
Finance Advisory Committee Meeting
JCPS Board of Education
1/11/17

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Title I & Title II

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Overview of Title I

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson. The law provided federal grants to state educational agencies to improve the quality of elementary and secondary education. Title I, formerly known as Chapter 1, was part of the original Elementary and Secondary Education Act of 1965 and is the foundation of the federal commitment to closing the achievement gap between low-income and other students.

Overview of Title II

Title II, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015, is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators. Provisions in Title II offer new opportunities districts to more effectively attract, select, place, support, and retain excellent educators; revisit traditional uses of these funds; and consider new and additional uses of Title II, Part A funds that are innovative and evidence-based.

Federal government allocates to



State Education Agency allocates to



Local Education Agency

District Requirements - Title I

The district must set aside funds for:

Private schools (new formula increased amount given to private schools);

Children from local institutions for neglected children (state agency schools);

Homeless children;

Preschool programs;

English learners;

Parent and family engagement;

School Attendance Areas: A district must rank order all of its school attendance areas based on the percent of low income children. The district must serve, in rank order of poverty, its schools above 75% poverty. Then the district has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span grouping.

Allocations: A district must allocate Title I, Part A funds to participating schools based on Title I, Part A allocation procedures.

School Allocations

- Ranking report generated mid-January - each school's percentage of students on free and reduced lunch;
- Cut-off evaluated each year - has been 68.4% the last 3 years;
- Currently 101 Title I schools in JCPS;
- Schools operate Schoolwide Programs to be able to use Title I funds to improve the overall program in the school;
- Schools must conduct a needs assessment to determine priorities; develop a comprehensive improvement plan; and engage in yearly evaluation of the effectiveness of the plan to make decisions on how to use Title I funds.

District Requirements - Title II

Allowable uses of Title II, Part A funds include, but are not limited to the following:

- Support Teacher and Principal Professional Growth and Effectiveness Systems
- Recruit, hire, and retain highly qualified and effective teachers and principals;
- Teacher advancement initiatives that emphasize multiple career paths
- Provide professional learning activities that improve the knowledge and effectiveness of teachers, principals and superintendents
- Establish induction and mentoring programs;
- Provide professional learning, course work and exams to assist educators to become highly qualified.

Title II funds should be directed to serve the neediest students.

Also, Title II funds must be allocated to private/non-public schools off the top, before allocating the funds within the public school system.

District Requirements - Title Programs

Supplement versus Supplant:

A district may use Title I, Part A and Title II funds only to supplement the funds that would, in the absence of title grants, be made available from non-federal sources for the education of children participating in Title I, Part A programs. In no case may federal funds be used to supplant, or take the place of, funds from non-federal sources. The LEA must demonstrate the methodology in which state and local funds are distributed to schools.

