

# TITLE I DISTRICT PLAN USER GUIDE

## OVERVIEW

**PURPOSE:** A Title I District Plan lays out the educational objectives for the district. These objectives, in turn, serve as goals for the use of funds in the Every Student Succeeds Act (ESSA) application. The purpose of this document is to assist districts in preparing plans and to assist Illinois State Board of Education (ISBE) staff in approving those plans.

**REQUIREMENTS:** Submission of a Title I District Plan is required by [ESSA](#). The specifics of the plan are defined in Section 1112. **All districts requesting Title I federal funding must have an approved Title I District Plan (Local Education Agency [LEA] Plan) on file in IWAS.** The use of IWAS is required so that ISBE and federal auditors may monitor these plans.

**CONSULTATION:** Title I District Plans must be developed after timely and meaningful consultation with teachers; principals; administrators; specialized instructional support personnel; charter and other school leaders; paraprofessionals; parents of children in the schools served under Title I; and other appropriate school personnel, including those involved with other programs defined under ESSA.

**COORDINATION WITH OTHER PROGRAMS:** Coordination of services should take into account other Title programs, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**DURATION:** These plans will remain in effect for the duration of the district’s participation in Title I programs. The district must periodically review and, if necessary, revise its plan. The district is responsible for providing any requested information or updates to the Title I plan and then must resubmit the plan for review after receiving the local school board’s approval.

**RESOURCES:** This Title I District Plan User Guide is supplemented by other key resources that are available on the following websites:

Key Resources	Web Addresses
Every Student Succeeds Act (ESSA)	<a href="https://www2.ed.gov/documents/essa-act-of-1965.pdf">https://www2.ed.gov/documents/essa-act-of-1965.pdf</a>
IWAS	<a href="https://sec1.isbe.net/iwas/asp/login.asp?js=true">https://sec1.isbe.net/iwas/asp/login.asp?js=true</a>
Individuals with Disabilities Education Act	<a href="ftp://help.isbe.net/webapps/eGMS/2018/P1108-446.pdf">ftp://help.isbe.net/webapps/eGMS/2018/P1108-446.pdf</a>
Rehabilitation Act	<a href="https://www.eeoc.gov/eeoc/history/ada25th/rehab_act-1973.cfm">https://www.eeoc.gov/eeoc/history/ada25th/rehab_act-1973.cfm</a>
Carl D. Perkins Career and Technical Education Act	<a href="https://www2.ed.gov/policy/sectech/leg/perkins/index.html">https://www2.ed.gov/policy/sectech/leg/perkins/index.html</a>
Workforce Innovation and Opportunity Act	<a href="https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html">https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html</a>
Head Start Act	<a href="https://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS_Act_2007.pdf">https://eclkc.ohs.acf.hhs.gov/hslc/standards/law/HS_Act_2007.pdf</a>
McKinney-Vento Homeless Assistance Act	<a href="https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html">https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html</a>
Adult Education and Family Literacy Act	<a href="https://www2.ed.gov/policy/adulted/leg/legis.html">https://www2.ed.gov/policy/adulted/leg/legis.html</a>

## TECHNICAL ASSISTANCE

For assistance in developing and submitting the Title I District Plan, please call the Title Grants Division at 217/524-4832.

## INSTRUCTIONS FOR COMPLETING THE TITLE I DISTRICT PLAN

This User Guide can assist districts with meeting the requirements of federal law in creating the sections of the Title I District Plan. **Please note, the Title I District Plan must be submitted in IWAS; this document is just a User Guide.** The descriptions should be specific and written so that the users (district and school personnel, parents, external service providers, as well as ISBE staff and federal auditors) are able to understand, implement, and monitor the district's Title I plan. The monitoring prompts below will be used by ISBE staff in approving plans; they are provided here as an aid to districts to ensure plans include all required elements. Districts are not limited to responding solely to the prompts.

Please note that some of the questions below will also be in the grant application. The district's responses to these questions in the plan will populate also in the application. For example, the response to the first question will comprise the goals in the grant application. Districts should be conscious of this dual nature when composing their responses to the plan elements.

### PART I

#### 1. Please describe the measures the district will take to monitor student progress in meeting challenging state academic standards:

##### (A) Please describe the well-rounded instructional program that meets the academic needs of all students and how the district will develop and implement it:

###### Monitoring Prompt:

- Does the plan describe the development and implementation of the program?
- Does the plan address the academic needs and supports that are in place to aid in the academic achievement of all students?
- Does the district include a variety of activities and interventions to address the intention of being "well-rounded"? Is the plan fully developed?

