

# Title I, Part A Consolidated Resource Plan 2021-2022 School Year

April 15, 2021



**RIDE** Rhode Island  
Department  
of Education



# Housekeeping

---

- **Recording the Session** - This session is being recorded, please stay muted until the Q&A session at the end of the webinar.
- **Questions** - Questions can be entered into the chat throughout the presentation.
- **Poll Questions** – Participants will be asked to answer pop-up poll questions, or post answers in the chat.
- **Feedback Survey** – The survey will be posted in the chat towards the end of the presentation and sent via email along with a link of today's recording. We look forward to hearing from you.

# Agenda

---



Welcome and Introductions

Application Overview

2021-22 Application Guide -Red/Blue Guidance  
Creating a Winning Budget

Resources and Tips

Wrap Up

Questions and Answers  
Evaluation



# CRP Submission Due Dates

---

## Substantial Approval for Summer

- Applications due: **Friday, May 28, 2021**

## All Other Approvals

- Applications due: **Wednesday, June 30, 2021**

# Introducing the OSCAS Title I-A Team

---



David Sienko, Director, OSCAS

[David.Sienko@ride.ri.gov](mailto:David.Sienko@ride.ri.gov)

Stephanie Enos, Title I Specialist, Title I-D Coordinator and Title IV-A Coordinator

[Stephanie.Enos@ride.ri.gov](mailto:Stephanie.Enos@ride.ri.gov)

Eileen Botelho, Title I Specialist and McKinney Vento Coordinator

[Eileen.Botelho@ride.ri.gov](mailto:Eileen.Botelho@ride.ri.gov)

Mike Deragon, ESSA Program and Monitoring Specialist

[Mike.Deragon@ride.ri.gov](mailto:Mike.Deragon@ride.ri.gov)

Ann Hampson, Titles I and IV-A Consultant

[Ann.Hampson@ride.ri.gov](mailto:Ann.Hampson@ride.ri.gov)

Miriam Alvarado, Federal Programs Administrative Support

[Miriam.Alvarado@ride.ri.gov](mailto:Miriam.Alvarado@ride.ri.gov)

# Title I, Part A

## Education for the Disadvantaged

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

ESSA requires any LEA that receives Title I funds have an approved plan on file with the state that addresses how the LEA will help close the achievement gaps between children meeting the challenging State academic standards and those children who are not meeting such standards.

The Title I CRP serves as the LEA's annual plan for Title I, and must be a clear, complete, and accurate description of the program.

# Consolidated Resource Plan (CRP)

---



The Consolidated Resource Plan (CRP) is an opportunity to **maximize and coordinate federal resources** to improve student achievement.

Title I requires that the LEA's Title I plan in the CRP be developed with timely and meaningful consultation with:

- Teachers;
- Principals and other school leaders;
- Paraprofessionals;
- Specialized instructional support personnel;
- Charter school leaders;
- Administrators (including administrators of other federal programs) and other appropriate school personnel; and
- Parents of children in Title I schools.



# Poll Question

Tell us about yourself.

# **TITLE I, PART A**

## **Application Content**



**RIDE** Rhode Island  
Department  
of Education



# Title I-A Application

## 2021-22 CRP Sections

The Title I-A sections of the CRP application and narrative prompts include:

### Title I-A

[Annual Ranking](#)

[Reserves](#)

[School Level Allocation](#)

[Program Matrix](#)

[Program Description](#)

[Private School Services](#)

[Reserve Descriptions](#)

[Related Documents](#)

[Important Documents](#)

[Budget](#)

[Review Details](#)

# Calculating Poverty Options for LEAs

---



- Medicaid data, Temporary Assistance for Needy Families (TANF) data, or a composite of data of these two sources from SY 2020-2021
- Best available NSLP data (might be from SY 2019-2020 or a combination of SY 2019-2020 and SY 2020-2021 data)
- NSLP data from SY 2020-2021 (e.g. from direct certification)
- A composite of NSLP, Medicaid, and TANF data, which might include Medicaid or TANF counts from SY 2020-2021 and the best available FRPL data, which may be from SY 2019-2020
- Survey that replicates NSLP data
- Please review the information at : [USDA Fact Sheet](#)

