

The background of the slide is a composite image. The top left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several small white storage bins are visible on a shelf. The right side of the slide is a solid white background.

# Title I, Part A District Coordinator Webinar

Nov. 20, 2025



Kentucky Department of  
**EDUCATION**

# Logistics

- Submit questions or comments in the chat or send an email to [erin.sudduth@education.ky.gov](mailto:erin.sudduth@education.ky.gov).
- The webinar will be recorded and posted on the Kentucky Department of Education's (KDE) [Title I Documents and Resources webpage](#).



# Recap from October Webinar

- Announcements and reminders
- Recurring reminders
  - Monthly spend-down
  - In this month's Title I newsletter
  - Suggested monthly tasks
- ESEA Now subscription (Elementary and Secondary Education Act)
- Monitoring process
  - Consolidated monitoring
  - Desk monitoring

# Agenda

- Announcements and reminders
- Recurring reminders
  - Monthly spend-down
  - In this month's Title I newsletter
  - Suggested monthly tasks
- 2025-2026 desk monitoring
- Possible application revisions related to final allocations
- Required policies and procedures
  - Foster children and youth
  - Homeless children and youth

# Announcements and Reminders

- Final FY2026 allocations have been uploaded to the Grant Management Application and Planning (GMAP) system for districts whose initial Title I, Part A application has received KDE approval.
  - The original application included a *tentative* allocation determined by the U.S. Department of Education.
  - No district was reduced below its hold-harmless level.
  - Not related to data available to the district or KDE.
- Comparability report update.
- Registration is open for the 2026 National ESEA Conference at [www.eSeanetwork.org](http://www.eSeanetwork.org).

# Monitoring the Obligation of 310M Funds

| Month          | Total Approximate Percentage Obligated |
|----------------|----------------------------------------|
| July 2025      | 5.66%                                  |
| August 2025    | 11.33%                                 |
| September 2025 | 17%                                    |
| October 2025   | 22.66%                                 |
| November 2025  | 28.33%                                 |
| December 2025  | 34%                                    |
| January 2026   | 39.66%                                 |
| February 2026  | 45.33%                                 |



| Month          | Total Approximate Percentage Obligated |
|----------------|----------------------------------------|
| March 2026     | 51%                                    |
| April 2026     | 56.66%                                 |
| May 2026       | 62.33%                                 |
| June 2026      | 68%                                    |
| July 2026      | 73.66%                                 |
| August 2026    | 79.33%                                 |
| September 2026 | 85%                                    |

# Open Project Quick Reference Table

| Year/Project                                                                   | Period of Award                                              | 85% Obligation Deadline | All Funds Spent or Encumbered              | Final Federal Cash Request Submission     |
|--------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------|--------------------------------------------|-------------------------------------------|
| <a href="#">Federal FY2023</a><br>GMAP: FY2024<br>Project 310K<br>SY 2023-2024 | July 1, 2023 –<br><del>Sept. 30, 2025</del><br>June 30, 2026 | Sept. 30, 2024          | <del>Sept. 30, 2025</del><br>June 30, 2026 | <del>Nov. 14, 2025</del><br>Aug. 31, 2026 |
| <a href="#">Federal FY2024</a><br>GMAP: FY2025<br>Project 310L<br>SY 2024-2025 | July 1, 2024 –<br>Sept. 30, 2026                             | Sept. 30, 2025          | Sept. 30, 2026                             | Nov. 13, 2026                             |
| <a href="#">Federal FY2025</a><br>GMAP: FY2026<br>Project 310M<br>SY 2025-2026 | July 1, 2025 –<br>Sept. 30, 2027                             | Sept. 30, 2026          | Sept. 30, 2027                             | Nov. 12, 2027                             |

# In This Month's Title I Newsletter

- Make sure you didn't miss our [November Title I newsletter!](#)
  - Desk Monitoring Updates
  - Comparability Reports: What's Next?
  - Attend the 2026 National ESEA (Elementary and Secondary Education Act) Conference
  - Safeguarding Assets Purchased with Title I Funds
  - Principal's Perspective: Celebration vs. Engagement
  - Recurring articles
    - Open Title I, Part A projects and associated deadlines
    - Coordinator's year at a glance



# Year at a Glance: Suggested Tasks for November

- Submit the comparability report in GMAP.
- Ensure schools have documented distribution of school-family compacts (e.g., copies of signed compacts, signatures of parents who have received the compact).
- Discussion of the school-family compact **as it relates to individual student achievement** during a parent-teacher conference at the elementary school level should occur by the end of the month. Ensuring the discussion has been adequately documented.
  - Refer to the School-Family Compact Discussion document located in the [Title I, Part A Sample Documents folder](#).