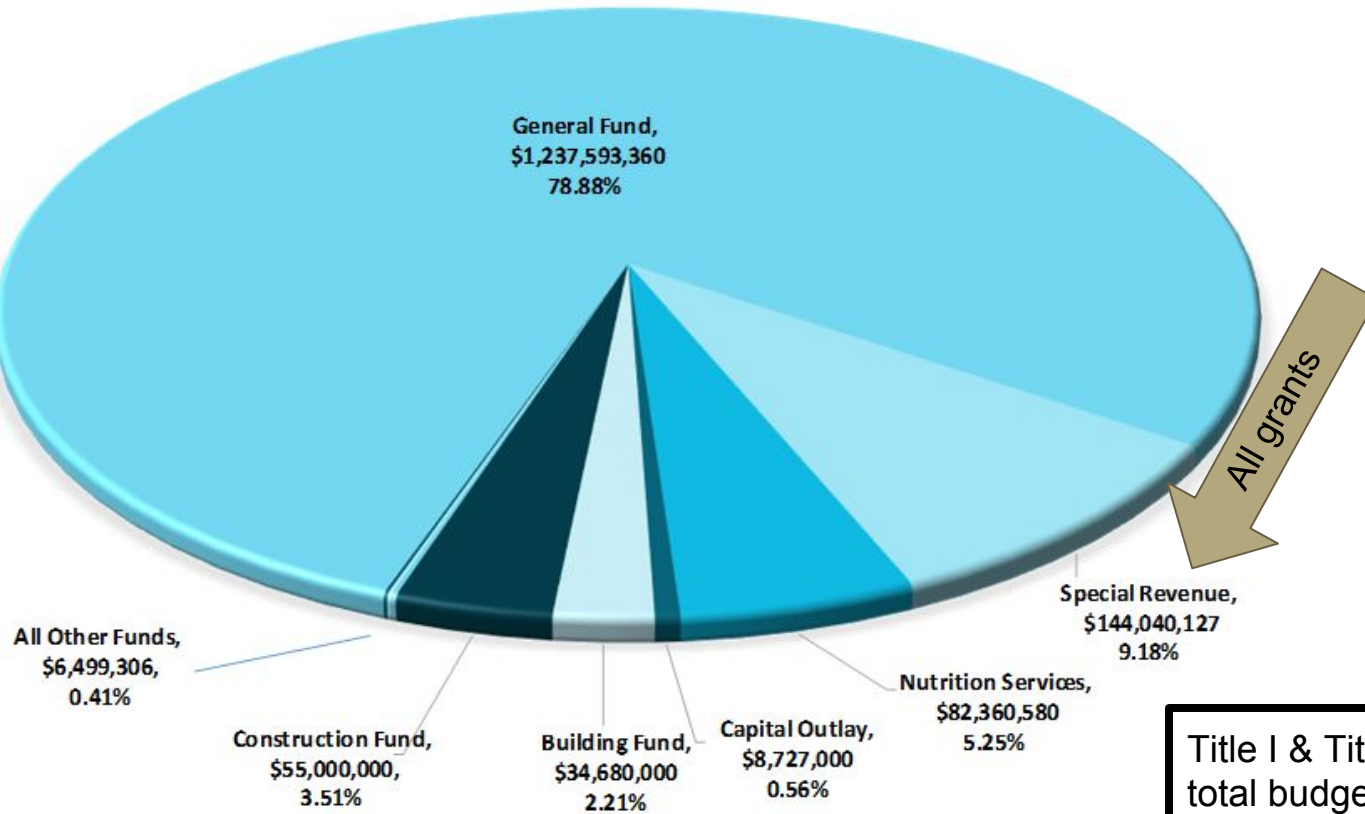
Funds must be distributed in a title-neutral manner; the LEA cannot determine the amount of state and local funds allocated to a school based on the school's Title I allocation.

Comparability:

A district must meet the comparability requirement as follows: A district may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I, Part A schools that are at least comparable to the services provided in schools that are not receiving Title I, Part A funds.

