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## Title IA Allowable Activities – Improving the Academic Achievement of the Disadvantaged

**Purpose and Priorities** - (§1001 of ESEA) The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gap.

Strategy	<b>Extended Time/Extended Year Programs</b> - Programs and services designed to support the academic achievement of students by extending the learning time during the school day, during intersessions, and during the summer.
I A Allowable	<ul style="list-style-type: none"> <li>• Before school and after school academic assistance</li> <li>• Intersession programs focused on supporting student academic achievement</li> <li>• Summer programs that are evidenced-based, including enough weeks in duration to impact summer learning loss</li> <li>• All costs associated with the implementation of extended learning time program, including transportation (if supplemental and for eligible students only)</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• Avocational or enrichment programs</li> <li>• Co-mingle funds with other afterschool program funds (like 21C programs) – although braiding of funds is encouraged</li> <li>• Food costs for students. LEAs are encouraged to use applicable child nutrition programs.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan</li> <li>• In a targeted assistance program, for the Title I caseload only</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Is the program using evidenced-based programs to help students improve academically?</li> </ul>

Strategy	<b>Title I Services for Academically Struggling Students</b> - Assist eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.
I A Allowable	<ul style="list-style-type: none"> <li>• Intervention teacher/specialist (reading/ELA/math) to work with the identified students using evidenced-based intervention programs.</li> <li>• During school year, small group, one-to-one, and classroom interventions</li> <li>• Family literacy services</li> <li>• Homework assistance</li> <li>• Intersession and summer school programs for eligible students</li> <li>• Equipment and supplies needed to support the Title I program, including subscriptions to online academic support programs.</li> <li>• Progress monitoring assessments to drive instruction for eligible students</li> <li>• Services may be delivered by a nonprofit or for-profit external provider with expertise in using evidenced-based strategies to improve student achievement.</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• Title I services may not replace the basic curriculum; they must be supplemental (double-dose).</li> <li>• Must not supplant local or state funds or be used to meet a state or local requirement.</li> <li>• Services required in an IEP</li> <li>• Cannot be used to identify the Title I caseload (in a targeted assistance program).</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan.</li> <li>• Give primary consideration for extended learning time and minimize removing students from core academic instruction.</li> <li>• Must be coordinated with the regular education program.</li> <li>• Instruction must be provided by a licensed teacher.</li> <li>• A plan for evaluating the impact of the investments.</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Is it reasonable, necessary, and advisable?</li> <li>• In a targeted assistance program, only the Title I students may receive benefits from the funds.</li> <li>• Is the program being implemented evidenced-based or have data to demonstrate the effectiveness?</li> </ul>

Strategy	<b>Parent and Family Engagement</b> - LEAs must conduct outreach to all parents and family members to implement programs, activities and procedures for the involvement of parents and family members to assist their child(ren) in achieving academically. Programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
I A Allowable	<ul style="list-style-type: none"> <li>• Costs associated with the required annual Title I parent meeting</li> <li>• Parent liaison</li> <li>• Literacy/Math or other academic program nights or activities</li> <li>• Newsletters</li> <li>• Classes/workshops/programs for parents and family members that are evidenced-based.</li> <li>• Child care and other support services needed to enable parents to attend the above offerings</li> <li>• Costs of refreshments and light meals for parents and family members attending the above offerings.</li> </ul>
I A Non Allowable	<ul style="list-style-type: none"> <li>• Stipends for parents and family members.</li> <li>• Gas or gift cards for parents and family members.</li> <li>• Door prizes (although educational and family literacy materials may be given to parents and family members)</li> <li>• Cost of refreshments for other non-Title I parent events</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• LEAs with an allocation of \$500,000 or more must spend 1% of their allocation on parent and family engagement.</li> <li>• All LEAs must meet ESSA's parent and family engagement requirements.</li> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan.</li> <li>• In a targeted assistance program, for the Title I caseload only.</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Is the school training teachers to work better with parents? If so, may be able to use non-set aside Title I funds or Title IIA funds.</li> <li>• Are the parents of Title I students involved in the planning of the activities?</li> <li>• Is there a plan in place for evaluating the impact of investment?</li> </ul>

Strategy	<b>Needs-based Professional Learning for Title I Staff</b> - High quality professional learning with Title I funds or in coordination with other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel who work with eligible Title I students with the goal of increased academic achievement or to close the achievement gap.
I A Allowable	<ul style="list-style-type: none"> <li>• In targeted assistance program, only for those staff paid for with Title I funds and those teachers who have a significant number of Title I students in their classrooms. The professional learning must focus on improving instruction for Title I students.</li> <li>• In a schoolwide program, all staff may participate but the training should still be focused on improving instruction for struggling learners.</li> <li>• Costs of substitutes when the Title I staff are attending the needs-based professional learning.</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• General school staff or training not directed at improving the instruction for Title I students.</li> <li>• Training required by state law or local requirements.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Must meet the definition of professional development in ESSA.</li> <li>• Not stand-alone, one day, or short term workshops unless part of a larger, comprehensive professional learning plan.</li> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan.</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Does the professional learning directly impact the Title I students?</li> </ul>

