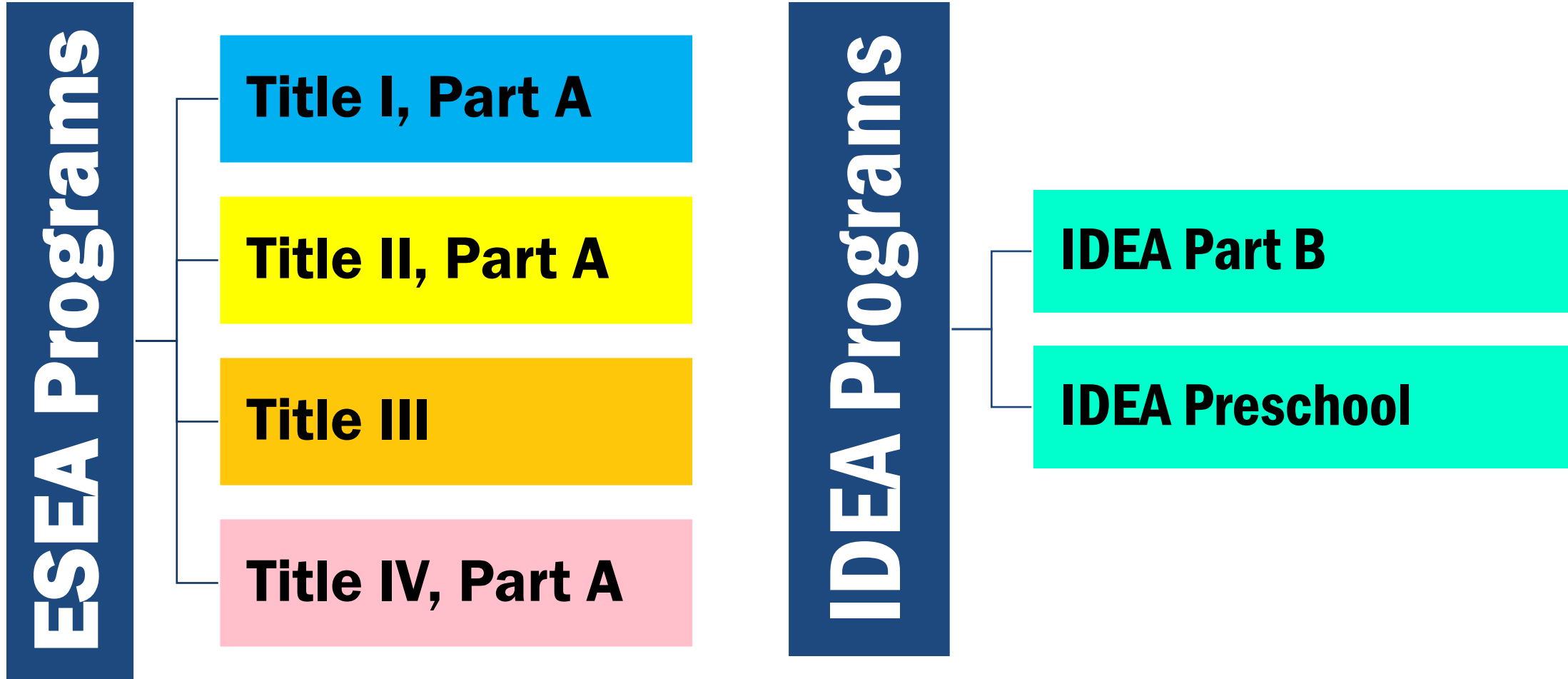


CRP Office Hours



Rhode Island Department of Education
January 30, 2025
9 am to 10:30 am

Federal Funding Programs in the CRP



Agenda

9:00 - 10:30

Welcome

Tips for Completing Your FY24 CRP Amendment

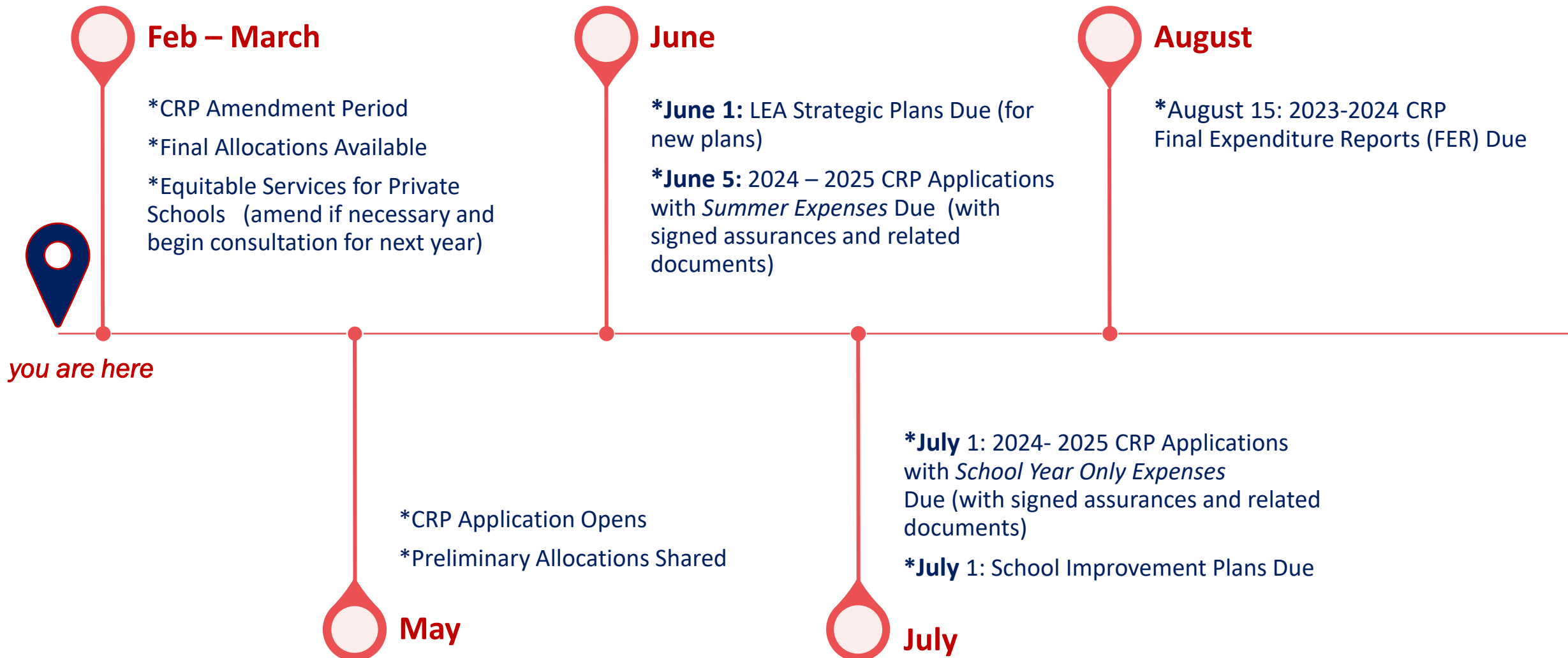
Program Updates

Important Dates

Q & A

Wrap Up

CRP Timeline



CRP Amendment Tips

Determining if an Amendment is Necessary

Amending your CRP is NOT necessary if ...

The cumulative changes within or among budget series **do not** exceed 10% of your total approved budget for that program OR \$100,000.00; whichever amount is less.

Ask yourself...

How much is the total approved budget for a funding source?

Do the changes exceed 10% of this amount **OR** \$100,000 (whichever is less)?

If no, then an amendment is not required.

If yes, an amendment is required.

Allocations

10% Flexibility
Rule

Go To ▶	TI-A
ORIGINAL ALLOCATION	502,357.00 ▲
INCOMING CARRYOVER	44,298.42
OUTGOING CARRYOVER	0.00
RE-ALLOCATED FUNDS	0.00
ADDITIONAL FUNDS	0.00
RELEASE FUNDS	0.00
CONSORTIUM	0.00
FORFEITED FUNDS	0.00
TOTAL AVAILABLE	546,655.42
TOTAL AFTER TRANSFERS	546,655.42
BUDGETED	531,920.92
UNBUDGETED	14,734.50

10% =
53,192.10

Amending your CRP is NOT necessary if ...

Equipment line items are not increased by more than \$5,000.00

All changes are allowable and in compliance with EDGAR, ESEA, and IDEA laws and regulations

There will be no supplanting issues as a result of any changes

Program changes do not increase/decrease the total approved budget

Changes do not alter the scope, goals, and/or intent of the currently approved program

Amending your CRP is necessary if ...

A change in the final allocation resulted in a negative balance of unbudgeted funds (Total Available Balance now exceeds Budgeted Amount).

To see if an amendment is necessary, check the allocations page. If the original allocation has changed, you will see a delta next to the original allocation total.

