

# RIDE Title I, Part A 2023-2024 CRP Application Guide



**RIDE** Rhode Island  
Department  
of Education

# Table of Contents

## **Title I, Part A Overview**

[Using Title I, Part A Funds to Support Student Academic Achievement](#)

[Determining Allowable Uses of Funds](#)

[Required and Allowable Reservations](#)

[Operating a Title I, Part A Schoolwide Program](#)

[Schoolwide Plan Components \(One Good Plan\)](#)

[Using Title I, Part A Funds to Support Schoolwide Programs](#)

[Operating a Title I, Part A Targeted Assistance School](#)

[Using Title I, Part A Funds to Support Targeted Assistance Programs](#)

[Coordinating Targeted Services with Other Programs and Supports](#)

[Annual Ranking](#)

[Title I, Part A Fiscal Tests](#)

## **Title I, Part A CRP Application Guide**

[Annual Ranking](#)

[Reserves](#)

[School Level Allocations](#)

[Title I-A Program Matrix](#)

[Program Description](#)

- [Schoolwide Programs Schoolwide](#)
- [Targeted Assistance Programs](#)
- [Parent and Family Engagement](#)
- [Parent Notifications](#)
- [New Title I Funded Staff Job Descriptions](#)

[Activity Plan Page](#)

[Private School Services Table](#)

[Reserve Descriptions](#)

- [Homeless](#)
- [Parent and Family Engagement](#)
- [Private Schools](#)
- [Neglected and Delinquent](#)
- [Optional School Improvement](#)
- [Additional Optional Reserves](#)

[Related Documents](#)

[Budget](#)

For additional information, please contact your Title I-A liaison:

Eileen Botelho, 222-8466

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

Stephanie Enos, 222-8340

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

Ann Hampson

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

Linda Savastano

[Linda.Savastano@ride.ri.gov](mailto:Linda.Savastano@ride.ri.gov)

## Title I, Part A Overview

Title I, Part A (Title I-A) is the U.S. Department of Education's (USDE) largest K-12 grant program. The purpose 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. Supplemental funding is provided to help students in schools with high concentrations of students from low-income families.

The U.S. Department of Education awards Title I funds to State Educational Agencies (SEAs), who allocate funds to local education agencies (LEAs). LEAs then allocate funds to schools, in rank order of poverty, to fund programs of sufficient size, scope and quality to improve student academic achievement and close achievement gaps. LEAs may also chose to use a portion of these funds to carry out allowable district wide initiatives for eligible Title I-A schools and responsibilities specific to the federal program. Just bear in mind that the majority of these funds should be allocated to schools to support students, their families and their teachers.

LEAs and schools that accept Title I-A funds have specific conditions they must meet.

### *LEAs must...*

- Meet the Title I-A parent and family engagement requirements;<sup>1</sup>
- Provide services to homeless students throughout the LEA;<sup>2</sup>
- Provide services to children in local institutions for neglected children, and, if appropriate, to children in local institutions for delinquent children and neglected or delinquent children in community day programs;<sup>3</sup>
- Provide equitable services to eligible private school students;<sup>4</sup>
- Allocate Title I-A funds to eligible schools through a poverty-based formula known as "ranking and serving;"<sup>5</sup>
- Oversee Title I-A activities in Title I-A schools;<sup>6</sup>
- Report student achievement and other data to the SEA and the public;<sup>7</sup>
- Develop and implement plans to support and improve low-performing schools identified by the state through its accountability system;<sup>8</sup>
- Ensure that all teachers who work teachers who work in Title I-A funded programs meet the State certification and licensure requirements (ESEA 1112(c)(6));
- Ensure that all paraprofessionals working in a program supported with funds under this part meet State standards;
- Notify the parents of each student attending any of its Title I schools that the parents may request, and the agency must provide to the parents upon request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers and paraprofessionals;<sup>9</sup> and

---

<sup>1</sup> ESSA Section 1116

<sup>2</sup> ESSA Section 1113(c)(3)(A)(i)

<sup>3</sup> ESSA Section 1113(c)(3)(A)(ii)&(iii)

<sup>4</sup> ESSA Section 1117

<sup>5</sup> ESSA Section 1113

<sup>6</sup> 2 CFR § 200.328(a)

<sup>7</sup> See, for example, ESSA Section 1111(h)

<sup>8</sup> ESSA Section 1111(d)(1)&(2)

<sup>9</sup> ESSA Section 1112(e)(1)(a)

- Notify parents of children in Title I schools when their child is being taught for 4 or more consecutive 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 is assigned.<sup>10</sup>

*Participating Title I-A Schools must...*

- Meet the Title I-A Parent and Family Engagement Requirements; and
- Design and implement programs to support eligible Title I students using one of two models:
  - Targeted Assistance Program (TAS), or
  - Schoolwide Program (SWP).

Additional information about each program model is available later in this document.

[Return to Table of Contents](#)

## Using Title I, Part A to Support Student Academic Achievement

Title I, Part A funds can support a wide range of supplemental activities to help academically disadvantaged students meet State academic standards.

This includes providing the following:

- a well-rounded education<sup>11</sup> for eligible students;
- instructional supports;
- non-instructional supports such as behavior and social and emotional learning; and
- services such as counseling, specialized instructional support services, mentoring services, preparation for postsecondary education and the workforce, behavioral supports, early intervention services, and other activities.

**Well-Rounded Education** in ESSA is defined as courses, activities, and programming in subjects such as 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 SEA or LEA.

[Return to Table of Contents](#)

---

<sup>10</sup> ESSA Section 1112(e)(1)(B)(ii)

<sup>11</sup> ESSA Section 8101 (52).

## Determining Allowable Uses of Title I, Part A Funds

There are federal spending provisions that apply to all Title I-A funds, including Title I-A. All costs must be reasonable, necessary and allocable for the performance of the grant.

**Reasonable:** A cost must be ordinary and should not exceed what a prudent would pay under similar circumstances.

**Necessary:** The cost is needed for the proper and efficient performance of the program. Costs must be aligned to one or more goals in the LEAs or schools written plans and based on a needs assessment. If the cost is not included in the LEA plan, schoolwide plan, or targeted assistance plan, it would be considered unnecessary.

**Allocable:** A cost must benefit the program in proportion to the amount charged to the program.

LEA should also consider the following when deciding if expenses are allowable:

- Does the cost support one or more identified needs in the Title I-A participating school plans or the LEA plan?
- Is the cost reasonable to address a valid need?
- Is the cost necessary for the performance of the grant?
- Is the expense in compliance with laws, regulations and grant terms (allocable)?
- Is there evidence to support the effectiveness of this activity?
- How will this expense be monitored for implementation, meeting required expenditures, and evaluating program effectiveness?

### Supplement Not Supplant

In addition to be reasonable, necessary, allocable and consistent with the purpose of the program, Title I-A funds must be used only to supplement the amount of funds provided by nonfederal sources. LEAs must have a methodology to show compliance at both the school and district level.

