FEDERAL PROGRAMS
UPDATES and REMINDERS
• Dr. Molly Killingsworth
• Director of Federal Programs
# Federal Programs Staff

<table>
<thead>
<tr>
<th>Administrative Support Assistants:</th>
<th>Education Specialists:</th>
</tr>
</thead>
</table>
| Brittney Buchanan  
Jannique Ellis  
Arlinda Perkins | Yolonda Averett  
Sherisha Barnes  
Kristen Dial  
Amanda Gann  
Julie Harrington  
Dr. Calandra Hawkins  
Jason Isaacs  
Sally Meek  
Jina Rudolph  
Stacy Williams |

<table>
<thead>
<tr>
<th>Education Administrators:</th>
<th>Federal Programs Director:</th>
</tr>
</thead>
</table>
| Beth Joseph  
Dr. Milanda Dean  
Cyndi Townley | Dr. Molly Killingsworth |

Go Team!
• eGAP
• Waiver
• Cares Act
• Monitoring
• Supplement Not Supplant
• ACIP
eGAP Reminders and Changes
# Workstation Requirements

eGAP is built on the latest features found in modern browsers. You will need to use the most recent version of one of the browsers found below for the optimal experience in eGAP:

<table>
<thead>
<tr>
<th>BROWSER RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Edge</td>
</tr>
<tr>
<td>Mozilla Firefox</td>
</tr>
<tr>
<td>Safari</td>
</tr>
<tr>
<td>Google Chrome</td>
</tr>
</tbody>
</table>

eGAP uses Adobe Acrobat Reader to generate system pages in a printable format. Please visit [Adobe Acrobat Reader Download Homepage](https://www.adobe.com/products/acrobat/readstep2.html) for the download and installation instructions.
Administrative Costs Reminder:

• **Title I**  Cap of 15% (Admin plus Indirect Costs)
• **Title II**  Cap of 5%
• **Title III**  Cap of 2%
• **Title V**  Cap of 5%
Capitalized equipment purchases should meet the following criteria:

- Retains its original shape and appearance with use.
- Under normal conditions is expected to serve its intended purpose for longer than one year.
- Is non-expendable; that is, if the item is damaged or some of its parts are worn, it is feasible to repair the item than replace it.
- Has a **unit cost of $5,000.00** or more.
Indicate the number of personnel being paid with the specific fund source

List the job titles for all federally funded part-time positions for the specific fund source. The number of job titles should equal to the personnel count above.
eGAP Reminder:

- On the Parent and Family Engagement Worksheet, use the Public Low-Income students on the Building Eligibility Page in eGAP.
Parent and Family Engagement Validations in eGAP

Four validations that are set up for Title I-A regarding the Parent and Family Engagement set aside:

Set Asides
- If the district receives at least $500,000 in allocation, the Parent and Family Engagement set aside amount can’t be less than 1% of the Title I-A allocation.
- The Parent and Family Engagement set aside amount needs to be equal to the total amount budgeted towards the 90% portion (on the School Allocation PPA List page) + the total amount budgeted towards District Parent and Family Engagement Activities (on the Schoolwide and Targeted Assistance Budget Details pages).

School Allocation PPA List
- If the district receives at least $500,000 in allocation, the total amount budgeted towards the 90% portion cannot be less than 90% of 1% of the allocation.

Schoolwide/Targeted Assistance Budget Details
- If the district receives at least $500,000 in allocation, the total amount budgeted towards District Parent and Family Engagement Activities cannot be less than 10% of 1% of the allocation.
### Building Information, Title I-A

<table>
<thead>
<tr>
<th>SET ASIDES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The total District Parent and Family Engagement Activities amount for Title I-A, Schoolwide and Title I-A, Targeted Assistance ($11,182.80) plus the total School Allocation PPA List 90% Portion ($10,064.52) must add up to the Parent and Family Engagement set aside amount ($11,182.80).</td>
<td>Error</td>
</tr>
<tr>
<td>There is nothing set aside for Comprehensive Support and Targeted Support Activities.</td>
<td>Warning</td>
</tr>
<tr>
<td>There is nothing set aside for Transportation for Public School Choice.</td>
<td>Warning</td>
</tr>
<tr>
<td>SET ASIDE</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Administrative</td>
<td>$33,988.16</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$4,233.38</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$0.00</td>
</tr>
<tr>
<td>Neglected</td>
<td>$0.00</td>
</tr>
<tr>
<td>Delinquent</td>
<td>$0.00</td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Parent and Family Engagement (1% minimum)</td>
<td>$11,182.80</td>
</tr>
<tr>
<td>Migrant</td>
<td>$0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Comprehensive Support and Targeted Support Activities</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

- The district certifies that it does not need the full 20% required set-aside to meet its commitments.

Transportation for Public School Choice: $0.00
Transportation for Foster Care: $5,000.00
Other District Initiatives

Total Set Asides: $119,404.34

PARENT & FAMILY ENGAGEMENT
1%
<table>
<thead>
<tr>
<th>SCHOOL CODE</th>
<th>SCHOOL NAME</th>
<th>LOW INCOME</th>
<th>MINIMUM ALLOCATION</th>
<th>ACTUAL ALLOCATION</th>
<th>90% PORTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>PPA</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td># PUBLIC</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>0060</td>
<td>Tharpstown Elementary School</td>
<td>67.33 %</td>
<td>$204,647.52</td>
<td>$688.50</td>
<td>$231,336.00</td>
</tr>
<tr>
<td>0010</td>
<td>Belgreen High School</td>
<td>66.60 %</td>
<td>$215,001.71</td>
<td>$625.50</td>
<td>$220,801.50</td>
</tr>
<tr>
<td>0035</td>
<td>Phil Campbell Elementary School</td>
<td>65.76 %</td>
<td>$166,276.11</td>
<td>$623.00</td>
<td>$170,079.00</td>
</tr>
<tr>
<td>0065</td>
<td>Tharpstown High School</td>
<td>56.98 %</td>
<td>$124,250.28</td>
<td>$622.00</td>
<td>$126,888.00</td>
</tr>
<tr>
<td>0030</td>
<td>Phil Campbell High School</td>
<td>52.01 %</td>
<td>$141,913.31</td>
<td>$530.60</td>
<td>$123,629.80</td>
</tr>
<tr>
<td>0090</td>
<td>Vina High School</td>
<td>50.55 %</td>
<td>$83,442.59</td>
<td>$524.30</td>
<td>$71,829.10</td>
</tr>
<tr>
<td>0015</td>
<td>East Franklin Junior High School</td>
<td>45.41 %</td>
<td>$63,343.28</td>
<td>$522.23</td>
<td>$54,311.92</td>
</tr>
</tbody>
</table>