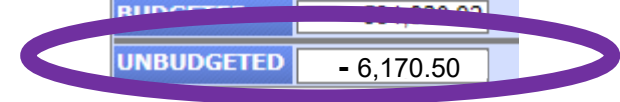


= change

If the unbudgeted total is now negative, then you **must amend**.

Allocations

Go To ▶	
	TI-A
ORIGINAL ALLOCATION	502,357.00 Δ
INCOMING CARRYOVER	44,298.42
OUTGOING CARRYOVER	0.00
RE-ALLOCATED FUNDS	0.00
ADDITIONAL FUNDS	0.00
RELEASE FUNDS	0.00
CONSORTIUM	0.00
FORFEITED FUNDS	0.00
TOTAL AVAILABLE	546,655.42
TOTAL AFTER TRANSFERS	546,655.42
BUDGETED	607,826.92
UNBUDGETED	- 6,170.50



Amending your CRP **is necessary** if...

There is a change in the final allocation **AND** the LEA is required to reserve a proportionate share of funds for private school services for any of the following programs:

	AGENCY RECOMMENDED DOCUMENTS			
		TYPE	DOCUMENT	
Title I-A	 	Title I Private School Consultation List	Title I Consultation List	
	 	Title I Private School Proportionate Share Worksheet	FY23 Proportionate Share Worksheet Warwick	
	  	Title I Private School Proportionate Share Worksheet - Amended	FY23 Title I Proportionate Share Amended	
Title II-A	 	Private School Proportionate Share Calculation Sheet	FY23 Proportionate Share Calculator Warwick	
	  	Private School Proportionate Share Calculation Sheet - Amended	FY23 Title II Proportionate Share Amended	
Title IV-A	 	Private School Equitable Share Worksheet	FY23 Fair Share Worksheet Warwick	
	  	Private School Equitable Share Worksheet - Amended	FY23 Title IV-A Proportionate Share Amended	
IDEA Part B	 	EIS Plan		
	 	Private School Services Calculation Sheet	Private School Calculation Sheet	
	  	Private School Services Calculation Sheet - Amended	Private School Calculation sheet - amended	
IDEA PS	 	Private School Services Calculation Sheet	Private School Calculation Sheet	
	  	Private School Services Calculation Sheet - Amended	Pre-School Services Calculation Sheet- Amended	

Then the LEA must upload amended proportionate share calculators and update the program reserves, as needed.