In plain language this means federal funds must add to, and not replace, state and local funds. LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program.

In short, LEAs and schools will be required to demonstrate that Title I, Part A funding is supplemental and not that the individual activities or services supported with Title I-A are supplemental. Costs must still be consistent with the purpose of Title I – improving student achievement – and must still support eligible students among other requirements. To learn more, view the [Title I, Part A Supplement not Supplant Guidance](#).

[Return to Table of Contents](#)

## Required and Allowable Reservations

Before allocating Title I-A funds to schools, **LEAs must reserve Title I funds for the following required activities:**

- **Services for students experiencing homelessness in all schools in the LEA**, which can include funding for the local homeless liaison and additional costs for transportation required under the *McKinney Vento Homeless Education Act*. *The amount reserved should be based on an assessment of homeless children's needs.*<sup>12</sup>
- **Parent and family engagement** (required only if the LEA receives \$500,000 or more). *The amount reserved is at least one percent,<sup>13</sup> 90% of which must be distributed to schools, with priority given to high needs schools. If the LEA receives less than \$500,000 it may, but is not required, to fund its parent and family engagement activities with Title I funds.*
- **Equitable services for eligible private school students.** *The amount reserved is based on the proportion of eligible private school students in the LEA.*<sup>14</sup>
- **Services for children in local institutions for neglected children**, and, if appropriate, services for children in local institutions for delinquent children and neglected children. *The amount reserved depends on the services needed.*<sup>15</sup>

LEAs may also reserve funds for the following activities:

- **Administration of the Title I program.**<sup>16</sup>
- **District-managed initiatives in Title I schools.**<sup>17</sup>
- **Early childhood education programs** for eligible children.<sup>18</sup>
- **The additional costs needed to transport children in foster care** to their school of origin consistent with section 1112(c)(5).<sup>19</sup>
- **Transportation for students in comprehensive support and improvement schools** if the LEA offers these students the option to transfer to another school. *The amount reserved may be up to 5% of the LEA's Title I allocation.*<sup>20</sup>
- **Financial incentives and rewards to teachers in schools identified for comprehensive or targeted support and improvement** for the purpose of attracting and retaining qualified and effective teachers. *The amount reserved may be up to 5% of the LEA's Title I allocation.*<sup>21</sup>

[Return to Table of Contents](#)

---

<sup>12</sup> ESSA Section 1113(c)(3)(C)

<sup>13</sup> ESSA Section 1116(a)(3)(A)

<sup>14</sup> ESSA Section 1117(a)(1)

<sup>15</sup> ESSA Section 1113(c)(3)

<sup>16</sup> 34 CFR § 200.70

<sup>17</sup> 34 CFR § 200.70

<sup>18</sup> ESSA Section 1113(c)(5)

<sup>19</sup> ESSA Section U.S. DOE & U.S. DHHS, *Ensuring Educational Stability for Children in Foster Care* (2016), Q&A 30.

<sup>20</sup> ESSA Section 1111(d)(1)(D)

<sup>21</sup> ESSA Section 1113(c)(4)

## District-Managed Title I-A Activities

LEAs have the option to reserve Title I funds to implement district-managed Title I initiatives. These initiatives are managed at the district level, rather than the school level, and are designed to improve the achievement of Title I students. District-managed initiatives may sometimes be called “districtwide” initiatives because they benefit all or a group of Title I schools or students.

Should an LEA choose to spend funds on district-managed initiatives, it is important to consider the following:

- Initiatives cannot be districtwide in an LEA with both Title I and non-Title I schools, as Title I funds may not be used to benefit non-Title I students, their administrators, their teachers, or their families.
- While there is no specific cap on the amount of money an LEA can reserve for district-managed initiatives, the majority of Title I-A funds should be allocated to schools because Title I is a school-based program.
- LEAs must ensure that funds allocated to schools are sufficient to implement a Title I program of sufficient size, scope and quality to positively impact student achievement for those students at risk of failure to meet state standards. Taking too much “off the top” may result in one or more schools in the LEA being unable to participate in Title I-A, and therefore losing their eligibility status and funds.

[Return to Table of Contents](#)

## Operating a Schoolwide Program

A school must meet the following conditions to operate a Title I-A schoolwide program:

- At least 40 percent of the student students enrolled are from low-income families; OR
- Receive a waiver from the 40 percent poverty threshold requirement from RIDE, [TI-A Poverty Threshold Waiver Request Form](#).

Once the threshold is met, the school must take the following steps:

**Step One:** With key stakeholders<sup>22</sup>, including the involvement of parents, develop a written comprehensive schoolwide plan based on a comprehensive needs assessment<sup>23</sup>. [Title I-A Schoolwide Program Checklist](#)

**Step Two:** Obtain approval of the proposed schoolwide plan for meeting identified needs within the school from the LEA.

**Step Three:** Align Title I funding requests to the identified needs in each eligible schools approved Schoolwide Program Plan. – add resource links or put in appendix?

[Return to Table of Contents](#)

---

<sup>22</sup> ESSA Section 1114(b)(2) ESSA specifies parents and other members of the community and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, tribes and tribal organizations (to the extent feasible), and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

<sup>23</sup> ESSA Section 1114(b)(6)

## Components of Schoolwide Program Plan

The schoolwide plan is a strategic tool that identifies the school’s needs and explains which improvement strategies it will use to address those needs. LEAs are encouraged to think broadly and include academic, social/emotional, professional development (including effective use of technology by staff) and parent and family engagement as allowable activities which must be aligned to one or more identified needs each Title I-A participating school's schoolwide plan. A school may then use Title I-A funds to support the strategies identified in its plan.

A schoolwide plan remains in effect for the duration of a school’s participation in Title I, and **must be:**

- **Based on a comprehensive needs assessment** of the entire school that takes into account the academic information of all children, particularly the needs of those children who are failing, or at-risk of failing to meet the state standards and any other factors as determined by the LEA;<sup>24</sup>
- **Developed during a one-year planning period** for schools not already operating schoolwide programs, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program;<sup>25</sup>
- **Developed with the involvement of key stakeholders;**<sup>26</sup> A list of key stakeholders across all the ESEA programs has been included in the appendix to assist LEAs in designing one comprehensive school improvement plan.
- **Developed in coordination and integration with other federal, state, and local services, resources, and programs**, if appropriate, such as the following programs supported under *ESEA*: violence prevention, nutrition, housing, Head Start, adult education, career and technical education, as well as schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);<sup>27</sup>
- **At least annually monitored, and revised as necessary, based on student needs** and program outcomes to ensure that all students, especially those most at risk of failing, are provided opportunities to meet State academic standards (remember, this is intended to be part of the a continuous quality improvement process);<sup>28</sup> and
- **Made available to the LEA, parents, and the public**, and the information contained in the plan should be written in an understandable format, and to the extent practical, is in a language that families can understand.<sup>29</sup>
- Using the data gathered during the comprehensive needs assessment, the schoolwide plan must then **describe the strategies the school will implement to address the needs of its students** by providing a

It only takes “One Good Plan” to operate a school.