# Annual Ranking for K-12



GROUPINGS	CODE	TITLE I SCHOOL STATUS
Group 1: <input type="checkbox"/> K-12 <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High	A	Title I Participating
Group 2: <input type="checkbox"/> K-12 <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle <input type="checkbox"/> High	B	Title I Eligible but Not Participating
Group 3: <input type="checkbox"/> K-12 <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> High	C	Eligible and Participating under the 35% rule
<input type="checkbox"/> Lower the 75% poverty threshold to 50% for high schools, in accordance with ESSA Sec. 1113(a)(3)(B).	D	Not Eligible but served for 1 Year under the Grandfather Provisions
<input type="button" value="Apply"/>	E	Not Eligible
	F	Skipped School in accordance with ESSA Provision for Skipped Schools
	G	Not Applicable

**This is the 75% and above grouping.**

SCHOOL ATTENDANCE AREA/SCHOOL NAME	SCHOOL CODE	TITLE I SCHOOL STATUS CODE	GRADES WITHIN THE SCHOOL	PUBLIC RESIDENT CHILDREN	PRIVATE RESIDENT CHILDREN	TOTAL RESIDENT CHILDREN	# PUBLIC EDUCATION CHILDREN FROM LOW INCOME FAMILIES	# PRIVATE EDUCATION CHILDREN FROM LOW INCOME FAMILIES	TOTAL # OF CHILDREN FROM LOW INCOME FAMILIES	PERCENT OF CHILDREN FROM LOW INCOME FAMILIES
Hugh B. Bain Middle School	07115	A	06-08	620	28	648	521	5	526	81.17 %
<b>TOTAL</b>				620	28	648	521	5	526	81.17 %

**This is an elementary school grouping. The average poverty for this grade span is 40.65 %.**

SCHOOL ATTENDANCE AREA/SCHOOL NAME	SCHOOL CODE	TITLE I SCHOOL STATUS CODE	GRADES WITHIN THE SCHOOL	PUBLIC RESIDENT CHILDREN	PRIVATE RESIDENT CHILDREN	TOTAL RESIDENT CHILDREN	# PUBLIC EDUCATION CHILDREN FROM LOW INCOME FAMILIES	# PRIVATE EDUCATION CHILDREN FROM LOW INCOME FAMILIES	TOTAL # OF CHILDREN FROM LOW INCOME FAMILIES	PERCENT OF CHILDREN FROM LOW INCOME FAMILIES
<div>Reminder: Only include K-12 students in count.</div>		A	PK-05	504	17	521	375	6	381	73.13 %
	Arlington School	A	PK-05	211	7	218	149	5	154	70.64 %
	Stadium School	A	PK-05	259	6	265	167	0	167	63.02 %
	Edgewood	A	PK-05							

# Annual Ranking

---



## Remember:

- LEAs with total enrollment < 1,000 students or with only one school per grade span are not required to rank its school attendance areas.
- However, all LEAs must complete Annual Ranking page to indicate % of children from low-income families and school participation status.
- Schools at/above 75% poverty are ranked and served first, without regard to grade span. Schools below 75% poverty may then be served, in either K-12 grouping or by grade span.
  - An LEA may now include high schools with **50% or more** poverty in the “75% and above” poverty grouping.
  - If it does so, these school must be served first before any schools outside the “75% and above” grouping are served.

# Annual Ranking (continued)

---



- Use data from a consistent point in time for each public school.
  - If using feeder school patterns for secondary schools, make sure district is keeping supporting documentation.