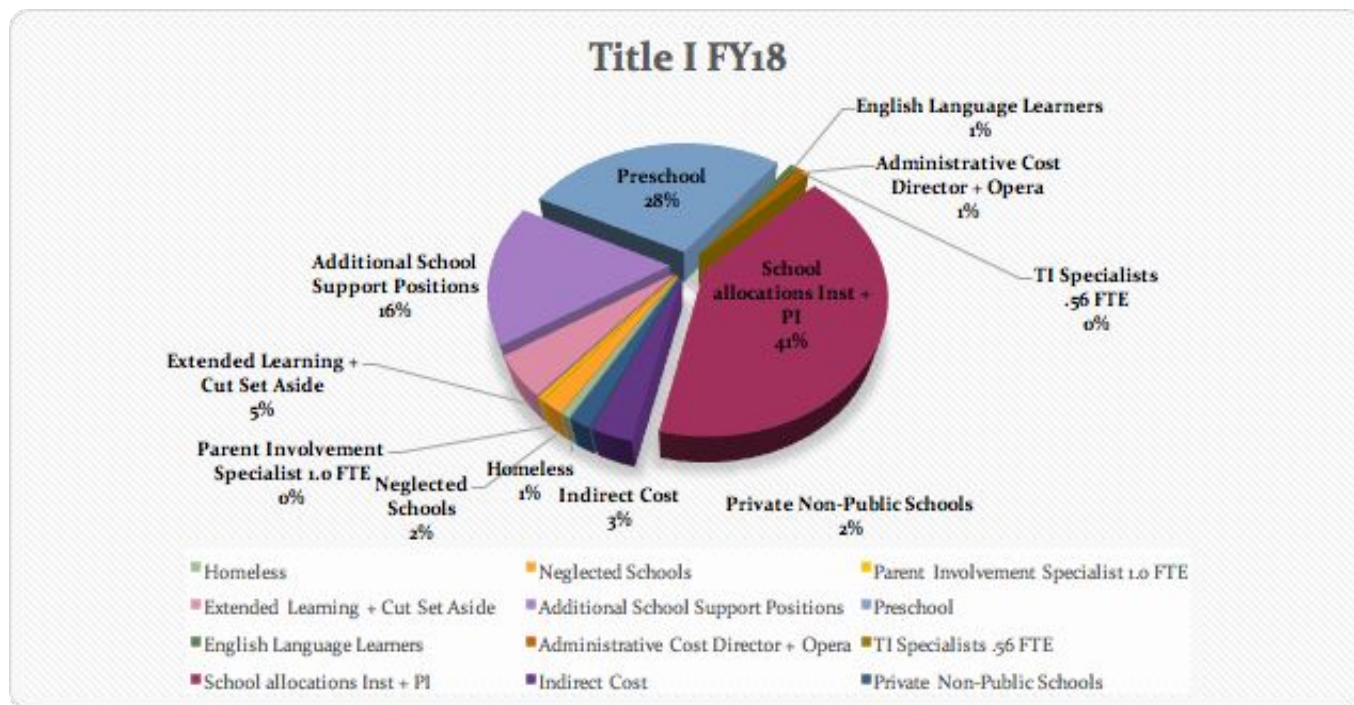
TOTAL REVENUE FY18 TENTATIVE BUDGET

\$1,568,900,373



Title I & Title II = .026% of total budget

District Title I, Part A Budget FY18

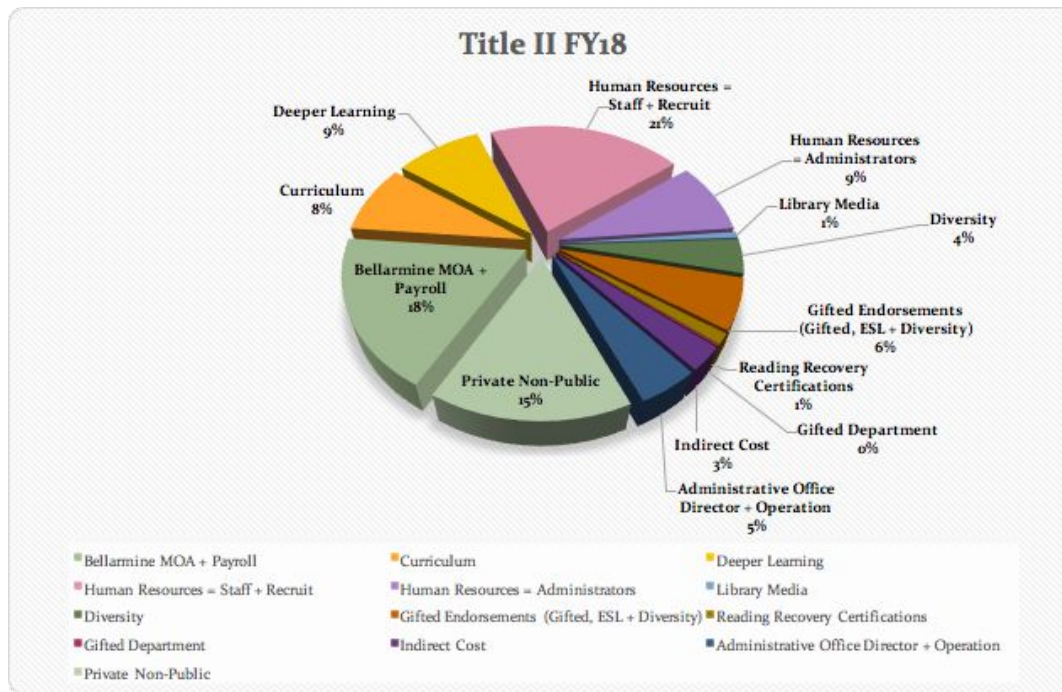


Category ▼	Amount ▼
Homeless	\$ 242,000
Neglected Schools	\$ 655,351
Parent Involvement Specialist 1.0 FTE	\$ 120,000
Extended Learning + Cut Set Aside	\$ 1,760,599
Additional School Support Positions	\$ 6,129,422
Preschool	\$ 10,300,000
English Language Learners	\$ 315,281
Administrative Cost Director + Opera	\$ 350,155
TI Specialists .56 FTE	\$ 91,000
School allocations Inst + PI	\$ 15,219,447
Indirect Cost	\$ 1,149,845
Private Non-Public Schools	\$ 615,416
	\$ 36,948,516

Some figures are subject to change as total JCPS allocation is adjusted by KDE/Federal Government.

Prepared by:
Karen Moore
Fiscal Coordinator
1/5/18

District Title II Budget FY 18



Category ▼	Amount ▼
Bellarmino MOA + Payroll	\$ 944,685
Curriculum	\$ 441,914
Deeper Learning	\$ 478,158
Human Resources = Staff + Recruit	\$ 1,082,103
Human Resources = Administrators	\$ 461,881
Library Media	\$ 37,165
Diversity	\$ 214,097
Gifted Endorsements (Gifted, ESL + Diversity)	\$ 316,006
Reading Recovery Certifications	\$ 65,268
Gifted Department	\$ 9,000
Indirect Cost	\$ 149,325
Administrative Office Director + Operation	\$ 240,000
Private Non-Public	\$ 784,654
	\$5,224,256

Some figures are subject to change as total JCPS allocation is adjusted by KDE/Federal Government.

Title 2 is using FY17 + FY18 to support these initiatives

FY17 = \$781,871

FY18 = \$4,442,385

Prepared by:
Karen Moore
Fiscal Coordinator
1/5/18

Continuous Improvement Process - Budgeting

Title I Budget Allocation Worksheet - FY18				
			Total Budget Entered On Worksheet	Budget Check (Must Be Zero)
Enter School Location #:	167			
School Name:	CARRITHERS MIDDLE			
Instructional Budget:	95,904	95,904		0
Parental Involvement Budget:	3,330	3,330		0
PD Budget (If Required):	0	0		0
GRAND TOTAL	99,234	99,234		
ORG	Object	Object Description	Budget Amount	Number of Positions