Rhode Island schools currently develop school plans, with the input of stakeholders, and implement and evaluate annual school improvement plans. Schools are encouraged to crosswalk the Title I-A schoolwide plan (SWP) requirements with these plans to develop one strategic plan to operate their schools.

---

<sup>24</sup> ESSA Section 1114(b)(6)

<sup>25</sup> ESSA Section 1114(b)(1)

<sup>26</sup> ESSA Section 1114(b)(2)

<sup>27</sup> ESSA Section 1114(b)(5)

<sup>28</sup> ESSA Section 1114(b)(3)

<sup>29</sup> ESSA Section 1114(b)(4)



**description of** how the school will provide opportunities for all children, including each subgroup of students, to meet state standards.

The plan must also describe how the LEA will use its various federal, state and local funding sources to carry out each schoolwide program.<sup>30</sup>

[Return to Table of Contents](#)

## Using Title I, Part A Funds in Schools that Operated Schoolwide Programs

The premise of the schoolwide program model is that high-poverty schools should have the flexibility to implement comprehensive school improvement strategies, rather than provide narrow add-on services for specific students, teachers and families.

In a schoolwide program, **all students, families and staff** may participate in Title I-A funded activities, and the school may use Title I funds to support any reasonable activity designed to improve the school's **educational** program, so long as it is consistent with the school's needs, as identified through a comprehensive needs assessment and articulated in the Title I schoolwide plan<sup>31</sup>.

Depending on its identified needs and written schoolwide plan, a schoolwide program could use Title I to support activities that provide opportunities for all children, especially those most at risk of failing, to meet State academic standards, including:

- use methods and instructional strategies that strengthen the academic program in the school;
- increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum;
- increasing access to activities and courses necessary to provide a well-rounded education;
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards, through activities which may include:
  - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
  - implementation of a schoolwide multi-tiered system of support to prevent and address problem behavior, as well as early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act;
  - professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction through the use of data from academic assessments; to implement a tiered system of supports; and to recruit and retain effective teachers, particularly in high-need subjects; and
  - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.<sup>32</sup>

---

<sup>30</sup> ESSA Section 1114(b)(7)(B)

<sup>31</sup> ESSA Section 1114(a)

<sup>32</sup> ESSA Section 1114(b)(7)(A)

- High-quality preschool and services to facilitate the transition from early learning to elementary education programs;
- Recruitment and retention of effective teachers, particularly in high-need subjects;
- Instructional coaches to provide high-quality, school-based professional development;
- Increased learning time;
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners;
- Multi-tiered system of supports;
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills;
- School climate interventions (e.g., anti-bullying strategies, positive behavioral interventions and supports);
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students and to drive decision-making;
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs, and to provide a tiered response based on those needs;
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs: and
- Devices and software for students to access digital learning materials and to collaborate with peers, as well as related training for educators (including accessible devices and software needed by students with disabilities).

Regardless of the chosen strategy, LEAs should select evidence-based programs, strategies or activities. For additional information on what allowable in a schoolwide program, see *US ED Non-Regulatory Guidance, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*.

[Return to Table of Contents](#)

## Operating a Title I-A Targeted Assistance School

Any Title I-A school that does not operate a schoolwide program must operate a targeted assistance program (TAS). In a targeted assistance school, the school targets Title I-A funds to provide additional supports to specifically identified students struggling to meet state standards.<sup>33</sup>

Targeted assistance schools must:

- Provide an accelerated, high-quality curriculum;
- Establish a selection process for identifying eligible students, along with exit criteria;
- Minimize the removal of children from the regular classroom during regular instructional time;
- Review the progress of eligible students on an ongoing basis, and revise the targeted assistance program, if necessary, to provide students additional assistance to meet state standards; and
- Evaluate the effectiveness of the program and modify, as needed.

Keep in mind, poverty determines how funds are allocated to eligible schools; while academic need determines which students are selected for services. Students do NOT need to be from low-income families in order to receive Title I services.

[Return to Table of Contents](#)

## Using Title I, Part A Funds in a School that Operates a Targeted Assistance Program

When implementing a targeted assistance program, the school uses Title I funds to provide additional supports to specifically identified students struggling to meet state standards.

Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need for special assistance from among the following eligible groups:

- Students identified as failing, or most at risk of failing, to meet state standards;
- Students who participated in Head Start or an ESEA-funded preschool program within the past two years;
- Students who received services under a Part C Migrant Education Program within the past two years;
- Neglected and/or delinquent students; and
- Students experiencing homelessness.<sup>34</sup>

Targeted assistance schools must use Title I funds to help identified students meet state standards, which can include programs, activities, and academic courses necessary to provide a well-rounded education.<sup>35</sup>

Targeted assistance schools may use Title I funds to serve their eligible students, teachers and families by:

---

<sup>33</sup> ESSA Section 1115

<sup>34</sup> ESSA Section 1115(c)

<sup>35</sup> ESSA Section 1115(b)(2)(A)

- expanding learning time for eligible students, including before- and after-school programs, and summer programs and opportunities;
- providing early intervention services to eligible students, including services coordinated with similar activities and services carried out under IDEA (Title I cannot be used to provide required IEP or Title III services);
- providing eligible students with extra supports aligned to the school’s regular education program, which may include services to assist preschool children in the transition from early childhood education programs to elementary school programs;
- providing professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible students;
- implementing parent and family strategies to improve the academic success of eligible students; and
- implementing strategies and monitoring progress for eligible students identified through the locally supported multi-tiered system of supports and collaborative problem-solving team.

Targeted assistance schools can also use Title I funds to provide eligible students with health, nutrition and other social services that are not otherwise available to them if:

- The school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers, if appropriate; and
- Funds are not reasonably available from other public or private sources.<sup>36</sup>

A secondary school operating a targeted assistance program can also use Title I funds to provide dual or concurrent enrollment program services to eligible children.<sup>37</sup>

[Return to Table of Contents](#)

---

<sup>36</sup> ESSA Section 1115(e)(2)

<sup>37</sup> ESSA Section 1115(f)

## Coordinating Targeted Services with Other Programs and Supports

Because targeted assistance programs can only serve specifically identified students, schools often separate their Title I programs to demonstrate that only eligible students participated in Title I activities; this is not required by the Title I law. In fact, Title I encourages schools to coordinate Title I services with other programs, including the regular education program.