**Totals:**

- 1640
- $998,875.32
- $10,064.52

**Remaining Amount:** $0.34
<table>
<thead>
<tr>
<th>REQUIRED DISTRICT ACTIVITIES FOR LEAS RECEIVING AN ALLOCATION OF MORE THAN $500,000 (SELECT AT LEAST ONE AND INCLUDE APPROPRIATE COST)</th>
<th>EST COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.</td>
<td>0.00</td>
</tr>
<tr>
<td>Supporting programs that reach parents and family members at home, in the community, and at school.</td>
<td>11,162.80</td>
</tr>
<tr>
<td>Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.</td>
<td>0.00</td>
</tr>
<tr>
<td>Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</td>
<td>0.00</td>
</tr>
<tr>
<td>Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total Cost** 11,162.80

2750 Average Daily Number Participants Served

**Total Cost should be:** $1,118.28
Parent and Family Engagement Resources:

Located in the Document Library under:

- Title I-A, Parent and Family Engagement
  - Parent and Family Engagement Resources
  - Parent and Family Engagement Activities
  - Allowable Uses of Funds for Parent and Family Engagement
Parent and Family Engagement Resources:

3. https://www.educationalinsights.com/at-home-activities-for-kids?gclid=Cj0KCQjw1vOBDRdsARiAG7WD1sK5s9Bq3bq9UqA-G3Ri-AyfkG-GE10R3PGa4gYjKJf1nxb7yvgvAT-EEALw-v6k
5. https://www.pta.org/home/family-resources/Family-Guides
7. https://www.nagec.org/resources-publications/resources-parents
8. https://www.educationalinsights.com/
Examples of LEA Parent and Family Engagement Activities

- Family educational nights for reading and math
- Speakers focusing on encouraging families to work together
- Parent and Community Fairs
- Create surveys for parents to suggest topics of need and or interests to be used during parent workshops
- Parenting conference with key note speaker with breakout sessions for parents to choose
- Strategic planning opportunities
- Farm Jam or Back to School Bash for parents –information is offered on community services available, curriculum, and school services (not an open house meeting)
- Parent Resource Rooms- provide computers with internet access, how to help your child with their homework, and access to community resources, etc.
- Night at the Museum—parents and students research characters from history, dress as the characters and model, similar to a wax museum
- Recognized students at sporting events who have achieved a certain activity: such as “A” Honor Roll, perfect attendance, ARI scores etc. at sporting events. The student is escorted by their parent/guardian at half time. This has helped build and foster parent and student engagement.
- Computer 101 class for parents who have limited or no computer skills. Parents are also shown how to use the parent portal and school website.
- Art night at the school—a piece of art from every student in the school is displayed on this night for parents and children to view.
- Helping your child with literacy—example: Build a Book
- Workshops focusing on STEAM/STEM (example: Community STEM night at the Chamber)
- Coffee talks with the Superintendent at various locations in the city throughout the year
- Parent Advisory council meetings
- Community Stakeholders vision meetings
- Technology Expo—Parents come to visit the different booths where students are showing and telling how they created their projects using technology
- Facebook “Live” parent meetings
- Activities focusing on Leader in Me (parents love seeing their children in action)
- Parent University—(parents rotate to different sessions on various topics)
- Partnership Conferences—community agencies/spoensors
- College and Career night
- Understanding Data meetings for parents

- Title I Tailgate before home football games
- Tent set up at Parks and Recreation where parents can get information pertaining to their child’s school activities and the district as well as information on how to assist the student’s needs.
- Parent-child FAFSA session
- Reading Café for parent and child
- Curriculum day/night meetings for parents
- Book Study
- High School Diploma/Transcript Meetings for parents and children
- Partnering with local University for English classes for parents and children
- RISE program (summer extension of Title I—including many parent and student activities)
- Summer reading nights partnering with local library
- Facebook bedtime story with the principal
- Transition to Kindergarten Summit
- Multi-Cultural Diversity week and program
- Super Man Celebration—Parent night
- Family health and safety expo
- Drive-Thru parent activities—Have math/reading activities/ kits pre-made and grade specific. As parents are waiting in the carline, have someone with activity and sign-in sheet to give to the parent to use at home with their children. Teachers will discuss with his/her students about the activity a few days later as a follow up.
- Childcare for parent and family engagement meetings
- Transportation for parent and family engagement meetings
Allowable Uses of Funds for Parent and Family Engagement

Section 1118(e) ESEA

Each school and LEA receiving assistance under Title I, Part A must ensure effective parent and family engagement to support a partnership among the school, the parents, the family, and the community to improve student academic achievement through training, information, and coordination activities.

❖ Schools- Allowable Uses of Funds

Section 1116 (a)(3)(e) ESSA

❖ LEAs- Uses of Funds

Section 1116 (a)(3)(D) ESSA
Parent and Family Engagement Professional Learning Group

Virtual Meetings with Parent and Family Engagement Coordinators

Purpose: To work collaboratively in supporting families while fostering student achievement

• Each month for 3 months have a virtual meeting for 1 hour on prepared topic
• After 3 months, virtual meetings occur every other month with prepared topic
  ➢ Foster support among districts
  ➢ Highlight successful Parent and Family Engagement Programs

• Tentative Date for 1st Virtual Meeting: July 29th
• More details will be forthcoming!
Please provide guidelines for implementing the Title I Compact. How can signatures be secured from parent selecting virtual school for their children? Do we go out to the homes to secure signatures?

• The Title I Compact has not changed for the upcoming school year. The template is in the Document Library in eGAP under the heading Title I-A, Parent and Family Engagement (labeled New Parent Compact).

• Compacts can be mailed to the families or given out electronically. Electronic signatures are acceptable for the virtual students or all students. This is an LEA decision. The state is NOT requiring home visits for signatures.
Please provide guidance for the Title I Parent meeting held at the beginning of the year.