# Reserves



## PER PUPIL AMOUNT(PPA)

Original Allocation	\$19,665.00
Total Number of Low-Income Students	÷ 39
125% Multiplier	× 1.25
<b>Per Pupil Amount</b>	<b>\$630.29</b>

## RESERVES

## AMOUNT

### Required:

Homeless	500.00
Parent and Family Engagement	331.58
Private Schools (Services, Administration, and Parent and Family Engagement)	0.00
Neglected	0.00

### Optional School Improvement:

School Improvement Activities	0.00
School Improvement Transportation	0.00
School Improvement Incentives and Rewards	0.00

### Additional Optional:

Preschool	0.00
Evaluation & Assessment	0.00
Administration	0.00
Summer Programs	0.00
Differential Salary and Fringe Benefits	0.00
Professional Development	0.00
Foster Care Transportation	0.00
Other <input type="text"/>	0.00
Other <input type="text"/>	0.00

<b>Total</b>	<b>831.58</b>
--------------	---------------

## SCHOOL LEVEL SUBALLOCATION AMOUNTS

Budget Amount	19,609.00
Reserves Amount	831.58
<b>School Level Funds For Distribution Total</b>	<b>18,777.42</b>



# Required Reserves

---



Remember:

- All LEAs are required to take a **Homeless Reserve** to provide comparable services for students identified as homeless.
- The Parent and Family Engagement reserve box is for any funds the LEA reserves off the top for parent and family engagement at Title I-A schools. This includes LEAs with allocations of \$500,000 or more who are required to set aside funds and LEAs who are not.
- LEAs receiving an allocation of more than \$500,000 are required to reserve at least 1% for Parent and Family Engagement, 90% of which must be distributed to schools, with priority given to high-needs schools.

# Optional School Improvement Reserves



LEAs with Title I-A schools identified as needing Comprehensive School Improvement (CSI), and in some cases Targeted School Improvement (TSI) schools, may request Title I-A funds for to support:

1. School Improvement Activities,
2. School Improvement Transportation, and
3. School Improvement Incentives and Rewards.

## Note

School Improvement Transportation and School Improvement Incentives and Rewards expenditures are capped at 5%.

# Additional Optional Reserves

---



- The Administration Reserve is only used for an LEA to set aside funds that are necessary to administer its Title I-A program, if applicable.
- Summer Programs reserve is used for to set aside funds necessary for extended learning time activities for Title I-A students taking place outside of the regular school year.
- The Differential Salary and Fringe Benefits line is used when there are significant differences in personnel costs among Title I-A funded teachers.
- Foster Care Transportation funds may only be used for *excess costs of transportation*. Title I, Part A funds set aside to serve homeless children are separate and **cannot** be used for children in foster care.
- All funds reserved for district led PD at Title I-A participating schools should go in Professional Development reserve box.
- The two white boxes at the bottom of this section are for activities that are unique to a district.

# School Level Allocations

---



Remember: **Not required** for LEAs that are single-school attendance areas or have a total enrollment of less than 1,000 students - **Check the appropriate box on School Level Allocations page.**

- Title I funds are allocated to schools in rank order of poverty based on the number of children from low-income families.
- Formula-driven school level allocations determine the amount of funds available for programming in each school.

# School Level Allocations



- ☐ This district is not required to do school level allocations.
- ☐ This District is using the 125% rule
- ☒ This District is using poverty bands

Must be used if any  
school < 35% poverty.

CALCULATED PPA: \$816.22

SCHOOL/ATTENDANCE AREA	LOW INCOME		ACTUAL ALLOCATION		BALANCE OF SCHOOL FUNDS 2,371,046.50
	%	#PUB	PPA	PUB AMT	
A	B	C	D	E C X D	
<b>This is the 75% and above grouping.</b>					
Hugh B. Bain Middle School	81.17	521	1,463.66	762,566.86	1,608,479.64
<b>This is an elementary school grouping.</b>					
Gladstone Street School	73.13	375	1,463.65	548,868.75	1,059,610.89
Arlington School	70.64	149	1,431.17	213,244.33	846,366.56
Stadium School	63.02	167	1,372.20	229,157.40	617,209.16
Edgewood Highland School	56.00	165	1,372.20	226,413.00	390,796.16
William R. Dutemple School	50.65	153	1,369.06	209,466.18	181,329.98
Eden Park School	48.10	136	728.24	99,040.64	82,289.34
George J. Peters School	47.88	142	579.61	82,304.62	-15.28
<b>Totals</b>		1808		2,371,061.78	

Try to get balance as  
close to 0 as possible.

