

# FY12 Title I, Part A Grant Application Instructions – Forms 1, 2 and 3

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## Before You Begin:

Form 1 of the Title I grant application lists the schools in the district that will and will not receive Title I, Part A funds in the upcoming fiscal year, and the amount of funds allocated to each Title I school. Form 2 of the Title I grant application calculates minimum per-pupil expenditures and lists the district-wide funds to be reserved prior to calculating school-level Title I allocations. Form 3 details the use of Title I Funds in district schools. Title I Forms 1 and 2 should be completed before the Title I budget sheet, including the identification of individual line item expenditures. Complete the Cover Sheet and Forms 1 and 2 before completing Form 3. Before completing the forms, assemble the information below.

From the Department’s FY12 NCLB and IDEA Grant Applications website, gather:

1. The district’s FY12 Title I allocation
2. FY12 Title I Submission Instructions
3. Instructions for Completing Title I Forms 1, 2 and 3
4. The FY12 Title I Workbook, which contains Title I Forms 1, 2 and 3

From district records, collect:

5. The 2010 NCLB Accountability Status of the district and all district schools, found at: [http://profiles.doe.mass.edu/state\\_report/ayp2010.aspx?mode=district](http://profiles.doe.mass.edu/state_report/ayp2010.aspx?mode=district)
6. A list of all private schools within or beyond district boundaries that enroll students who reside in the district
7. Data on school-age children, including data on children from low-income families, who reside in Title I served school attendance areas in the district but who are not attending public schools
8. Information on the Title I funds the district will reserve prior to calculating school-level allocations (reservations that are required and those that are optional)

For further details on Title I funding requirements, see the U.S. Department of Education’s non-regulatory guidance on local educational agency identification and selection of school attendance areas and schools and allocation of Title I funds to those areas and schools at: <http://www.ed.gov/programs/titleiparta/wdag.doc>.

For further details on Title I accountability requirements, visit the Department’s Web site at <http://www.doe.mass.edu/sda/ayp/2010/>.

## Identifying Eligible Title I Schools (Form 1)

Identifying, selecting, and allocating funds to eligible Title I schools for the upcoming school year is the culmination of a comprehensive planning process based on district-wide and school-level needs assessments and an evaluation of current Title I activities. Using low-income data and overall Title I allocations, the district allocates funds to its priority schools.

### 1. Become Familiar with the Parts of Form 1

Before completing Form 1, become familiar with the worksheet:

- **Section A:** The district selects the date and type of the low-income data the district is using to determine each eligible school.
- **Section B:** The district chooses a method for qualifying Title I schools.
- **Section C:** Lists the schools in the district. If the schools are not listed, return to the Cover sheet and select the name of the district from the drop-down menu. The list of schools will be automatically sorted based on the qualifying method the district selects.
- **Section D:** The district enters information about private schools attended by students residing in the district who may be eligible for Title I services.

## 2. Select the Source of the Poverty Data Used to Identify Eligible Schools

Title I requires the district to rank all of its school attendance areas (the geographic area from which a public school draws its children) according to their percent of poverty. The first task is to **select the source of the poverty data the district is using to identify eligible schools** using the drop-down menu in Section A. (To clear enrollment data in Columns 4 and 6, click the button in the upper right hand corner of Form 1.)

The overwhelming majority of Massachusetts districts use Free/Reduced Price Lunch eligibility—as reported via the Student Information Management System (SIMS) in October 2010 or March 2011—to establish low-income percentages. Other sources (i.e., Census, TAFDC, or Medicaid data) may also be used.

- Selecting Free/Reduced Price Lunch as an option automatically populates **Column 4 (Total Number of Children Enrolled in Schools in Column 1)** and **Column 6 (Low-Income Children Enrolled in Public Schools)**
- If you decide to use school attendance area counts to calculate school poverty percentages, as opposed to the more limited option of school enrollment counts, then you must enter the information you have collected into **Columns 5, 6 and 7 (Number of Children Residing in Attendance Areas)**. See Section 3 below.

The district must include in these figures all children enrolled in public and private schools, including out-placed students with disabilities, and students eligible to attend but who are not attending school (such as dropouts, home-schooled students, and other non-attendees).