Strategy	<b>Title I Services for Preschoolers</b> - Title I services for 3, 4 and 5 years olds not yet in kindergarten designed to enable those children to succeed in school and make a successful transition from early childhood education program such as Head Start and other preschool programs.
I A Allowable	<ul style="list-style-type: none"> <li>• Costs associated with additional services beyond the state required 10 hrs/week.</li> <li>• Costs must be reasonable, necessary, and allocable and may include costs of teachers, supplies, and if needed, rental space.</li> </ul>
IA Non-Allowable	<ul style="list-style-type: none"> <li>• Universal preschool – for targeted assistance schools or LEA programs. Schoolwide programs can include all students.</li> <li>• Services required by Act 166 – costs associated with the first 10/hrs/week of instruction as required by state law for all 3, 4, and 5 year olds not yet in kindergarten. These are state required costs.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan.</li> <li>• In a targeted assistance program, for the Title I caseload only.</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• For a targeted assistance program, eligibility must be determined by multiple, age-appropriate measures.</li> <li>• 3-5 year olds are the target group but children can be served from birth on if indicated by the needs assessment</li> </ul>

Strategy	<b>Title I Services for Homeless Students</b> - Services and programs needed to identify and support homeless children and youth in fully accessing the curriculum and assistance in helping them achieve academically and graduate from high school. Services should be aligned with McKinney-Vento requirements.
I A Allowable	<ul style="list-style-type: none"> <li>• Tutoring and remedial instruction for homeless children and youth in both Title I and non-Title I schools.</li> <li>• Support services for all homeless children and youth including school supplies, clothing, and supplies needed to fully access the school's educational program.</li> <li>• Support for a homeless liaison to identify students, provides the needed supports, and coordinate with other LEAs and social services.</li> <li>• Costs of excess transportation to and from school of origin.</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• Total costs of transporting homeless children and youth (must be excess costs)</li> <li>• Food for the homeless child or family (all homeless children and youth are eligible for free meals from the child nutrition program).</li> <li>• Gas cards or gift cards.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• All LEAs must set aside funds to support homeless children and youth (must be at least \$500). The determination of the amount to set aside should be made by anticipated student needs and past needs.</li> <li>• Separate investments must be written for the support services, homeless liaison, and excess transportation.</li> <li>• Each LEA must name a homeless liaison.</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Does the LEA have an effective system set up to identify homeless children and youth?</li> <li>• Has the homeless liaison trained school staff on the requirements of McKinney-Vento and the availability of the set aside funds?</li> </ul>

Strategy	<b>Dual or Concurrent Enrollment Programs</b> - A secondary Title I school may use funds to operate a dual or concurrent enrollment program that addresses the needs of low-achieving secondary school students and those at risk of not meeting the State's academic standards.
I A Allowable	<ul style="list-style-type: none"> <li>• Costs that are supplemental to services students are entitled to under Vermont law (Act 77) – two dual enrollment courses during their junior or senior year in high school.</li> <li>• Training for teachers and joint professional development in collaboration with career and technical educators and educators from institutes of higher education, where appropriate, for the purpose of integrating rigorous academics in such programs.</li> <li>• Tuition and fees, books, required instructional materials for the program, and innovative delivery methods.</li> <li>• Transportation to and from such programs.</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• Supplanting the costs of implementing Act 77</li> <li>• Gas cards or gift cards</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• The program must address the needs of and be targeted to low-achieving secondary students.</li> <li>• In a targeted assistance school, only the secondary school's Title I caseload may benefit and the services to those students must be supplemental to what they are entitled to under Act 77. In a schoolwide program, all of the school's students may participate but must target low-achieving students.</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• How will the program supplement what is available under Act 77?</li> <li>• Identified as a need in the needs assessment and reflected in the continuous improvement plan.</li> </ul>

Strategy	<b>For Title I Schoolwide Programs Only - Strategies Addressed in the Continuous Improvement Plan</b> - All Schoolwide Programs are required to have a schoolwide improvement plan and in Vermont, that is the State required Continuous Improvement Plan (CIP). In a schoolwide program, a school can blend federal funds together with other Federal, State and local funds to upgrade the entire educational program.
I A Allowable	<ul style="list-style-type: none"> <li>• Strategies that are in the CIP and are supplemental to funds available from non-Federal sources.</li> <li>• Allowable strategies are from what is allowable from the funding sources blended in the schoolwide program</li> </ul>
I A Non-Allowable	<ul style="list-style-type: none"> <li>• Supplanting</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Must meet the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to independent school children, comparability of services, maintenance of effort, and uses of Federal funds to supplement not supplant non-Federal funds.</li> <li>• Based on a comprehensive needs assessment</li> <li>• Strategies must be evidenced-based</li> <li>• A plan for evaluating the impact of the investments</li> </ul>
Considerations	<ul style="list-style-type: none"> <li>• Is there a plan in place for evaluating the success of the CIP?</li> </ul>