Housekeeping

- **Recording the Session** - This session is being recorded. Participants are asked to mute themselves unless they wish to ask a question during a Q&A session.
- **Questions** - Questions can be entered into the chat throughout the presentation.
- **Poll Questions** – Participants will be asked to use the poll links posted in the chat 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 after the presentation. We look forward to hearing from you.
Agenda

Welcome and Introductions
Title I, Part A Overview
Application Overview
  Title I, Part A Application Guide
  Creating a Winning Budget
Resources and Tips
Questions and Answers

Goals

This clinic will provide you with the information you need to:

• complete the 2022-2023 Title I-A CRP application;
• implement the equitable services requirements;
• determine the allowability of an activity using Title I-A funds; and
• streamline work across federal programs.
Poll Question

Tell us about yourself.

The purpose Title I, Part A (Title I-A) is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title I-A helps State education agencies, local educational agencies, and schools improve the achievement of low-achieving students in schools with high concentrations of students from low-income families.
Well-Rounded Education

LEAs may use Title I-A funds to support “well-rounded education” strategies and activities that improve student academic achievement. 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.

ESSA requires LEAs that receive Title I-A funds to have an approved annual 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 Consolidated Resource Plan (CRP) serves as the LEA’s annual plan. It must provide a clear, complete, and accurate description of the LEA’s program and address all of the ESSA LEA plan requirements.
The Consolidated Resource Plan (CRP) is also an opportunity to **maximize and coordinate federal resources** to improve student achievement.

The LEA’s Title I-A plan must be developed with timely and meaningful consultation with:

- teachers;
- principals and other school leaders;
- paraprofessionals;
- specialized instructional support personnel;
- charter school leaders;
- administrators and other appropriate school personnel; and
- parents of children in participating Title I-A schools (which looks different in schoolwide and targeted assistance schools).

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**CRP Timeline**

- **Feb–March**: Equitable Services Consultation begins
  - Amendment Period (SY 21-22)
- **April–May**: CRP Application Opens (SY 22-23)
- **May 31st**: Applications Needing Summer Approval Due
- **June**: Signed CRP Assurances and Related Documents* Due
- **July 1st**: School Year Only Applications Due

*Forms available in the AcceleGrants Document Library when the CRP opens.*
CRP Submission Due Dates

Substantial Approval for Summer
- Applications due: **May 31st**

All Other Approvals
- Applications due: **July 1st**

Applications needing substantial approval for summer activities contain:
- year-round positions; and
- summer programming that begins on or after July 1st and before the start of the school year.

**Tip:** Summer programming that begins before July 1st may also need to be in the current year’s CRP.

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**Title I-A CRP Application**

The Title I-A CRP application contains the following sections:

- Annual Ranking
- Reserves
- School Level Allocations
- Program Matrix
- Program Description
- Private School Services
- Reserve Descriptions
- Related Documents
- Budget
- Review Details
Calculating Poverty for School Level Allocations

To determine the number of public school students from low-income families, the ESEA provides an LEA with the option of using the number of children:

- Eligible for free or reduced-price lunch (FRPL) under the NSLP;
- In families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families (TANF));
- Eligible to receive medical assistance under the Medicaid program (SNAP); or
- Counted by the LEA using a composite of any of the above measures.

Given the potential lack of 2021-2022 NSLP data (the most frequently used data source), US Department of Education has provided updated guidance for the 2022-2023 School Year: ED-USDA-Fact-Sheet-Revised-1-12-2022.pdf

Allowable Calculation Methods for 2022-2023

To the extent that NSLP data from SY20-21 and SY21-22 are not available, options available to an LEA for its within-LEA allocations in SY21-22 and SY22-23 include using:

- Medicaid (SNAP) or TANF data or a composite of data from these two sources from SY20-21 for SY21-22 within-LEA allocations or from SY21-22 for SY22-23 within-LEA allocations;
- The best available NSLP data, which may be from SY19-20;
- NSLP data from SY20-21 or SY21-22 that may be accessible (e.g., counts of children identified through direct certification, which may be adjusted by 1.6 for within LEA allocations to account for the lack of household applications);
- A combination of the best available NSLP data from SYs 19-20, 20-21, and 21-22;
- A composite of the NSLP, Medicaid, and TANF data listed in the previous bullets; or
- Data from a poverty survey conducted by the SEA or LEA that replicate NSLP, Medicaid, or TANF data.