Amending your CRP **is necessary** if...

Required Early Intervening Services (EIS) reserves in IDEA Part B

#1 - A change in the LEAs IDEA allocation will require an amendment to IDEA Part B for EIS.

2 - An adjustment to the prior year unspent balance of funds reserved for required EIS will require an amendment for EIS in the current application.

Early Intervening Services

[Create Comment](#)

ACCOUNTING FOR PRIOR YEAR(S) UNSPENT REQUIRED EIS RESERVES

Please indicate below whether or not all prior year(s) required EIS reserves will be expended by 6/30/22.

☐ Yes, the full amount of EIS reserves were fully expended.

☒ No, some funds reserved for EIS as awarded were not expended.

If No is checked above, input the amount of prior year(s) required EIS reserves that the district did not expend.

38,834.02

☐ N/A. The district was not identified in the previous year as having significant disproportionality.

[Create Comment](#)

EIS REQUIRED RESERVE CALCULATION FOR SCHOOL YEAR 2022-2023

Your district has been identified for the current year as having significant disproportionality.

EIS Required Reserve Calculation

IDEA Part B Allocation:	\$1,111,810.00
IDEA Part Preschool Allocation:	\$32,562.00
Total:	\$1,144,372.00
Required Reserve Percentage:	15%
Current Year Required EIS Amount:	\$171,655.80
Add: Unspent Required Reserve:	\$38,834.02
Total Required EIS Reserve to be Budgeted with Part B funds:	\$210,489.82
Current Part B EIS Reserve Budgeted:	\$210,489.82

Reach out to your IDEA program contact for more information.

Amending your CRP **is necessary** if the LEA is ...

Moving expenditures within or among approved series at amounts greater than 10% of the budget total for a funding source (10% Flexibility Rule)

Making a change that **SIGNIFICANTLY** impacts the approved program design described in the application narratives

Required to expend Title I-A funds on Parent and Family Engagement, and the amount set aside is not at least 1%

Required to meet the TIVA 20-20-some portion requirement for last year

Only applies to LEAs that did not meet FY23 requirements.

Getting Amendments Started

FY 2024 CRP Amendments are only available once the initial application is approved and final allocations are available...

Change Application Status to
“Amendment Started”

Funding Application Sections

Application Status: RIDE Final Approved

Change Status To: Amendment Started
Or
Pending Post-FER Allocation Adjustments

[View Status/Comments History Log](#)
[View Agency Comments Log](#)



Address Book

[Return](#)

[View All District Users](#)

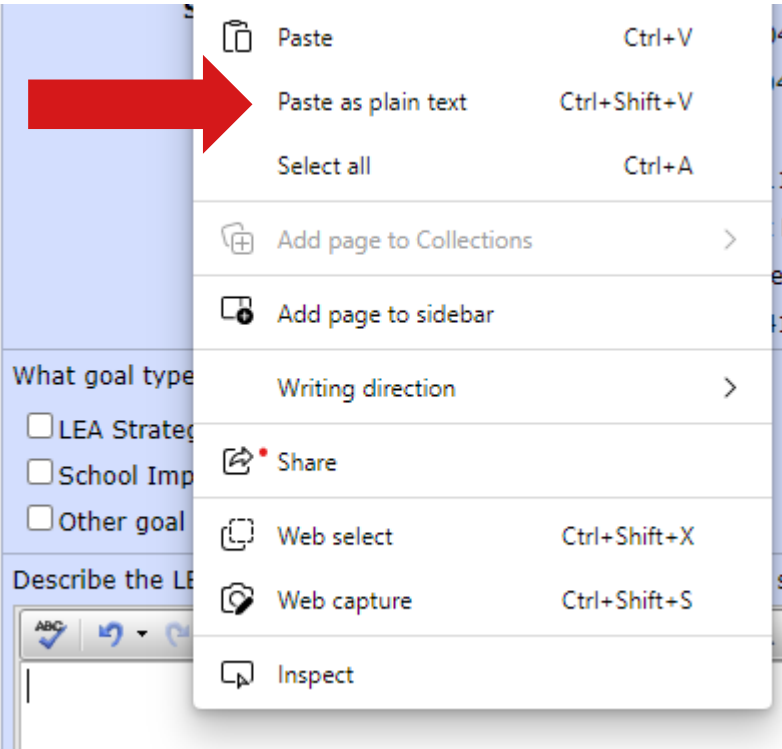
CONTACT TYPE
District Superintendent/Authorized Rep
District Administrator
District CRP Coordinator
ABE Coordinator
District CTE Coordinator
District Business Manager
Program and Financial Input

