



2021-2022 Consolidated Federal and State Grant Application (CFSGA) Workshop

Title I-A

Brandy Diaz Scott

Title I-A & IV-A Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



Title I-A Improving Basic Programs

2021-2022 CFSGA Workshop



Title I-A Reports and Applications



Title I-A: Improving Basic Programs

Title I-A: Improving Basic Programs is a federal program that helps students who are most at risk meet state academic standards and be proficient on state assessments. This program provides funding to districts and schools that can be used for professional development, extended-time programs, and other strategies to help raise achievement levels. Title I-A laws hold states, districts, and schools accountable for improving the academic achievement of all students.

[Annual Performance Report](#) | →

[CFSGA](#) | →

[School Status](#) | →

[Schoolwide/Improvement Plan Application](#) | →

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The CFSGA Website is located at <http://apps.sde.idaho.gov/CFSGA/Home/Home>. The Title I-A Improving Basic Programs website is located at <http://www.sde.idaho.gov/federal-programs/basic/>. The Idaho Department of Education website is located at <http://www.sde.idaho.gov/>.

CFSGA Log On



- Log On: CFSGA Homepage



The screenshot shows the Idaho State Department of Education (IDAHO) website. At the top, there are navigation tabs for 'DEPARTMENTS' and 'COMMUNICATIONS'. Below this is a blue header with the IDAHO logo and the text 'STATE DEPARTMENT OF EDUCATION'. To the right of the header is a red button labeled 'Log On' with a circular icon, and below it, the text 'Consolidated Federal and State Grant Application - Beta'. A yellow arrow points from the text above to this button. On the left side, there is a 'Links' section with 'Home' and 'SDE Contacts' listed. Below the header, there are two tabs: 'At A Glance' and 'More Info'. Under the 'More Info' tab, the text 'Consolidated Federal and State Grant Application - Beta' is displayed. In the bottom right corner, the text 'Title I-A Presentation | 4' is visible.

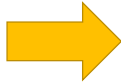
Log on to the CFSGA at <http://apps.sde.idaho.gov/CFSGA/Home/Home>

CFSGA Homepage



Links

- Home
- SDE Contacts
- Public Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops
- 2021-2022**
- Change Year
- Prior year (new window)
- BOISE INDEPENDENT DISTRICT (001)**
- Status: **Not Submitted**
- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
 - Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
 - English Learner Program and



At A Glance

More Info

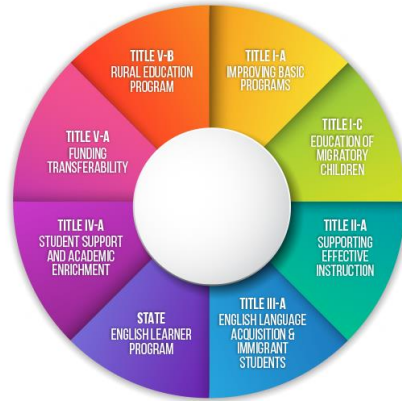
Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2021. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2021. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



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Check here to confirm you are looking at the 2021-2022 school year.

CFSGA Links



Links

- Home
- SDE Contacts
- Public Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops

2021-2022

- Change Year
- Prior year (new window)

BOISE INDEPENDENT DISTRICT (001)

Status: Not Submitted

- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
- Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction



The links section contains resources and program links. You must complete the Equitable Services tabs before completing the Title I-A Improving Basic Programs tabs.

Equitable Services to Private Schools



Equitable Services for Private Schools

General Info	Title I-A	Title I-C	Title II-A	Title III-A ELA	Title IV-A
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The Law requires that LEAs provide eligible private school children with services eligible under the following programs:
Title I-A Improving Basic Programs
Title I-C Education of Migratory Children
Title II-A Supporting Effective Instruction
Title III-A English Language Acquisition
Title IV-A Student Support and Academic Enrichment
After all necessary information has been selected and entered, the proportionate share amount will be automatically transferred to the programs' budgets accordingly.
Reference: ESSA, Section 8501 and 1117

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Complete information for all programs being served. Remember, Title I-A is based on numbers of economically disadvantaged students.

Title I-A CFSGA Tabs



General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	Certification	Validation Issues	Program Approval	
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Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

The purpose of Title I-A is to provide sub-grants to Local Education Agencies (LEAs) to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESSA Section 1001)

Notice we have several additional tabs for the Title I-A program: General Information & Program Purpose, and Homeless Education.

Title I-A Contact Information (IDCI)



Make sure your general information is up to date.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	Certification	Validation Issues	Program Approval																								
<p>Title I-A Improving Basic Programs for fiscal 2021-2022</p> <p><small>Best viewed in 1280 X 1024 resolution.</small></p> <p>The purpose of Title I-A is to provide sub-grants to Local Education Agencies (LEAs) to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESSA Section 1001)</p> <p>District Address: 8169 West Victory Road BOISE, ID 83709-4164</p> <p><small>Contact Info</small> The below REQUIRED information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files which can be done at any time. Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@ede.idaho.gov if you need assistance.</p> <table border="1"> <thead> <tr> <th>Role Title</th> <th>Name</th> <th>Phone(s)</th> <th>Email Address</th> </tr> </thead> <tbody> <tr> <td>Title I-A Improving Basic Programs Coordinator</td> <td>Stacey M. Roth</td> <td>Main Business: (208) 854-4000</td> <td>Stacey.Roth@boiseschools.org</td> </tr> <tr> <td>Consolidated Grants Manager</td> <td>Nancy J Landon</td> <td>Main Business: (208) 854-4000</td> <td>Nancy.Landon@boiseschools.org</td> </tr> <tr> <td>Business Manager</td> <td>Nancy J Landon</td> <td>Main Business: (208) 854-4000</td> <td>Nancy.Landon@boiseschools.org</td> </tr> <tr> <td>Title IX-A McKinney-Vento Homeless Education Coordinator</td> <td>Tamra S Vanegas</td> <td>Main Business: (208) 854-4000</td> <td>Tamra.Vanegas@boiseschools.org</td> </tr> <tr> <td>Title IX-A McKinney-Vento Liaison</td> <td>Tamra S Vanegas</td> <td>Main Business: (208) 854-4000</td> <td>Tamra.Vanegas@boiseschools.org</td> </tr> </tbody> </table>									Role Title	Name	Phone(s)	Email Address	Title I-A Improving Basic Programs Coordinator	Stacey M. Roth	Main Business: (208) 854-4000	Stacey.Roth@boiseschools.org	Consolidated Grants Manager	Nancy J Landon	Main Business: (208) 854-4000	Nancy.Landon@boiseschools.org	Business Manager	Nancy J Landon	Main Business: (208) 854-4000	Nancy.Landon@boiseschools.org	Title IX-A McKinney-Vento Homeless Education Coordinator	Tamra S Vanegas	Main Business: (208) 854-4000	Tamra.Vanegas@boiseschools.org	Title IX-A McKinney-Vento Liaison	Tamra S Vanegas	Main Business: (208) 854-4000	Tamra.Vanegas@boiseschools.org
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First, make sure your district staff information is completed and all contact information is up to date. If not, please contact your LEA IT staff to submit an ISEE upload to update any information.