**Note:** Data sources must be applied uniformly to each school attendance area and to the district as a whole. In other words, the district must use the same measure of poverty for identifying eligible school attendance areas, determining the ranking of each area, and determining the allocation of each area.

A child who might be included in more than one data source may be counted only once in arriving at a total count. The purpose of these counts is to establish “headcounts” of low-income students residing in school attendance areas; accordingly, students attending part-day programs in kindergarten or other grades should be counted as if they were attending full-day programs.

The form automatically calculates the poverty percentage of each school. The district wide poverty average is also automatically displayed.

## 3. Enter Data on Children Not Attending Public Schools, if Available

Next, enter private school low-income data—and other non-public school data, if available—in Columns 5 and 7.

- In **Column 7 (Number of Private School Children from Low-Income Families Residing in Attendance Areas)** enter the number of private school students from low-income families by school attendance area as determined through consultation with private school officials or comparable measures. Information should be entered here for all schools served.
- **Column 5 (Total Number of Children Residing in Attendance Areas)** is not populated if the district used Free/Reduced Price Lunch eligibility as reported via SIMS to establish low-income percentages. The district should only enter information into this column if it elects to use school attendance area counts to calculate school poverty percentages. Districts using school attendance area counts to determine eligibility are required to include in these figures all children enrolled in public and private schools, including out-placed students with disabilities, and students eligible to attend but who are not attending school (such as dropouts, home-schooled students, and other non-attendees).

**Review:**

- Have I used the drop-down menus to select and identify the primary source of data I used to determine eligible Title I school attendance areas?
- Have I included private school low-income student data in Column 7, gathered through consultation with private schools enrolling students who reside in my district?
- If I elected to use school attendance area counts to calculate school poverty percentages, did I enter information in Column 5?

## Qualifying School Attendance Areas (Form 1)

The district may use various methods of qualifying Title I school attendance areas. These qualifying methods give certain flexibility to districts in selecting the areas to be served, while also adhering to the general principle that higher-poverty schools are served first. In this section the difference between two common methods of qualifying school attendance areas is explained: (1) District-wide low-income percentage, and (2) Grade span grouping and district wide percentage.

### 4. Select a Method of Qualifying Title I Schools

Using the drop-down menu in **Section B**, select a method of qualifying Title I schools that allows the district to appropriately allocate resources to the school attendance areas that would benefit most from Title I funds. (To reset your method of qualifying Title I schools, click the second button in the upper right hand corner of Form 1.) Broadly speaking, the district may choose to use a district-wide ranking or rank school attendance areas by grade-span groupings.

**Note:** Only after the district has served all of its areas with a poverty rate above 75 percent may the district serve lower-ranked areas. The district has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings. Grade span groupings may be utilized only after serving school attendance areas at or above 75 percent poverty, including any middle schools or high schools.

- **Option 1** is the 35% rule. Under this qualifying method, all district schools at or above 35% poverty are eligible for services; as such, funds may be insufficient to serve all schools down to the 35% poverty level.
- **Option 2** is the district-wide low-income percentage method. Under this qualifying method, schools at or above the district-wide poverty average are eligible for services; as such, money may run out before serving all of these schools.
- **Option 3** is the grade span grouping/35% rule. Under this qualifying method, schools with similar grade spans are grouped together and any school at or above 35% poverty in each group is eligible for services.
- **Option 4** is the grade span grouping/district-wide percentage method. Under this qualifying method, schools serving the same grades are grouped together, and any school at or above the district-wide poverty average in each group is eligible for services.
- **Option 5** is the grade span grouping/group-wide percentage method. Under this qualifying method, schools serving the same grades are grouped together and any school at or above the group-wide poverty average in each group is eligible for services.
- **Options 6 and 7** apply to smaller districts and single-school districts. If the district contains one school per grade span or if the total enrollment of the district is less than 1,000 students, then the district is not required to rank-order schools and consequently may serve any school.

**Note:** A district containing one school per grade span has more than one school building but no overlapping grades across buildings (e.g., a district may be organized into four schools containing grades PK-2, 3-5, 6-7, and 8-12 where each grade level is only found in one building). There is no limitation on the total number of grade spans, so long as each grade level is only found in one building.