##### (B) What measures does the district use to identify students at risk of failure?

###### Monitoring Prompt:

- Does the plan describe the processes teachers use to identify eligible students most in need of services (e.g., those who are failing or who are most at risk of failing)?
- Does the description clearly define the process used to identify individual students in need of educational assistance?

Note: Children from preschool through grade 2 shall be selected solely based on criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures.

##### (C) Please describe the additional education assistance to individual students needing additional help to meet challenging state academic standards:

###### Monitoring Prompt:

- Are the types of educational assistance clearly defined, including academic area, district/school personnel's involvement, location and time of services (e.g., tutoring during the academic day and/or after school/summer school activities), and length of service?

**(D) Please describe the instructional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented:**

Monitoring Prompt:

- Does the district provide specific instructional strategies, description of the program services (including content, time and length of program), identification of students to be served, and instructional staff?
- Does the district include multiple strategies? Are the strategies based on current school improvement research or other types of research?

## PART II

**2. Explain the process by which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:**

Monitoring Prompt:

- Is there a process in place to identify any disparities?
- Does the district describe the process for identifying and addressing disparities that might result in low-income and/or minority students being taught by ineffective, inexperienced, or out-of-field teachers?

**3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).**

Monitoring Prompt:

- The comprehensive and targeted list may not be published at the time the districts are completing this plan. If so, districts should respond to this item based on their current focus or priority identifications under the No Child Left Behind Act.
- Does the district describe how schools will be served if identified as comprehensive or targeted for school improvement? Does the answer establish methods of school improvement and identify specific steps to be taken if identified in either of these categories?

## PART III

**4. Select the poverty criteria that will be used to identify low-income students. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:**

- School Lunch: The number of children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- Temporary Assistance for Needy Families (TANF): The number of children in families receiving assistance under the state program funded under part A of Title IV of the Social Security Act;
- Medicaid: The number of children eligible to receive medical assistance under the Medicaid program;
- Composite: A composite of such indicators;
- Secondary School Feeder: The LEA projects the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school.

Monitoring Prompt:

- Has the district selected at least one method for measuring poverty?
- Is the same measure of poverty used to compute the number of children age 5 through 17? If not, why?

**5. (A) Select the program(s) the district operates within each attendance center:**

- Targeted assistance
- Schoolwide
- Both targeted assistance and schoolwide

Monitoring Prompt:

- Does the selection align with the uploaded data in Part III, item 5.C. below?

**(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?**

Monitoring Prompt:

- Has the district stated and described the type of program or institution and population of neglected and delinquent children served?

**(C) Create and upload an attachment that lists each attendance center/school by applicable program:**

Monitoring Prompt:

- Does the list identify all schools being served?
- Did the district identify whether it was the original or an amended listing?
- Is an appropriate, correct document uploaded and the corresponding category selected?

**(D) Describe in general the targeted assistance and/or schoolwide programs the district will operate as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children:**

Monitoring Prompt:

- Does the description of the schoolwide and/or targeted assistance programs provide detailed information about and intended goals for the services provided through Title I funding for eligible children (e.g., name of schools providing Title I schoolwide or targeted assistance program(s), type of services and grades served, content [reading, math, science, etc.], and time and length of services [classroom, pull out, before/after school, summer school, extended year, etc.])?
- Does the district provide a detailed description of the Title I services to children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs? If yes, does the plan include a detailed description of these services?
- If the district operates more than one type of program, are both programs described in detail?
  - Are multiple interventions described? Multiple interventions are not specifically required, but it is reasonable to assume that districts seeking to serve the diverse needs of these students might well use multiple interventions.
  - Does the description sufficiently describe a targeted program? A schoolwide program?

## PART IV

- 6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et. seq.):**

Monitoring Prompt:

- Does the district describe the services it provides to homeless children and youth (e.g., expedited evaluations, instructional support, counseling, school supplies, referral to other programs and services, etc.)?

- 7. Describe the approaches the district will use to include parent and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:**

Monitoring Prompt:

- Does the district provide a description of multiple approaches it uses to include the parents and family members in the development of LEA plans?