If needed

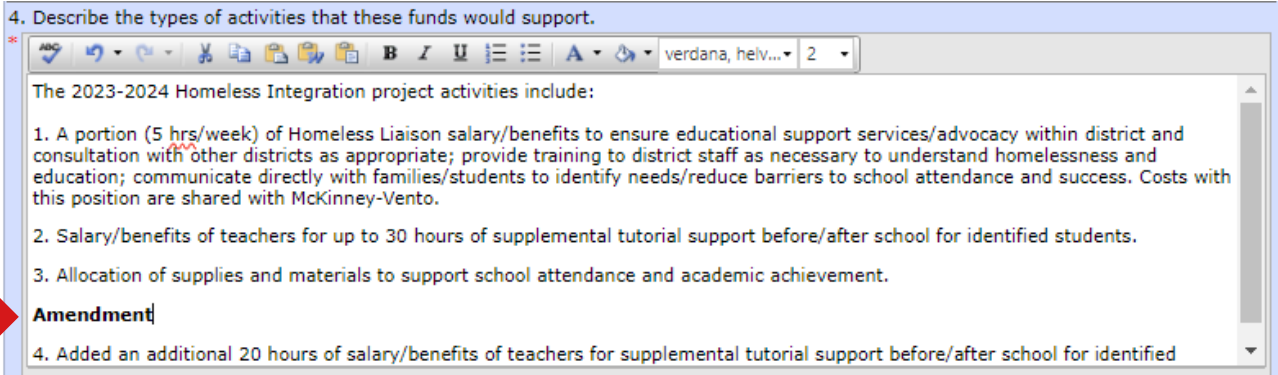
Have the District System Administrator Update
User Accounts & Roles in the Address Book

Amendment Tips

Create narratives in word and copy as plain text into application



Narrative Updates?
Update narratives by adding the word "amendment" at the end of the existing text and adding new information



Budget updates?
Change amounts to \$0 for requests the LEA no longer needs.
Do not delete.

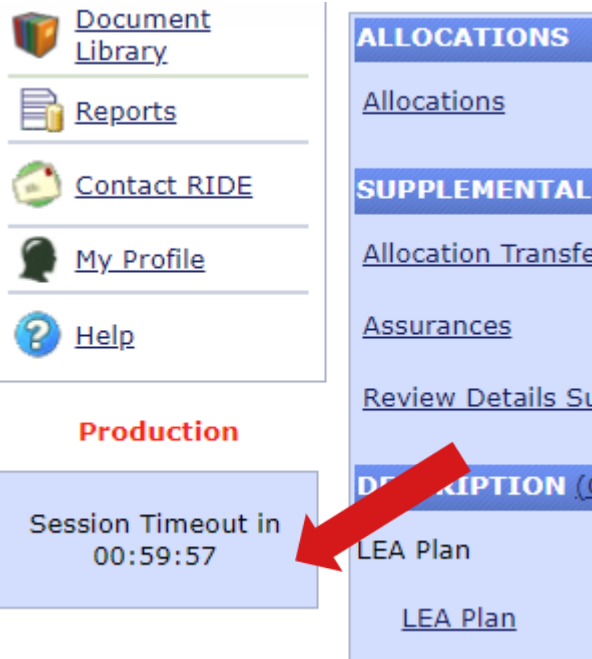
	LOC-BLDG	FTN	PRG	SUBJ	OBJ	JOB	FTE	AMOUNT ▲
	01200	222	10	2000	53303	0000		\$0.00
Reserve: Professional Learning								
Cost Basis: Registration of National Conference = \$745.00								
Description: PLTW National Conference								
Justification: Supporting the work of our Library/Media Specialists Curriculum Coordinator by learning additional strategies for teaching Project Lead the Way.								
Priority: Not Applicable								

More AcceleGrants Tips

Password reset located on sign-in screen for user forgotten passwords (reset request - active for 1 hour)



Save Often



Looking Ahead to the 24-25 CRP

2024-2025 CRP Planning

- Inform RIDE about school openings, closings, grade reconfigurations ASAP
- Inform RIDE about Title III Consortium Arrangements ASAP: [Title III Consortium Declaration of Intent](#)

Email David Luther at david.luther@ride.ri.gov

FAQ: Amendments

Q: Can I delete program narratives, related documents or budget line items that were approved in my original application?

A: NO

Narratives – Add the word “Amendment” to the end of the previously approved text, followed by the new information. Not enough character spaces left? Add the text “Amendment, see related documents” and add a document explaining changes in Related Documents. See slide 13.

Related Documents – Upload a revised document and add the word “Amendment” to the Title e.g., Private School Calculator – Amendment. See slide 9.

Budget – 1) If a cost has changed, update the amount. 2) If a cost is no longer needed, edit the budget line and reduce the total amount available to \$0.00. See slide 13.

ESEA Equitable Services



**Titles I-A, II-A, III-A, IV-A and
21st Century Grant Programs**

Equitable Services Defined – All ESEA Programs

The LEA:

- Assesses, addresses and evaluates the needs of private school students and teachers;
- Provides benefits and services that meet the needs of private school students and teachers;
- Determines an equal amount of funds on a per student basis to provide equitable services; and
- Provides private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students and teachers.

ESEA Equitable Services: Six Key Points– All ESEA Programs

1. In key ESEA programs, the law provides for **equitable participation** of private school students, teachers and other educational personnel, and, in some cases, families.
2. **Consultation** must be timely and meaningful.
3. **Funds** generated for equitable services must **be equal** on a per-pupil basis.
4. A public agency must **control funds**. Private schools do not receive funds.
5. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.
6. Private school officials have the right to file a formal complaint.

Sample Resource: Consultation Timeline – All ESEA Programs

Month	LEA Activity
September	• Begin programs and services. • Consult with private school officials about current programs and services implementation and modify as necessary.
October	• Continue consultation about current programs and services implementation.
November - December	• Consult with private school officials about the status of current programs and services. • Obtain complete list of all private schools with appropriate contact names for later use in mailing “Intent to Participate in Federal Education Programs” forms.
January	• Continue consultation with private school officials about the status of current programs and services. • Send “Intent to Participate” forms to all private schools in the LEA with a February deadline for returning the forms.
February - March	• Continue consultation with private school officials about the status of current programs and services. • Conduct a district-wide consultation meeting with all private school officials and provide a general overview of programs that will be available to their students and teachers in the next school year. • Provide private school officials with planning document to prepare them for consultation about next year’s programs and services. • Consult with private school officials to identify students’ and teachers’ needs, discuss services and estimated funding figures, design programs, and establish priorities for the next school year.