District Contact Information



Note the McKinney-Vento Requirements

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files which can be done at any time.

Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@ede.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title IA-Improving Basic Programs Coordinator	Kim A. Bekkedahl	Administrative Assistant: (208) 922-1000	kbekkedahl@kunaschools.org
Title IA-Improving Basic Programs Coordinator	Deborah Ellen Mcgrath	Administrative Assistant: (208) 922-1000	dmcgrath@kunaschools.org
Consolidated Grants Manager	Kim A. Bekkedahl	Administrative Assistant: (208) 922-1000	kbekkedahl@kunaschools.org
Business Manager	Elmira A Feather	Administrative Assistant: (208) 922-1000	eafeather@kunaschools.org
Title IX-A McKinney-Vento Homeless Education Coordinator	Shannon Shamen Shayne	Administrative Assistant: (208) 922-1000	sshayne@kunaschools.org
Title IX-A McKinney-Vento Homeless Education Coordinator	Sara Nicole Lawson	Administrative Assistant: (208) 922-1000	snlawson@kunaschools.org
Title IX-A McKinney-Vento Homeless Education Coordinator	Jeffrey A Harry	Administrative Assistant: (208) 922-1000	jaharry@kunaschools.org
Title IX-A McKinney-Vento Liaison	Kim A. Bekkedahl	Administrative Assistant: (208) 922-1000	kbekkedahl@kunaschools.org

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M-V Note:

The Title IX-A McKinney-Vento Homeless Education Coordinator.

- The Coordinator may or may not be the Liaison
- Please include anyone in your district who you want to receive M-V/Homeless education related information.
- multiples are okay
- Those listed as Coordinator will NOT be posted on the Homeless Education site
- This may be someone who is responsible for Federal Programs Monitoring/ Self-Assessment

The Title IX-A McKinney-Vento Liaison should be the staff member who works directly with families or school-based liaisons & can meet the 10 Liaison duties as listed in ESSA.

- There should be one per district
- Those listed as Liaison WILL BE POSTED on the Homeless Education site.

Title I-A Allocations



General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	Certification	Validation Issues	Program Approval
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Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

Allocations

	Title I-A	
Allocation for 2021-2022	\$4,595,035	
Carryover (remaining balance) From Previous Year as of 9/30/2021	\$0	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2020-2021	\$0	
Transferred from other programs in Title V-A	\$0	
Total Allocations	\$4,595,035	Total available for 2021-2022 Title I-A programs.

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The Title I-A Allocations and Set Asides tab lists your allocation, carryover, re-allocation, and any amounts transferred from another program.

Title I-A Carryover



Enter your estimated carryover balance as of September 30, 2021.



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Enter your estimated carryover balance as of September 30, 2021.

Why Carryover?



Why Carryover?

Funding Year	Initial Period	Ending – 15 months	Tydings Amendment Ending – 12 months
2018-2019	7/1/-2018	9/30/2019	10/1/2019 – 9/30/2020 (extended by US ED to 12/13/2021)
2019-2020	7/1/-2019	9/30/2020	10/1/2020 – 12/30/2021 (extension requested)
2020-2021	7/1/-2020	9/30/2021	10/1/2021 – 12/30/2022
2021-2022	7/1/-2021	9/30/2022	10/1/2019 – 12/30/2023

School Year Award	2020-2021 school year	2021-2022 school year
7/1/2020 received \$100,000	\$85,000 (at least 85%)	\$15,000 (no more than 15%)
7/1/2021 received \$120,000		\$120,000
Total Budget		\$135,000

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Since Federal Grants are available for 15 months, and sometimes an additional 12 months with the Tydings Amendment, your LEA may have carryover from the previous year.

What is Carryover?



Carryover is your LEA's "unobligated" and "unspent" prior year allocation balance as of 9/30/2021.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	Certification	Validation Issues	Program Approval
Title I-A Improving Basic Programs for fiscal 2021-2022								
<i>Best viewed in 1280 X 1024 resolution.</i>								
Allocation for 2021-2022			\$4,595,035					
Carry-over From Previous Year			\$0					
Re-allocation from 2020-2021			\$0					
Transferred from other programs in Title I-A			\$0					
Total Allocation			\$4,595,035					

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Carryover is your LEA's "unobligated" and "unspent" prior year allocation balance as of 9/30/2021.

Carryover



In other words,

What do you expect your LEA's balance will be after all *obligations** (prior to 9/30/2021) have been paid?

*Obligation = binding commitment to pay out money, such as entering into a contract to pay for supplies or services.

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What do you expect your LEA's balance will be after all *obligations** (prior to September 30th) have been paid?

*Obligation = binding commitment to pay out money, such as entering into a contract to pay for supplies or services.

Carryover Chart



If the obligation is for-	The obligation is made-
Salaries and Benefits of the subgrantee's employee	When the services are performed
Personal services by a contractor who is not an employee of the subgrantee	On the date on which the subgrantee makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the subgrantee makes a binding written commitment to obtain the work
Travel	When the travel is taken
Rental of real or personal property	When the subgrantee uses the property

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This chart shows some examples of obligation for carryover.

Carryover Example



2020-2021 school year	Description
\$100,000	Received 7/1/2020
(\$80,000)	Spent 7/1/2020-9/30/2021
(\$5,000)	Obligated by 9/30/2021 (signed contracts, submitted PO, placed purchase orders) All payments will be processed after 9/30/2021.
\$15,000	Carryover balance as of 9/30/2021.

Most likely, the LEA's internal budget carryover balance will be different because the district's Fiscal Year ends on June 30th (rather than September 30th).

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The chart shows an example of carryover. Most likely, the LEA's internal budget carryover balance will be different because the district's Fiscal Year ends on June 30th (rather than September 30th).

Carryover Limitation



Carryover limitation depends on program requirements

Program	Maximum % of the total allocation
Title I-A Basic Program	15% *
Title I-C Migrant Program	15%, reasonable and necessary
Title II-A Improving Teacher Quality	25%, reasonable and necessary
Title III-A English Language Acquisition	25%, reasonable and necessary
Title IV-A Student Support and Academic Enrichment	25%, reasonable and necessary
Title V-B Rural and Low Income	25%, reasonable and necessary

*ESSA Sec. 1127 (c) EXCLUSION.—The percentage limitation under subsection (a) shall not apply to any local educational agency that receives less than \$50,000 under this subpart for any fiscal year.

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Carryover limitation depends on a program requirement:

I-A 15%, I-C 15% (reasonable and necessary), II-A 25% (reasonable and necessary), III-A 25% (reasonable and necessary), V-B 25% (reasonable and necessary)

Excessive Carryover Waiver



If your balance exceeds the maximum allowable, you may file a waiver

- An LEA may, once every three years, waive the 15% carryover limitation if the SDE determines that the request of an LEA is reasonable and necessary
- In the waiver section of the Consolidated Federal and State Grants Application for any program, please note:
 - ✓ WHY you have the excess carryover.
 - ✓ How you plan to expend the funds in the coming year, so you don't have an excessive carryover in the future.