# Program Matrix



NAME OF SCHOOL	% OF POVERTY	GRADE LEVELS OF STUDENTS TO BE SERVED	PROGRAM TYPE	# OF STUDENTS TO BE SERVED	SERVICE DELIVERY MODEL
Arlington School	70.6%	<input type="checkbox"/> PK <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	School Wide Program		<input type="checkbox"/> AT <input type="checkbox"/> IC <input type="checkbox"/> PO
Eden Park School	48.1%	<input type="checkbox"/> PK <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	School Wide Program		<input type="checkbox"/> AT <input type="checkbox"/> IC <input type="checkbox"/> PO
Edgewood Highland School	56.0%	<input type="checkbox"/> PK <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	School Wide Program		<input type="checkbox"/> AT <input type="checkbox"/> IC <input type="checkbox"/> PO
George J. Peters School	47.9%	<input type="checkbox"/> PK <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	School Wide Program		<input type="checkbox"/> AT <input type="checkbox"/> IC <input type="checkbox"/> PO

## Remember:

- Must select a Program Type (Targeted Assistance or Schoolwide) for each Title I participating school.
- Target Assistance Schools must also indicate grade level(s) to be served, estimated number of students to be served, and service delivery model(s).

# Program Description

---



This portion of the application asks LEAs to describe their Title I-A program for participating schools.

LEAs need to complete two or more of the following sections:

- Schoolwide Programs
- Targeted Assistance Programs
- Parent and Family Engagement – all LEAs must complete
- Parent Notifications – optional this year
- New Title I Funded Staff



# Title I-A Programs under ESSA

---

Under ESSA, LEAs can support “well-rounded education” strategies and activities that improves student academic achievement [Sec. 1114(b)(7)(ii); 1115(b)(2)(a)]. Well-rounded education includes:

- English,
- reading or language arts,
- writing,
- science,
- technology,
- engineering,
- mathematics,
- foreign languages,
- civics and government,
- economics,
- arts,
- history,
- geography,
- computer science,
- music,
- career and technical education,
- health, physical education, and
- any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.



# Schoolwide Programs (SWP)

---



## Question #1

Applies to LEAs that are beginning a Schoolwide Program in a Title I-A school in 2021-2022.

## Question #2

Applies to all LEAs that have SWPs, the narrative must describe:

- the process used for reviewing the Schoolwide Program plans, and the results of the evaluation, and
- how requested budget items align with needs and goals of each schools SWP plans (as costs must be aligned to SWP goals).

Resource: [Title I-A Schoolwide Program Plan Checklist](#)

# Targeted Assistance Programs (TAS)

---



## Question #1

Applies to LEAs will a new participating Title I-A TAS school(s) in SY 2021-2022.

## Question #2

Applies all LEAs with TAS programs, the narrative must describe:

- the major components of the TAS program(s) - name of the activity, the student selection process, program of services, and evaluation process, as well as
- which items requested in the budget support the TAS program(s).

# Parent and Family Engagement

---



## Policies

In order to receive Title I-A funds, **all LEAs** must have:

- an LEA level parent and family engagement policy;
- a school level parent and family engagement policy for each participating Title I-A school;

Single school LEAs may create a combined policy.

## Reserves

LEAs with allocations of \$500,000 or more must reserve 1% of funds, 90% of which must be distributed to schools, with priority given to high-needs schools.

Parent and Family Engagement questions are divided between the *Program Description* and *Reserve Description* sections of the CRP.