Category: Instruction				
Full Time Staff				
XXX2170	011022	Teacher / Itinerent Teacher	0.00	0.00
XXX2227	011038	Resource Teacher	0.00	0.00
XXX2170	013028	Instructional Assistant	0.00	0.00
XXX2170	013044	Instructor III	59,571.00	2.00
XXX2170	013081	Instructor I / Instructor II	0.00	0.00
XXX2170	013091	Home School Coordinator	0.00	0.00

Title I Program Description - FY18									
Funds become available for use July 1.									
School Location #:	167	School Name:	CARRITHERS MIDDLE						
<p>NEW !!!! DO NOT COPY & PASTE FROM PREVIOUS YEARS!! NEW PROGRAM DESCRIPTION REQUIREMENTS!!</p> <p>TYPE WITHIN THIS BOX. DO NOT COPY AND PASTE FROM ANOTHER DOCUMENT!</p>									
<p>IDENTIFY AREA(S) OF NEED AND DESCRIBE HOW THE ENTIRE SCHOOL WILL ADDRESS THE AREA(S) OF NEED BY GRADE LEVEL:</p>									
<p>***** PLEASE REFER TO THE 'PROGRAM DESCRIPTION INSTRUCTIONS' TAB BEFORE COMPLETEING THIS SECTION *****</p> <p>According to KPREP, 45% of our gap students did not demonstrate proficiency in reading and more than 36% of our gap students did not demonstrate proficiency in math. The Title I funds will be used to provide two instructor IIIs to help provide instructional support in reading, reading comprehension, and math. Our struggling students will also have the opportunity to improve their skills, learn the common core state standards, and experience formative assessment with the use of technology. Edgenuity and Mypath software will be used. The two instructor IIIs will be responsible for monitoring the progress of each student and providing data and other important information for parents, teachers, and administrators. From this information, next steps will be established. Two instructor IIIs will collaborate with classroom teachers and administrators to meet individual student need. The instructors will provide RTI for our struggling students with one on one and small group instruction focused on common core state standards. One on one and small group discussion will also be employed. Title 1 staff: 2.0 FTE instructor IIIs</p>									