Consultation Timeline Sample– All ESEA Programs

Month	LEA Activity
April - May	• Evaluate programs and services for the current school year and make suggestions for modifying programs that will be implemented again in the next school year. • Continue consultation and planning for programs and services for next school year. • Complete plans for programs and services and set dates for when they will begin in the next school year. • Develop consultation timeline for the next school year.
June	• Finalize actions related to programs and services.
July - August	• Inform private school officials about the readiness of programs and services for the upcoming school year. • Provide programs funding figures or estimates to private school officials for upcoming school year.

Student Eligibility: Title I, Part A

Students are eligible if the child resides in a Title I-A participating public school attendance area, attends a private school, AND is identified by the LEA as:

- Low achieving on the basis of multiple, educationally related, objective criteria; **OR**
- Homeless, in the prior 2 years participated in: Head Start, a literacy program under Title II, a Title I preschool program, or Title I, Part C, or is a child in a local institution or community day program for neglected or delinquent children.

Equitable Share: Title I, Part A

Title I-A Proportional Share

*An LEA must determine the proportional share of Title I-A funds available for equitable services based on the **total amount** of Title I-A funds received by the LEA prior to any allowable expenditures or transfers of funds.*

1. Determine the total number of children from low-income families residing in each of the LEA's participating Title I-A attendance areas who attend public and private schools.
2. Determine the **overall proportion of these children who attend private schools**.
3. **Based on this proportion**, determine the amount of **funds available** for equitable services based on that proportion of the LEA's total Title I-A allocation.

Student Eligibility: Title VIII

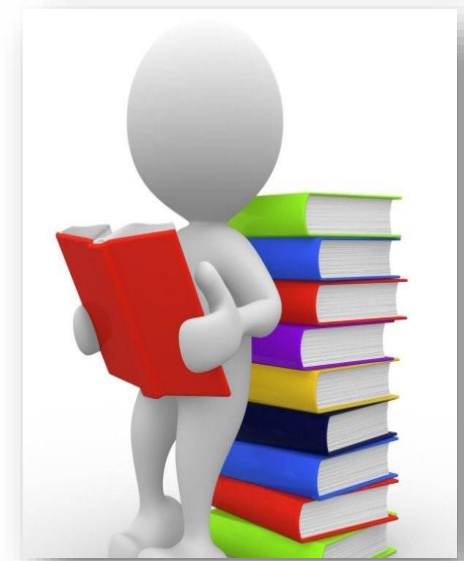
- Students enrolled in private schools located in the area served by the ESEA program are eligible to participate.
- May be restricted based on the purpose of the ESEA program (ex. Title III, Part A).
- Where funding and resources may limit the number of children who can participate in the program, LEAs must consult with private school officials on this matter.

Equitable Share: Title VIII Programs

Title VIII Equitable Share

Expenditures for services for programs for private school students and teachers must be equal to those of public school students on a per-pupil basis, taking into account the number and the educational needs of children to be served.

ESEA Title VIII Programs = Title II-A, Title III, Title IV-A and 21st Century Grant Programs



FAQ: ESEA Equitable Services

Q: May an LEA impose reasonable deadlines on private school officials to facilitate meeting the obligation of funds requirement in ESSA section 1117(a)(4)(B)?

A: YES

An LEA—not private school officials—is responsible for ensuring that Title I funds are obligated in a timely manner. In some cases, however, action by private school officials is necessary for the LEA to meet this obligation.

If a deadline is established in consultation and in the context of the requirement to obligate funds generated for equitable services in the current fiscal year, it would be reasonable for the LEA to inform private school officials that, if the deadline is not met and the private school officials have not notified the LEA of obstacles to meeting the deadline in a timely manner, the LEA may consider the private school to have declined services.

FAQ: ESEA Equitable Services

Q: Who is responsible for planning and designing equitable services?

A: The LEA

After meaningful consultation with appropriate private school officials, an LEA is responsible for planning, designing, and implementing Federal Grants equitable services for private schools and may not delegate that responsibility to the private schools or their officials.

Consultation is ongoing throughout the year. Amendment season is a good time to assess and adjust the LEA's private school programs and amend if needed.

Any change in allocation requires recalculation of the proportionate share of funds for private school equitable services.

FAQ: ESEA Equitable Services

Q: If, after timely and meaningful consultation, an LEA chooses to transfer funds to another authorized program under ESEA section 5103, does this have any impact on its equitable service responsibilities under the programs from which and to which funds are transferred?

A: YES

Before an LEA may transfer funds from Title II, Part A or Title IV, Part A, the LEA must engage in timely and meaningful consultation with appropriate private school officials to identify and consider the needs of private school children as well as public school children regarding any transfer. (ESEA section 5103(e)(2)).¹⁰.

With respect to the transferred funds, the LEA must provide eligible private school children and educators equitable services under the applicable program(s) to which, and from which (if less than 100 percent of funds are transferred), the funds are transferred, based on the total amount of funds available to each program after the transfer.

ESEA Equitable Services Reminders

21st Century Request for Proposals

- There is a [Request for Proposals](#) out for the Title IV-B (the 21st Century CLC) grant.
- Any LEA applying for a new grant must consult with private schools before submitting a proposal.

