity reports are also required under an unconsolidated accounting system.

2. Consolidation of Funds

NCLB § 1114 authorizes eligible schools to consolidate Title I funds, along with other federal, state, and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that schools and districts can focus on designing the schoolwide program first before determining how the plan will be funded, rather than having the funding determine the program design.

Certain other federal programs administered by the United States Department of Education (USDE) are limited in the amount of funds that can be consolidated/blended in a schoolwide program. Districts should consult the July 2, 2004, Federal Register (Volume 69, Number 127), which can be found at www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html, for further guidance on schoolwide programs and blending. ***Specifically excluded from this provision are Reading First, National School Lunch Program, and Emergency Impact Aid funds provided for a displaced student reported as a child with a disability.***

Note: Please remember that whether or not you consolidate funds, a program must be run for each grant that is received.

Certain Title I funds cannot be consolidated include the following:

- Off-the-top reserves for District In Need of Improvement (DINI) Professional Development, Supplemental Educational Services (SES), Choice Transportation, and Parental Involvement Reserves
- School In Need of Improvement (SINI) and professional development funds as shown in Step 4 of the Title I Eligibility screens or EWEG
- Nonpublic funds
- School improvement funds: 1003(a) and (g)

For grant reporting, the total schoolwide expenditures are reported back under code 520-931 (non-Abbott districts) and 520-930 (Abbott districts) for each program. Districts that consolidate funds in a schoolwide program are not required to maintain separate accounting records by program (e.g., Title I, Title III, ECPA), but must be able to identify/compute the amount of funds expended from each federal and state grant

allocated to a schoolwide program. Non-Abbot districts may use any reasonable method to demonstrate how the funds have been expended. One method is to distribute expenditures at year-end based on a percentage of revenues originally allocated. For Abbott districts, see the following section, 2. Abbott School Districts.

Example: The district consolidates Title I, and Title IV funds with state funds using the same percentage allocation for each school. All schools are in Title I schoolwide programs. The resource allocation is the same for each school and simplifies the calculation. Title I is 20%, Title IV is 12% and state funding is 68%. For purposes of this illustration, state funding is not broken out. At year end, the total expenditures for schoolwide programs are \$30,000,000. Title I expenditures are \$6,000,000 (20% x \$30,000,000), Title IV is \$3,600,000 (12% x \$30,000,000), and state funding is \$20,400,000 (68% x \$30,000,000). The district reports back \$6,000,000 in the code 520-930 for Title I, \$3,600,000 in the code 520-931 for Title IV, and \$20,400,000 in the code 520-931 for the state grants.

If funds are combined in a school operating a Title I schoolwide program, the district must set up a schoolwide account for each school that combines federal, state and/or local funds. In non-Abbott schools, the district should set up a program code in Fund 20 that is not currently being used in the 230 series. (Account numbers would look like 20-235-Function-Object-Location).

Accounting is similar to the unconsolidated, except that federal, state and/or local resources are combined. Districts must maintain a record of expenditures by function and object code (e.g., 20-XXX-XXX-XXX) by school for purposes of the year end financial reporting (CAFR). The total of these schoolwide expenditures must agree to the total reported under 520-931 or 520-931. The reimbursable amounts required under N.J.S.A. 18A:66-90 (TPAF/FICA Reimbursement Report) must be calculated annually using a reasonable methodology such as using the percentage of federal resources to calculate the reimbursable benefits. The worksheets in the Abbott guidance may be used by non-Abbott districts for this calculation.

C. How to Consolidate Funds/Eligible Amounts for Consolidation

Once funds are consolidated the percentage from each Title must remain less than or equal to the initial year (but cannot be increased). In subsequent years, any excess of this percent of federal funds may not be consolidated. Schools that consolidate funds must do so for at least three consecutive years. Districts interested in consolidating funds should contact the Office of Title I Program Planning and Accountability to attend a mandatory workshop prior to consolidating funds.

1. Non-Abbott School Districts

Once funds are consolidated, the percentage allocated to Fund 20 in subsequent years from each Title must remain less than or equal to the Fund 20 allocation in the initial year (This percentage cannot be increased.). The table below (*Table 3: Tracking of Consolidated Funds*) will help the district and the NJDOE track the sources beyond the initial year.

Example: Title I funds 4% of the school operating budget in 2007-2008, the first year the district consolidates funds under a schoolwide program. In future years Title I, and other Titles, can only fund a percent equal to or less than 4% of that school's operating budget within the consolidated budget.

2. Abbott School Districts

Under NCLB, districts are encouraged to blend eligible funds for eligible schoolwide programs in Fund 15. Schoolwide status is determined by poverty levels on a school-by-school basis. Simply being a school in an Abbott district does not make the school eligible to operate a schoolwide program. In addition, schools must take a planning year and develop and submit the Title I Unified Plan to the Office of Program Planning and Accountability/Specialized Populations for approval. An LEA should allocate funds to eligible schools based on rank order, on the basis of the number of children from low-income families in each school (*NCLB* §1113 (c)). The allocation is determined using the Eligibility screens that are included in the *NCLB Consolidated*

Application. Refer to the Abbott Addendum to the Audit Program for more on *The Blended Resource Fund - Schedules of Blended Expenditures*.

Example: Title I funds 4% of the school operating budget in 2007-2008, the first year the district consolidates funds under a schoolwide program. In future years Title I and other Titles can only fund a percent equal to or less than 4% of that school's operating budget within the consolidated budget. Districts interested in consolidating funds should contact the Office of Program Planning and Accountability/Specialized Populations to attend a mandatory workshop prior to consolidating funds.

Programs, services, and positions stipulated by the Abbott v. Burke V and X decisions and embodied in NJAC 6A:10 cannot be funded with Title I funds. Schools may supplement Abbott requirements with programs and services that address other documented needs and increase the student's opportunity to succeed and meet the Core Curriculum Content Standards.

Table 3: Tracking of Consolidated Funds

BASE YEAR: 2007-2008		
SOURCE	AMOUNT	PERCENT *
Title I, Part A		
Title II, Part A		
Title II, Part D		
Title IV		
Title V		
Title VI		
Perkins		
IDEA		
Other		
State		
Local		
TOTAL		**

* In subsequent years, the federal percent may not exceed base year

** Must equal 100%