Suggestions for ways to have the Title I Parent Meeting, other than the traditional onsite meeting:

• The Federal Programs Coordinator or the Parent Coordinator should conduct a virtual meeting with Title I parents (Zoom, WebEx, etc.). This meeting should be recorded so parents could view at their leisure.

• Keep a list of participants who logged-in to the virtual meeting. This is documentation of participants.

• During the virtual meeting, show the Annual Parent Title I Meeting PowerPoint found in the Document Library in eGAP under the heading *Title I-A, Parent and Family Engagement*, or you may use your own PowerPoint.
  - Post a link to the PowerPoint on your school’s website for parents to read and review.
  - Have copies of the PowerPoint in the front office for parents to pick-up.
  - Have a sign-in sheet when parents take a copy of the PowerPoint.
Will virtual Advisory Council meetings/electronic signatures be allowed? If so, what documentation will be required?

Yes, virtual advisory council meeting will be allowed with electronic signatures.

• During the virtual meeting, attendance can be taken by the participants who signed-in to the meeting. Document the meeting date, time, and the names of those who attended.

• If you email the meeting agenda and notes, document feedback from participants (this can be email correspondence).
Carryover of Federal Funds

- Carryover occurs if you have not spent all your current year’s allocation.

- Most federal funds allow for carryover (Title I-A, Title I-D, Title II, Title III, and Title V.)

- McKinney-Vento Competitive Grant does not normally allow for carryover.
  (Allowed this year because of COVID-19)

- Title I-C, Migrant, does not normally allow for carryover.
  (Allowed this year because of COVID-19)
Carryover money is NOT added at the bottom of the set-asides page. If carryover is added to a district initiative, • put a comment in the comment log, • put in an action step, and • budget carryover money on the budget page.

<table>
<thead>
<tr>
<th>Set-Asides</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>$26,000.00</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$0.00</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$0.00</td>
</tr>
<tr>
<td>Neglected</td>
<td>$0.00</td>
</tr>
<tr>
<td>Delinquent</td>
<td>$0.00</td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Total Parent and Family Engagement (1% minimum)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Migrant</td>
<td>$0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>$2,001.54</td>
</tr>
<tr>
<td>Comprehensive Support and Targeted Support Activities</td>
<td>$0.00</td>
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<tr>
<td>Transportation for Public School Choice</td>
<td>$0.00</td>
</tr>
<tr>
<td>Transportation for Foster Care</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Other District Initiatives</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Set Asides</td>
<td>$30,001.54</td>
</tr>
</tbody>
</table>

Current Year Money Only

Amount Remaining for Building Allocations: $355,715.25
Carryover Notes

- Schools do not “earn” carryover.

- Three options for the use of Title I carryover:
  
  - Disburse carryover funds to schools; use a set formula to allocate funds to schools with the highest concentration of poverty, thus providing a higher per-pupil amount to those schools, OR...
  
  - Provide additional funds to any of the activities supported by the reservations for district-wide initiatives
  
  - BOTH!
Carryover Guidance...

- Title I Carryover generally has limitations - like - percentage!
- Limited to a maximum of 15% for the current year, plus any funds transferred into Title I, Part A
- Other funds
CARES ACT WAIVER
CARES ACT WAIVER

• 15% Carryover limitation for Title I-A is waived for SY 2019-2020.
CARES ACT WAIVER

- Period of availability of funds extended for SY 2018-2019 for Title I-A, Title I-C, Title I-D, Title II, Title III, Title IV-A and B, and Title V
  (Updated encumbrance and liquidation deadlines are on the next slide.)

- The funds from 2018-2019, with an additional year extension, now have the same encumbrance and liquidation deadlines as the funds from 2019-2020.

- No action is needed from the LEA, as the ALSDE is unilaterally extending these deadlines for all LEAs for the funds from 2018-2019 and the carryover limitation from 2019-2020 for Title I-A.
<table>
<thead>
<tr>
<th>Grant</th>
<th>Updated Encumbrance Deadline</th>
<th>Updated Liquidation Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, A carryover from 2018-2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>21st Century CLC †</td>
<td>See contract; dates have been extended</td>
<td>See contract; dates have been extended</td>
</tr>
<tr>
<td>Title I, C Migrant from 2018-2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title I, D Delinquent for Subpart 1 † Subpart 2 (LEAs) from 2018-2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
</tbody>
</table>
## Period of Availability

<table>
<thead>
<tr>
<th>Grant</th>
<th>Encumbrance Deadline Remains Same</th>
<th>Liquidation Deadline Remains Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, A 2019-2020</td>
<td>Remains the same as of now, September 30, 2021 (carryover limitation removed)</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title II, A from FFY 2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title III, A from FFY 2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title IV, A from FFY 2019</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title I, C Migrant from 2019-2020</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Title I, D Delinquent for Subpart 1, Subpart 2 (LEAs) from 2019-2020</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>RLIS from 2019-2020</td>
<td>September 30, 2021</td>
<td>December 15, 2021</td>
</tr>
</tbody>
</table>
CARES ACT WAIVER

• The definition of **professional development** in section 8101(42) of the ESEA is waived for the 2019-2020 school year

Link to Waiver:

• [https://www.alsde.edu/COVID19%20Updates/AL%20Fiscal%20Waiver%20Approval.pdf](https://www.alsde.edu/COVID19%20Updates/AL%20Fiscal%20Waiver%20Approval.pdf)
The Coronavirus Aid, Relief, and Economic Security (CARES) Act:

• CARES Act was passed by Congress and signed into law by President Trump on March 27, 2020.