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If your balance exceeds the maximum allowable, you may file a waiver. An LEA may, once every three years, waive the 15% carryover limitation if the SDE determines that the request of an LEA is reasonable and necessary

Carryover Waiver – COVID – Title I-A



- As a result of COVID-19, the U.S. Department of Education waived the three-year limitation period of requesting waivers for 2019-2020 grants to allow for excessive carryover during the 2020-2021 school year.
- LEAs, who previously received a carryover waiver within three years of the 2019-2020 school year, were eligible to request a waiver for a second time in 2019-2020 without penalty.
- LEAs that requested a Title I-A waiver in the 2020-2021 CFSGA for 2019-2020 excessive carryover will not be able to receive another waiver for 2020-2021 funds in the 2021-2022 CFSGA.
- We have submitted a question to U.S. ED to clarify this waiver provision. Currently, there is **no provision to allow for additional waivers for Title I-A.**
- Please note, that carryover is not allowed for Equitable Services to Private Schools.

Excessive Carryover Waiver Request



NEW!

Excessive Carryover Waiver Request

The LEA is requesting an excessive carryover waiver. By requesting this waiver, the LEA provides assurance that it has a plan for expending excess carryover funds during the 2021-2022 year and acknowledges that if the waiver is approved, the LEA is responsible for ensuring that funds are expended.

Please explain the reason for the request:

Excessive Carryover Waiver Approved

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If your balance exceeds the maximum allowable, you may request a waiver by completing the Excessive Carryover Waiver Request within the budget tab.

Set Asides-Homeless



Less Set-Asides



	Title I-A	
Homeless	\$12,000	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
At-Risk/Neglected	\$17,031	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$0	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$0	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec.1117(a) (4) (A)(i))
Indirect Costs	\$0	Must be budgeted in the Title I-A Budget tab.
Other Activities Description:	\$0	i.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$29,031	

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General Info on Set-Asides: Enter your Set-Asides in the Less Set-Asides section on the Allocations & Set-Asides Tab. These Set-Aside will appear on the Title I-A budget page. . Enter other Set-Asides as applicable. Remember to also include these in your Title I-A budget.

For the Homeless Set-Aside, LEAs should be completing a **needs assessment** to determine the funding needed for the set aside to support homeless education students OR basing this amount on the number and needs of students based on the previous year's number of students served. Note the wording " Set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities."

You will note what these funds are being budgeted for in the Title IA Budget tab – under Homeless Set-Aside.

Remember that supports must be provided to homeless students attending Non-Title I schools.

Set Asides-At-Risk/Neglected



Less Set-Asides



	Title I-A	
Homeless	\$500	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
At-Risk/Neglected	\$40,433	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$0	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$0	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec. 1117(a) (4) (A)(i))
Indirect Costs	\$0	Must be budgeted in the Title I-A Budget tab.
Other Activities Description:	\$0	(i.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$40,933	

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Neglected Set Aside is pre-populated. This set-aside is additional funding to districts who have a qualifying "Neglected" residential facility within their geographical boundaries AND have participated in the fall annual count process.

These funds will need to be included in the Title IA budget and briefly described in the NEW "Neglected" Tab.

If you are aware of residential facilities located within your district geographical boundaries, please contact Suzanne to determine if they may qualify as an Neglected, Delinquent, or At-Risk "counting" site.

Set Asides-Parent & Family Engagement



Less Set-Asides

Parent and Family Engagement Set-Aside must be spent on one of the required activities:

- Professional Development
- Outreach
- Information on best practices
- Collaborating with organizations
- Activities consistent with LEA policy



	Title I-A	
Homeless	\$0	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
Neglected	\$0	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$0	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$0	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec. 1117(a) (4) (A)(i))
Indirect Costs	\$0	Must be budgeted in the Title I-A Budget tab.
Other Activities Description:	\$0	i.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$0	

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Engagement Set-Aside is required for LEA with an allocation of \$500,000 or more.

It must be spent on at least one of the required activities:

Providing professional development regarding parent and family engagement strategies

Supporting programs that reach parents and families

Disseminating information on best practices focused on parent and family engagement

Collaborating with organizations with a record of success in improving parent and family engagement

Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy

Set Asides- Other Activities



Less Set-Asides

Add Description for Other Activities:

- Summer School
- Professional Development
- Extended Day
- Early Childhood Education
- Transportation for students in Foster Care
- Other



	Title I-A	
Homeless	\$0	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
Neglected	\$0	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
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Indirect Costs	\$0	Must be budgeted in the Title I-A Budget tab.
Other Activities Description:	\$0	i.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$0	

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Add description for Other Activities:

- Summer School
- Professional Development
- Extended Day
- Early Childhood Education
- Transportation for students in Foster Care
- Other

Allocations and Set Asides



Total amount available to schools **must match** total amount allocated to schools.

Amount Available to Schools

Title I-A	
\$3,028,356	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

Print Preview Save Beta Beta Beta Beta Beta Beta



Don't forget to save!

Title I-A Presentation | 26

The total amount available to schools must match total amount allocated to schools. Save often as you complete the CFSGA.

Allocation to Schools Tab



Complete Low Income & Attendance Area information if not prepopulated. Select School Eligibility & Program Type for each school. Determine Per Pupil Allocation (PPA) for each school served. Note: CSI Up, CSI Grad, TSI and ATSI is now included for schools in improvement.

General Information & Program Purpose | Allocation & Set Asides | Allocation to Schools | **Title I-A Budget** | Action Plan | Homeless Education | Certification | **Validation Issues** | Program Approval

Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 x 1024 resolution.

Section B1: Public Schools

School Title I-A eligibility: School poverty rate is equal to or greater than the Local Education Agency (LEA) poverty average or 35%.
 Must Rank First and Serve Above 75% poverty
 • Strictly by poverty rate
 • Without regard to grade span
 • May include high schools 50% or above poverty.
 Then Rank and Serve All or below 75% poverty
 • May omit to grade span
 • Exception-enrollment < 1,000

School	# Low Income Students: # Children in Attendance Area	School Eligibility / Type of Program	School Improvement Status	Total PPA	Allocation
Name: ADAMS ELEMENTARY SCHOOL (0315) Grades: EC,PK,KG,1,2,3,4,5,6	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: <input type="text"/> Program Type: <input type="text"/>		\$0	\$0
Name: AMITY ELEMENTARY SCHOOL (0300) Grades: EC,PK,KG,1,2,3,4,5,6	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: <input type="text"/> Program Type: <input type="text"/>	2020: TSI 2019: TSI	\$0	\$0

Title I-A Presentation | 27

On the Allocation to Schools tab, select School Eligibility and Type of Program. Determine your Per Pupil Allocation for each school served. Remember to Rank and Serve according to the guidelines listed in this section. Note: CSI Up, CSI Grad, TSI and ATSI is now included for schools in improvement.