Tip: Check with your LEA data managers for TANF and SNAP data. ED/USDA Fact Sheet revised 1.22
Entering Poverty Data for Grades K-12

Reminder: Only include K-12 students in count.

• All LEAs must complete Annual Ranking page to indicate % of children from low-income families and school participation status. However,
  o LEAs with total enrollment < 1,000 students or with only one school per grade span do not need to rank school attendance areas.

• Schools at or 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. However,
  o An LEA may now include high schools with 50% or more poverty in the “75% and above” poverty grouping.
  o If it does so, these school must be served first before any schools outside the “75% and above” grouping are served.

Annual Ranking

Reminder: Only include K-12 students in count.
Annual Ranking (continued)

- Use data from a **consistent point in time** for each public school.
  - Make sure the LEA keeps supporting documentation, especially if the LEA is using feeder school patterns for secondary schools.
- For private school data, use the results from your initial consultation.

Tip: Remember, the poverty method needs to be agreed upon during consultation. More on the options for private schools to come.
Reserves Page

PER PUPIL AMOUNT (PPA)

- Original Allocation: $19,665.00
- Total Number of Low-Income Students: 125
- 125% Multiplier: x 1.25
- Per Pupil Amount: $630.29

RESERVES

- Homeless: $500.00
- Parent and Family Engagement: $313.58
- 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: $0.00
- Total: $831.58

SCHOOL LEVEL SUBALLOCATIONS AMOUNTS

- Budget Amount: $19,609.00
- Reserves Amount: $831.58
- School Level Funds For Distribution Total: $18,777.42

Required Reserves

Homeless Reserve

- All LEAs are required to take a Homeless Reserve to provide comparable services for students identified as homeless.

Parent and Family Engagement

- The Parent and Family Engagement reserve box is for funds the LEA reserves off the top for parent and family engagement at Title I-A schools.
- LEAs with allocations over $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). LEAs will receive an error message if they do not reserve sufficient funds.
Required Reserves

Neglected Reserve

- LEAs with identified group homes for neglected children and youth must reserve funds to provide assistance to children and youth who live in eligible group homes, such as tutoring services, unless they attend SWPs.

Equitable Services for Private School Children

- Proportionate share amount is taken “off the top” of the LEA’s total allocation, before any other expenditures or transfers.
- This reserve is for **all aspects** of the LEA’s Title I-A equitable services program:
  - instruction,
  - parent and family engagement,
  - professional development, and
  - administration.

Title I-A Equitable Services Calculator

An Excel workbook for calculating proportionate share must be uploaded into the Related Documents page.
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:

- School Improvement Activities,
- School Improvement Transportation, and
- School Improvement Incentives and Rewards.

Keep in Mind
- School Improvement Transportation and School Improvement Incentives and Rewards expenditures are capped at 5%.
- Only CSI schools may set aside funds for transportation. See the Reserves Description Section for more information.
- 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

- 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 Professional Development 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.

Tip: LEAs with Title I-A and non-Title I-A schools need to adhere to the SNS requirements and have a methodology in lace to show that State and local funds are Title I-A neutral.
School Level Allocations

• Title I-A 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 then determine the amount of funds available for programming in each school.

• LEAs that have a single-school or have a total enrollment of less than 1,000 students do not need to calculate school level allocations. Check the first box on School Level Allocations page to indicate that the LEA is not required to do school level allocations.

School Level Allocations Page

<table>
<thead>
<tr>
<th>SCHOOL/ATTENDANCE AREA</th>
<th>LOW INCOME</th>
<th>ACTUAL ALLOCATION</th>
<th>BALANCE OF SCHOOL FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>#PUB</td>
<td>PPA</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

This is the grouping below 75%.