• The CARES Act provides education funding to state education agencies (SEAs) and local education agencies (LEAs) to support schools as they are dealing with the effects of the COVID-19 Pandemic.
SEC. 18003. (a) Grants.—From funds reserved under section 18001(b)(2) of this title, the Secretary shall make elementary and secondary school emergency relief grants to each State educational agency with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) Allocations To States.—The amount of each grant under subsection (a) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(c) Subgrants To Local Educational Agencies.—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the ESEA of 1965 in the most recent fiscal year.
<table>
<thead>
<tr>
<th>Allowable Activities for ESSER Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)</strong></td>
</tr>
<tr>
<td>☐ Activities authorized by the Every Student Succeeds Act (ESSA).</td>
</tr>
<tr>
<td>☐ Activities authorized by the Individuals with Disabilities Education Act (IDEA).</td>
</tr>
<tr>
<td>☐ Activities authorized by the Adult Education and Family Literacy Act.</td>
</tr>
<tr>
<td>☐ Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.</td>
</tr>
<tr>
<td>☐ Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</td>
</tr>
<tr>
<td>☐ Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.</td>
</tr>
<tr>
<td>☐ Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</td>
</tr>
<tr>
<td>☐ Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</td>
</tr>
<tr>
<td>☐ Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</td>
</tr>
<tr>
<td>☐ Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.</td>
</tr>
<tr>
<td>☐ Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.</td>
</tr>
<tr>
<td>☐ Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.</td>
</tr>
<tr>
<td>☐ Providing mental health services and supports.</td>
</tr>
<tr>
<td>☐ Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</td>
</tr>
<tr>
<td>☐ Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</td>
</tr>
</tbody>
</table>
**Important Dates**

- **SEA Applied for ESSER Funds**
  - Friday, April 24, 2020

- **ED Approved ESSER Application**
  - Wednesday, April 29, 2020

- **LEA Application Released by SEA**
  - Wednesday, May 20, 2020
How do I find the CARES Act LEA ESSER Application?

1. Go to https://www.alsde.edu

2. Click on the Novel Coronavirus Link

3. Scroll down to the Federal Program Waivers and Funding Applications Section

4. Click LEA Application for ESSER Funds
How do I complete the application?
Section 1 – General Information

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LEA Information</td>
</tr>
<tr>
<td>LEA Name</td>
</tr>
<tr>
<td>Mailing Address</td>
</tr>
<tr>
<td>Physical Address</td>
</tr>
<tr>
<td>City/Town and Zip Code</td>
</tr>
<tr>
<td>Superintendent’s Name</td>
</tr>
<tr>
<td>Contact Person</td>
</tr>
<tr>
<td>Contact Person Position</td>
</tr>
<tr>
<td>Contact Telephone Number</td>
</tr>
<tr>
<td>Contact Email</td>
</tr>
</tbody>
</table>
Cares Act Programmatic, Fiscal, and Reporting Reminders

When can I expend CARES Act ESSER Funds?

March 13, 2020 to September 30, 2022

Where can I find my LEA Allocation?

ALSDE Website → LEA Accounting → Allocations → FY2020 → FY2020 CARES Act - ESSER
How do I complete the application?
Section 2 – Allowable Services

Reminders:
• Did you complete a Needs Assessment?
• What were the needs from the Assessment?

Reminders:
• What assessment are you using?
• How are you addressing learning gaps?
How do I complete the application?

Section 2 – Allowable Services (2)

Select ALL that apply from the Needs Assessment.

- Activities authorized by Title I of the Elementary and Secondary Education Act (ESEA).
- Activities authorized by the Individuals with Disabilities Education Act (IDEA).
- Activities authorized by the Adult Education and Family Literacy Act.
- Activities authorized by subtitle B or Title VIII of the McKinney-Vento Homeless Assistance Act.
- Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Make sure to budget the entire CARES Act ESSER fund allocation. Budget must align to the Needs Assessment.

NOTE: If you need more space, include an addendum to this page.
How do I complete the application?
Section 2 – Allowable Services (3)

Reminders:
• Did you provide a detailed timeline?
  ➢ Include the month and year
• ALL Funds must be expended by 9/30/2022.

Reminders:
• How are you implementing remote learning
• What happens if schools must close again?
3. Equitable Services Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under Section 18005 of Division B of the CARES Act.
- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that it will maintain control of funds for the services and assistance provided to a non-public school.
- The LEA will ensure that it will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

Reminders:

- Have you reached out to all Private Schools geographically located in your LEA?
- How will you provide equitable services to private schools?
- How will you provide timely and meaningful consultation with private schools?
- What is your timeline for providing services? ➢ ALL funds must be expended by 9/30/2022.

ALL Equitable Service Documentation should be emailed to Sally Meek at sally.meek@alsde.edu.
Questions and Assurances:

### How do I complete the application?

**Sections 4 & 5 - Assurances**

#### Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative or certifies the following:

- The LEA that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18005 of Division 8 of the CARES Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

- The LEA will request technical assistance on the use of ESSER funds for remote learning, which includes both distance education as defined in Section 10117 of the HEA and distance learning as defined in ESDA Section 18131(4), so that students can continue learning during school closures.

- The LEA will cooperate with any SEA monitoring policies and/or procedures with regard to the allowance of expenditures.

- The LEA will use ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

---

#### 5. Section 442 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative or certifies the following:

- Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subparagraphs (a) and (b). The application shall cover the participation by such local educational agency in all such programs.

- The general application submitted by a local education agency under subsection (a) shall set forth assurances:
  1. That the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. That the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. That the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. That the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
  5. That the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
  6. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  7. That in the case of any project involving construction:
    a. The project is not inconsistent with overall State plans for the construction of school facilities, and
    b. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  8. That the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  9. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

- A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.
How do I complete the application?
Section 6 – Section 427 of GEPA Assurance

Reminders:
• Make sure to provide a detailed description of how the LEA overcomes all barriers for students, teachers, and other program beneficiaries.
How do I submit the application?

Reminders:
- Make sure to complete this entire section and have the CSFO and Superintendent sign the document before scanning it.

Send completed applications to CARESapp@alsde.edu for approval.

LEA Chief School Financial Officer (Typed Name)

LEA Chief School Financial Officer Signature

LEA Superintendent (Typed Name)

LEA Superintendent Signature

Send completed application to CARESapp@alsde.edu.
Upon approval of the application, funds will be released to the LEA.
What happens once I submit the application?

Review Process:
• An Education Specialist will be assigned to review your application
  ➢ If there are revisions that are necessary, the Education Specialist will reach out to the Program Contact.

Approval Process:
• Once reviewed, the application will be submitted for approval to the State Superintendent and/or Designee.

LEA Notification:
• Once approved, the LEA will receive an email with further directions on how to draw down funds.
  ➢ If you have any questions, use the contact information in the CARES Act ESSER Approved Application email.
Questions

CARESapp@alsde.edu
(334) 694-4516
Elementary and Secondary School Emergency Relief (ESSER) Fund

Equitable Services for Private Schools

ASSISTANCE TO NON-PUBLIC SCHOOLS

SEC. 18005. (a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).
How do I find the CARES Act Equitable Services Forms?