Districts in this category with more than one school should be able to justify which schools will be served by Title I. For example, if the district contains one school per grade span, it may decide to use academic need rather than poverty percentage as the basis of selecting schools for Title I participation.

Districts using Options 6 or 7 must follow the remainder of these instructions, including the calculation of private school allocations if applicable.

Certain implications apply depending on whether the district elects to use district-wide ranking or the grade-span grouping method of qualifying Title I schools.

- If “district-wide low-income percentage” is selected as a method of qualifying Title I schools, the spreadsheet will automatically sort all schools in rank order by low-income percentage based on the data source used to determine eligible Title I school attendance areas.
- If “grade span grouping and district wide percentage” is selected as a method of qualifying Title I schools, the spreadsheet will automatically sort the schools by grade span and then by low-income percentage based on the data source used to determine eligible Title I school attendance areas.

Because the district may only use the grade span grouping option after schools above 75% poverty are served regardless of grade span, the spreadsheet will always first rank schools above 75% poverty, regardless of grade span.

A district that opts to serve schools at or below 75 percent poverty using grade-span groupings may determine higher or lower per-pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-pupil amounts within grade spans may vary, but the district may not allocate higher per-pupil amounts to areas or schools with lower poverty rates within grade spans.

(The same method of qualifying schools must be used for all groupings. For example, if there are three grade span groupings, all three must use the 35% rule, or all three must use district-wide poverty average, or each must use its group-wide poverty average.)

**Review:**

- Have I used the drop-down menu in Section B to select a method of qualifying Title I schools?
- Have I determined the method of qualifying schools that allows my district to best address the needs of its schools?

## Selecting Eligible Title I Schools (Form 1)

Once the district has selected a method of qualifying school attendance areas, the district selects the schools it wishes to serve with FY12 funds by entering information into certain columns in Section C.

**Note:** When the mouse hovers over a cell with a red triangle in the right-hand corner, comments will appear explaining information particular to that cell.

As is the case throughout the FY12 Title I Grant Application, red cells indicate that required data must be entered.

### 5. Indicate Schools to be Served

In **Column 3** the district is required to indicate Title I service provision or non-provision for each school in the district by clicking a red cell and selecting from one of five options:

- Select “**SW**” (Schoolwide) if the school will conduct a schoolwide program as defined under federal regulations in school year 2011-12. As a general rule, only schools with 40% or higher poverty percentages can implement schoolwide programs. For detailed information on schoolwide programs, refer to the Department’s website at: <http://www.doe.mass.edu/titlei/programs/>.
- Select “**TA**” (Targeted Assistance) if the school will conduct a targeted assistance program in school year 2011-12.
- Select “**TAP**” if the school will conduct a targeted assistance program during school year 2011-12 but is planning to conduct a schoolwide program in school year 2012-13. Select this option if the school serves or anticipates serving in the next school year an eligible school attendance area in which not less than 40 percent of children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families, AND the school is using school year 2011-12 as a planning year for the implementation of a schoolwide program in school year 2012-13.
- Select “**NS**” (Not Served) if the school will not receive Title I services in school year 2011-12.
- Select “**CL**” (Closed) if the school will be closed in school year 2011-12.

**Skipping Eligible Schools**

**Note:** The district may elect to “skip” an eligible school attendance area or school that has a higher percentage of children from low-income families than a school that is served only if the following criteria are met: (1) The school meets the Title I comparability requirements; (2) The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of Title I, Part A; and (3) The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

Please note, however, that eligible private school children who reside in a “skipped” attendance area must be provided Title I services even though the public school attendance area is skipped.

In implementing this provision, therefore, a district must determine which school attendance areas would have received Title I funds absent any skipping and what the per-pupil allocations for those areas would have been. The district must then determine the amount of funds that would have been allocated for private school children residing in those school attendance areas. This amount is included in the funds available for serving eligible private school children residing in the district. If the district skips one or more of its higher-ranked school attendance areas, enabling the district to use Title I funds to serve additional lower-ranked areas, low-income private school children residing in those additional areas would not warrant the allocation of funds.