- Forest Avenue School
  - Low Income: 37.63%
  - #PUB: 141
  - PPA: 1,091.00
  - PUB AMT: 141,141.00
  - Balance of School Funds: 103,382.23

- Joseph H. Gaudet Learning Academy
  - Low Income: 31.17%
  - #PUB: 101
  - PPA: 933.00
  - PUB AMT: 94,230.00
  - Balance of School Funds: 99,149.23

- Joseph H. Gaudet School
  - Low Income: 30.84%
  - #PUB: 154
  - PPA: 839.00
  - PUB AMT: 98,406.00
  - Balance of School Funds: 743.23

- Total
  - Low Income: 30.84%
  - #PUB: 396
  - PPA: 2,663.00
  - PUB AMT: 333,780.00
  - Balance of School Funds: 103,383.23

Must be used if any school < 35% poverty.
Try to get balance as close to 0 as possible.
This table captures required reporting data while helping to demonstrate if activities are reasonable, necessary and allocable. To complete this page:

- LEAs must select a Program Type (TAS or SWP) for each participating school.

- For Target Assistance Schools, LEAs must also indicate the grade level(s) to be served, the estimated number of students to be served, and service delivery model(s).

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

LEAs need to complete the following sections, as applicable:
- Schoolwide Programs
- Targeted Assistance Programs
- Parent and Family Engagement
- Parent Notifications
- New Title I-A Funded Staff

Tip: All LEAs must complete the Parent and Family Engagement and Parent Notification Requirements.
Title I, Part A Program Options

**Targeted Assistance Program** (TAS) – an LEA may use funds only for Title I-A students who are failing, or most at risk of failing the State’s academic achievement standards. *ESEA Section 1115(b)*

**Schoolwide Program** (SWP) – an LEA may use Title I-A funds to implement reforms to upgrade the entire educational program of the school in order to improve the achievement of the lowest achieving students. *ESEA Section 1114(a)(1)*

Poll Question

What types of Title I-A program models do your schools use?
Schoolwide Programs (SWP)

Question #1
- Applies to LEAs that are beginning a Schoolwide Program in a Title I-A school in 2022-2023.
- LEAs are asked to describe their planning process and outcomes.

Resource: Title I-A Schoolwide Program Checklist

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 school’s SWP plans (as costs must be aligned to SWP goals).

How do I determine if an activity is allowable in a schoolwide program?

Is the intervention aligned to one or more goals identified in the schoolwide plan? Is that plan informed by a comprehensive needs assessment and evaluated annually?

Does the intervention upgrade the entire educational program of the school in order to improve the achievement of the lowest achieving students?

Does it meet the basic factors for allowability: Necessary, Reasonable and Allocable?*

* 2 CFR Part 200, Subpart E
Targeted Assistance Programs (TAS)

Question #1
Applies to LEAs will a new participating Title I-A TAS school(s) in SY 2022-2023 and asks LEAs to:
- list each new TAS school and to
- describe how the LEA will support the school in designing and implementing their TAS program

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).

What about activities in targeted assistance schools? How do I determine if an activity is allowable?

Does the intervention provide additional support for students who are failing, or most at risk of failing the State’s academic achievement standards?

Does it meet basic factors for allowability: Necessary, Reasonable and Allocable?

Is the intervention only for identified Title I-A students, their teachers and/or their families?

TI-A Poverty Threshold Waiver Request Form
Parent and Family Engagement

Required Policies
In order to receive Title I-A funds, all LEAs must have:
• an LEA parent and family engagement policy; and
• a school parent and family engagement policy for every participating Title I-A school.
Tip: 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.

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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 how the LEA will: Seek stakeholder input, support its Title I-A schools, coordinate parent and family engagement activities and use the findings from their evaluation to design evidence-based practices for more effective parent involvement.

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.

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**Does our LEA need to spend Title I-A funds on parent and family engagement strategies?**

LEAs with an allocation of more than $500,000 must reserve at least 1% of its funds for Parent and Family Engagement.

LEAs with an allocation less than or equal to $500,000 may take an optional reserve for Parent and Family Engagement.

Keep in mind:

- While not all LEAs are required to expend Title I-A funds to support parent and family engagement activities, all LEAs must meet the parent and family engagement requirements in Section 1116 of ESSA.