- 8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so:**

Monitoring Prompt:

- If applicable, does the district explain how it will coordinate and integrate its services so that participants in the local preschool programs are transitioned into the local elementary school program?
- If applicable, does the description provide a clear explanation as to how the listed educational programs are coordinated and integrated to meet the needs of individual students?
- If applicable, does the district clearly describe how Title I funds are used to support its preschool program(s), including a summary of the services and resources provided to the program(s)?

- 9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, including, if applicable: (A) through coordination with institutions of higher education, employers, and other local partners, and (B) through increased student access to early college high school (i.e., dual or concurrent enrollment opportunities) or career counseling to identify student interests and skills?**

Monitoring Prompt:

- If applicable, does the district describe processes to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education?
- If applicable, does the district describe coordination with institutions of higher education, employers, and other local partners?
- If applicable, does the district describe student access to early college high school or dual or concurrent enrollment opportunities or career counseling?
- If applicable, how does the district identify student interests or skills?

**10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population:**

Monitoring Prompt:

- Does the district describe the processes and criteria teachers use to identify the eligible children most in need of services (i.e., those who are failing, or most at risk of failing, to meet the state's standards on the basis of multiple, educationally related, objective criteria)?
- Does the district describe how teachers and school leaders consult with parents, administrators, and other school personnel during the identification process?

## PART V

**11. Describe the process by which the district will reduce (i) incidences of bullying and harassment, (ii) the overuse of discipline practices that remove students from the classroom, and (iii) the use of aversive behavioral interventions that compromise student health and safety. The information should be disaggregated by each subgroup of students as defined below:**

- (I) Each major racial and ethnic group;**
- (II) Economically disadvantaged students as compared to students who are not economically disadvantaged;**
- (III) Children with disabilities as compared to children without disabilities;**
- (IV) English proficiency status;**
- (V) Gender; and**
- (VI) Migrant status.**

Monitoring Prompt:

- Are there methods for reducing incidences of bullying and harassment?
- Are there methods for reducing the overuse of discipline practices that remove students from the classroom?
- Are there methods for reducing the use of aversive behavioral interventions that compromise student health and safety?
- Has the district disaggregated its student subgroups as requested?

**12. If applicable, please describe the district's support for programs that coordinate and integrate the following:**

- (A) Academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state; and**
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**

Monitoring Prompt:

- Does the district adequately describe integrated academic and career education content through coordinated instructional strategies?
- Are work-based learning opportunities described and available?

**13. Describe how the district will fulfill the following:**

- (A) Describe the district criteria for identifying and serving [gifted and talented students](#) by using objective criteria.**

Monitoring Prompt:

- Are adequate measures in place to identify and assist gifted and talented students in meeting their academic goals?

- (B) Describe the measures the district takes to assist schools in developing [effective school library programs](#) that provide students an opportunity to develop digital literacy skills and improve academic achievement.**

Monitoring Prompt:

- Are sufficient measures included to assist students in becoming familiar with the library, developing digital literary skills, and improving academic achievement?

- (C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.**

Monitoring Prompt:

- Is there a sufficient description of opportunities for students to [experience the arts, develop an appreciation of the arts, and improve academic achievement](#)?

**CONSULTATION**

**An LEA must develop the Title I Plan after timely and meaningful consultation with stakeholders. ([ESEA section 1112\(a\)\(1\)\(A\)](#))**

Monitoring Prompt:

- Did the district engage in timely and meaningful consultation with stakeholders?
- Did the district include a list of meeting dates and how stakeholders' input impacted the final plan submission?

**DISTRICT BOARD APPROVAL, CERTIFICATIONS, AND ASSURANCES**

Each Title I District Plan shall provide assurances that the district will:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the state or local child welfare agency to —

- (A) Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA, and
  - (B) By not later than one year after the date of enactment of ESSA, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall —
    - (i) Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act;
    - (ii) Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if —
      - (I) The local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
      - (II) The LEA agrees to pay for the cost of such transportation; or
      - (III) The LEA and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of an LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the local school board has duly approved the plan.

**Monitoring Prompt:**

Plan assurances:

- The district has completed this page.
- The district has entered a valid date of board approval.

Assurances

- The page is completed and the superintendent or board-certified authority has electronically signed.

**Local Board Action**

The district must enter the date that the Title I plan was approved by the local school board before submitting the plan to ISBE via the Illinois Interactive Report Card.

**ISBE Monitoring**

ISBE monitoring will be completed by utilizing the Review Checklist within IWAS. The monitoring comments will be written within the Review Checklist and the district personnel listed in the “District Information” section will receive an email notification of any monitoring updates.