1. Go to https://egrant.alsde.edu/Default.aspx
2. Click on Document Library Link
3. Scroll down to the CARES Act and Private Schools (under Federal Programs)
4. Choose your form from the following list:
CARES Act Equitable Services Forms

- Private School Survey – Required
  - All systems must submit completed forms to sally.meek@alsde.edu

- Outreach Log – Required
  - Utilized to demonstrate “good-faith effort”
    - “good-faith effort” = 3 attempts by two methods
    - Keep on file at the LEA

- Equitable Services Implementation Form – Required
  - Completed in consultation with each participating private school
  - Submit signed forms to sally.meek@alsde.edu following consultation

➢ Open ALL forms in Adobe Acrobat for best results!
# Equitable Services – Private School CARES Act ESSER Allocation

Please contact us if you need support using this updated form.

<table>
<thead>
<tr>
<th>2. Equitable Services: CARES Act ESSER Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Determining Proportional Share for Equitable Services</strong></td>
</tr>
<tr>
<td><strong>A1. TOTAL LEA Student Enrollment</strong></td>
</tr>
<tr>
<td><strong>A2. TOTAL Private School Student Enrollment for ALL participating schools</strong></td>
</tr>
<tr>
<td><strong>A3. TOTAL Student Enrollment (A1 + A2)</strong></td>
</tr>
<tr>
<td><strong>A4. Public School Proportion</strong></td>
</tr>
<tr>
<td><strong>A5. Private School Proportion</strong></td>
</tr>
</tbody>
</table>

| **B. Private School Equitable Service Allocation** |
| **B1. Total LEA CARES Act - ESSER Fund Allocation** |
| **B2. Proportional Share for Private School Equitable Services (A5)** | 0.00% |
| **B3. Total Equitable Services Allocation for ALL Private Schools within LEA (B1 x B2)** | $0.00 |

| **C. Administartive Costs Set-Aside Amounts from Private School Allocation** |
| **C1. Administrative percentage reserved by LEA** |
| **C2. Administrative costs (up to 10%) reserved at LEA (B3 x C1)** | $0.00 |

| **D. Per Pupil Amount (PPA) for Private School Equitable Services** |
| **D1. Total CARES Act - ESSER Allocation after administrative costs (B3 - C2)** | $0.00 |
| **D2. Per Pupil Amount - PPA (D1 divided by A2)** |

| **E. Private School Allocation** |
| **E1. TOTAL Student Enrollment at Private School** |
| **E2. CARES Act - ESSER Fund Allocation for Private School (School Name will auto populate in this section of the form)** | $0.00 |

Open all forms in Adobe Acrobat.

Enter the TOTAL Student Enrollment at LEA.

Enter the TOTAL Student Enrollment for ALL Participating Private Schools.

Enter the TOTAL LEA CARES Act – ESSER Allocation.

Choose a percentage (0% to 10%) from the drop-down options.

**Only complete blue sections – white sections will auto populate.**

Enter the TOTAL Student Enrollment for the specific Private School (School Name will auto populate in this section of the form).
CARES Act Equitable Service Questions

sally.meek@alsde.edu
(334) 694-4516
EL and Title III Updates

(1111(c)(4)(A)(ii))
Initial Assessment and Identification

- Local Education Agencies (LEA) may use the *WIDA W-APT Kindergarten Screener* (W-APT) or the *WIDA MODEL* for kindergarten students and the *WIDA Screener Online* for students in grades 1-12. **NOTE:** The *WIDA W-APT Kindergarten Screener* and the *WIDA MODEL* may be used until the kindergarten *WIDA Screener* becomes available.

- The following guidelines determine eligibility for placement in the English language instruction educational program:
  - Kindergarten students taking the W-APT™:
    - In the first semester of school, have a composite score less than **25**.
    - In the second semester of school, scores are Listening & Speaking less than **28 and** Reading less than **12 and** Writing less than **14**.
  - Kindergarten students taking the *WIDA® MODEL™* is less than **4.0**.
  - First grade students taking the W-APT™ in the first semester of school is: Listening & Speaking less than **29 and** Reading less than **14 and** Writing less than **17**.
  - First grade students in the second semester of school and students in grades 2-12 taking the *WIDA Screener Online* is less than **5.0**.
What is English Language Proficiency?

- Alabama has defined English Language Proficiency (ELP) as a composite proficiency level score of a 4.8 on the ACCESS for ELLs 2.0 assessment.
Title III Updates

<table>
<thead>
<tr>
<th>LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM TYPES (SELECT ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
</tr>
<tr>
<td>Structured English Immersion (SEI)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CORE SUBJECT AREAS ADDRESSED TO INCREASE EL STUDENT ACADEMIC ACHIEVEMENT (SELECT AT LEAST ONE AND ALL THAT APPLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL DELIVERY SERVICES (SELECT AT LEAST ONE AND ALL THAT APPLY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull-Out Instruction</td>
</tr>
<tr>
<td>Push-In</td>
</tr>
<tr>
<td>Sheltered English or Content-Based Instruction</td>
</tr>
<tr>
<td>Newcomer Program</td>
</tr>
<tr>
<td>Structured Immersion</td>
</tr>
<tr>
<td>ESL Class Period</td>
</tr>
<tr>
<td>SD/SE</td>
</tr>
<tr>
<td>Sheltered Instruction</td>
</tr>
<tr>
<td>After/Before School Program</td>
</tr>
<tr>
<td>Summer School Program</td>
</tr>
</tbody>
</table>
Federal Programs Monitoring Updates
Monitor and Evaluate…

Inspect what you expect:

• Complete an Annual LEA Self-Assessment
• Desk Audit/eGAP Checklist
• Comprehensive Compliance Assistance Visits FY20
Coming Soon...