Under §200.79 of the Title I regulations, a supplemental State or local program meets the requirements of Section 1114 if the program—

- Is implemented in a school that meets the minimum 40 percent poverty threshold required to operate a schoolwide program;
- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the State's challenging academic achievement standards that all students are expected to meet;
- Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

A supplemental State or local program meets the requirements of Section 1115 if the program—

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

**6. Indicate “Grandfathered” Schools (If Necessary)**

**Column 1A** allows you to indicate so-called grandfathered schools. Title I includes a “grandfather provision” allowing districts to designate and serve a school attendance area or school that is not eligible this year, but that was eligible and served in the preceding fiscal year, but only for one (1) additional fiscal year. Place an “X” in Column 1A for any school that will be served due to this “grandfather provision.” If no schools will be served this way, leave the column blank.

**Review:**

- Have I selected the method of qualifying schools that allows the district to appropriately allocate resources to the schools that would benefit most from Title I funds?
- If I elected to “skip” an eligible school attendance area or school that has a higher percentage of children from low-income families than a school that is served, does the school meet the

- federally mandated criteria noted above?
- **Column 3:** Have I indicated how I intend to serve each school attendance area in the district by clicking on each of the red cells and selecting the appropriate option (“SW”, “TA”, “TAP”, “NS”, or “CL”)?
  - **Column 1A:** Have I placed an “X” in Column 1A for any school that will be served due to the “grandfather” provision (schools, if any, which qualify for Title I due only to service in the previous year)?

## Reserving Funds Prior to School Allocations (Form 2)

**Form 2** of the Title I grant application calculates minimum per-pupil amounts based on the district’s total Title I, Part A allocation and the attendance area data entered on Form 1. In addition, Form 2 documents the district-wide funds to be reserved prior to calculating individual school allocation amounts. Therefore, **Form 2 must be completed before school allocations can be entered into Form 1.**

Form 2 contains two formulas: **Formula 1** and **Formula 2**. Formula 1 is for districts serving any schools below 35% poverty. Formula 2 is for districts serving all schools at/above 35% poverty.

By selecting schools as SW, TA, or TAP in Form 1 of the Title I budget workbook, Form 2 will pre-populate either Formula 1 or Formula 2, eliminating the need for districts to manually select a formula.

Reservations may be required or voluntary. Reservation categories include: school choice-related transportation, supplemental educational services (SES), professional development, parental involvement, administrative services, indirect costs, services for neglected and/or delinquent children, pre-school programs, and services for homeless children.

Both Formula 1 and Formula 2 list the categories of reservations that districts reserve from their Title I, Part A allocation before distributing funds to school attendance areas.

Because the reservation of funds by a district will reduce the funds available for distribution to participating areas and schools, the district must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its district plan, what reservations are needed. This issue must also be part of the consultation with private school officials before a district makes any decisions that affect the opportunities of eligible private school children to participate in Title I, Part A programs.

