



HUNTSVILLE CITY
SCHOOLS
A Legacy of Leading & Learning

2020 – 2021 Reset Plan

Federal Programs Department

Huntsville City Schools



2020 – 2021 Reset Plan

Federal Programs Department

Introduction

What is Title I? Title I, of the Elementary and Secondary Education Act (ESEA) of 1965, is the largest federal contribution to K-12 education. It consists of several funding streams for school districts and schools to supplement local educational programs and to help ensure that economically disadvantaged students are given the same opportunity to achieve State-defined academic standards as their peers.

In exchange for financial support, schools, districts, and states are held accountable for raising academic performance of all students, narrowing the achievement gap between underachieving groups and their more advantaged peers, and enabling those most at risk to reach state academic standards.

The goal of Title I is a high-quality education for every child. The program provides extra help to students who need it most. These are children who are the furthest from meeting the standards the state has set for all children. Title I resources are directed to schools with high percentages of at-risk students.

All Title programs and special grants are governed by the **Every Student Succeeds Act (ESSA)**; however, reauthorization of the Elementary and Secondary Education Act (ESEA) allows the opportunity for State Educational Agencies (SEAs) to request flexibility on behalf of itself, its Local Educational Agencies (LEAs), and schools regarding portions of ESSA. Flexibility may be granted in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all children, close achievement gaps, increase equity, and improve the quality of instruction. Each SEA must submit a request that addresses four principles:

- college and career ready standards for all students,
- state-developed differentiated recognition, accountability and support,
- support for effective instruction and leadership,
- reducing duplication and unnecessary burdens.

Title I



HUNTSVILLE CITY
SCHOOLS

The Federal Programs Department is responsible for the administration of various federal and state funded programs. The funding is provided to the Local Educational Agency (LEA) to supplement those activities and programs already in place within the Huntsville City Schools District.



2020 – 2021 Reset Plan

Federal Programs Department

Summary of Programs

TITLE I, Part A

Improving Basic Programs Operated by State and Local Education Agencies

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

TITLE I, Part D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Purpose: To improve educational services for children and youth who are generally institutionalized or are attending community day programs for neglected and delinquent children and youth. Services provide the opportunity for students to meet the same State academic content and achievement standards that all students in the State are expected to meet.

TITLE II, Part A

Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Propose: To provide grants to State Educational Agencies (SEA's), Local Educational Agencies (LEAs), State agencies for higher education, and eligible partnerships in order to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of profession ready teachers in the classroom, principals and assistant principals in schools.

TITLE III, Part A

Language Instruction for English Learners and Immigrant Students

Purpose: To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Grants



HUNTSVILLE CITY
SCHOOLS

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2020 – 2021 Reset Plan

Federal Programs Department

Competitive Grants

TITLE IV, Part A

Student Support and Academic Enrichment

The newly enacted bipartisan Every Student Succeeds Act (ESSA) includes a flexible block grant program known as Student Support and Academic Enrichment Grants (SSAEG) under Title IV, Part A authorizes activities in three broad areas:

- Providing students with a well-rounded education including programs such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.
- Supporting safe and healthy students with comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, and health and physical education.
- Supporting the effective use of technology that is backed by professional development, blended learning and ed tech devices.

TITLE IV, Part B

21st Century Community Learning Centers

The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

Competitive Grants



HUNTSVILLE CITY
SCHOOLS

A “competitive” grant is a request for funding for fixed or known periods of time, for specific projects. The applicant must specify what will be done within a specific time frame and what cost will be associated in order to effectively carry out the identified activities.



2020 – 2021 Reset Plan

Federal Programs Department

Competitive Grants

TITLE VI

Indian, Native Hawaiian, and Alaska Native Education

Supports the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

TITLE IX, Part A

Education for the Homeless and Other Laws

(McKinney-Vento 2001 Homeless Assistance Act)

This program is part of the national policy for the education of homeless children, which provides funds to facilitate enrollment and attendance.

TITLE IX, Part A

Children in Foster Care

The Every Student Achieves Act provides all children and youth in foster care with core protections for school stability and school access through a statutory vehicle that is separate from the McKinney-Vento Act, and that outlines clear, distinct and appropriate responsibilities for both the education and child welfare agencies.

- Children in foster care remain in the school of origin, unless it is determined that it is not in his or her best interest
- If it is not in the child’s best interest to remain in the school of origin, the child must be immediately enrolled in the new school even if they don’t have the required documentation.
- LEAs must collaborate with child welfare agencies (CWAs) to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child’s time in foster care.