# Parent and Family Engagement



## LEA Parent and Family Engagement Policy Questions

### **Question #1**

Describe the findings and recommendations from the required annual evaluation of their LEA's Parent and Family Engagement Policy.

### **Question #2**

Describe the LEA level strategies for building the capacity of the LEA's Title I-A schools in delivering effective parent and family engagement activities.

## School Parent and Family Engagement Policy Question

### **Question #3**

Describe the school level strategies for building the capacity of staff and families for delivering and participating in effective parent and family engagement activities.

# Parent Notifications

---



*Completing these questions is optional this year.*

## Question #1

How will parents of children attending TI-A schools be notified of their “right to know” qualifications of their child’s classroom teachers and paraprofessionals?

## Question #2

What is the LEA’s plan for providing timely notification to parents if their child is taught for **4 or more weeks** by a *teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area* in which the teacher has been assigned in Title I-A schools?

Tip: While the TI-A application is specific to Title I-A schools, these policies apply to all the LEAs schools.

# Poll Question



Please share an activity, strategy or resource your LEA had success with when it came to engaging families this past year.

Use the chat to share your answer.

# New Title I Funded Staff



If an LEA is asking to fund a position that is new to Title I-A, please complete this question and posted the related job description.

## Narrative Response

- List any position(s) that is new to Title I-A.
- Outline the duties and responsibilities that directly support the Title I-A program, including which school(s) will be supported.

## Related Documents

- Upload the job description in Related Documents.
- Include qualifications that meet *applicable State Certification or licensure requirements at the grade level and subject areas in which the teacher has been assigned*, when applicable.
- If a position is funded by multiple sources, highlight the job duties that are allocable to Title I-A (e.g. Federal Program Coordinator).

# Reserve Descriptions

---



This portion of the application requires LEAs to describe how any requested reserves are allowable, reasonable, necessary and allocable to the Title I program.

Includes the following sections:

- Homeless Children and Youth\*
- Parent and Family Engagement
- Optional School Improvement Reserve Description
- Additional Optional Reserve Descriptions

\*All LEAs must complete the Homeless Children and Youth section.



# Homeless Children and Youth



Remember:

- All LEAs that receive Title I, Part A funds must reserve funds to support homeless students in all schools throughout the LEA.
- Funds should be used to provide comparable services to homeless students in both Title I and non-Title I schools, including those not ordinarily provided to other Title I students.

Additionally:

- Title I funds *may* also be used to support the LEA homeless *liaison* and/or for the *incremental cost of transportation* of homeless students to the school of origin. Title I, Part A funds set aside to serve homeless children **cannot** be used for children in foster care.
- This additional allowability does not relieve the LEA from providing comparable services.

# Parent and Family Engagement

---



Only LEAs that are reserving Title I-A funds for Parent and Family Engagement need to complete this section of the application.

## Question #1

Enter the amount of funds reserved for parent and family engagement.

## Question #2

Describe how these funds will be used, including:

- How parents and family members of participating children were involved in the decisions regarding how funds are allotted for parent and family engagement activities;
- How at least 90% of the funds are being distributed to schools, including how priority was given to high needs schools, and;
- The types of allowable activities and strategies the funds are supporting for families in improving student academic achievement.

# Optional School Improvement Reserves



LEAs with Comprehensive School Improvement (CSI) or Targeted School Improvement (TSI) Title I-A schools may request to support:

- *School Improvement Activities* – activities that are aligned to the LEA's **CSI or TSI** school improvement plans that are reasonable, necessary and allocable at eligible schools.
- *School Improvement Transportation* (up to 5%) – public school choice transportation, including the cost basis, for students attending eligible **CSI schools**.
- *School Improvement Incentives and Rewards* (up to 5%) – to provide rewards and incentives to teachers at eligible **CSI or TSI schools**.

Reminder: The LEA must also provide a program of size, scope and quality for participating Title I schools should they also choose to use funds to support these initiatives.