For example, the targeted assistance section of the law says:

*Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.*<sup>38</sup>

The law also encourages targeted assistance schools to coordinate and integrate federal, state and local services and programs, such as programs supported under *ESSA* for violence prevention, nutrition, housing, Head Start, adult education, career and technical education, and also comprehensive support and improvement activities or targeted support and improvement activities.<sup>39</sup>

This coordination extends beyond student services and includes staff, as well. For example, to promote the integration of Title I-supported staff into the regular school program and overall school planning and improvement efforts, such staff can:

- Participate in general professional development and school planning activities, and
- Assume limited duties that are assigned to similar personnel, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.<sup>40</sup>

[Return to Table of Contents](#)

---

<sup>38</sup> ESSA Section 1115(e)(1)

<sup>39</sup> ESSA Section 1115(b)(2)(F)

<sup>40</sup> ESSA Section 1115(d)

## Annual Ranking

LEAs must rank all of its school attendance areas according to their percentage of public school students from low-income families. ESSA also permits an LEA to rank its schools according to their percentage of public school children from low-income families enrolled in the schools.

LEAs must use the same measure of poverty to:

- identify eligible schools;
- rank schools; and
- determine the allocation for each school.<sup>41</sup>

### Calculating Poverty for Public School Students

To determine the number of K to 12 public school students from low-income families, use the number of public school children:

- eligible for free or reduced-price lunch (FRPL) under the NSLP;
- in families receiving assistance under the State program funded under Temporary Assistance for Needy Families (TANF);
- eligible to receive medical assistance under the Medicaid program (SNAP). For additional information with respect to within-district Title I allocations and FRPL data for LEAs that participate in the Community Eligibility Provision (CEP), see Appendix A in US ED's [March 2015 Title I CEP guidance](#);
- ages 5-17 in poverty as counted in the most recent LEA-level census data provided by ED. Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures; OR
- use a composite of any of the above measures<sup>42</sup>

LEAs must select a consistent school day for all schools from the prior year and maintain backup documentation.

### Calculating Poverty for Private School Students

To determine the number of K to 12 private school students\* from low-income families, LEAs may use the number (#) of students who are:

- the same poverty measure used to count public school children
- Comparable poverty data from a survey and allowing such survey results to be extrapolated if complete actual data are unavailable
- Comparable poverty data from a different source
- The application of the low-income % of each participating public school attendance area to the # of private school children who reside in that attendance area
- An equated measure of low income correlated with the measure of low income used to count public school children<sup>43</sup>

[Return to Table of Contents](#)

---

<sup>41</sup> ESSA Section 1113(a)(3) and 34 C.F.R. 200.78(a)(1)

<sup>42</sup> [Within District Allocation Guidance, February 2022](#)

<sup>43</sup> [ED-USDA Fact Sheet Revised January 2022](#)

## Title I, Part A Fiscal Tests

As a condition of receiving Title I, Part A funds, LEAs must comply with three fiscal tests designed to ensure that Title I funds add to state and local education funding:

Fiscal Tests	Purpose	What Does This Require LEAs to Do?
<b>Maintenance of effort<sup>44</sup></b>	Ensures districts maintain a consistent level of state/local funding for education from year to year.	Must ensure that local and state per-pupil spending in the school district remains at 90% or above what was spent in the preceding year. Must fail to comply two times within a five-year span before any consequence on funding.
<b>Supplement, not supplant<sup>45</sup></b>	Ensures districts do not give less state and local funding to Title I schools because the school participates in the Title I program.	Must prove that funding methodology provides Title I schools all the state and local funds they would have received if they did not participate in Title I.
<b>Comparability of services<sup>46</sup></b>	Ensures districts use state/local funding to provide services that, taken as a whole, are comparable between Title I and non-Title I schools.	Must ensure that state and local funds are used to provide comparable services for Title I and non-Title I schools.

[Return to Table of Contents](#)

---

<sup>44</sup> ESSA Section 1118(a) and 8521

<sup>45</sup> ESSA Section 1118(b)

<sup>46</sup> ESSA Section 1118(c)

# Title I, Part A Application Guide

## Annual Ranking Tables

[Return to Table of Contents](#)

The response should address the following elements:

### Groupings Table (complete after filling in the School Attendance Area Table)

- For grade span grouping, select “elementary” in group one, “middle” in group two, and “high” in group three
- For a K-12 grouping, select “K-12” in group one.
- For LEAs that wish to lower the eligibility threshold for high schools from 75% to 50%, check that box.

### Title I School Status Key

- Select the appropriate eligibility code for each Title I-A participating school and enter it into the School Attendance Area Table.
  - Title I-A Participating must be coded “A”.
  - Eligible but Not Participating Schools must be coded “B”.
  - Eligible and Participating under the 35% rule must be coded “C”.
  - Grandfathered schools must be coded “D” and cannot have been grandfathered last year.
  - Skipped schools must be coded “F”. Skipped schools must be treated as project schools for comparability, and private school children must be served.
  - Not Applicable schools must be coded “G”.
- For ranking exceptions or changes, select “D” and add a “Ranking Exception Program Note” to Related Documents to explain Ranking exceptions.

### School Attendance Area Table

- Select the appropriate eligibility code listed in the status key for each school.
- Add student level data for each school. Data must be pulled from the same school day for all schools.

### Keep in Mind

- Schools to be served are at or above the grade span or LEA poverty rate, or the served school must have a poverty rate of at least 35%.
- Schools with 75% or more poverty must be served first, without regard to grade span, before any schools below 75% poverty are served. If the LEA chooses to lower the 75% poverty threshold to 50% poverty for high schools, then those high schools are included in the “75% poverty grouping” and must be served before any other schools below 75% poverty are served.
- LEAs must notify RIDE’s fiscal office when LEAs add or reconfigure schools (e.g., adding or changing grades served) as soon as possible to ensure that the ranking page accurately reflects the LEAs programs.

Reference: ESSA, Title I, Sec. 1113 Eligible School Attendance Areas



## The response should address the following elements:

- The reserves are correctly calculated.
- The reserve amounts must match the amounts in the program narrative.
- The reserve amounts match the amounts in the budget section.

## Required Reserves

- Homeless** - All LEAs must reserve sufficient funds to meet the anticipated needs of students who are experiencing homelessness throughout the LEA.
- Parent and Family Engagement** - Any LEA reserving funds for Parent and Family Engagement Activities should list the budgeted total here. This includes LEAs with allocations of more than \$500,000 that must reserve at least 1% for Parent and Family Engagement activities.
- Equitable Services** - The total amount of funds reserved to provide equitable services for eligible private school students, if applicable, is listed under Private Schools, and must match the amount from the uploaded Title I-A Private School Proportionate Share Worksheet.
- Neglected** - The reserve for Neglected, if applicable, must match the amount listed on the reserves page and in the budget.

## Optional Reserves

Any optional reserve must be reasonable, necessary and allocable to the Title I-A program and must align to the description in the Optional Reserves narrative and the budget section. Categories include:

- School Improvement
- Preschool
- Evaluation & Assessment
- Coordinated Services
- Administration
- Summer Programs
- Differential Salary and Fringe Benefits
- Professional Development
- Foster Care

## Keep in Mind

The majority of Title I-A funds should be allocated directly to schools. Title I-A is a school-based program therefore, the LEA must ensure that funds allocated to schools are sufficient to implement a Title I-A program of sufficient size, scope and quality to positively impact student achievement for those students at risk of failure to meet state standards.