Allocation to Schools Tab: Enrollment



Low Income & Attendance Area Information

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program	School Improvement Status	Total PPA	Allocation
Name: ADAMS ELEMENTARY SCHOOL (0315) Grades: EC,PK,KG,1,2,3,4,5,6	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income:	School Eligibility: --Select-- Program Type: --Select--		\$0	\$0

CNP Lunch Eligibility Reports: The Lunch Eligibility Data by District Report reflects the school district data concerning lunch eligibility data for free, reduced, full paid, Provision 2, and those participating in the CEP (Community Eligibility Provision)* using the best data available to the state on 3/29/2021. *CEP schools = the “base” year count multiplied by 1.6

This will be prepopulated for most schools. If the Low Income Students and Children in Attendance Area cells are blank, the LEA will need to complete this information manually.

Title I-A Presentation | 28

Free & Reduced Lunch and Enrollment numbers are prepopulated.

Data is pulled from the CNP eligibility reporting located at <https://apps.sde.idaho.gov/CnpEligibility/Report>.

CEP schools = the “base” year count multiplied by 1.6.

This will be prepopulated for most schools. If the cells are blank, it means no data was reported in March. The LEA will need to complete this information manually.

Allocations to Schools Tab: Eligibility



Eligibility

Poverty rate is either above 35% or above the LEA's average.

Exceptions for the "below 35%" Schools

- **Grandfather Provision:** A school may be served this year if it was eligible last year.
- **125% Rule:** An LEA must serve all eligible schools at 125% first, and then allocate the remainder of the allocation to any otherwise ineligible schools.
- **Feeder Pattern:** An LEA may use the average from schools which feed other schools if a school which receives students from other schools in the LEA does not meet Title I-A eligibility otherwise.

Title I-A Presentation | 29

Eligibility

Poverty rate is either above 35% or above the LEA's average.

Exceptions for the "below 35%" Schools

Grandfather Provision: A school may be served this year if it was eligible last year.

125% Rule: An LEA must serve all eligible schools at 125% first, and then allocate the remainder of the allocation to any otherwise ineligible schools.

Feeder Pattern: An LEA may use the average from schools which feed other schools if a school which receives students from other schools in the LEA does not meet Title I-A eligibility otherwise.

Example – Ranking per grade span



Above 75% : By poverty, regardless of grade span ~Mandatory~	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
Above 50%: High Schools Only (new) ~Optional~		PPA
Middleton High School 9-12	55.00%	\$600
River High School 9-12	50.01%	\$550
Other Schools ~Per Grade Span~		PPA
Green Tree Middle School 6-8	73.00%	\$500
Apple Tree Middle School 6-8	50.00%	\$490
Jefferson Elementary K-5	69.00%	\$550
Adams High School 9-12	50.00%	\$400
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the "below 75%" group should receive more than \$650 per pupil*

May serve a HS with lower poverty before ES with higher poverty!

Per grade span 6-8

Per grade span 9-12

Title I-A Presentation | 30

Example – Ranking per grade span

Example- Ranking Regardless of Grade Span



Above 75% : By poverty, regardless of grade span	LI %	PPA
Lincoln Elementary School K-5	90.00%	\$700
Jackson High School 9-12	89.00%	\$690
Grant Middle School 6-8	75.01%	\$650
All Other Schools 75% or below		PPA
Green Tree Middle School 6-8	73.00%	\$640
Jefferson Elementary K-5	69.00%	\$640
Middleton High School 9-12	55.00%	\$550
River High School	50.01%	\$400
Apple Tree Middle School	50.00%	\$350
Adams High School 9-12	50.00%	\$350
Washington High School 9-12	49.00%	\$300

- *Mandatory*
- *Regardless of grade span*
- *Highest PPA –more per pupil*
- *No school from the "below 75%" group should receive more than \$650 per pupil*

- *Across the LEA regardless of grade span*

Title I-A Presentation | 31

Example- Ranking across the LEA regardless of grade span

Allocation to Schools Tab- Ranking



- Ranking Order Exceptions:
 - Enrollment of fewer than 1,000 students
 - LEAs with one school per grade span



Title I-A Presentation | 32

Ranking Order Exceptions:
Enrollment <1,000
LEAs with one school per grade span

Allocation to Schools Tab- Total



Allocation to Schools must match the total amount available to schools on the Allocation & Set Asides tab

Amount Available to Schools

Title I-A	
\$700,002	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

Title I-A Presentation | 33

Title I-A Allocation to Schools tab- Allocation to Schools must match total amount available to schools on the Allocation & Set Asides tab.

Title I-A Budget Tab



Title I-A budget must equal the Total Allocation

General Information & Program Purpose | Allocation & Set Asides | Allocation to Schools | **Title I-A Budget** | Action Plan | Homeless Education | Certification | **Validation Issues** | Program Approval

Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

Allocation for 2021-2022	\$4,595,035
Carry-over From Previous Year	\$0
Re-allocation from 2020-2021	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$4,595,035

Title I-A Presentation | 34

Title I-A Budget Tab

The Title I-A Budget must equal that Total Allocation

Object Codes 100-500



Include any Administrative Costs from Allocation & Set Asides tab under Salaries and Employee Benefits.

Also, list the names of any schools budgeting I-A funds for Salaries & Benefits along with the number of teacher/para FTE positions at each school.

Obj. Code	Description	Regular Term	Summer Term
100	Salaries <small>Include Administrative Costs from Allocation & Set-Asides tab</small>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
200	Employee Benefits <small>Include Administrative Costs from Allocation & Set-Asides tab</small>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
300	Purchased Services (non travel)	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
380	Travel Expense	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
400	Supplies and Materials	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
500	Capital Objects	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>

Title I-A Presentation | 35

Title I-A Budget Object Codes 100-500:

Salaries, Benefits, Purchased Services, Travel, Supplies and Materials, Capital Objects
 Include any Administrative Costs from Allocation & Set Asides tab under Salaries and Employee Benefits. Also list FTE # of teachers and paraprofessionals for each school.

Set-Asides and Indirect Cost



Any Set-Asides for Equitable Services for Private Schools, Homeless, Neglected, Parent and Family Engagement, and Indirect Cost Rate are prepopulated from the Allocation & Set Asides tab.

Equitable Services for Private Schools <small>Provide specific budget details for each private school</small>	Amount: \$0 Description:	Amount: \$0 Description:
Homeless Set-Aside <small>Include any personnel (job Title and FTEs) paid with Title IV Homeless Set-Aside funds</small>	Amount: \$0 Description:	Amount: \$0 Description:
Neglected Set-Aside <small>Include any personnel (job Title and FTEs) paid with Title IV Neglected Set-Aside funds</small>	Amount: \$0 Description:	Amount: \$0 Description:
Parent and Family Engagement Set-Aside	Amount: \$0 Description:	Amount: \$0 Description:
800 Indirect Cost Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals	\$0	\$0

Title I-A Presentation | 36

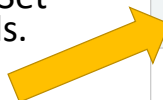
Any Set-Asides for Equitable Services for Private Schools, Homeless, Parent and Family Engagement, and Indirect Cost Rate are prepopulated from the Allocation & Set Asides tab.

Homeless Set-Aside



Include any personnel paid with Title I-A in Homeless Set-Aside funds.

*Add a description for all applicable items.



Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: \$0 Description:	Amount: \$0 Description:
Homeless Set-Aside <i>Include any personnel (100 Title and FTEs) paid with Title I-A Homeless Set-Aside funds</i>	Amount: \$0 Description:	Amount: \$0 Description:
Neglected Set-Aside <i>Include any personnel (100 Title and FTEs) paid with Title I-A Neglected Set-Aside funds</i>	Amount: \$0 Description:	Amount: \$0 Description:
Parent and Family Engagement Set-Aside	Amount: \$0 Description:	Amount: \$0 Description:

Good Example: .25FTE for MV liaison, transportation costs, other costs to remove barriers, i.e. birth certificates, school supplies, uniforms

Poor Example: required set-aside

Title I-A Presentation | 37

Please include a description for each prepopulated category, unless the amount is zero. Remember to include amounts and descriptions for summer term also, if Title I-A funds are being used for summer activities.

Neglected Set-Aside



Include any personnel paid with Title I-A in At-Risk/Neglected Set-Aside funds.



*Add a brief description for all applicable items.

Equitable Services for Private Schools <small>Provide specific budget details for each private school</small>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
Homeless Set-Aside <small>Include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds</small>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
Neglected Set-Aside <small>Include any personnel (Job Title and FTEs) paid with Title I-A Neglected Set-Aside funds</small>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>
Parent and Family Engagement Set-Aside	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>	Amount: <input type="text" value="\$0"/> Description: <input type="text"/>

Good Example: \$1000 District grant management costs, \$1500 tutoring/mentor contract for neglected facility partner program, \$2000 SEL intervention curriculum/supplies for district alternative high school.

Poor Example: Neglected set-aside

Title I-A Presentation | 38

Please include a description for each prepopulated category, unless the amount is zero. Remember to include amounts and descriptions for summer term also, if Title I-A funds are being used for summer activities.

Transferability of Funds



FROM

- Title II-A Supporting Effective Instruction
- Title IV-A Student Support and Academic Enrichment

TO

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title I-D Neglected and Delinquent
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title IV-A Student Support and Academic Enrichment
- Title V-B Rural Education Program

Title I-A Presentation | 39

Transferability of Funds-

FROM:

- Title II-A Supporting Effective Instruction
- Title IV-A Student Support and Academic Enrichment

TO:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title I-D Neglected and Delinquent
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title IV-A Student Support and Academic Enrichment
- Title V-B Rural Education Program

Transferability Link



Status: Not Submitted

[Equitable Services](#)

[Fiscal Self Assessment](#)

[Title I-A Improving Basic Programs](#)

[Consolidated Schoolwide Budgets](#)

[Title I-C Education of Migratory Children](#)

[Title II-A Supporting Effective Instruction](#)

[English Learner Program and Title III-A English Language Acquisition](#)

[Title III-A Immigrant Education Program](#)

[Title IV-A Student Support and Academic Enrichment](#)

[Title V-A Funding Transferability](#)

[Title V-B Rural Education Program](#)

[Budget Summaries](#)

[IDCI Contacts](#)

[Comments](#)

[Submit/Assurance](#)

The purpose of Title V-A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (ESEA: TITLE V, PART A—FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES; Sec. 5102)

Program	Total amount of funds transferred FROM eligible program
Title II-A Supporting Effective Instruction	\$0
Title IV-A Student Support and Academic Enrichment	\$0
Total	\$0

Program	Total amount of funds transferred TO eligible program
Title I-A Improving Basic Programs	\$0
Title I-C Education of Migratory Children	\$0
Title I-D Neglected and Delinquent	\$0
Title II-A Supporting Effective Instruction	\$0
Title III-A English Language Acquisition	\$0
Title IV-A Student Support and Academic Enrichment	\$0
Title V-B Rural Education Program	\$0
Total	\$0

Comments:

Go to the Title V-A Funding Transferability link and fill out the table (FROM and TO).

Remember to add comments and save.



Title I-A Presentation | 40

Title V-A Funding Transferability-

Complete this section only if you are using Funding Transferability. Include comments as to how these funds will be spent. If using transferability for Title I-A, use of funds must be for Title I-A allocable expenses.

Transferability Process



The transferability affects three areas in the CFSGA:

- Equitable Services to Private Schools calculations will change.
- The “sending” program’s budget will be reduced the transferred **out** amount.
- The “receiving” program’s budget will be increased by the transferred **in** amount.

Title I-A Presentation | 41

The transferability affects three areas in the CFSGA:

Equitable Services to Private Schools calculations will change.

The “sending” program’s budget will be reduced the transferred **out** amount.

The “receiving” program’s budget will be increased by the transferred **in** amount.

Transferability- Allocations



Transferability does not affect anything in the GRA

The Grant Reimbursement Application (GRA) system will still prepopulate all Federal Programs allocations according to each grant subaward, because each grant has its own CFDA number.

Title I-A Presentation | 42

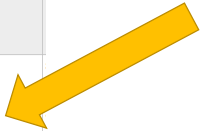
Transferability does not affect anything in the GRA

The Grant Reimbursement Application (GRA) system will still prepopulate all Federal Programs allocations according to each grant subaward, because each grant has its own CFDA number. <https://apps.sde.idaho.gov/GrantReimbursement>

Title I-A Consolidated Schoolwide



General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	Certification	Validation Issues	Program Approval
Title I-A Improving Basic Programs for fiscal 2021-2022								
Best viewed in 1280 X 1024 resolution.								
Section B1: Public Schools								
School Title I-A eligibility: School poverty rate is equal to or greater than the Local Education Agency (LEA) poverty average or 35%.								
Must Rank First and Serve Above 75% poverty								
<ul style="list-style-type: none"> • Strictly by poverty rate • Without regard to grade span • May include high schools 50% or above poverty. 								
Then Rank and Serve At or below 75% poverty								
<ul style="list-style-type: none"> • May rank by grade span • Exception-enrollment < 1,000 								
School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program						
Name: LAKE-SIDE ELEMENTARY SCHOOL (0752) Grades: EQ,PK,K,G,1,2,3,4,5,6	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: --Select-- Program Type: Consolidated Schoolwide						
Name: LAKE-SIDE HIGH SCHOOL (0030) Grades: 9,10,11,12	Low Income Students: <input type="text"/> Children in Attendance Area: <input type="text"/> % Low Income: <input type="text"/>	School Eligibility: --Select-- Program Type: Consolidated Schoolwide						



To consolidate general and Federal funds, Program Type must be marked Consolidated Schoolwide under Allocation to Schools tab.

Title I-A Presentation | 43

To consolidate general and Federal funds, Program Type must be marked Consolidated Schoolwide under Allocation to Schools tab.

Consolidated Schoolwide



Click on the Consolidated Budgets link:

Links

- Home
- SDE Contacts
- Public Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops
- 2021-2022
- Change Year
- Prior year (new window)
- PLUMMER-WORLEY JOINT DISTRICT (044)
- Status: Not Submitted
- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
- Consolidated Schoolwide Budgets**

Consolidated Schoolwide Budgets

[Print Preview](#)

School	Allocation	Regular Term Budget	Summer Term Budget	Action
LAKESIDE ELEMENTARY SCHOOL (0752)	50000	50000	0	View/Edit
LAKESIDE HIGH SCHOOL (0030)	0	0	0	View/Edit
LAKESIDE JR HIGH SCHOOL (0128)	0	0	0	View/Edit

PLUMMER-WORLEY JOINT DISTRICT (044)

Status: Not Submitted

Equitable Services

Fiscal Self Assessment

Title I-A Improving Basic Programs

Consolidated Schoolwide Budgets

Title I-A Presentation | 44

Click on the Consolidated Budgets link found at the left side of the CFSGA.