- In a targeted assistance program, only families of Title I-A participating students may benefit from these funds; while in a schoolwide program, all families may be supported using these funds.

**Question #1**

How will parents of children attending Title I-A participating 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 Title I-A application is specific to Title I-A schools, these policies apply to all schools in an LEA.
Ideas to Share

What's working in your LEA?
Please share a promising or successful strategy your LEA is using to support student academic achievement.

Please come off mute or use the chat to share your answer.

New Title I-A Funded Staff

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

Narrative Response
- List any position(s) that is new to Title I.
- Outline the duties and responsibilities that directly support the Title I 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).
**Private School Services Table**

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>SCHOOL NAME</th>
<th>STATUS</th>
<th>GRADE LEVELS OF STUDENTS TO BE SERVED</th>
<th># OF STUDENTS TO BE SERVED</th>
<th>SERVICE DELIVERY MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10311</td>
<td>Bradley Hospital/Center for Autism</td>
<td></td>
<td>PK K 1 2 3 4 5 6 7 8</td>
<td></td>
<td>AT PO</td>
</tr>
<tr>
<td>10302</td>
<td>Bradley School</td>
<td></td>
<td>PK K 1 2 3 4 5 6 7 8</td>
<td></td>
<td>AT PO</td>
</tr>
<tr>
<td>10333</td>
<td>Ocean State Montessori School</td>
<td></td>
<td>PK K 1 2 3 4 5 6 7 8</td>
<td></td>
<td>AT PO</td>
</tr>
<tr>
<td>10301</td>
<td>Providence Country Day School</td>
<td></td>
<td>PK K 1 2 3 4 5 6 7 8</td>
<td></td>
<td>AT PO</td>
</tr>
</tbody>
</table>

This information must **be consistent with narrative** information in the application and:

- All **participating private schools** (located both in and outside the district) must be included on this table as “participating”.

- Outcomes of consultation for **all private schools** where the LEA’s resident children are enrolled must be documented on the Private School Consultation List (excel document) and uploaded into the “Related Documents” in Accelegrants.
This portion of the application requires LEAs to describe how any requested reserves are allowable, reasonable, necessary and allocable to the Title I-A program.

Includes the following sections:
• Homeless Children and Youth *
• Parent and Family Engagement
• Services to Eligible Private School Children
• Neglected Children and Youth
• 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. The amount of funds is based on a needs assessment.
• 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.
Services to Eligible Private School Children

Title I-A requires LEAs to consult with all private schools in which their resident children are enrolled (inside and outside the district) - to determine whether there are any students who are eligible for Title I-A services.

Consultation should be underway NOW, because the results of the initial consultations inform the annual ranking process for LEA school eligibility.

The LEA provides SERVICES for eligible private school students. It does not provide funds to the private school.

The LEA must maintain control of all funds and services provided to eligible private school students.

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Intent to Participate Letters – Are there any private schools that wish to participate? Do they have students from the LEA’s Title I attendance areas? If not, stop here.

Identifying Students who are Low Income – Are any of these students who live in Title I attendance areas and attend private schools low-income? If so, this will determine the amount of funds available to provide services. If not, stop here.

Identifying Students with Academic Need – Do any of the LEAs students (regardless of poverty status) who live in Title I attendance areas and attend private schools have academic need? If so, continue forward. If not, stop here.

Design an Equitable Services Program – For any private school that has students identified as at risk of academic failure and identified funds, continue consultation and provide an equitable services program.
Services are required to:

- Be proportionately funded off the top of the district’s allocation;
- Include an amount for parent and family engagement for families of participating students;
- Target the lowest-achieving students;
- Be designed and evaluated through ongoing consultation with private schools; and
- Be fully overseen, both programmatically and fiscally, by the district.

Services to Eligible Private School Children

- Complete the proportionate share worksheet in the “Important Documents” section of AcceleGrants to calculate the amount of funds to be reserved for equitable services. Upload completed worksheet to Related Documents.

- Keep documentation of all communications with private schools: initial letters, emails, call logs, etc.

- Collect a signed affirmation form for each participating private school where the LEA is providing Title I services.