Reference: ESSA, Title I, Sec. 1113(c) Allocations

## The response should address the following elements:

- Identify the method the LEA is using: 125% Rule **or** Poverty Bands.
- Special Rule - LEAs with total enrollment of *less than* 1,000 students are not required to allocate funds to attendance areas or serve schools in rank order of poverty. Check the not applicable box.

### 125% Rule

- If any school the LEA is serving with Title I-A funds has less than 35% poverty, LEAs must select this option.
- The highest poverty school must have a PPA of at least 125% (the “calculated PPA” on the school level allocations page automatically calculates this for LEAs).
- An LEA must use a PPA of at least 125% (called the “calculated PPA” in the CRP school level allocations table) in every school the LEA serves with Title I-A funds, not just for those schools below 35 percent poverty.
- After budgeting at least 125% for each eligible school, the LEA may serve the *lowest poverty school* using a PPA of less than 125%, provided that the budget provides sufficient funds to offer a program of size, scope and quality to improve student academic achievement.
- The PPA for lower poverty schools may equal, but not exceed, the PPA for higher poverty schools in the same grade span.

### Poverty Bands

- All participating school attendance areas must be at or above 35% poverty for an LEA to select this option.
- The PPA for a higher poverty band may not be less than the PPA for a lower poverty band within grade spans.
- After selecting this ranking method, if there are schools in the “75% above” poverty grouping, then they must have a higher PPA than any schools in the “75% and below” poverty grouping.

### Regardless of the Method Selected

- The PPA for each school needs to be reasonable to ensure the budget supports a program of sufficient size, scope, and quality to positively impact student achievement.
- The resulting budget amount (School Level Allocations) for each school determined by this formula must align to the budgeted total for each school when the LEA submits its CRP. For tips on how to cross reference this, reach out to your program liaison.
- The amount remaining at the bottom right hand corner of the table of the page must be as close to zero as possible to ensure that public school students receive their equitable share of services.

Reference: ESSA, Title I, Sec. 1113(c) Allocations  
[NRG Within District Allocations, Draft, March 2020](#)

To complete this section, LEAs must indicate the program model used by each participating Title I-A school:

For each **Schoolwide Program**:

- Check the grade levels of students to be served
- Program Type - select Schoolwide Program

For each **Targeted Assistance School**:

- Check the grade levels of students to be served
- Program Type - select Targeted Assistance School
- Enter number of students to be served
- Select applicable service delivery models for each school
  - AT – added time
  - IC – In class
  - PO – Pull out

### Keep in Mind

- This information should be consistent with information in Application Details section and the related budget expenses.
- Information from this page is used, in part, to help determine if programs are of sufficient size, scope, and quality to positively impact student achievement.
- Remember to code new Schoolwide Programs that meet the 40% poverty threshold or have received a threshold waiver from RIDE as Schoolwide Programs in the matrix.

Describe the LEA's Title I-A program for each participating Title I school by completing the applicable sections on the Program Description page:

- Schoolwide Programs
- Targeted Assistance Programs
- Parent and Family Engagement (required for all)
- Parent Notifications (required for all)
- New Title I Funded Staff Job Descriptions

## Schoolwide Programs

[Return to Table of Contents](#)

1. If there are new Schoolwide Program (SWP) schools to be served in the 2023-2024 school year, list the school(s), describe the activities undertaken in the 2022-2023 planning year, and describe the support the at the LEA will provide.

**LEAs with new SWP should complete this question and address the following elements:**

List each new SWP program school, and then describe the following:

- Planning and Approval Process** – outline the major activities during the planning process, and how it was approved by the LEA;
- Stakeholders Involvement** – list the which stakeholders, by role, were involved in the planning process and how it is representative of the school community;
- Comprehensive Needs Assessment** - describe the key data sets used to determine the academic needs of all children in the school, particularly the needs of those children who are failing, or at-risk of failing to meet the state standards and any other factors as determined by the LEA;
- Description of Strategies and Activities** - describes the major goals, and related activities, that the LEA will support using Title I-A funds, that were identified through the planning process;
- Publicly Available** - Describe how the plan is being made publicly available to the LEA, parents and public;
- Coordination of Funds** – outline how the plan will coordinate state, local, and federal resources to support key goals/implement the plan; and
- Evaluation of Plan** - Describe the process the school and LEA will use to annually monitor, and revise if necessary, the school improvement plan.

2. Please describe how the Title I funds requested in this application support the needs and goals as identified in the Schoolwide Plan(s), as well as the process for conducting an annual review of the effectiveness of the schoolwide program(s).

**LEAs with existing SWP should complete this question and address the following elements for each participating school:**

- Annual Review Process** - Describes the process the LEA and school used for completing the annual review of the plan goals and activity process.
- Schoolwide Plan Updates** - If applicable, describe any changes or updates that were made as a result of the annual review.

Reference: ESSA, Title I, Sec. 1114 Schoolwide Programs

## Targeted Assistance Programs

[Return to Table of Contents](#)

1. Please list any new Targeted Assistance Schools (TAS) and describe the support that the LEA will provide to participating schools in the design and implementation of their TAS program(s).

**The response should address the following elements:**

List each new TAS school, and then describe how the LEA will support the school in designing and implementing their TAS program, including:

- designing and implementing the Title I-A TAS program - student selection, program design, program implementation, and progress monitoring;
- holding an annual meeting for parents of participating students;
- developing a school level parent and family engagement policy; and
- conducting an annual program evaluation.

The LEA may receive Title I, Part A funds only if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I, Part A programs as outlined in ESSA, Title I, Section 1116. Programs, activities, and procedures must be planned and implemented with meaningful consultation with parents of participating children.

The requirements include written LEA and school policies that are developed and evaluated with parents and family members, school-parent compacts to address shared responsibilities for high student achievement, and annual evaluations of the content and effectiveness of the LEA policy in improving the academic quality of its Title I schools.

1. Please describe the findings and recommendations of the LEA's 2022-2023 parent and family engagement policy evaluation, including any policy changes that were made as a result of the evaluation.

**The response should describe:**

- How parents and family members provided meaningful input on the effectiveness and content of the LEA's parent and family engagement policy in improving the academic quality of all its Title I-A schools,
- What were the findings and recommendations of the evaluation, including:
  - Did the LEA provide successful strategies to support successful school and family interactions? What were they? How do you know?
  - Did the LEA identify any barriers to greater participation by parents in Title I-A activities particularly for parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background? What did the LEA do to lessen these barriers this year that came to fruition? How might the LEA improve these practices next year?
  - Did the LEA identify additional ways in which they can support parents and family members in assisting with their student's learning, including helping families to engage with school personnel and teachers? If so, what are they?
- What, if any, changes were made to the LEAs written policy and implementation plan as a result of the evaluation?

2. Please describe the LEA level strategy(s) that will be implemented to build capacity for effective parent and family engagement.