ALABAMA STATE DEPARTMENT OF EDUCATION
2020-2021 COMPLIANCE MONITORING ON-SITE SCHEDULE

<table>
<thead>
<tr>
<th>REVIEW DATES</th>
<th>DAYS</th>
<th>SCHOOL SYSTEM</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31-Sept 4, 2020</td>
<td>Mon-Fri</td>
<td>Lead Academy Charter School (TA)</td>
<td>334-702-1700</td>
</tr>
<tr>
<td>September 8-11, 2020</td>
<td>Tues-Fri</td>
<td>Fall City</td>
<td>251-364-9660</td>
</tr>
<tr>
<td>September 14-18, 2020</td>
<td>Mon-Fri</td>
<td>Legacy Prep Charter School (TA)</td>
<td>251-302-3200</td>
</tr>
<tr>
<td>September 21-25, 2020</td>
<td>Mon-Fri</td>
<td>Scotlandville City</td>
<td>256-726-5900</td>
</tr>
<tr>
<td>September 28-Oct 2, 2020</td>
<td>Mon-Fri</td>
<td>Lawrence County</td>
<td>256-505-0200</td>
</tr>
<tr>
<td>October 5-9, 2020</td>
<td>Mon-Fri</td>
<td>Anniston City</td>
<td>256-257-0020</td>
</tr>
<tr>
<td>October 12-16, 2020</td>
<td>Tues-Fri</td>
<td>Piedmont City</td>
<td>256-441-0021</td>
</tr>
<tr>
<td>October 19-23, 2020</td>
<td>Mon-Fri</td>
<td>Perry County</td>
<td>256-225-3686</td>
</tr>
<tr>
<td>October 26-30, 2020</td>
<td>Mon-Fri</td>
<td>Decatur City</td>
<td>256-604-5300</td>
</tr>
<tr>
<td>November 2-6, 2020</td>
<td>Mon-Fri</td>
<td>Decatur County</td>
<td>256-375-0300</td>
</tr>
<tr>
<td>November 9-13, 2020</td>
<td>Mon-Fri</td>
<td>Cullman County</td>
<td>256-463-9304</td>
</tr>
<tr>
<td>November 11, 2020</td>
<td>Wednesday</td>
<td>Veterans Day</td>
<td></td>
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<tr>
<td>November 16-20, 2020</td>
<td>Mon-Fri</td>
<td>Tallassee City</td>
<td>334-852-0894</td>
</tr>
<tr>
<td>November 23-27, 2020</td>
<td>Mon-Fri</td>
<td>Cherokee County</td>
<td>256-307-7090</td>
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<tr>
<td>December 7-11, 2020</td>
<td>Mon-Fri</td>
<td>Lee County</td>
<td>256-225-3605</td>
</tr>
<tr>
<td>December 14-18, 2020</td>
<td>Mon-Fri</td>
<td>Opelika City</td>
<td>334-432-0710</td>
</tr>
<tr>
<td>December 21-24, 2020</td>
<td>Mon-Fri</td>
<td>Christmas (Workshops closed)</td>
<td></td>
</tr>
<tr>
<td>December 25-January 1, 2021</td>
<td>Mon-Fri</td>
<td>Christmas (Workshops closed)</td>
<td></td>
</tr>
</tbody>
</table>

April 5-9, 2021 Mon-Fri | Andalusia City | 256-220-7185 |
April 12-16, 2021 Mon-Fri | Athens City | 256-220-0800 |
April 19-23, 2021 Mon-Fri | Tuscumbia City | 256-568-3141 |
April 26-30, 2021 Mon-Fri | Marion County | 334-702-2210 |
May 3-7, 2021 Mon-Fri | Talladega County | 205-832-0691 |
May 10-14, 2021 Mon-Fri | Cullman County | 256-726-5900 |
May 17-21, 2021 Mon-Fri |    |                  | |
May 24-28, 2021 Mon-Fri |    |                  | |
May 31-June 4, 2021 Mon-Fri |    |                  | |
June 7-11, 2021 Mon-Fri |    |                  | |
June 14-18, 2021 Mon-Fri |    |                  | |
June 20-24, 2021 Mon-Fri |    |                  | |
June 27-July 1, 2021 Mon-Fri |    |                  | |
If you would like a pre-monitoring visit and/or conference call, please schedule with your regional specialist 90 days before your scheduled monitoring visit.
Top Monitoring Citations

1. Teachers working in a program supported with Title I funds have not met applicable state certifications and licensure requirements, including any requirements obtained through alternative routes to certification. (Section 1119) (REMINDER: uncertified teachers or teachers who are teaching out of field should NOT be paid with any federal funds.)

2. Evidence showed that the LEA expenditures are not in compliance with the application approved by the SDE. The Title I Budget Analysis does not match the approved application in eGAP.
Top Monitoring Citations

3. Evidence revealed that all paraprofessionals working in an instructional capacity in a Title I school have not met the State qualification requirements. (Section 1119)

4. Evidence revealed the LEA does not have a formal process related to equipment purchases and inventory as required by federal guidelines. (EDGAR 80.32(4)(d))
Supplement Not Supplant Reminders
Supplement Not Supplant (Title I, Part A section 1118(b))

• Non-Regulatory Informational Document – June 2019

• An LEA receiving Title I, Part A funds must continue to use its Title I, Part A funds only to supplement, and not supplant, the funds that would be made available from State and local sources in the absence of such Federal funds.

• This is largely unchanged from NCLB; however, the manner in which an LEA demonstrates compliance with supplement not supplant is now different.

• Under ESSA, an LEA’s allocation of State and local funds to schools is examined as a whole to ensure that Title I, Part A funds supplement, and do not supplant, State and local funds. An LEA can no longer be required to identify that any individual cost or service supported with Title I, Part A funds is supplemental.
Supplement Not Supplant (Title I, Part A section 1118(b))

• An LEA must show that its methodology to allocate State and local funds to schools results in each Title I school receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.

• An LEA’s methodology must be “Title I neutral” in that it allocates State and local funds to schools without regard for Title I status. This demonstrates an LEA did not reduce the State and local funds made available to a Title I school because such a school is also receiving Title I, Part A funds. This is consistent with the purpose of the supplement not supplant requirement.
Supplement not Supplant Methodology:

- All LEAs sent in their Methodology last year in September:

The LEA is required to provide the demonstration requirements to ALSDE one time for the duration of the Title I, Part A, program under ESSA, unless the LEA adopts or implements a revised methodology for allocating Foundation Program and local funds (non-Federal) resources. In other words, the LEA must only demonstrate its methodology for allocating Foundation Program and local funds (non-Federal) resources once, unless and until Congress reauthorizes the Elementary and Secondary Education Act, so long as no substantive changes are made to the LEA’s methodology. Upon adoption or implementation of a revised methodology, it is incumbent upon the LEA to provide an updated demonstration of compliance form to the Federal Programs office within the Alabama State Department of Education.