Title I School Allocations

This process replaces previously-used spreadsheets.

Schools must directly connect the use of funds to the CSIP and needs assessment.

We can track and monitor data about use of funds and their impact.

JCPS Title I Budget Plan

Support Hotline:  Budget questions: 485-6605  Technical questions: 485-6348

ID 96

Section A: Plan Description												
Cost Center	Portland Elementary ▼	Cost Center Head	ANGELA HOSCH	Budget Year 18-19								
Needs Assessment*	<u>Data source:</u> <input type="checkbox"/> ACT <input type="checkbox"/> Brigrance <input type="checkbox"/> CSS <input type="checkbox"/> GAP <input type="checkbox"/> Graduation rate <input type="checkbox"/> KPREP <input type="checkbox"/> KYOTE <input type="checkbox"/> MAP <input type="checkbox"/> Proficiency Test <input type="checkbox"/> Suspension/Behavioral <input type="checkbox"/> TELL <input type="checkbox"/> <input type="text"/>	<u>Needs identified:</u> <input type="checkbox"/> Achievement Gap <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Gifted Education <input type="checkbox"/> Novice Reduction <input type="checkbox"/> Proficiency <input type="checkbox"/> School Climate <input type="checkbox"/> Transition Readiness <input type="checkbox"/> <input type="text"/>	<u>Concentration of Needs:</u> School-wide <input type="checkbox"/> <input checked="" type="radio"/> Both <input type="radio"/> Female <input type="radio"/> Male <input type="checkbox"/> ECE <input type="checkbox"/> Free/reduced price meal <input type="checkbox"/> Limited English Proficiency <input type="checkbox"/> All grades <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 — <input type="checkbox"/> All races <input type="checkbox"/> African American <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White									
	Title I Objectives*	<table><thead><tr><th>Metric</th><th>Subject</th><th>Target</th></tr></thead><tbody><tr><td>Select ... ▼</td><td></td><td></td></tr><tr><td colspan="3"><input checked="" type="checkbox"/> Add metric item</td></tr></tbody></table>	Metric	Subject	Target	Select ... ▼			<input checked="" type="checkbox"/> Add metric item			Non-cognitive objective <input type="text"/> Other objective
Metric	Subject	Target										
Select ... ▼												
<input checked="" type="checkbox"/> Add metric item												



Title II Department Allocations

This process began last year.

Departments must directly connect the use of funds to Vision 2020.

We can track and monitor data about use of funds and their impact.

JCPS Title II Budget Request Proposal

Support Hotline:  Budget questions: 485-6605  Technical questions: 485-6254

ID 58

Section A: Program Description					
Cost Center	Administrator Recruitment and Development	Division	Business Services		
Proposal Title*	New Teacher Institute/Induction				
Program Type*	<input checked="" type="radio"/> One year <input type="radio"/> Recurrent	Cost Center Head	MARGIE ECKERLE	Budget Year	17-18
This Program	<input type="checkbox"/> Is mandated by a federal or state policy/regulation <input type="checkbox"/> Is related to a general fund budget request	General Fund Request <div></div>			
The New Teacher Institute is the introduction of the beginning JCPS teacher to the school district. This is the setting in which teachers are acclimated to the goals, expectations and nuances of Jefferson County Public Schools and it is the first professional educator event that our new teachers experience. Best practice instructional strategies are reviewed to prepare these teachers to successfully manage and instruct in their classrooms as well as effective classroom management techniques. This induction program is offered at three different times during the school					

Questions?