**For the coming school year, describe how the LEA will:**

- Stakeholder Input** – How will LEA involve parents in jointly developing the LEA plan (CRP) and applicable CSI or TSI school improvement plans?
- Supporting Title I Schools** – How will the LEA provide support and technical assistance to build the capacity of its participating Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.\*
- Coordination of Parent and Family Engagement Activities** – How will the LEA coordinate and integrate Title I parent and family engagement activities with other relevant Federal, State and local funds? (e.g., like TI-A, IDEA and Bridge RI also use Dr. Karen Mapp’s work to inform to support evidence-based family engagement practices.)
- Using Evaluation Findings to Design Evidence-based practices** - How will the LEA use the findings from their Parent and Family Policy evaluation to design evidence-based strategies for more effective parent involvement?

**Keep in Mind**

While the LEA does not need to limit these supports to Title I-A parents, teachers and schools, Title I-A funds may only support Title I-A parents, teachers and schools. LEAs reserving funds for activities should complete the related reserves questions.

3. Please describe the school level strategy(s) that will be implemented to build capacity for effective parent and family engagement.

**For the coming school year, describe:**

- Annual Meeting** - When the annual meeting will be held at a convenient time for each participating school. Keep in mind:
  - all parents of participating children must be invited and encourage to attend,
  - informed of their schools participation in Title I-A and the requirements of the program,
  - provided an explanation of their rights of parents to be involved; and
  - provided with a description of the school curriculum, forms of assessment, and the achievement levels of the challenging State achievement standards.
- Flexible Number of Meetings** - The school and LEA plan for offering a flexible number of meetings for families, and if requested, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to their child’s education.

- ❑ **Gather Stakeholder Input** - How parents are involved in an organized, ongoing and timely way in the planning, review and improvement of the school parent and family engagement policy and the schoolwide plan (if applicable)\*.
  
- ❑ **Building Capacity for Involvement** - To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part should describe how the school and LEA will:
  - provide assistance to parents of participating children in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
  - provide materials and training to help parents to work with their children to improve their children’s achievement to foster parental involvement;
  - educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
  - to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
  - ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practical, in a language the parents can understand;
  - provide such other reasonable support for parental involvement activities under this section as parents may request.
  
- ❑ **For Schoolwide Program Schools** – if the SWP is not satisfactory to the parents of participating children, describe how the schools will submit any parents' comments with the plan when the schools makes the plan available to the LEA.

**Keep in Mind**

- Schools holding their initial meetings in the Spring need to provide meetings for new families of participating students in the Fall.
- If a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

Reference: ESSA, Title I, Sec. 1116 Parent and Family Engagement



At the beginning of each school year, an LEA must notify the parents of each student in its Title I school(s) that the parents may request information regarding the professional qualifications of both the classroom teachers and paraprofessionals who work with their children [ESSA, Title I, Section 1112(e)(1)(a)].

1. How will the LEA address this requirement?

**This response should describe the LEAs annual plan for notifying parents of their right to request information about the professional qualifications of their students' teachers and paraprofessionals, including descriptions of:**

- ❑ **Process and Timeline for Distribution** – The process should include:
  - the LEA's process and timeline for informing parents of their right to know the qualifications of their student's classroom teachers or paraprofessionals on request; and
  - how the LEA ensures that the information distributed to parents of every student in every Title I school in an understandable format, and to the extent practical, in a language that parents can understand.
  
- ❑ **Notification Content** - The notification content should specify:
  - that parents have the right to ask if the student's teacher (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; or (iii) is teaching in the grade level and field of discipline of their certification; and
  - that parents have the right to ask if a student is provided services by paraprofessionals and, if they are, that parents have the right to know his or her qualifications.

**Keep in Mind**

LEAs should maintain copies of the annual notification on file, along with evidence of distribution (when needed).

2. In the event that a child in a Title I school is being taught for 4 or more consecutive 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 is assigned, how will the LEA notify the parents of each child who is being taught by those individuals [ESSA, Sec. 1112(e)(1)(B)(ii)]?

**The response should describe the LEA’s policy for notifying parents if their student is taught by a teacher for four or more weeks who do not meet the applicable State certification and licensure requirements, including descriptions of:**

- the LEAs process and timeline for notifying each individual parent when their child is taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and in the subject area in which the teacher has been assigned; and
- how the LEA ensures that the information distributed to parents of every student in every Title I school in an understandable format, and to the extent practical, in a language that parents can understand.

**Keep in Mind**

LEAs maintain copies of each notification sent.

Reference: ESSA, Title I, Sec. 1112(e) Parents Right-to-Know

If the LEA is hiring new Title I-A funded staff, please upload the job description(s) in the Related Documents section of the application. The job description(s) must identify duties and responsibilities that are allowable and allocable within Title I program provisions. The position(s) does not have to be a new type of position for the LEA, but new to Title I-A.

If an LEA is asking to fund a position that is new to Title I-A, though it may not be new to the LEA, then the LEA must complete this question and post the related job description.

### **Narrative Response**

The response should address the following:

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

### **Related Document Posting**

Post the Job Description for each new position described in the narrative. Each job description should:

- Include the qualifications that meet applicable State Certification or licensure requirements at the grade level and subject areas in which the teacher/staff person has been assigned.
- Identify the duties and responsibilities that are allowable and allocable within Title I program provisions for targeted assistance and/or schoolwide programs.
- If a position is funded by multiple sources, highlight the job duties within the job description itself that are allocable to Title I-A (e.g., Federal Program Coordinator).

This response should address the following elements for each activity / group of activities aligned to a goal in a school plan:

## **Name of Activity**

- Create a name for the activity that will also be used in the budget.

## **Select Participating Schools**

- Use the drop-down list to select the participating schools.

## **Goal(s)**

- Check the type of goal this is aligned to - LEA Strategic Plan, School Improvement Plan, or other.
- Describe the goal this activity supports.

## **Data Sources and Data Points**

- Briefly describe the data source and data points that demonstrate the need for this activity

## **Activity Description**

Provide a brief description showing the activity is reasonable and necessary, including:

- identifying if this is for a targeted or schoolwide activity,
- which students, families and/or staff will participate,
- how/the criteria for selecting students, staff or families for participation,
- the size and scope of the program to positively impact student academic achievement (e.g., 3 after school sessions – each 8 weeks x 2 hours a day serving 40 students, with 2 teachers and 2 teacher assistants),
- how, when, where and by whom the services will be provided,
- what budget items support this request, and
- how this activity is supplemental activity? Ask yourself - Is it required under other federal, state or local laws? Is it a service that the LEA would otherwise provide in the absence of federal funds? If so, it is likely not supplemental.

## **Outcome Measures**

For new activities, describe what success will look like/anticipated outcomes, and how the LEA will periodically evaluate the effectiveness of the activity.

If this activity is a continuation from the prior year: describe any modifications the LEA made to improve this activity, what success will look like/anticipated outcomes, and how the LEA will periodically evaluate the effectiveness of the activity.

