



Title I-A Basic Application Directions

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Program Detail Tab

Objectives and Activities Page 1 Tab

1. The district must complete each objective listed on the page. Districts should coordinate their descriptions on this page with each school's Title I, Part A Plan.
2. Click Save Page

Objective 1 describes how the district will use Title I, Part A funds to increase English/Language Arts achievement across the district.

Objective 2 describes how the district will use Title I, Part A funds to increase mathematics achievement across the district.

Objective 3 describes how the district identifies students for Title I, Part A services. While all students in a schoolwide program are identified as receiving Title I, Part A services, the schools still must have a process in place to identify and serve those students at-risk or most at-risk of not meeting state and local standards.

Objective 4 describes how a district with a Head Start and other preschools coordinates its Title I-A program and family engagement opportunities with these entities. This is to create a cohesive program so that Head Start and preschool children enter the public schools with the prerequisite skills to succeed.

Objective 5 describes how the district supports Foster Care students. Districts must have a foster care education program regardless of any identified foster care students in the district. Foster care students can show up at any time. These children are automatically eligible for Title I, Part A services.

Objectives and Activities Page 2 Tab

1. **Question 1** asks how the district will use Title I, Part A funds for professional development activities that are aligned with district, school, and teacher growth plans. However, not all districts use Title I, Part A funds for PD. If this is the case, the district should select "No" for question 1. The large textbox would then not require a response.
2. **Question 2** asks how the district will use Title I, Part A funds for professional development activities to help paraprofessionals meet the highly qualified definition under the ESSA. However, not all districts pay for paraprofessionals out of Title I, Part A funds. If this is the case, the district should select "No" for question 2. The large textbox would then not require a response.
3. Click Save Page

Improving Graduation Rates Tab

1. Districts must use Title I, Part A funds to assist all eligible students in meeting graduation requirements. Districts should also collaborate with other programs to increase graduation rates. All districts, regardless of configuration or size, must complete this section.
2. Click Save Page



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Family Engagement Activities Tab

1. The district must complete each question on this page. Districts should coordinate the descriptions on this page with the district's Title I, Part A Parent and Family Engagement Policy, and each school's Title I, Part A Parent and Family Engagement Plan. An explanation of how the district integrates the following requirements should be included.
2. Click Save Page

Parent and Family Engagement Policy - All school districts receiving Title I funds are required to develop a written Parent and Family Engagement Policy for the school district. In addition, schools are required to develop their own parent and family engagement plans/policies and disseminate them to parents. These school policies should be aligned to the district's parent and family engagement policy, but they should be distinct and facilitate building-level parental engagement. Parents and family members, and other community stakeholders all need to be involved in the development, implementation, and yearly evaluation of the policy/plans and family engagement activities.

Title I, Part A Annual Parent Meeting - Each year, recommended at the beginning of the SY, schools served by Title I, Part A programs are required to host a meeting for parents to explain what the Title I, Part A program is and how parents can become involved in the Title I, Part A program. Districts must follow the Montana Open Meetings Law and be able to show that there was a published agenda, a sign-in sheet, and that minutes were taken.

Title I, Part A School-Parent Compact - Each Title I-A school shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student achievement and how the school and parents will build and develop a partnership to help students achieve the state's high academic standards. Each school distributes compacts to parents and families annually to all Title I, Part A identified students.

Title I, Part A Building Capacity for Parent and Family Involvement - In addition to the required annual Title I, Part A Meeting, schools must also offer a flexible number of additional activities to encourage parent and family engagement. Each school must carry out activities and strategies that are aligned with the LEA's parent and family engagement policy which helps to build the capacity of Title I parents and families for meaningful engagement in their child's education. All districts receiving Title I, Part A funds should have at least three family engagement activities during the academic year. These activities must have an academic component or have some sort of component where parents can get assistance to help their child with schoolwork. Unless there is a mandatory academic or educational activity, an open house, back-to-school night, and/or parent-teacher conferences will not count toward this requirement.

Tribal Consultation Tab

Districts with a student population >50% Native American or if the LEA receives >\$40,000 Impact Aid Funds must provide verification of a "timely and meaningful" consultation with tribe or tribal organization officials regarding the provision of federal education program services to American Indian and Alaska Native students by the LEA. It also includes the federal



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requirements governing the LEA services offered. Completed TransACT forms TC-01 and TC-02 must be uploaded.