# Additional Optional Reserves

---

LEAs may also set aside funds for:

- Administration
- Professional Development
- Foster Care Transportation
- Preschool
- Summer Programs

For each request, the LEA needs to describe how the request is reasonable, necessary, allocable and improves student academic achievement of eligible Title I students. All related budget requests should be clearly connected to the narrative description as well.

Refer to the [2021-2022 Title I-A Application Guide](#) for full list of optional reserve categories and their required narrative response elements.

# Allowable Costs

---



**Necessary** for the proper and efficient performance of the program.

**Reasonable** in that it would be a cost that a prudent person would incur under similar circumstances.

**Allocable** to the program, such that the program must benefit in proportion to the amount charged to the federal program.

**Authorized**, or otherwise not prohibited, by state and local rules.

**Documented** to justify all fiscal and program requirements.





# Supplement not Supplant (SNS)

---

- LEA may use Title I-A funds **only to supplement** the funds that would, in the absence of Title I-A funds, be made available from state and local sources for the education of students participating in a Title I-A program.
- LEA **may not** use Title I-A funds to supplant funds from state and local sources.
- Requested activities must be allowable, reasonable, necessary and allocable under Title I-A
- LEA must demonstrate that it has a methodology and uses it to allocate state and local funds to each Title I school and ensures that the school receives all of the state and local funds it would otherwise receive if it were not receiving Title I-A funds
- LEA are not be required to:
  - 1) Identify that an individual cost or service supported with Title I-A funds is supplemental; or
  - 2) Provide services through a particular instructional method or in a particular instructional setting.

# Creating a Winning Budget

---



**Reserve:** Enter the applicable reserve category for all budget entries. Title I allows for the use of “Unspecified.”

**Cost Basis:** Provide a “number sentence” to provide detail for the cost.

**Description:** Indicate the position to be funded, service(s) to be provided, or items(s) to be purchased.

**Justification:** Describe how the request is specific to the program goals and why it is necessary to implement the program.

Refer to the [2021-2022 Creating a Winning Budget](#) guide for more information.



# Determining When to Submit

---



## SUMMER APPLICATION

- Summer activities (programs starting before July 1 also need to be included in the prior year's CRP)
- Year-round positions

A substantially approvable application must be submitted by May 28th.