## **Job Description**

- New job description? Check yes and upload it into related documents. If this is a split funded position, be sure to highlight the allocable activities. Otherwise check no.

**The response in the “Within-District” section should address the following elements:**

- The following information is entered for “Within-district” private schools:
  - Status – Participating or Not Participating (“Not Participating” includes schools with no response.)
  - Grade levels to be served
  - Number of students to be served
  - Service delivery model
- The information is consistent with information in the “Title I Services to Eligible Private School Children” section of the Application Details.

**The response in the “Out-of-district” section should address the following elements and should be entered only for those out of district private schools that are participating in the district’s Title I private school program:**

- The district has added all participating “Out-of-district” schools and entered the following information:
  - Status – Participating (“Not Participating” schools do not need to be entered.)
  - Grade levels to be served
  - Number of students to be served
  - Service delivery model
- The information is consistent with information in the “Title I Services to Eligible Private School Children” section of the Application Details.

**The responses on the Private School Consultation List should address the following elements:**

- Private School Consultation List has been added to the Related Documents section of the application.
- District has entered status codes to indicate the outcome of their required consultation with all private schools in which students residing in their district are enrolled. (Not Participating, No Response).

References:

ESSA, Title I, Sec. 1117 Participation of Children Enrolled in Private Schools;

[US ED Non-Regulatory Guidance, Fiscal Changes and Equitable Services Requirements under ESSA, November 2016;](#)

[US ED Non-Regulatory Guidance, Title I Services to Eligible Private School Children, October 2019](#)

# Reserve Descriptions

[Return to Table of Contents](#)

Please describe how the LEA's requested reserves are reasonable, necessary and allocable to the Title I program.

- Homeless (required for all)
- Parent and Family Engagement
- Private Schools
- Neglected and Delinquent
- Optional School Improvement
- Additional optional

## Homeless

[Return to Table of Contents](#)

All LEAs are required to reserve funds to provide comparable services for students experiencing homelessness throughout the LEA.

1. Please enter the contact information of the local liaison for homeless children and youth.

**The response should provide the following information:**

- the name, title, address, phone number and e-mail address of the LEA's local liaison for homeless children and youth.

2. The amount of Title I, Part A funds that has been reserved.

**This total should:**

- Match the total amount of funds reserved in the budget to serve homeless children and youth;
- Match the amount of funds on the reserves page; and
- Support the needs identified in the LEAs homeless needs assessment.

3. Describe the LEA's rationale in determining the amount of reserve.

**The response should address the following elements:**

- Includes a description of the method used for determining the amount reserved, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside.
- Demonstrates how the reserve is sufficient to provide services to eligible students that are comparable to those being provided to other Title I students.

- Demonstrates that while funds may be used for services not ordinarily provided to other students, services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities and must be for educationally related support services, and must be used as a last resort when services are not reasonably available from another public or private source.

4. Describe the types of activities that these funds would support.

**The response should address the following elements:**

- Identifies the comparable services planned for children experiencing homelessness.
- Describes how the costs are reasonable and allowable.
- Identifies if the LEA is using Title I funds to support the homeless liaison or to fund the incremental costs of transportation (if so, the LEA must continue to reserve Title I funds necessary to provide comparable services to homeless children and youth).

5. Enter the approximate number of homeless children and youth the LEA expects to assist with Title I funds.

\$

**Optional box - This total should:**

- Match the total amount of funds reserved in the budget to serve homeless children and youth;
- Match the amount of funds on the reserves page; and
- Support the needs identified in the LEAs homeless needs assessment.

References:

[US ED Non-Regulatory Guidance, Education for Homeless Children and Youths Program, March 2017;](#)  
[McKinney-Vento Homeless Assistance Act](#)

The following questions only apply to LEAs that are reserving Title I funds for Parent and Family Engagement. LEAs that receive an allocation greater than \$500,000 must reserve 1% of their allocation for Parent and Family Engagement Activities of which 90% must be distributed to schools.

LEA's reserving funds for Parent and Family Engagement must answer the following:

1. The amount of Title I, Part A funds that have been reserved for Parent and Family Engagement activities.

\$

**This total should:**

- Match the total amount of funds reserved in the budget for parent and family engagement;
- Match the amount of funds on the reserves page;
- Support the needs identified in the School and LEA Parent and Family Engagement Policies;
- Only be used to support parents and families of participating Title I-A students.

2. Please describe how the funds will be used in accordance with Section 1116(a)(3) of ESSA.

**LEAs that are reserving Title I funds for Parent and Family Engagement need to describe:**

- Stakeholder Input** - how parents and family members of participating Title I-A students were involved in the decisions regarding how funds reserved through Title I, Part A are allotted for parent engagement activities;
- Distribution of Funds** - how at least 90% of the funds will be distributed to schools, with priority given to high needs schools; and
- Allowable Activity Description** - how the funds reserved under this part are being used to carry out activities and strategies that are consistent with the LEA parent and family engagement policy, including at least one of the following activities:
  - supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies;
  - supporting programs that reach parents and family members at home, in the community, and at school;
  - disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members;



- collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based programs, other organizations, or employers who have a record of success in improving and increasing parent and family engagement; or
- engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy.

Reference: ESSA, Title I, Sec. 1116 Parent and Family Engagement

1. Please describe how the district has, or will, meet the equitable services consultation requirements with private school officials in the design and development of programs under Title I.

### Consultation Process

Describe the following steps in the consultation process:

- **Intent to Participate** – When did the LEA send its Intent to Participate Letters? Were there any private schools that intend to participate? Do they have students who reside in the LEA's Title I attendance areas?
- **Identifying Students who are Low Income** – Do any of these students who live in Title I attendance areas and attend private schools also come from low-income families? If so, use this number to determine the amount of funds available to provide services. Identify which schools have low income students and how many.
- **Identifying Students with Academic Need** - Do any of the LEA's students (regardless of poverty status) who live in Title I attendance areas and attend private schools have academic need? Identify which schools' students have academic need and how many.

### Equitable Services Program Design

Describe the equitable services program for eligible private school students at each participating private school. For each proposed intervention, the response should:

- Identify the participating school(s).
- Describe the needs of that school's private school students and/or teachers.
- Describe the planned intervention, including
  - which students and/or staff will participate,
  - how, when, where and by whom the services will be provided and
  - the size and scope of the program.

### Supporting Teachers and Families

Describe how the LEA provides:

- parents of participating students the opportunity to participate, on an equitable basis, in services and activities for professional development and parent and family engagement, and
- teachers of participating private school students with professional development, if applicable.

Remember, services should be based on the needs of those teachers and families at the private school

2. Please enter the total amount of Title I funds necessary for the district to provide equitable services for eligible private school students and upload the Title I Private School Proportionate Share Worksheet in Related Documents.

**For this response:**

- Enter the total amount of Title I funds necessary for the district to provide equitable services for eligible private school students as calculated on the Proportionate Share Worksheet.
- Upload the Title I Private School Proportionate Share Worksheet in the Related Documents section of the application.