Competitive Grants



HUNTSVILLE CITY
SCHOOLS

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2020 – 2021 Reset Plan

Federal Programs Department

Parent and Family Engagement

Title I places enormous emphasis on parental and family engagement for an important reason: there are few strategies as powerful in raising student achievement as active, engaged parents. Although Parent and Family Engagement has always been a key part of Title I, it was not tightly defined until the passage of the Elementary and Secondary Education Act of 1965 (ESEA). The law defines Parent and Family Engagement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- Parents play an integral role in assisting their child’s learning;
- Parents are encouraged to be actively involved in their child’s education at school;
- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- Other activities are carried out, such as those described in Section 1116 of the ESEA (Parent and Family Engagement).

Schools and districts share three primary responsibilities under Title I Parent and Family Engagement Policy:

- The District Parent Advisory Committee.
- The school’s Parent Advisory Committee.
- The school’s Continuous Improvement Plan Committee.

PFE



HUNTSVILLE CITY
SCHOOLS

It is the school’s (or district’s) responsibility to make sure that information provided to parents is:

In a **format** that parents can access and understand.

In a **language** that parents can read. EL parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter and to adequate notice of information about any program, service, or activity that is called to the attention of non-EL parents.

Delivered by a method that actually reaches those parents. The most important idea is that parent information is not limited to simply sending out information: schools need to make sure that parents receive and understand the information so that they can make the best choices for their



2020 – 2021 Reset Plan

Federal Programs Department

McKinney-Vento 2001 Homeless Assistance Act

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, Local Educational Agencies (LEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –

- Children and youth who:
 - share the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
 - live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
 - live in emergency or transitional shelters;
 - are abandoned in hospitals;
 - have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; and
 - live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - are migratory children living in circumstances as described above.

Homeless



HUNTSVILLE CITY
SCHOOLS

Huntsville City Schools seeks to provide students with immediate access to public education regardless of their immigrant, ELL, migrant, homeless or foster care status as well as their inability to immediately produce required documents. School personnel will provide the proper assistance in obtaining documents. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate immigrant, ELL, migrant, homeless students or children in foster care.



2020 – 2021 Reset Plan

Federal Programs Department

Budget Planning, Spending, and Reconciliation

Federal funds are to be spent for the provision of goods and services for students, teacher training and necessary instructional equipment, materials, and supplies *based on the Needs Assessments* reflected in the ACIP. The full amount of funds for instructional support is available October 1st of each fiscal year. **Resources are expected to be purchased for the benefit of use with the current school year student body.**

Under ESSA, each State gets to set its own general education standards and coursework for schools. This is the material students are expected to learn in each grade. With this law, States must have “challenging” academic standards in reading, math, and science. This means a State’s curriculum must prepare students to succeed in college and in a career. Also, States must apply these standards to all students, including those with learning and attention issues.

Expenditures must follow all Federal regulations and guidelines (ESSA, EDGAR, GAAP, etc.). The expenditures shall be consistent with the latest plans for professional development and technology developed at the school level, by the principal and faculty, that is submitted by the local board of education (along with a proposed budget) to the State Superintendent of Education.

Budget Planning



HUNTSVILLE CITY
SCHOOLS

Resources are a finite amount and should be used wisely and in accordance with allowable uses. Expenditure requests involving purchase orders, contracts, check requests, professional development, etc., **must always reflect a direct correlation to the Needs Assessment, curriculum objectives and enhance student learning.** The funds cannot be used for non-instructional purposes (i.e. incentives, capital building expenses, office supplies, clothing items, food, gifts or parties, etc.). Schools are encouraged to submit expenditure requests for grade level purchasing of those supplies needed to support the evidence-based programs at the school. Personal teacher supplies and student incentive gifts should be purchased with State or other resources.





2020 – 2021 Reset Plan

Federal Programs Department

Private Schools - Equitable Services

Under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), local education agencies (LEAs) are required to provide Equitable Services to eligible private school students, their teachers, and their families or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. Equitable Services for private school students must be developed in consultation and in a timely manner with the private school officials. Services or benefits must be secular, neutral, and nonideological.

To ensure timely and meaningful consultation, a private school liaison is assigned to work with private school officials. A Public Private Committee is formed for the participating school. Consultation consists of multiple meetings. A data review is conducted using multiple sources of student data and other data sources. A need's assessment is completed to summarize the data review, outline needs and set measurable goals for progress. This information is used to finalize an equitable services agreement between the private school and the district. Equitable services agreements may include, hiring of staff, professional development, parent and family engagement activities, and budget details.

Private Schools



Huntsville City Schools Federal Programs Department provides Equitable Services to 14 private schools through their participation in:

Title I, Part A – Improving Basic Programs Operated by LEAs

Title II, Part A – Supporting Effective Instruction

Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

CARES Act/ESSER Fund – Education Stabilization Funds for Elementary and Secondary School Emergency Relief Fund.



2020 – 2021 Reset Plan

Federal Programs Department

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