LEAs that have a single school code (i.e., Elementary, Middle, and High School levels all have the same school code) are required to submit an assurance, but need not provide additional demonstration requirements. These LEAs should select the appropriate box on the demonstration template and return it to ALSDE.
Supplement Not Supplant (Title I, Part A section 1118(b))

• Follow your LEAs methodology that was submitted.
• State Foundation Units must be placed where they are earned before federally funded positions in that building.
• You should keep a copy of the Supplemental District Report submitted by your CSFO to LEA Accounting showing that you have followed your methodology. (Many of you used this report as an example of your methodology. Keep as proof for the auditors.)

• Supplement Not Supplant Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act, Non-Regulatory Informational Document, June 2019
Supplement not Supplant for Other Federal Funds:

Other ESEA programs that have a supplement not supplant requirement are not affected by the new language in ESEA section 1118(b). They adhere to the same requirements that were utilized before the adoption of ESSA. Those programs include:

- Title I, Part C (section 1304(c)(2))
- Title I, Part D (section 1415(b))
- Title II, Part A (section 2301)
- Title II, Part B, Subpart 1 (section 2212(g))
- Title III, Part A (section 3115(g))
- Title IV, Part A, Subpart 1 (section 4110)
- Title IV, Part B (section 4204(a)(2)(B))
- Title V, Part B (section 5232)

Three Questions to Ponder:

1. How was it paid for previously?

2. Is it required by the state?

3. In the absence of federal funds would you still have it?
eProve and
Title I ACIP Requirements
Your School’s ACIP Team

Have a strong ACIP Committee/Leadership Team in Place

ACIP committee must include:

- Teachers
- Principals
- Administrators
- Other appropriate school staff
- Students (secondary school)
- Parents
- Other appropriate Community Members
All Title I expenditures must be included in a school’s needs assessment and ACIP.
Conducting a Needs Assessment

Work in collaboration with school faculties and other LEA stakeholders to:

• Identify the needs of the school.
• Lead discussions on how funds can be effectively leveraged to meet the needs in the best possible way.
Data Points for Conducting a Needs Assessment

State Assessment Data
State Report Card Data for your School
Other Academic Data Sources
Program Evaluations
Student and Teacher Attendance Data
School Demographics (example: high EL population)
Discipline Data
Community Needs
Survey Results
Stakeholder Dialogue
### WHERE TO FIND THE REQUIRED COMPONENTS

| Title I Parent Survey | Schoolwide or Targeted Assistance Title I Comprehensive Needs Assessment | Schoolwide or Targeted Assistance Title I ACIP Assurances | This is an annual plan that contains strategic themes, objectives, critical initiatives, activities, financial resources, etc. **Title and Non-Title Schools will complete a plan in eProve Strategies.**

**Title I Parent Survey**  
(The required Title I Parent Survey can be found under the ALSDE Content Tab in both English and Spanish)  
*For Title I Schools Only*

**Teacher Surveys or Inventories**  
(LEAs may use **any** teacher survey/inventory found under the AdvancED Certified Content Tab or utilize another survey of their choice)  
*For Title and Non-Title Schools*

**Student Surveys or Inventories**  
(LEAs may use **any** student survey/inventory found under the AdvancED Certified Content Tab or utilize another survey of their choice)  
*For Title and Non-Title Schools*  

Schoolwide or Targeted Assistance Title I Parent and Family Engagement Plan  
Be sure to include all federal dollars used in the financial resources section of the plan (**Title I Schools**).
<table>
<thead>
<tr>
<th>Target Group</th>
<th>Content Name</th>
<th>Description</th>
<th>Status</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Encuesta para los padres sobre el Artículo I (Title I)</td>
<td>None</td>
<td>Published</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Title I Parent Survey 2019</td>
<td>None</td>
<td>Published</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Alabama Educator Technology Survey - 2019</td>
<td>None</td>
<td>Published</td>
<td></td>
</tr>
</tbody>
</table>
Directions for Title I Parent Surveys

1. Sign in to eProve My Journey
2. Select your school
3. Click on “Go to eProve Surveys”
4. Click on the ‘hamburger’, upper left corner
5. Select Content Library
6. Select second tab, ALSDE
7. Select Family & Community
8. Click on the hot dog, ‘Actions’
9. Select Create Survey
10. Rename to ‘Title I Parent Survey 2019-20’
11. Click on ‘Distribution & Response’
12. Copy link for parents to use. Highlight and be sure copy the entire link
13. Have parents select English or Spanish in the upper right corner
<table>
<thead>
<tr>
<th>Type</th>
<th>Content Name</th>
<th>Description</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>ALSDE School Technology Plan 2019-2020</td>
<td>Optional for Schools</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td><strong>2019-2020 Title I Schoolwide Diagnostic for ACIP</strong></td>
<td>This diagnostic tool is aligned with requirements for the Title I Schoolwide schools as described in section 1114(b)(6) Every Student Succeeds Act (ESSA).</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td><strong>2019-2020 Title I Targeted Assistance Diagnostic for ACIP</strong></td>
<td>This diagnostic tool is aligned with requirements for the Title I Targeted Assistance schools as described in the Every Student Succeeds Act (ESSA).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of classroom teacher State units earned=</td>
<td></td>
<td>Number of classroom teachers placed in your building=</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
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<td></td>
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</tbody>
</table>

**Comprehensive Budget**
Continuous Improvement Plan/ACIP

- Vision
- Mission
- Beliefs
- Priority Statements
- Strategic Themes
- Objectives
- Critical Initiatives
- Key Measures
eProve Strategies “Outputs”

• **Strategy Map**
  • a tool used to communicate an institution’s long-term improvement plan that features long-term objectives, critical initiatives, key metrics, vision, mission and beliefs.

• **Annual Improvement Plan**
  • a summary of an institution’s short-term or immediate focus for the coming year that features its strategic themes, objectives, critical initiatives and key measures.

• **Annual Implementation Plan**
  • The Annual Implementation Plan – a detailed yearly improvement plan that provides staff members with clear direction on the activities, financial resources, activity measures, launch dates and target dates to execute the plan.
The Annual Implementation Plan

This output should be used as your school’s yearly ACIP plan.