Upcoming Clinics

- Title II-A Technical Assistance Training
February 13, 2024
- Title I-A Equitable Services for Private Schools
February 14, 2024

ESEA Program Monitoring Titles I-A, II-A, III-A, and IV-A

The Principles of RIDE ESEA Monitoring



Differentiating

- Customizes levels of support to LEAs so that those that need more help can receive it and LEA strengths can be used as a model for others.
- Provides ability to target limited time and resources in the best way possible for LEAs and RIDE.
- Leverages overall trends among the risk assessment, desktop review and onsite visits to provide appropriate professional learning opportunities and technical assistance. (This will be available to all LEAs.)



Streamlining

- Uses a single, streamlined process that results in improved and strengthened partnerships between RIDE and LEAs, and encourages LEAs to develop and effectively implement integrated and coherent consolidated LEA plans.
- The model also reduces duplication of efforts for LEAs and RIDE staff through a uniform approach including the use of the same online space for LEA evidence, improved communication among the RIDE monitoring reviewers, and a consistent process that is the same for all programs.



Learning

- The monitoring system was developed by a RIDE federal program team review of the previously used monitoring systems so that the best practices from each could be included.
- A deep review of performance review requirements from the Office of Elementary and Secondary Education (OESE) combined with the study of other states that have used a similar model with high quality implementation and compliance built the foundation of the process.
- The process will allow LEAs to target specific areas of need with support and share strengths with others.



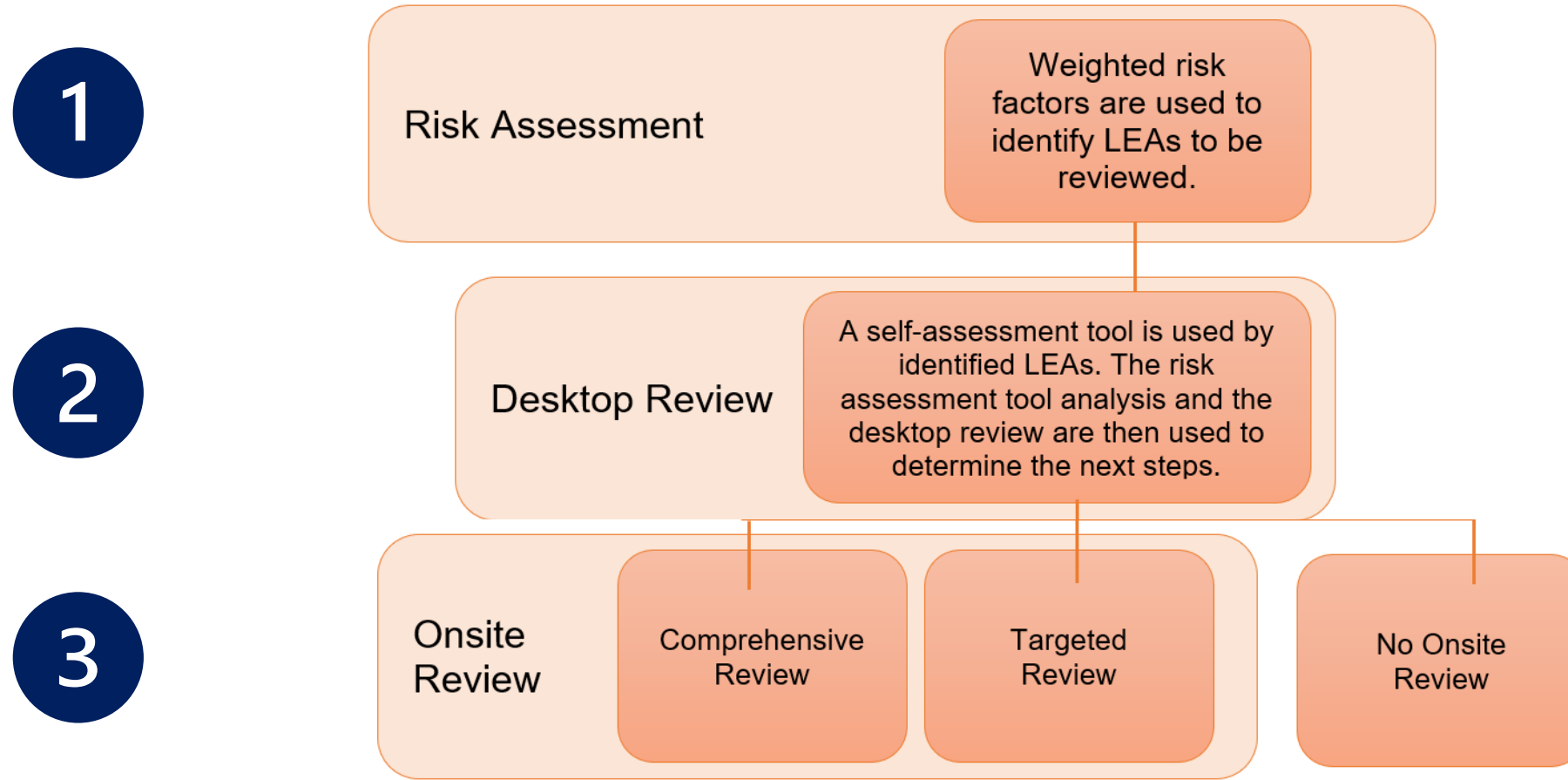
Envisioning

- The program review allows RIDE to identify both effective delivery models and technical assistance needs, and to share promising practices.
- The monitoring process can be grown so that other state and federal requirements can be built into the model in the future.