<p style="text-align: center;"><b>Formula 1</b> <i>Districts serving <b>any</b> schools below 35% poverty</i></p>	<p style="text-align: center;"><b>Formula 2</b> <i>Districts serving <b>all</b> schools at/above 35% poverty</i></p>
<p><b>Row 1</b> automatically displays the district’s total Title I, Part A allocation from the Cover page of the budget workbook.</p> <p><b>Row 2</b> automatically displays the Total Number of Children from Low-Income Families District-wide from Column 8 of Form 1.</p> <p><b>Row 3</b> automatically calculates the Initial Per-Pupil Amount, which is the district’s total Title I, Part A allocation divided by the total number of low-income children in the district according to the poverty measure the district selected to identify eligible school attendance areas.</p> <p><b>Row 4</b> automatically calculates the Final Per-Pupil Amount. This figure represents the initial per-pupil amount multiplied by 125 percent. This amount must be used to calculate minimum school allocations for districts serving any school with a poverty rate below 35%.</p> <ul style="list-style-type: none"> <li>• Remember that the district must allocate at least this amount for each low-income child in every eligible school the district serves. The per-pupil amount is calculated prior to reserving any Title I funds.</li> <li>• If remaining funds are not sufficient to fully fund the last served eligible school attendance area or school, then the district may elect to serve the area or school at a rate lower than the minimum per-pupil amount if it determines that the funds are sufficient to enable children to make adequate progress toward meeting the state’s academic achievement standards.</li> </ul> <p><b>Row 5</b> automatically calculates the Total Funds Reserved (set-aside) by the district.</p> <p><b>Row 6</b> automatically calculates and displays the total amount of funds available for school allocations. Before submitting the completed budget workbook, districts must ensure that this figure is equal to the total amount allocated for schools, as indicated in Column 10 on Form 1.</p>	<p><b>Row 1</b> automatically displays the district’s total Title I allocation as entered in the cover page in the budget workbook.</p> <p><b>Row 2</b> automatically displays the total funds reserved, or set aside, by the district. (The district must manually enter its reservations first.)</p> <p><b>Row 3</b> automatically displays the balance remaining for school allocations after total funds reserved, or set aside, by the district. Before submitting the completed budget workbook, districts must ensure that this figure is equal to the total amount allocated for schools, as indicated in Column 10 on Form 1.</p> <p><b>Row 4</b> automatically displays the total number of children from low-income families in the district given in Column 8 of Form 1.</p> <p><b>Row 5</b> provides the district some flexibility in calculating the per pupil allocation amounts:</p> <ul style="list-style-type: none"> <li>• <b>Option A</b> automatically displays a per pupil allocation amount based on the balance remaining for school district allocations divided by the total number of children from low-income families district wide.</li> <li>• <b>Option B</b> allows the district to determine a per-pupil amount that differs from Option A. If the district selects its own per pupil amount, it must enter that amount here and then describe the method or calculation used in the yellow text box at the bottom of Formula 2 on Form 2. Although a district serving only schools at or above 35 percent poverty is not required to allocate 125 percent of its allocation per low-income child, in determining what per-pupil amount to allocate the district should bear in mind the purpose of such funding—to enable children who are most at risk of not meeting the State’s student academic achievement standards to meet them. The per-pupil allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose. A district is not required to allocate the same per-pupil amount to each area or school. However, the district may not allocate a higher per-pupil amount to areas or schools with lower poverty rates.</li> </ul>

**7. Reserve Funds for School Choice and/or SES (If Applicable)**

The first three categories relate to reservations for schools and districts identified for improvement, corrective action, or restructuring under NCLB. Each school district with one or more Title I schools identified for improvement, corrective action, or restructuring must reserve an amount equal to 20 percent of its district Title I, Part A allocation from which it must spend:

- A minimum amount equal to 5 percent for **school choice-related transportation**;
- A minimum amount equal to 5 percent to provide **supplemental educational services (SES)**; and
- An amount equal to the remaining 10 percent for **school choice-related transportation, SES, or both**, as the district determines.

**Note:** Title I schools identified for *Improvement (Year 1)* must offer NCLB School Choice; Title I schools identified for *Improvement (Year 2), Corrective Action, or Restructuring* must offer both NCLB School Choice and SES.

View 20010 School and District AYP Reports at:  
[http://profiles.doe.mass.edu/state\\_report/ayp2009.aspx?mode=district](http://profiles.doe.mass.edu/state_report/ayp2009.aspx?mode=district)

The district must spend these sums unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES. Note that “an amount equal to” means that the funds required to pay the costs of choice-related transportation and SES need not come from Title I allocations, but may be provided from other federal, state, local, and private sources.

**Note:** Updated federal non-regulatory guidance on SES allows for a district to spend up to 1 percent of its 20 percent obligation on parent outreach and assistance.

View the January 14, 2009 SES guidance at: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Enter the total amount reserved for School Choice and/or SES into the appropriate cells.

**Note:** If using **non-Title I funds** to meet the set-aside requirement check the appropriate box and list the non-Title I amount. The percentage of the total allocation is automatically calculated.

**8. Reserve Professional Development Funds for Districts Identified for Improvement (If Applicable)**

Districts that are identified for improvement (Year 1 or Year 2) must reserve not less than 10 percent of the district’s Title I, Part A funds to provide teachers and principals with high-quality professional development in the area(s) of low performance. If the district is identified for improvement, enter this amount in the appropriate cell. (Districts identified for corrective action are not required to reserve funds for professional development.)

**Note:** Schools that are identified for improvement must reserve not less than 10 percent of their school’s Title I allocation to provide teachers and principals high-quality professional development in the area(s) of low performance in the school.