The Annual Implementation Plan – a detailed yearly improvement plan that provides staff members with clear direction on the activities, financial resources, activity measures, launch dates and target dates to execute the plan.
Preparing for 2020-2021

• Review current outcome results (based on the key measures/activity measures)

• Administer surveys and review the collected survey data (students, parents, and staff)

• Review all pertinent data in order to current needs
Preparing for 2020-2021

• Have conversations about the outcomes and results. Refer to the inFocus Guide to help facilitate conversations.

• Determine the impact of the critical initiatives

• Judge the success of the current year’s plan

• Complete the evaluation of the current year’s plan
1. Download the *inFocus Guidebook* after logging in to myJourney.

2. [https://padlet.com/andrel_harrison1970/StrategicThinkingResourcesAlabamaSchools](https://padlet.com/andrel_harrison1970/StrategicThinkingResourcesAlabamaSchools)
Developing the 2020-2021 Annual Implementation Plan

• Review the Strategy Map
• Reflect on the evaluation results of the current year’s plan
• Continue having conversations
• Determine the next steps for developing the 2020-2021 Annual Implementation Plan
  • What critical initiatives and/or activities will we focus on next year from the Strategy Map?
  • Should we continue to focus on current critical initiatives/activities next year as well?
  • Should we revise any of our critical initiatives on our Strategy Map?
  • Begin to create next year’s plan
    ▪ Update the dates in eProve Strategies as needed
    ▪ Make changes to any critical initiatives and/or activities as needed
    ▪ How will Title I funds be used to support the critical initiatives and activities?
# REQUIRED ACIP COMPONENTS

**Data from survey results assist with developing a school’s needs assessment.**

The Title I Diagnostic can be found under the ALSDE Content Tab in eProve Diagnostics. The Title I Diagnostic is for Title I Schools only.

Both Title I and Non-Title Schools must complete an ACIP in eProve Strategies.

### Parent Surveys
- **Title I Schools Only**
  - Schoolwide or Targeted Assistance Title I Comprehensive Needs Assessment
- **Title I Schools and Non-Title Schools**
  - This is an annual plan that contains strategic themes, objectives, critical initiatives, activities, financial resources, etc.

### Teacher Surveys or Inventories
- **Title I Schools and Non-Title Schools**
  - Schools may use any teacher survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice.

### Student Surveys or Inventories
- **Title I Schools and Non-Title Schools**
  - Schools may use any student survey/inventory found under the AdvancED/Cognia Certified Content Tab or utilize another survey of their choice.

### Title I Schools ACIP Checklist
- Administer Title I Parent Surveys (Spring or Fall)
- Administer Staff and Student Surveys (Spring or Fall)
- Complete the applicable Title I Diagnostic (Schoolwide or Targeted Assistance)
- Complete plan in eProve Strategies

### Non-Title Schools ACIP Checklist
- Administer Parent Surveys (Spring or Fall)
- Administer Staff and Student Surveys (Spring or Fall)
- Complete plan in eProve Strategies
eProve Strategies: Copying and Pasting Feature

• Schools can copy and paste last year’s plan and rename it to contain 2020-2021 in the title. Information in the plan, including the dates related to critical initiatives, outcomes, key measures, funding sources/amounts, etc. can be adjusted if needed.*

![Diagram of eProve interface showing copying and pasting feature](image-url)
1) There are two new features within the Envisioning Phase that allow schools to input information: Determine Current Reality and Explore The Future. Completing these sections is optional.

2) Schools must complete or revise the Synthesize Results section in the Envisioning Phase as needed. This section includes the vision, mission, beliefs, priority statements, and strategic themes.
Contact Information

**Technical Assistance for the ACIP website**
Jean Scott
jscott@alsde.edu
334-694-4715

**Technical Assistance for the ACIP and Title I Requirements**
Dr. Milanda Dean or Jina Rudolph
mdean@alsde.edu jina.rudolph@alsde.edu
334-694-4524 334-694-4532
Survey Questions

Our program evaluations were based on ALSDE assessment data. Since the assessments were not taken, how do you suggest we evaluate the programs?

• Formative assessment data, feedback/survey results, observation results, performance results, and other types of evidence-based data can be utilized to conduct program evaluations.

If a district no longer has a juvenile detention facility in their attendance zone, could this district still be considered for Title I-D allocation?

• The short answer is no, but it depends on when the facility ceases operation. If the district is awarded Title-I D funds for FY 21, but the program will not be in operation at the beginning of the 2020-2021 school year or if the facility closes during the school year, the LEA should contact the ALSDE Neglected and Delinquent Coordinator to discuss next steps.

Will virtual meetings/electronic signatures be allowed for the LEA Coordination Agreement with Head Start and Other Early Childhood Programs?

• The meetings can be held virtually. Fax or email/scan the document between both parties to attain signatures.

Title IV Part A - can the technology % be increased to assist schools during this pandemic time? Or can technology purchases be included in the health/safety portion of the grant?

• Yes. Based on the CARES Act Waiver, LEAs may exceed the 15% cap for technology. In fact, Alabama’s waivers lifted all restrictions for funding for the FY2020. The Title IV, Part A program categories are Well-Rounded Education, Safe and Healthy Student, and technology. Contact Prevention and Support with any other Title IV, Part A questions at 334-694-4717.
Survey Questions

Will there be new RFAs for 21st CCLC grants this year? A cohort 16?
• There will not be a 21st CCLC grant competition next year.

For 21st CCLC cohort 13 grants ending this year, will the end date be extended to December 31st?
• Cohort 13 should plan to go until AT LEAST December 31st...we will revisit the end date for Cohort 13 once we have more information regarding schools.

Dependent care grants – will the deadline be extended to Dec. 31st?
Dependent Care grants will not be extended. All funds must be expended by September 30, 2020.

Will there be new RFAs for dependent care grants this year?
• We plan to have an RFA this year; however, the contract is going through DHR review process.
Survey Questions

Questions related to IELPs and assessment scores for ELs:

1. IELPs – For specifics, please check with Michele Lee at mlee@alsde.edu

2. Assessments – Student Assessment – Susan Beard at sb beard@alsde.edu

3. Screening for ELs – again check with Student Assessment or Michele Lee
Remember to call your Regional Specialist

334-694-4516

Have a Great Summer!!