Consolidated Schoolwide Budgets



Complete a Consolidated Schoolwide budget for each participating school.

Program Contributing Funds		Budget Amount	
General Fund		\$0	
Title I-A Allocation		\$0	
Title II-A Allocation (optional)		\$0	
Total Consolidated Schoolwide Budget		\$0	

Object Code	Description	Regular Term Budget	Regular Term Description	Summer Term Budget	Summer Term Description
100	Salaries	\$0	<input type="text"/>	\$0	<input type="text"/>
			<small>include the number of FTEs and PTEs for each position</small>		<small>include the number of FTEs and PTEs for each position</small>
200	Employee Benefits	\$0	<input type="text"/>	\$0	<input type="text"/>
300	Purchased Services (non travel)	\$0	<input type="text"/>	\$0	<input type="text"/>
380	Travel Expense	\$0	<input type="text"/>	\$0	<input type="text"/>
400	Supplies & Materials	\$0	<input type="text"/>	\$0	<input type="text"/>
500	Capital Objects	\$0	<input type="text"/>	\$0	<input type="text"/>
Totals (Totals must match Total Consolidated Schoolwide Budget amount listed above)		\$0		\$0	
Total Amount Budgeted (Regular Term and Summer Term sum)			\$0		
Consolidated Budgeted Balance			\$0		

Beta Beta Beta

Complete a Consolidated Schoolwide budget for each participating school.

GRA Requests



- Make sure your Title I-A GRA requests align with your Title I-A budget in the CFSGA.
- Include a description for each expenditures.
- See examples in GRA CFSGA presentation.

Title I-A Presentation | 46

GRA requests-

Make sure your Title I-A GRA requests align with your Title I-A budget in the CFSGA.

Include a description for each expenditures.

See examples in GRA CFSGA presentation.

Action Plan Tab- Schoolwide Program



Schoolwide Program (ESSA Section 1114)
 mark NA if the LEA does not have any Schoolwide Programs

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Strategies are implemented to provide opportunities for all children to meet academic standards, with a particular focus to subgroups of students, including economically disadvantaged, major racial and ethnic groups, students with disabilities, and English Learners.
<input checked="" type="radio"/>	<input type="radio"/>	The Schoolwide Program uses methods and instructional strategies to strengthen the academic program, increase the quality and amount of learning time, help provide an enriched and accelerated curriculum, which may include programs, activities, and courses for a well-rounded education.
<input checked="" type="radio"/>	<input type="radio"/>	The Schoolwide Program addresses the needs of all the children in the school, but particularly those at risk of not meeting the academic standards through allowable activities.
<input checked="" type="radio"/>	<input type="radio"/>	All schoolwide programs have developed and submitted a Schoolwide Improvement Plan (SWIP) or amended a plan.
<input checked="" type="radio"/>	<input type="radio"/>	All schoolwide programs regularly evaluate the effectiveness of the program in increasing student achievement through the SWIP app or other schoolwide plan review process.

Explain any strategies marked No

Title I-A Presentation | 47

Action Plan- Schoolwide Program. Mark Yes or No. Explain any strategies marked No. Mark Check the box labeled “Mark NA if the LEA does not have any Schoolwide Programs.” if applicable.

Action Plan Tab- Targeted Assistance Schools



Targeted Assistance Schools

Targeted Assistance Schools (ESSA Section 1115)

mark NA if the LEA does not have any Targeted Assistance Schools

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Children in a Targeted Assistance School Program are identified and ranked using multiple educationally related objective criteria. (Certain groups of children are automatically eligible for Title I services, including children participating in Head Start or Title I Preschool service within the past two years; children attending a community day program or living in a state or local institution for neglected or delinquent; children served in the previous two years under the Migrant Education Program; children who are homeless. Selection for services is based on low achievement.)
<input type="radio"/>	<input checked="" type="radio"/>	The participating schools assist participating children meet the challenging state academic standards.
<input type="radio"/>	<input checked="" type="radio"/>	The participating schools use methods and instructional strategies to strengthen the academic program of the school.
<input type="radio"/>	<input checked="" type="radio"/>	Professional development is provided for teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible children in the Title I program or in the regular education program.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools implement strategies to increase the involvement of parents of eligible children.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools coordinate and integrate with federal, state, and local services and programs, including programs supported under ESSA, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and Comprehensive or Targeted Support and Improvement activities as appropriate and/or applicable.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools provide an accelerated, high-quality curriculum.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools minimize the removal of children from the regular classroom during regular school hours for Title I instruction.
<input type="radio"/>	<input checked="" type="radio"/>	Participating schools will review the progress of eligible children and revise the program, if necessary, to provide additional assistance to enable children to meet the challenging academic standards.

Explain any strategies marked No

Title I-A Presentation | 48

Action Plan Tab-Targeted Assistance Schools. Mark Yes or No. Explain any strategies marked No. Mark NA if the LEA does not have any Targeted Assistance Schools.

Action Plan Tab- Schools in Improvement



School Improvement (ESSA Section 1003)

mark NA if the LEA does not have any Schools in improvement

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Any CSI Up and/or CSI Grad schools will develop and implement a Schoolwide/Improvement Plan. This plan must be completed in the SWIP app, submitted by the LEA, and approved by the SDE
<input type="radio"/>	<input checked="" type="radio"/>	Any TSI and/or ATSI schools will develop and implement a Schoolwide/Improvement Plan with all the required elements. The LEA is responsible for approving and monitoring these plans.

Explain any strategies marked No

Title I-A Presentation | 49

Action Plan Tab- Schools in Improvement

Mark Yes or No. Explain any strategies marked No. Check the box labeled “Mark NA if the LEA does not have any schools in improvement” if applicable for your LEA.

Action Plan Tab- Equitable Services



Equitable Services to Private Schools

mark NA if the LEA does not have any Private Schools

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	The LEA has consulted with private school official(s) about the Intent to Participate (Intent to Participate Form has been sent to SDE)
<input type="radio"/>	<input type="radio"/>	Allocation of funds for equitable services is part of the consultation process and allocations are based on the proportionate share.
<input type="radio"/>	<input type="radio"/>	A needs assessment is conducted for each private school to determine the private school's program design
<input type="radio"/>	<input type="radio"/>	Parental involvement activities are discussed with private school officials as part of the consultation process
<input type="radio"/>	<input type="radio"/>	Professional development activities are planned
<input type="radio"/>	<input type="radio"/>	A program assessment is designed to assess the progress of the program
<input type="radio"/>	<input type="radio"/>	The Affirmation of Consultation Form has been sent to SDE

Explain any strategies marked No

Action Plan Tab-Equitable Services to Private Schools. Mark Yes or No. Explain any strategies marked No. Mark NA if the LEA does not have any Private Schools in the area, both within and outside the LEA boundaries. Please also note this in the comments box.