- This school reservation is not a district reservation and should not be indicated on Form 2. Instead, districts must spend the appropriate amount of funds for this purpose out of the school’s Title I allocation as indicated on Form 1.
- Note, however, that if the district and any of its schools are identified for improvement, any school professional development reservations may count toward the district 10% reservation.

**9. Optional Program-Wide Professional Development (not related to Accountability status)**

Funds can be reserved to support Title I professional development activities organized at the district level for teachers involved with Title I students in Title I schools. All program participants have access to funded activities, including teachers of participating private school students. Private schools’ equitable share of spending from this reservation is shown on Form 1, column 14.

**10. Reserve Funds to meet Highly Qualified Requirements (If Applicable)**

Unless a lesser amount is needed, each school district must reserve 5 percent of its allocation for professional development activities to ensure that teachers who are not highly qualified become highly qualified. If reserving funds for highly qualified staff, enter this amount in the appropriate cell.

**11. Reserve Funds for Parental Involvement (If Applicable)**

Each school district with a total Title I, Part A allocation greater than \$500,000 must reserve not less than 1 percent of its allocation for parental involvement, and 95% percent of this expenditure must be directed to schools receiving Title I funds. These requirements may be met through the use of set -asides, through school allocations and spending, or a combination of the two. If the district is required to reserve funds for this purpose, enter the amount in the appropriate cell. Private school equitable participation requirements apply to this program-wide reservation. Where low-income counts are provided for private school students per public school attendance area, private schools’ equitable share of spending from this reservation is shown on Form 1, column 13.

**12. Reserve Funds to Serve Eligible Students Who Do Not Attend Title I Schools (If Applicable)**

Before allocating funds to schools, each district must reserve funds to provide services to eligible students who do not attend Title I schools, specifically: (1) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live; (2) children in local facilities for neglected children, if appropriate; and (3) children in local institutions for delinquent children, and neglected or delinquent children in community day school programs, if appropriate.

**Note:** Only those districts whose Title I allocation notice specifies a neglected or delinquent (N or D) funding amount must reserve funds to serve neglected or delinquent children.

**13. Reserve Funds Voluntarily (If Applicable)**

Additional reservations are voluntary, and may include those for: (1) administration; (2) conducting other authorized activities such as preschool programs, summer school and intercession programs (for students attending participating school attendance areas), professional development, school improvement, and coordinated services; (3) incentives and rewards for teachers in schools identified for improvement, corrective action, and restructuring (for up to 5% maximum of total district allocation); and (4) indirect costs. If reserving funds for any of these or other purposes, enter these amounts in the appropriate cells.

At the bottom of the formula 1 section are rows that display the total funds reserved and the balance remaining for school allocations.

- Review:**
- Have I made all reservations of Title I funds, either required or voluntary, before calculating school-level allocations?
  - If my district is identified for improvement, have I made all applicable reservations? (Professional development reservations for schools identified for improvement are made from school allocations, and are not noted as part of the district reservations on Form 2.)
  - If I am using local funds to meet the reservation requirements for school choice or SES, have I indicated those amounts on Form 2?
  - If I selected Option B under Formula 2 to determine a per-pupil amount, have I ensured that the per-pupil allocation amount is large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose?
  - Have I checked to ensure that I did not allocate a higher per-pupil amount to areas or schools with lower

poverty rates?

For further details on Title I funding requirements, see the U.S. Department of Education’s non-regulatory guidance on local educational agency identification and selection of school attendance areas and schools and allocation of Title I funds to those areas and schools at: <http://www.ed.gov/programs/titleiparta/wdag.doc>.

For further details on Title I accountability requirements, visit the Department’s website at <http://www.doe.mass.edu/sda/ayp/2010/>.

#### 14. Provide a Crosswalk between Reservations and Line Items in the Title I Budget Worksheet

Once the school district indicates the reservations, or set-asides, it made from its Title I, Part A allocation at the top of Form 2 and the budget has been completed, the district must provide a crosswalk between these reservations and the appropriate line items in the Title I Budget Worksheet using the table at the bottom of Form 2.

At the bottom of Form 2 is a table entitled, “Additional Detail Regarding Reservations.”