# 2025-2026 Title I, Part A Desk Monitoring

- The following districts were notified of their selection for Title I, Part A desk monitoring on Oct. 30.
  - Estill Co.
  - Greenup Co.
  - Henderson Co.
  - Mayfield Ind.
  - Metcalfe Co.
  - Owsley Co.
  - Scott Co.
  - Somerset Ind.
  - Southgate Ind.
  - Todd Co.
  - Trigg Co.
  - Walton-Verona Ind.

# Possible GMAP Revisions

- District set asides
  - Align the new parent and family engagement set aside to the 310MM budget.
  - Ensure at least 90% of the 1% required reservation is distributed to schools.
- Per pupil amount (PPA)
  - Check the remaining balance: Is it as close to \$0 as possible and not negative?
  - Address remaining balance by adjusting PPA amounts and/or district set aside amounts.
  - Ensure revised school allocation amounts align with the budget page.
- Services to private schools (for districts with participating private schools)
  - Check the totals and ensure alignment with 310MP and 310MN budgets.
- Budget
  - Align the budgeted amounts to all other pages.

# Enrollment of Foster Children

- Section 1111(g)(1)(E) of the Every Student Succeeds Act (ESSA) requires states to ensure the educational stability of children in foster care including assurances that:
  - Any child enrolls or remains in the school of origin, unless it is determined not to be in the child's best interest.
  - The child is immediately enrolled in a new school when a determination is made that it is not in the child's best interest to remain in the school of origin.
  - The enrolling school immediately contacts the previously attended school to obtain student records.

# Admissions and Attendance Policy

- Language from the Admissions and Attendance Policy (09.12) that helps districts meet requirements related to the enrollment of foster children.
  - *Children in foster care, including preschool aged children if the District offers a preschool program, shall be eligible to attend their “school of origin” unless a determination is made that it is not in the child’s best interest.*
  - *Foster children are to be immediately enrolled in a new school. The District shall collaborate with the Cabinet to ensure immediate and appropriate enrollment of the child and immediately contact the student’s previous school for relevant records.*
  - *The previous school shall provide the new school records within the student information system maintained by KDE by the end of the working day on the day of receipt of a request.*

# Written Transportation Agreement

- ESSA 1112(c)(5)(B) requires districts to **collaborate with local child welfare agencies** to develop and implement clear written procedures **outlining how** transportation to maintain students in foster care in their schools of origin when in their best interest will be **provided, arranged and funded** for the duration of the students' time in foster care.
- **NOT** the same as the district's transportation policy.
- Includes a dispute resolution section.
- [ESSA Foster Care Transportation Guidance](#)

# Identification and Enrollment of Homeless Students

- The district has developed, reviewed and revised policies related to the identification and enrollment of homeless students. [See McKinney-Vento 11432(g)(1)(I).]
- The policies and procedures must describe how the district will:
  - Effectively identify homeless children and youth.
  - Effectively identify and eliminate enrollment and attendance barriers.
- Information is typically included in the Admissions and Attendance Policy.
- Consider how these practices are implemented in your district.

# Awarding Credit and Partial Credit

- Districts must award credit, including partial credit, for all coursework satisfactorily completed by homeless children and unaccompanied youth in accordance with [KRS 156.160\(1\)\(p\)](#).
  - Policy – [704 KAR 7:090\(2\)\(4\)](#)
  - Written procedures – 704 KAR 7:090(2)(5) and KRS 156.160(1)(p)
    - Tool or methodology used to calculate credit
    - Consolidation of partial credit, where appropriate
    - Access to extracurricular and summer programs, credit transfer, electronic course services, after-school tutoring and other extended school services
    - Lessen the impact of school transfers for homeless children and youth
- [Awarding Credit and Partial Credit to Homeless Children and Youth Procedures Checklist](#)



# Awarding a High School Diploma

- 704 KAR 7:090(2)(7) requires districts to adopt written procedures for awarding a high school diploma to homeless children and unaccompanied youth who transfer after completion of the second year of high school and meets the requirements of KRS 156.160(1)(p).
  - Student is ineligible to graduate from the district they transferred into but meets graduation requirements of the district from which they transferred.
- Can be combined with the written procedures for awarding credit.
- Consider how these procedures are shared with staff.

# Dispute Resolution

- Homeless families and youth must be made aware of the right to challenge placement and enrollment decisions.
  - If a dispute arises over school selection or enrollment, the homeless student should be immediately enrolled in the school of choice pending resolution of the dispute.
- Admissions and Attendance policy should reference dispute resolution.
- Information is included on KDE's McKinney Vento Posters available on the [Education for Homeless Children and Youth webpage](#).
- [Dispute Resolution Form](#)

# Upcoming Webinar Dates

Mark your calendars for the next  
Title I, Part A webinar:

**Thursday, Dec. 18**  
**10 - 11 a.m. ET**

Submit feedback and topic requests  
through the anonymous [Title I Monthly  
Webinar Feedback Survey](#)

## 2026 Webinar Schedule

Jan. 29

Feb. 26

March 26

April 30

May 28

June 25

July 30

Aug. 27



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