Action Plan Tab- Parent & Family Engagement



Parent and Family Engagement Activities

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input type="radio"/>	<input type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input type="radio"/>	<input type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input type="radio"/>	<input type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input type="radio"/>	<input type="radio"/>	If the Local Education Agency (LEA) has set aside Parent and Family Engagement funds, 90% of these funds are distributed to participating schools.

Explain any strategies marked No

Action Plan Tab- Parent and Family Engagement Activities. Mark Yes or No. Explain any strategies marked No.

Action Plan Tab- Parents Right-to-Know



Parents Right-to-Know Requirements		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	At the start of each school year, the Local Education Agency (LEA) notifies parents in all participating schools that they may request information regarding the professional qualifications of student's classroom teachers and paraprofessionals.
<input type="radio"/>	<input checked="" type="radio"/>	At the beginning of each school year, the LEA notifies parents in all participating schools that they may request information regarding any State or local education agency policy regarding student participation in mandated assessments and include a policy, procedure, or parental right to opt the child out of such assessment.
Explain any strategies marked No		
<input type="text"/>		

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Action Plan Tab- Parents Right-to-Know Requirements. Mark Yes or No. Explain any strategies marked No.

Action Plan Tab- Other Set-Asides



Other Set-Asides		
<input type="checkbox"/> mark NA if the LEA does not have any Other Set-Asides identified on the Allocation & Set-Asides tab, Other Activities section		
Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	Summer School
<input type="radio"/>	<input type="radio"/>	Extended Day
<input type="radio"/>	<input type="radio"/>	Extended Year
<input type="radio"/>	<input type="radio"/>	Instructional Coach
<input type="radio"/>	<input type="radio"/>	Additional Professional Development or professional development for teachers and paraprofessionals and/or private schools
<input type="radio"/>	<input type="radio"/>	Other
Briefly describe any Activity marked Yes above		
<input type="text"/>		

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Action Plan Tab- Other Set-Asides . Mark Yes or No. Explain any strategies marked Yes. Check the box labeled “Mark NA if the LEA does not have any Other Set-Asides” if applicable.

Action Plan Tab- Teacher Incentive



Teacher Incentive Set-Asides (Optional)

Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.

mark NA if the LEA has not set-aside any funds for Teacher Incentive on the Budget Page

Briefly describe how the teacher incentive set-aside funds are being used

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Briefly describe how the teacher incentive set-aside funds are being used. Check the box labeled, "Mark NA if the LEA does not set-aside any funds for Teacher Incentives" if applicable.

Action Plan Tab- Foster Care



Foster Care		
Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Designate staff personnel to be the Foster Care Liaison to work collaboratively with Idaho Health & Welfare representatives in making the best interest determination for a foster care student.
<input checked="" type="radio"/>	<input type="radio"/>	Provide educational stability for students in foster care by keeping these students in their schools of origin, unless it is collaboratively determined to be in their best interest to change schools.
<input checked="" type="radio"/>	<input type="radio"/>	Each foster care student is individually assessed on a case by case basis through a structured decision making process that includes the Local Education Agency (LEA) Foster Care Liaison, Idaho Health & Welfare Social Worker, pertinent school personnel, foster parent/guardian, and the student.
<input checked="" type="radio"/>	<input type="radio"/>	Collaborate with Idaho Health & Welfare to ensure that transportation for students in foster care is provided, arranged, and funded.
<input checked="" type="radio"/>	<input type="radio"/>	Ensure that a student in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must contact the student's prior school for relevant records.
<input checked="" type="radio"/>	<input type="radio"/>	Manage transportation and certify that student in foster care remains in his or her school of origin while disputes are being resolved.
Explain any strategies marked No		
<input type="text"/>		

Action Plan Tab-Foster Care. Mark Yes or No. Explain any strategies marked No.

Action Plan Tab- Additional Plan Provisions



Additional Plan Provisions

Required for all Schoolwide and Targeted Assistance schools, ESSA Sec 1112 (b)

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The LEA monitors students' progress in meeting the state standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students, identifies students who may be at risk for academic failure, provides additional educational assistance to individual students which the LEA/school determine need help in meeting the state standards, and identifies and implements instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA will identify and address any disparities that result in low-income students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
<input checked="" type="radio"/>	<input type="radio"/>	LEAs with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools have completed the Schoolwide Improvement Plan (SWIP) application.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA will support, coordinate and integrate services with early childhood education programs at the LEA/school, including plans for the transition of participants into elementary school.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school, and from high school to postsecondary education, including through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has identified how it will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has identified how it will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies.
<input checked="" type="radio"/>	<input type="radio"/>	All teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification ESSA 1111.(g)(2)(J).

Explain any strategies marked No

Action Plan Tab-Additional Plan Provisions. Mark Yes or No. Explain any strategies marked No.

Homeless Education Tab



General Information & Program Purpose | Allocation & Set Asides | Allocation to Schools | Title I-A Budget | Action Plan | Homeless Education | **Allocation** | Validation Issues | Program Approval

Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

Applies to all LEAs receiving any Federal funds
(ESEA Act, Title I-A as amended by ESSA Title I-A, McKinney-Vento Homeless Assistance Act VJI-B, and Child Nutrition/WIC Reauthorization Act of 2004)

- Funds may be used for funding the designated district liaison position, transportation services or other allowable uses.
- Funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics or local discretionally funds (sometimes provided by LEA Education Foundations) used to provide similar services for economically disadvantaged students generally, ESEA section 1115 (e) (2)

For information on the Homeless Education requirements, please see the PowerPoint Presentation on the CFSGA Homeless Set-Aside and/or attend this special session.

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For information on the Homeless Education requirements, please see the PowerPoint Presentation on the CFSGA Homeless Set-Aside, which will be posted at <https://www.sde.idaho.gov/events/cfsga-workshop/>.

At-Risk/Neglected Tab



General Information & Program Purpose Allocation & Set Asides Allocation to Schools Title I-A Budget Action Plan Homeless Education At-Risk/Neglected Program Approval

Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 X 1024 resolution.

Title I-A At-Risk/Neglected Set-Aside

General Info District Program Facilities Files

Set-aside **\$17,031** Budgeted **\$17,031**

School districts in proximity to facilities for students categorized under the federal definition of "neglected" are eligible for an additional allocation under Title I Part A—the "Neglected Set-Aside." These additional amounts are automatically calculated based on a district's submission of the "Idaho Annual Neglected, Delinquent and At-Risk Fall Count" form (due in December) for qualifying facilities within the geographical boundary of the district. Students who are residents of 24 hour/day locally-run facilities generate additional dollars for the LEA's in which they are located, since their residents may attend school in the district on a temporary or ongoing basis.

The additional allocation should be considered as part of your Title I Part A funding for planning and budgeting purposes for services allowable by Title I, Part A to administer programs and serve children in neglected institutions - and if appropriate neglected, delinquent or at-risk students in community day programs. These funds shall be determined prior to any allowable expenditures or transfers by the LEA.