Reservation amounts will be displayed in the blue rows adjacent to each required and non-required reservation category.

The cells adjacent to the reservations the district made in Form 2 will turn red until the district indicates the dollar figures from each reservation category associated with each line item in the Title I budget worksheet.

**Note:** For example, a district reserving \$20,000 for non-required professional development might indicate that this figure corresponds to Lines 5 (Contractual Services) and 7 (Travel), respectively, on the Title I Budget Worksheet. The district would then provide a narrative description of the reservation, if necessary. In this example, the district might indicate that the \$18,500 figure in Line 5 will be used to contract for an external provider of in-class coaching support for grade 5-8 teachers of mathematics, and that the \$1,500 figure in Line 7 will be used to pay the travel costs for middle school mathematics teachers to attend the NCTM conference.

Once the district has provided an accounting of how all reserved funds in a given column are represented in the line items on the Title I Budget Worksheet, the cells will turn from red to green.

**Review:**

- Have I provided a crosswalk between all reservations and the appropriate line items in the Title I Budget Workbook?
- Are all of the dollars reserved accounted for in the appropriate line items (i.e., have all cells turned from red to green)?
- Have I indicated notes in the last column, where necessary, explaining how the funds will be used?

#### Allocating Funds to Eligible Title I Schools (Form 1)

Now that the district has made the appropriate reservations using Form 2, enter the actual Title I allocation per school in the appropriate cell in Column 10. Keep in mind the two basic rules of allocation. First, all school allocations, except for the last served, must meet minimum per-pupil amounts as figured on Form 2. Second, barring allowable exceptions (i.e., districts containing one school per grade span or districts with a total enrollment of less than 1,000 students), higher poverty schools must receive the same or greater amount per-pupil than lower poverty schools in your rank order.

#### 15. Ensure Schools in Corrective Action or Restructuring Receive at Least 85% of Prior Year Allocation

Refer to **Column 1B**. Title I prohibits a reduction of more than 15% of the prior year allocation to a school identified for corrective action or restructuring. In other words, the allocation to a school in corrective action or restructuring must be at least 85% of its prior year allocation.

If the district has schools in corrective action or restructuring and uses Title I funds for choice-related transportation and supplemental educational services, perform the following steps:

First, determine whether the schools in corrective action or restructuring have been allocated at least 85% of their prior year allocation. If such schools have been allocated at least 85%, no further action is required. If the schools in corrective action or restructuring have been allocated less than 85% of their prior year allocation, then determine the 85% allocation amount for the prior year for each school in corrective action or restructuring.

The 85% amount is the allocation that will be placed in **Column 10** for these schools later. Place an “X” in **Column 1B** to indicate that the allocation for these schools will be adjusted to the 85% level. To maintain this level, you may need to adjust your allocations for lower ranked schools as necessary.

Form 2 calculates the minimum per pupil amounts for all schools served. Be sure to maintain these minimums, with the caveat that the minimum per pupil amount may be waived for the district’s last served school.

## 16. Allocate Funds to Eligible Title I Schools

The total amount allocated for schools in **Column 10** must equal the balance of funds available for school allocations per Formula 1 or 2 on **Form 2**. Notice that as the allocation amounts are entered in Column 10, the data in columns 11 through 14 are automatically populated.

- **Column 11** automatically displays the actual per-pupil amount based on the allocation amounts and the total number of low-income children in Column 8.
- **Column 12** automatically displays the total amount of funds that may potentially be used to provide Title I services for children from low-income families enrolled in private schools. This figure is based on the school per-pupil amount in Column 11 and the total number of low-income private school students in the attendance area in Column 7. **Note: this amount is part of, not additional to, the total amount allocated to the public school (column 10 amount entered by the applicant).**
- **Column 13** automatically displays the total amount of funds that may potentially be used to involve parents of children enrolled in private schools in the district’s Title I program. This figure is based on the number of low-income private school students in participating attendance areas in Column 7 and the funds set aside for parent involvement in Form 2.
- **Column 14** automatically displays the total amount of funds that may potentially be used to provide private school teachers with professional development. This figure is based on the total number of students from low-income families attending private schools in each participating school attendance area and on the non-required professional development funds set aside on Form 2.