3. Program Evaluation

- a. How will the district evaluate student progress for participating private school students?
- b. How will the district monitor the effectiveness of its program implementation for equitable services?

**Describe the following:**

- Assessment of Students** – how the LEA will evaluate student progress.
- Supervision of the Program** – how the LEA monitor the effectiveness of the program and make modifications, if needed.

4. How does the district maintain control of its Title I program for children enrolled in private schools, specifically:
- a) control of funds and title to materials, equipment, and property purchased with Title I funds;
  - b) ensuring that the provision of the Title I services to private school children is provided only by employees of the district, or a third-party contract with the district;
  - c) oversee the Title I program at private schools, making modifications as necessary and evaluating student progress: and
  - d) ensuring that teachers and families of participating private school children are provided the opportunity to participate on an equitable basis in services and activities for parental involvement and professional development specific to their needs?

**The LEA is responsible for planning and implementing the Title I-A equitable services program. Describe how the LEA will:**

- Maintain title to the materials, equipment, and property purchased with Title I funds,

- Hire and supervise staff or third-party contractors, and
- Conduct ongoing consultation with private schools.

References:

ESSA, Title I, Sec. 1117 Participation of Children Enrolled in Private Schools;

[US ED Non-Regulatory Guidance, Fiscal Changes and Equitable Services Requirements under ESSA, November 2016;](#)

[US ED Non-Regulatory Guidance, Title I Services to Eligible Private School Children, October 2019](#)

The following districts must address this question: Coventry (4); Johnston (2); Lincoln (9); Pawtucket (13); Portsmouth (18); Providence (19); Smithfield (1); South Kingstown (2); and Warwick (13).

1. Please indicate the amount of funds that have been reserved to provide assistance to neglected children and youth who reside in local institutions in this community.

\$

**This total should:**

- Indicate the amount of funds the district is reserving to provide comparable services to neglected students who reside in eligible local institutions.

2. Please describe the educational program that will be provided to neglected children and youth, including:
- a) the number of students expected to participate in the Title I program activities;
  - b) the nature, location, frequency and length of time for the activities; and
  - c) how Title I services will be evaluated.

**This response should describe the comparable services the LEA will be provided to students, including:**

- the number of students expected to participate;
- the size and scope of the services; and
- how Title I-A services will be evaluated.
- If the LEA is not setting aside funds to provide comparable services, please provide a rationale for why this is not necessary.

**Keep in Mind**

- If students in a neglected institution attend a SWP, then the LEA is not required to reserve funds, unless the students need services above and beyond what is already offered based on the needs assessment.
- If students in a neglected institution attend a TAS school or a non-Title I-A school, then a reservation may be needed to provide comparable services to those children.

Reference: ESSA sections 1113(c)(3)(A)(ii), (B)(i-ii) and (C)

Title I, Part A Schools that are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) Schools may be eligible to apply for the following reserves:

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

List any optional school improvement reserve category(s) for which the LEA is requesting Title I, Part A funds, and provide a description for each.

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

#### **Keep in Mind**

- Only LEAs with Title I schools identified as CSI or TSI may reserve funds for School Improvement Activities.
- LEAs may not spend more than 5% of its Title I, Part A allocation to pay for the provision of transportation for students who transfer under ESSA Section 1111(d)(1)(D)(v) Public School Choice Funding for Transportation for identified CSI schools.
- LEAs may not spend more than 5% of its Title I, Part A allocation to provide financial incentives and rewards to teachers who serve in Title I, Part A Schools that are identified for CSI or TSI and improvement activities under section 1111(d) for the purpose of attracting and retaining qualified and effective **teachers per ESSA Section 1113(c)(4) School Improvement Incentives and Rewards.**

List any additional optional reserve category(s) for which the LEA is requesting Title I funds and provide a description for each.

**The response should address the following, if applicable:**

- Preschool** - Only LEAs with Title I funded preschool classrooms are required to answer this question. The response should address the following elements:
  - Identifies the preschool program as:
    - district-wide (as a whole or portion of the district);
    - school operated schoolwide program;
    - school operated targeted assistance program; or
    - coordinated with other programs (e.g. Head Start).
  - Describes how many preschool programs are supported by Title I funds, and the number of children that can be served in each program.
  - Identifies where the Title I preschool services will be provided.
  - Explains how children are selected for enrollment in the program (e.g. automatically eligible children; educationally related criteria).
  - Describes how the program meets uses the Head Start Education Standards.
  - Describes parental involvement activities and strategies for regular, two-way communication with families
- Evaluation & Assessment** - Describe how this request is reasonable, necessary and allocable to the program, to improve student academic achievement.
- Administration** - Funds may only be reserved as necessary for the implementation of the LEA's Title I program in public schools. Describe how this request is reasonable, necessary and allocable to the program, to improve student academic achievement
- Summer Programs** - Describe how this request is reasonable, necessary and allocable to the program, to improve student academic achievement
- Differential Salary and Fringe Benefits** - Upload into the Related Documents section the documentation of this reserve.

- ❑ **Professional Development** - Describe how this request is reasonable, necessary and allocable to the program, to improve student academic achievement
  
- ❑ **Foster Care Transportation** - Funds reserved may only be used for excess transportation costs.
  - Describe how this request is reasonable, necessary and allocable to the program, to improve student academic achievement
  
  - Excess cost is the difference between what an LEA normally spends to transport a student to school and the cost of transporting a foster child to school. If the LEA provides transportation through a regular bus route, there is no excess cost. If the LEA provides special transportation only for the foster student (e.g., through a private vehicle or transportation company), the entire cost can be considered excess. If the LEA must re-route buses to transport a foster student enrolled in one of its schools, the additional cost of this rerouting can be considered excess cost.



LEAs should only upload additional documents that are necessary for their Title I application. Please note that all documents uploaded into Related Documents will become public documents as part of the final approved application.

### **Agency Recommended Documents\***

- Private School Consultation List, if applicable.
- Private School Proportionate Share Worksheet, if applicable.
- New Job Descriptions, if applicable.

### **Other Documents\***

- Extended Narrative, if necessary.
- Program Notes, if necessary.
- Documentation for salary fringe differential reserve, if applicable.

*\*Please save with clear titles and date (e.g. "Title I 22-23 Extended Narrative May 2022")*

**The response should address the following elements:**

- Number of FTE(s) in 51000 and 52000 are equal.
- The reserves are selected appropriately.
- The cost basis for all items is broken down, using number sentences to provide details for the total request, and demonstrates that the requests are reasonable.
- The description indicates the name of the position, the services to be provided, item(s) to be purchased, and location.
- The justification statement explains:
  - what is being requested (list item or service);
  - which goal in the TAS or SWP it supports; and
  - why the request is necessary to successfully implement the Title I program.

Reference: ESSA, Title I, Sec. 1118 Fiscal Requirements