RIDE ESEA Monitoring Process



This process is being used to monitor eight (8) LEAs for Title I-A, Title III-A, and Title IV-A for FY23 during the 2023-2024 school year. Title II-A, while using a similar process for the risk assessment and desktop review, has continued the monitoring that was started during 2022-2023.



More About the Risk Assessment Selection Process

Level One – Indicator List

Data available for all LEAs is used to calculate risk points. LEAs with the highest total of risk points are selected for desktop review/self-assessment.

LEA Enrollment
FY23

LEA
economically
disadvantaged

Accountability
level of the LEA
for FY23

Recently
Monitored

Fiscal Review
FY21

LEA Strategic
Plan Review

Title I-A 85%
Expenditure Test

Total Allocations
& Carry Over for
Title I-A

On-time
Submission &
Approval

Engaged with
RIDE's Training

Formal
Complaints

Level Two – Critical Considerations

The critical consideration areas are 1) another review and 2) incomplete review from previous year.

Level Three – Category

The LEAs were categorized by LEA type (stratified sampling). This includes LEA categories of non-traditional, traditional–urban, and traditional–suburban.

FAQ: ESEA Monitoring

Q: How will our LEA know if it is being monitored this year for Title I-A, Title II-A, Title III-A or Title IV-A?



A: LEAs that have been selected for monitoring this year by RIDE have already been notified.

FAQ: ESEA Monitoring

Q: What topics are monitored?

General Topics Across Programs

- Needs Assessment
- Offers of Consultation
- Third Party Contracts

Title I, Part A

- Targeted Programs
- Schoolwide Programs
- Paraprofessionals
- Parent Family Engagement
- Equitable Services to Eligible Private School Children
- Eligible School Attendance Areas
- Reservation of Funds
- School Level Allocations
- Comparability

Title II, Part A

- Allowable Use of Funds
- Professional Learning
- Teachers and Paraprofessionals (Qualifications)
- Parent and Family Engagement
- Class Size Reduction
- Non-Public Services

Title III, Part A

- Language Access
- Professional Development
- Annual Evaluation
- Distribution of Funds
- Screening Identification
- Placement in LIEP
- Reclassification
- Family Notification
- Coordination Dual Services

Title IV, Part A

- Distribution of Funds
- Program Evaluation

Data Collection



Data Collections: Title I-A



Targeted Assistance Program (TAS)

Program Data Collection <i>in eRIDE</i>  Due Dates: 11/15/23, 6/30/24, & 7/7/24	Students receiving Title I services in a TAS program school should be reported in this collection.
---	--

See the next slide



Schoolwide Program (SWP)

Program Data Collection <i>automated, no action necessary</i>	All students enrolled in a Title I School-Wide Program School will AUTOMATICALLY be coded as Title I.
--	--

Note: Private Schools also report their enrollment data to RIDE. This is requirement for private schools to be eligible to participate in any federal program.



Title I Private School Services

Participation Data for Private School Services <i>in RIDE Portal (RIDE SSO)</i>  Due Dates: August 15, 2024	LEAs must report aggregate data for the number of students served by grade level.
---	---

Title I–A: TAS Data Collection



TAS Program Data Collection

Students receiving Title I services in TAS are reported by Title I program type. Work with your data manager and schools to be sure that this information is being coded in your student information system. This information should be updated beginning in mid-October and be provided through the program collection in eRIDE on an ongoing basis.

District Code	School Code	SASID	LASID	Last Name	Program Code	Program Start Date	Program End Date	Program Exit Code
01	01102	1234567890	12345	Smith	1051	09/05/2023		

The *Program Codes* are listed here. The code(s) you use should align with your TAS program(s).

1051	Title I Reading/Language Arts
1052	Title I Mathematics
1053	Title I Science
1054	Title I Social Studies
1055	Title I Vocational/Career
1056	Title I Other Instructional Services
1057	Title I Health/Dental/Eye Care
1058	Title I Supporting Guidance/Advocacy
1059	Title I Other Support Services

Leave *Program End Date* & *Program Exit Code* blank for active students

Title IV-A Data Reporting

Data reporting for Title IV-A
is done as part of the CRP
application and FER process

**Outcome
Reporting**

**Prior Year Outcomes Page in
the TIVA CRP**

In CRP
*No extra reporting
needed*

**Activity Type, by
Content Area**

**Activity Plan Checklist
in the TIVA CRP**

In CRP
*No extra reporting
needed*

**Expenditure
Reporting**

**TIVA End of the Year
Expenditure Report
in AcceleGrants**

**In Final Expenditure
Report**
Due Mid August

Using Your Data

The LEA data that is submitted to RIDE can be used to self-assess, review, and amend your programs while confirming accurate data submissions. A partial list is provided below to assist you in this important step.

RIDE data collections connected to Federal Program Grants	Title I-A	Title II-A	Title III-A	Title IV-A
Enrollment Census	- Ranking (CRP) - Comparability (stand-alone)			
Program Collection	Targeted Assistance Program Students (eRIDE)			
Multilingual/English Learners (MLL/EL) Census			- Performance Reports (CRP) - Activity Plans (CRP)	
Personnel Assignment System	- Licensed educators, support professionals, and qualified paras - Parent notification	- Licensed educators, support professionals, and qualified paras - Parent notification		
SPS (Strategic Planning System)	Needs assessment and goals should inform Activity Plans (CRP)	Needs assessment and goals should inform Activity Plans (CRP)	Needs assessment and goals should inform Activity Plans (CRP)	Needs assessment and goals should inform Activity Plans (CRP)

FAQ: Data Reporting – Title III-A Performance Reports

Q: Does my LEA need to submit the Title III-A Performance Reports?