The **District-Wide Low-Income Percentage** is displayed in the box below the columns. Remember that a district may rank its schools by either the district-wide low-income percentage or low-income percentages within grade span groupings.

### Review:

- **Column 1B:** If the district has schools in corrective action or restructuring and uses Title I funds for choice-related transportation and SES, have I determined whether the schools in corrective action or restructuring have been allocated at least 85% of their prior year allocation? If not, have I determined the 85% allocation amount for the prior year for each school in corrective action or restructuring and placed an “X” in Column 1B to indicate that the allocation for these schools will be adjusted to the 85% level?
- Are all of my per-pupil amounts either equal to the highest poverty school’s amount or descend in order of poverty percentage amount, barring allowable exceptions (i.e., districts containing one school per grade span or districts with a total enrollment of less than 1,000 students)?
- If any of my served schools fall below 35 percent low-income, do my per-pupil amounts meet or exceed the required minimum shown in Formula 1 on Form 2?
- Does my balance remaining for school allocations on Form 2 equal the total amount found in **Column 10** on Form 1?

## 17. Provide Information for Private Schools

At the bottom of Form 1 is a section for providing information for **private schools**.

To complete this section the district will need to obtain, in consultation with private schools, an anonymous list of children from low-income families residing in district attending those schools.

This information should verify the child resides in a public school attendance area receiving Title I funds, the grade level of each child, and the income level of parents. Parent/guardian income levels are used as a proxy to determine the number of

private school students who qualify or would qualify for free or reduced price lunch. If free/reduced price lunch data are not available, comparable poverty measures may be used.

**Note:** The district cannot require private school officials to provide the names of low-income students or their families.

- In **Column 1**, list the names of private schools that enroll, among others, children who reside in school attendance areas that the district serves with Title I funding.
- In **Column 2**, list the grades served by the private school.
- In **Column 3**, list the total number of private school children residing in the district from low-income and non low-income families.
- In **Column 4**, list the number of children from Column 3 residing in eligible school attendance areas.
- In **Column 5** list the number of children from Column 4 from low-income families.

**Review:**

- Did I list the names of the private schools serving children residing in the district in **Column 1**?
- Did I list the grades served by the private school in **Column 2**?
- Did I list the total number of private school children residing in the district from low-income and non low-income families in **Column 3**?
- Did I list the number of children from **Column 3** residing in eligible school attendance areas in **Column 4**?
- Did I list the number of children from Column 4 from low-income families in **Column 5**?

### Use of Title I Funds in District Schools (Form 3)

Form 3 allows the Department to collect specific data on Title I programs operating in districts. **Complete the Cover Sheet and Forms 1 and 2 before completing Form 3.** Only schools identified on Form 1 (column 3) as operating a Targeted Assistance Program (TA), a Schoolwide Program (SW), or a Schoolwide Program Planning Year (TAP) will appear in the drop down menu found under the School Name column on Form 3.

First select a school from the School Name column drop down menu on Form 3. For all schools listed as **Targeted Assistance (TA) or Targeted Assistance Planning to be Schoolwide (TAP)**, indicate the grade(s) served with Title I in the Title I Grades column. If multiple grades are served at a school, select the school on multiple rows in the School Name column and complete one row for each grade served at each school. For each school/grade served, select Yes or No in the Subject columns to indicate the instructional area(s) served with Title I (ELA/Reading, Math, and/or Science). In the next column select Yes or No to indicate the Delivery Model(s) used (In-class, Out-of-Class, Extended Time, and/or Other). Select Yes or No in the next column to indicate if Title I funds are used to fund Professional Development or Coaches. The last column provides a space for brief comments if more program details are necessary.

For any school operating a **Schoolwide (SW)** program, the Title I Grades column will automatically populate with “All.” For each school served, select Yes or No in the Subject columns to indicate the instructional area(s) served with Title I (ELA/Reading, Math, and/or Science). In the next columns select Yes or No to indicate the Delivery Model(s) used (In-class, Out-of-Class, Extended Time, and/or Other). Select Yes or No in the next column to indicate if Title I funds are used to fund Professional Development or Coaches. The last column provides a space for brief comments if more program details are necessary.