- Ensure that consultation is ongoing throughout the year.
**Title I-A Equitable Services Consultation**

**Documentation of Consultation is Required**

Timely and meaningful consultation must occur before the local education agency makes any decision that affects the opportunity of eligible private school students, teachers, and other education personnel to participate and continue throughout the implementation and assessment of services.

- **Needs of Private School Students and Teachers**
- **Amount of Funds Available for Services and How the Amount is Determined**
- **How, when, where and by whom services are provided**
- **Use of 3rd Party Provider and Written Explanation for Not Using 3rd Party Provider**

**Pooling of Funds**

- **Size and Scope of Services**
- **Providing Services Directly or Via Another Entity**
- **How & When Decisions are Made**
- **Assessment of Services**

**Method of collecting poverty data**

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**Parent and Family Engagement**

**Question #1**

LEAs that are reserving funds for parent and family engagement must enter the total amount of funds reserved in the budget.

**Question #2**

The response to this question should describe:

- how parents were involved in the decisions regarding the use of these funds;
- the LEAs distribution plan, which gives at least 90% of these funds to Title I participating schools, with priority given to high needs schools, and;
- the strategies the LEA is funding to assist families in improving their students’ academic achievement. Be sure to describe:
  - which families will participate (this looks different in TAS and SWPs),
  - how, when, where and by whom the services will be provided,
  - the size and scope of the program, and
  - what resources are necessary to support this intervention?
What kinds of parent and family engagement activities can Title I-A fund?

Activities must be consistent with the LEA’s parent and family engagement policy and align to one or more of the following:

- support schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies
- support programs that reach parents and family members at home, in the community, and at school
- disseminate information on best practices focused on parent and family engagement,
- collaborate, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement; and/or
- engage in any other activities and strategies that the LEA determines are appropriate and consistent with LEA’s parent and family engagement policy.

Neglected and Delinquent Programs

Question #1
Indicate the amount of funds the district is reserving to provide educational services to neglected children and youth who reside in local institutions.

Question #2
Describe the educational program that will be provided to these students, including:

- the number of students expected to participate;
- the nature, location, frequency and length of time for the activities; and
- how Title I-A services will be evaluated.
Optional School Improvement Reserves

LEAs that are reserving funds for Title I-A schools identified as CSI or TSI should describe the following, as applicable:

- **School Improvement Activities** - Identify the eligible CSI or TSI schools, then describe activities that are aligned to applicable school improvement plans/comprehensive school improvement plans (one good plan) that are reasonable, necessary, allocable and allowable under Title I, Part A and the intended outcomes.

- **School Improvement Transportation** (up to 5%) - Identify the eligible CSI schools providing this option, then describe the cost basis for this request (e.g., # students x anticipated rate).

- **School Improvement Incentives and Rewards** (up to 5%) - Identify the eligible TI-A CSI or TSI schools, then describe the process the LEA will use to provide awards and incentives to teachers at these schools.

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 2022-2023 Title I-A Application Guide in the Title I-A section of the Accelegrants Document Library for a 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.

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**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 in place**, 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-A 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 item(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 2022-2023 Creating a Winning Budget guide in the Title I-A section of the [Accelegrants Document Library](#) for more information.

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Determining When to Submit the CRP

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

  A substantially approvable application must be submitted by **July 1st**.
Tips

Save often.

Use plain text for moving information in the application narrative (arrow one).

Use email or call your Title-A Liaison to ask specific questions. We're here to help.

Click on “show messages” before leaving a page to determine if there are any errors that need to be cleared.

Review Details Page

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Create Comment

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<td>Cranston's Title I Program amendment review is complete. The application is programmatically approvable, fiscal review pending. Thank you.</td>
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Wrap Up

RESOURCES

FEEDBACK

SURVEY

QUESTIONS AND

ANSWERS

Thank you for joining!

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

Stephanie Enos, Stephanie.Enos@ride.ri.gov

Eileen Botelho, Eileen.Botelho@ride.ri.gov

Ann Hampson, Ann.Hampson@ride.ri.gov

As always, please feel free to contact us.

Thank you for coming today!