## SCHOOL YEAR APPLICATION

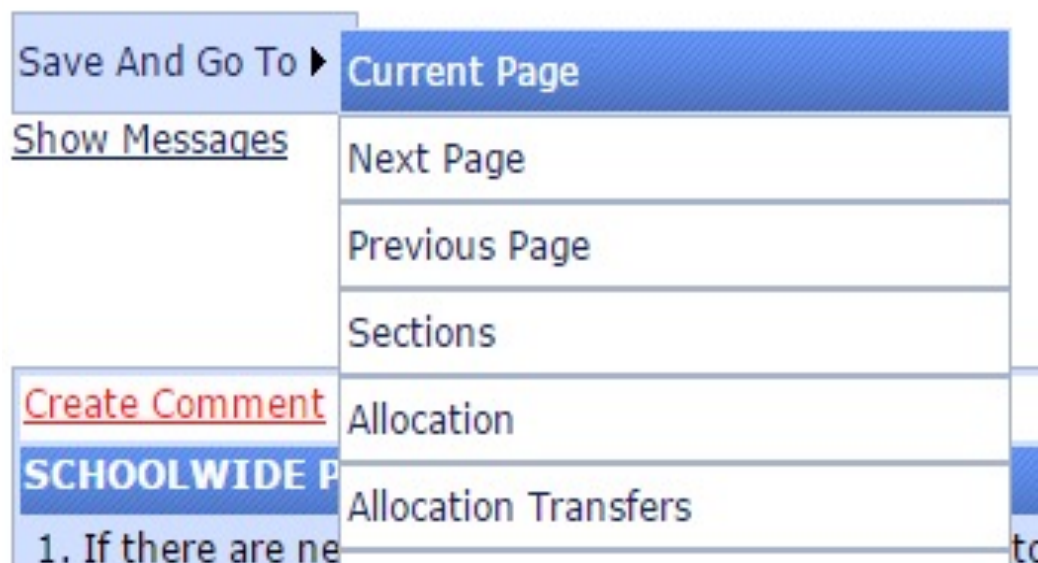
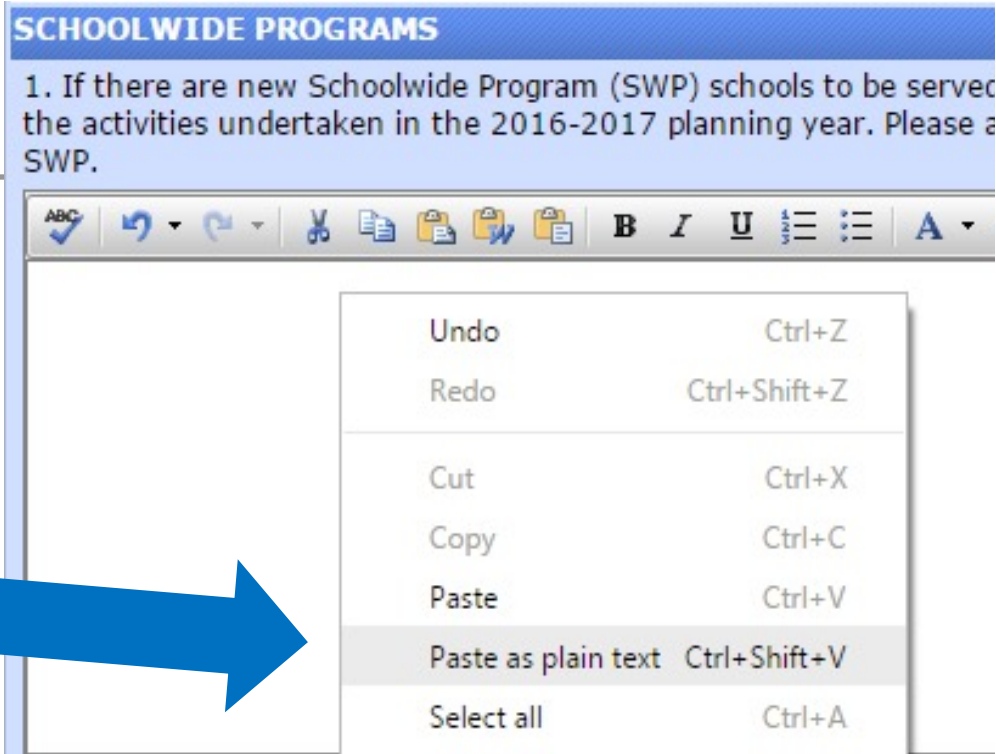
- Applications with expenses beginning at the start of the school year

A substantially approvable application must be submitted on June 30<sup>th</sup>.



# Tips

- Save often
- Use plain text for moving information in the application narrative
- Use email or call Title I Liaison to ask specific questions.
- Show messages



# Review Details Page



NA = Not Applicable  
NRR = Needs RIDE Review  
NLA = Needs LEA Attention  
OK = OK

[Expand All](#) [Collapse All](#)

<input type="checkbox"/>	ANNUAL RANKING	NA	NRR	NLA	OK
<a href="#">1. Ranking Details</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	RESERVES	NA	NRR	NLA	OK
<a href="#">1. Reserve Details</a>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	SCHOOL LEVEL ALLOCATIONS	NA	NRR	NLA	OK
<a href="#">1. School Level Allocation Details</a>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	TITLE I PROGRAM MATRIX	NA	NRR	NLA	OK
<a href="#">1. Participating School Detail</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	PROGRAM DESCRIPTION - SCHOOLWIDE PROGRAMS	NA	NRR	NLA	OK
<a href="#">1. New Schoolwide Programs</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">2. SWP Program Description</a>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	PROGRAM DESCRIPTION - TARGETED ASSISTANCE PROGRAMS	NA	NRR	NLA	OK
<a href="#">1. Targeted Assistance Program Description</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">2. New Targeted Assistance Schools</a>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	PROGRAM DESCRIPTION - PARENT AND FAMILY ENGAGEMENT	NA	NRR	NLA	OK
<a href="#">1. Evaluation Findings and Recommendations</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">2. District Level Strategy(s)</a>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<a href="#">3. School Level Strategy(s)</a>		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