Federal law mandates that students resident in locally-run neglect facilities that attend school in districts where their facilities are located must be provided with the same services as any other Title-IA eligible student. LEA's may opt to partner with neglect facilities in their borders in order to offer special Title IA-type programs within in the facility or choose to fund districtwide at-risk/crisis/prevention programs.

NOTE: The Title I, Part A Neglected Set-Aside should not be confused with the Title I, Part D Neglected or Delinquent or At-Risk sub-grant program. Title I, Part D subgrant funds are awarded by the Idaho Department of Education primarily to support districts providing juvenile detention education programs in county detention facilities. Visit the Title I, Part D, Subpart 2 web page for more information pertaining to the Idaho Neglected, Delinquent, and At-Risk program.

For information on the At-Risk/Neglected requirements, please see the PowerPoint Presentation on the CFSGA At-Risk/Neglected Set-Aside and/or attend this special session.

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For information on the At-Risk/Neglected Set-Aside requirements, please see the PowerPoint Presentation on the CFSGA At-Risk/Neglected Set-Aside. This will be posted at: <https://www.sde.idaho.gov/events/cfsqa-workshop/>.

NOTE: You only receive additional funds (At-Risk/Neglected Set-Aside) if:
1 - you participated in the Fall 2020 Annual Neglected, Delinquent, or At-Risk Count
AND
2 - reported #s for a "Neglected" site.

Program Approval Tab



New!
Each title
program
will now be
approved
through
this
additional
tab.

General Information & Program Purpose	Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Homeless Education	At-Risk/Neglected	Certification	Program Approval
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Title I-A Improving Basic Programs for fiscal 2021-2022

Best viewed in 1280 x 1024 resolution.

Program Approvals

Title I-A Homeless Set-Aside

Program Approval for Title I-A

Approved
 Action Needed

Comment:

Title I-A Presentation | 59

New! Each title program will now be approved through this additional tab. LEAs will see the tab and the last comment made. All of the comments will appear in the district comments section along with the Approval/Action Needed status changes.

Fiscal Self Assessment



ABERDEEN DISTRICT (058) Fiscal Self Assessment for 2021-2022

Print Preview Save

Written Policies and Procedures and Cost Principles

1. *Explanation of the Requirement:*
Pursuant to EDGAR, some of the policies and procedures MUST be in writing:

Cash Management and Payment Systems (2 C.F.R. § 200.302 (6))
including written procedures (manuals) that prevent payments from being authorized and issued on verbal authority or by unauthorized parties.

Allowable Costs (2 C.F.R. § 200.302 (7))
including employees travel reimbursement process (manuals).

Procurement (2 C.F.R. § 200.318)
including management and disposition of equipment and supplies purchased using Federal funds.

Does the LEA have written policies and procedures that assure standards outlined in EDGAR are being met? These policies and procedures must be on file and available per request.

YES
 NO
 PENDING DRAFT
 NOT SURE

2. Written Policies and Procedures and Cost Principles Comments:

Links

- Home
- SDE Contacts
- Public Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops

2021-2022

- Change Year
- Prior year (new window)

ABERDEEN DISTRICT (058)

- NGS Submitter
- Equitable Services
- Fiscal Self Assessment
- Title I-A Improving Basic Programs
- Consolidated Schoolwide Budgets
- Title I-C Education of Migratory Children
- Title II-A Supportive Effective

Grants Application Show

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Note: You must complete the Fiscal Self Assessment before submitting the CFSGA.

CFSGA Submission



For spending authority as of July 1st, 2021, an approvable plan must be submitted no later than June 30th, 2021. Complete all assurances and submit only after all program applications have been completed.

Status:
Submitted*

If you need to revise...

You *must* contact Alexandra McCann to “unlock” your plan for editing.

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An approvable plan is due no later than June 30, 2021. Complete all assurances and Submit only after all program applications have been completed! If you need to revise ... you *must* contact Alexandra McCann to “unlock” your plan.

CFSGA Submission and Resubmission



- As allocations will be revised and re-uploaded towards the end of the 2021 calendar year, often in October, all applications will be unsubmitted to allow for the upload.
- After you have been notified of receiving the final allocation amount, **please review and resubmit** your CFSGA by the end of the year.

Professional Development Opportunities



- New & Experienced Federal Programs Directors Mtg.—
September 2021
 - Family & Community Engagement Conference—
Oct. 25-26, 2021
 - National ESEA Conference- New Orleans, LA
Feb. 16-19, 2022
 - Danielson Framework for Teaching Workshops
- Additional national, state, and regional trainings

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New & Experienced Federal Programs Directors Mtg.—
September 2021
Family & Community Engagement Conference—
Oct. 25-26, 2021
National ESEA Conference- New Orleans, LA
Feb. 16-19, 2022
Danielson Framework for Teaching Workshops
Additional national, state, and regional trainings

ESEA Federal Programs



Director:

[Federal Programs](#) - Karen Seay: 208.332.6978 or kseay@sde.idaho.gov

Coordinators:

[Title I-A Improving Basic Programs](#) - Brandy Scott: 208.332.6891 or bdiazscott@sde.idaho.gov

[School Improvement & Support](#) - Tyson Carter: 208.332.6917 or tcarter@sde.idaho.gov

[Family & Community Engagement](#) - Jill Mathews: 208.332.6855 or jmathews@sde.idaho.gov

[Foster Care Liaison](#)- Jill Mathews: 208.332.6855 or jmathews@sde.idaho.gov

[Title I-C Migrant Education Program](#) - Sarah Seamount: 208.332.6958 or sseamount@sde.idaho.gov

[Title I-D Neglected, Delinquent, or At-Risk](#) - Suzanne Peck: 208.332.6904 or speck@sde.idaho.gov

[Title II-A Supporting Effective Instruction](#) - Kathy Gauby: 208.332.6889 or kgauby@sde.idaho.gov

[Educator Effectiveness](#) - Kathy Gauby: 208.332.6889 or kgauby@sde.idaho.gov

[Title III-A English Learner Program](#) - Maria Puga: 208.332.6905 or mpuga@sde.idaho.gov

[Title IV-A Student Support & Academic Enrichment Program](#) - Brandy Scott: 208.332.6891 or bdiazscott@sde.idaho.gov

[Title V-B Rural Education Program Specialist](#)- Lisa English: 208.332.6911 or lenglish@sde.idaho.gov

[Title IX-A Homeless Children & Youths](#) - Suzanne Peck: 208.332.6904 or speck@sde.idaho.gov

[Funding & Fiscal Accountability](#) – Alexandra McCann: 208.332.6900 or amccann@sde.idaho.gov

[Equitable Services to Private Schools Ombudsman](#) - Michelle Clement Taylor: 208.332.6963 or mtaylor@sde.idaho.gov

[School Choice](#) - Michelle Clement Taylor: 208.332.6963 or mtaylor@sde.idaho.gov

[EL & Migrant Program Specialist](#) - Kelly Wheeler: 208.332.6907 or kwheeler@sde.idaho.gov

[Federal Programs Administrative Assistant](#) - Michelle Perreira: 208.332.6942 or mperreira@sde.idaho.gov

Title I-A Questions?



Brandy Diaz Scott | Title I-A & IV-A Coordinator

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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Brandy Diaz Scott | Title I-A & IV-A Coordinator

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