1. Select the applicable requirement checkbox.
2. If the district meets the requirements under Section 8538 upload completed TransACT form TC-01 and TC-02
3. Click Save Page

Budget Pages Tab

Targeted Assistance Full-Time Equivalents Tab

1. Enter the number of FTEs for all staff members who are paid for out of Title I, Part A funds. These numbers must be close to the actual number.
2. Keep in mind this is the equivalent of an FTE. For example, if you receive \$10,000, it would not be reasonable to pay 2 FTEs, however, it would be reasonable to pay .25 FTE.
3. These FTEs should match the FTEs on your Budget Detail expenditure descriptions.
4. If you transfer all Title IA funds into Schoolwide, do not enter FTEs on this page.
5. Click Calculate Totals
6. Click Save Page

Budget Detail Tab

1. Enter detailed budget information on how Title I, Part A funds will be spent during the school year.
2. Click Calculate Totals
3. Click Save Page

Expenditure Description and Itemization - must include the following:

100 Personal Services—Salaries and 200 Employee Benefits

1. Position Title(s) and FTE

Example: Title I A Math Teacher .75 FTE, Title I A Reading interventionist FTE.5, Title I A Paraprofessional .25 FTE

300 Purchased Professional and Technical Services

(ONLY for services that have an actual contract. For services that are not done through a contract, code as 500 Other Purchased Services)

Scenario A: Contract is in place during budget development:

1. List specific contracted services provided
2. Date range of service(s) if known

Example: Professional development facilitation provided by Vendor X. Specific services include 4 events on literacy strategies and 2 on math intervention strategies.

Scenario B: District plans to use ESEA funds to pay for contracted services in upcoming school year:



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1. List of type(s) of services to be contracted
2. Estimated date range of services if known

Example: Contracted services for Math PD and Teacher Leader Trainings. Estimated to occur January-May 20XX.

400 Purchased Property Services

1. List of Specific services provided
2. Date range of service(s) if known

500 Other Purchased Services

(For services that are not done through a contract)

Scenario A: Purchased services and costs are known during budget development:

1. List specific services provided
2. Date range of service(s) if known

Example: Professional development facilitation provided by Vendor X. Specific services include 4 events on literacy strategies and 2 on math intervention strategies.

Scenario B: District plans to use ESEA funds to purchase non-contracted services in upcoming school year:

1. List of type(s) of services to be purchased
2. Estimated date range of services if known

Example: Services for Math PD and Teacher Leader Trainings. Estimated to occur January-May 20XX.

600 Supplies

1. List of planned supply purchases OR
2. List of anticipated types of supply purchases i.e. classroom supplies, technology, supplemental curriculum, homeless supplies

Example: calculators, pens, pencils, highlighters, Chromebooks, reading intervention curriculum

700 Property and Equipment Acquisition

(Items over \$7,000 apiece)

1. List of property and equipment to be purchased (also needs to be entered in Property and Equipment tab of budget page)

800 Other Expenditures

1. List expenditure(s) to be purchased

Set Asides - Enter set asides that are listed on Targeting Step 4 under the Consolidated Application on the budget pages. (These set asides maybe on the Basic, Schoolwide, or a combination of both budget pages.)



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Indirect Costs - If the district has, and chooses to use its indirect cost rate, that amount is calculated on the lower, left-hand corner of the page. The indirect cost rate amount cannot exceed the maximum amount. The amount that the district wants to use must be placed in the open box (G) Budgeted Indirect Cost Rate on the lower, right-hand corner of the page.

After this page has been calculated and saved, the district must then go back to the Consolidated Application, click on Select Eligible Attendance Areas, go to Targeting Step 4, place the budgeted indirect cost rate amount in the Indirect Cost Rate Box directly about the "ghosted" out Indirect Cost rate amount, and then recalculate the page.

Property and Equipment Tab

1. Should a district purchase any singular item with a cost of \$5,000 or more, this page must be completed.
2. Enter a description of the item, how many are being purchased, and the unit cost.
3. The page will automatically calculate the total costs.
4. If needed, further clarification can be given in the textbox at the bottom of the page.
5. Click Save Page

Budget Summary Tab

This page just gives an overview of the budgeted items saved on the Budget Detail page. Data cannot be entered on this tab.

Page Lock Control Tab

1. The page lock control tab can be used to unlock any page within the Title I-Basic portion of the grant application.
2. After clicking on the tab, check the radio button titled Expand All to see the list of options.
3. The district may select the Open Page for Editing radio button for any page that needs change, and then it must click the Save Page button to open the page.