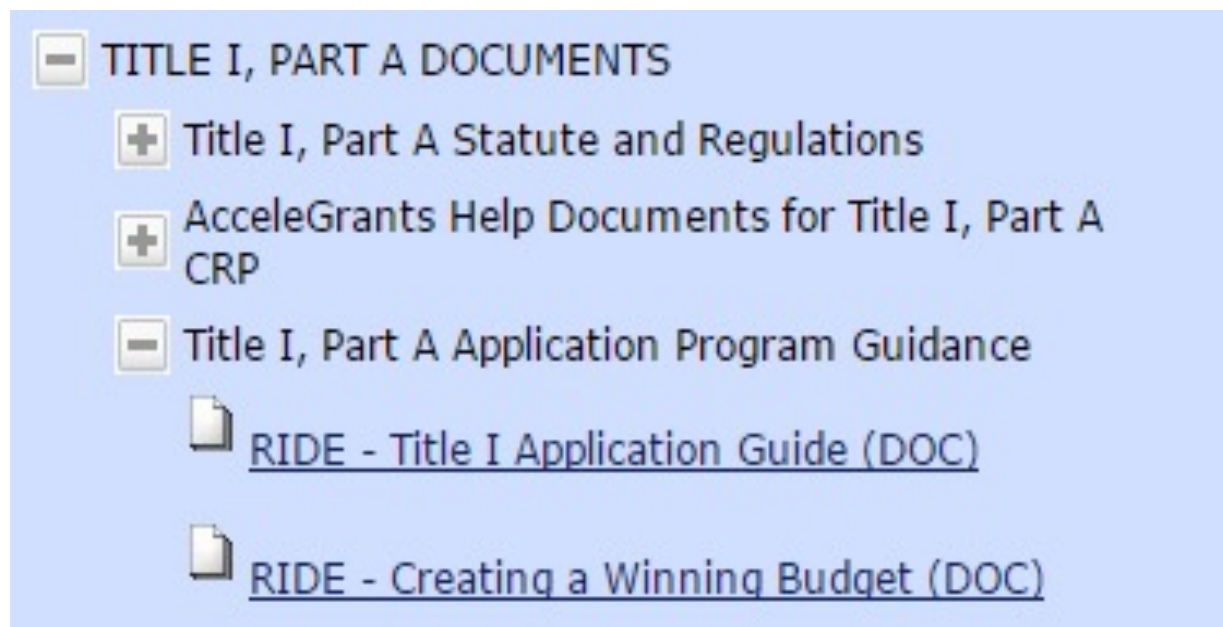
[Create Comment](#)

DATE	USER	COMMENT
3/26/2019 8:41 AM	Stephanie Enos	Cranston's Title I Program amendment review is complete. The application is programmatically approvable, fiscal review pending. Thank you.

# Wrap Up



- Resources and Tips



- Evaluation
- Questions and Answers



Please reach out to your Title I-A reviewer with any questions:

Stephanie Enos, [Stephanie.Enos@ride.ri.gov](mailto:Stephanie.Enos@ride.ri.gov)

Eileen Botelho, [Eileen.Botelho@ride.ri.gov](mailto:Eileen.Botelho@ride.ri.gov)

Mike Deragon, [Mike.Deragon@ride.ri.gov](mailto:Mike.Deragon@ride.ri.gov)

Ann Hampson, [Ann.Hampson@ride.ri.gov](mailto:Ann.Hampson@ride.ri.gov)

As always, please feel free to contact us.  
Thank you for coming today!