A: Yes, LEAs should submit the Title III-A Performance Report. This includes the Private School Consultation and Counts of MLLs.

Resources to Share

NEW RIDE Federal Programs Webpage!

Federal Programs

Welcome to RIDE's Federal Programs Team Webpage!

The Federal Programs Team administers programs and distributes funds under the [Elementary and Secondary Education Act \(ESEA\)](#) , most recently reauthorized as the Every Student Succeeds Act (**ESSA**), and the [Elementary and Secondary School Emergency Relief \(ESSER\)](#)  Program.

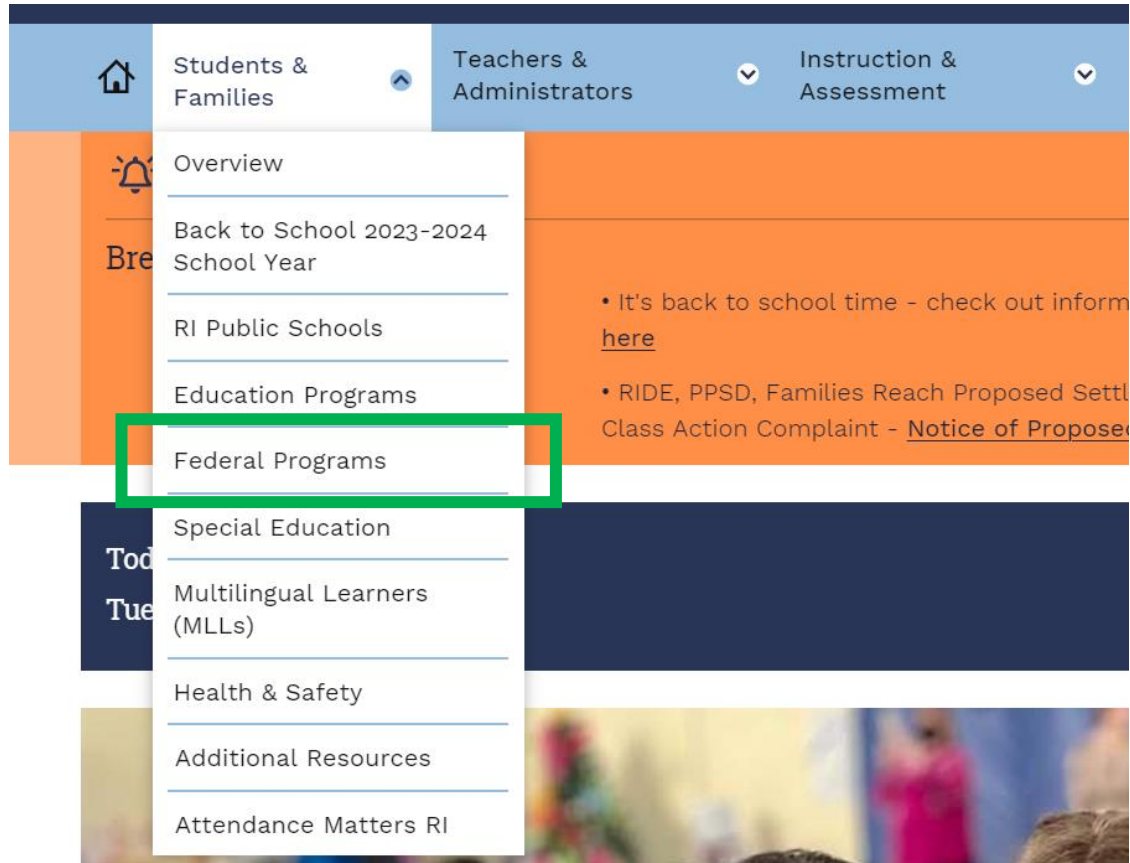
RIDE's Federal Programs Team provides technical assistance, supports and resources to local educational agencies (LEAs) and other programs, and conducts program monitoring, to ensure that all students have an opportunity to obtain a high-quality education and to achieve proficiency on the state's high academic achievement standards.

ESEA is the longstanding federal law focused on K-12 education that helps ensure equitable opportunities for all students. ESEA's most recent reauthorization, ESSA, emphasizes:

1. Opportunities for historically underserved students



RIDE Federal Programs Webpage!



[Federal Programs | RI Department of Education](#)

- Program Overview for each Federal Title Program
- Training Resource Repository
- Strategic Planning, Federal Program Monitoring, CRP Application Guidance, and much more!

Federal Programs Webpage Sections

Title I-A-Improving Academic Achievement

+ Program Information

Title I-D-Neglected and Delinquent

+ Program Information

Title II-A-Supporting Effective Instruction

+ Program Information

Title IV-A-Student Support and Academic Enrichment

+ Program Information

Title IV-B-21st Century Community Learning Center Grants

+ Program Information

Title III-Language Instruction for English Language Learners

+ Program Information

Stronger Connections Grant

+ Grant Information

> McKinney-Vento Homeless Education

Federal Program Resources

- + LEA Strategic Planning
- + Consolidated Resource Application (CRP)
- + Federal Program Monitoring
- + Parent and Family Engagement
- + Training Materials and Recordings
- + School and District Supports
- + ESSA Information and Guidance
- + Equitable Services

Resources

[AcceleGrants Document Library](#)

[Title I-A Application Guide; Creating a Winning Budget](#)

[Title II-A Application Guide](#)

[Title III-A Application Guide](#)

[Title IV-A Application Guide](#)

[IDEA CRP Training Module](#)

[Educational Accountability Act Resources](#)

[RIDE Evidence Based Interventions Webinar](#)