



FY25 Consolidated Funding Application (CFA) ESEA Training

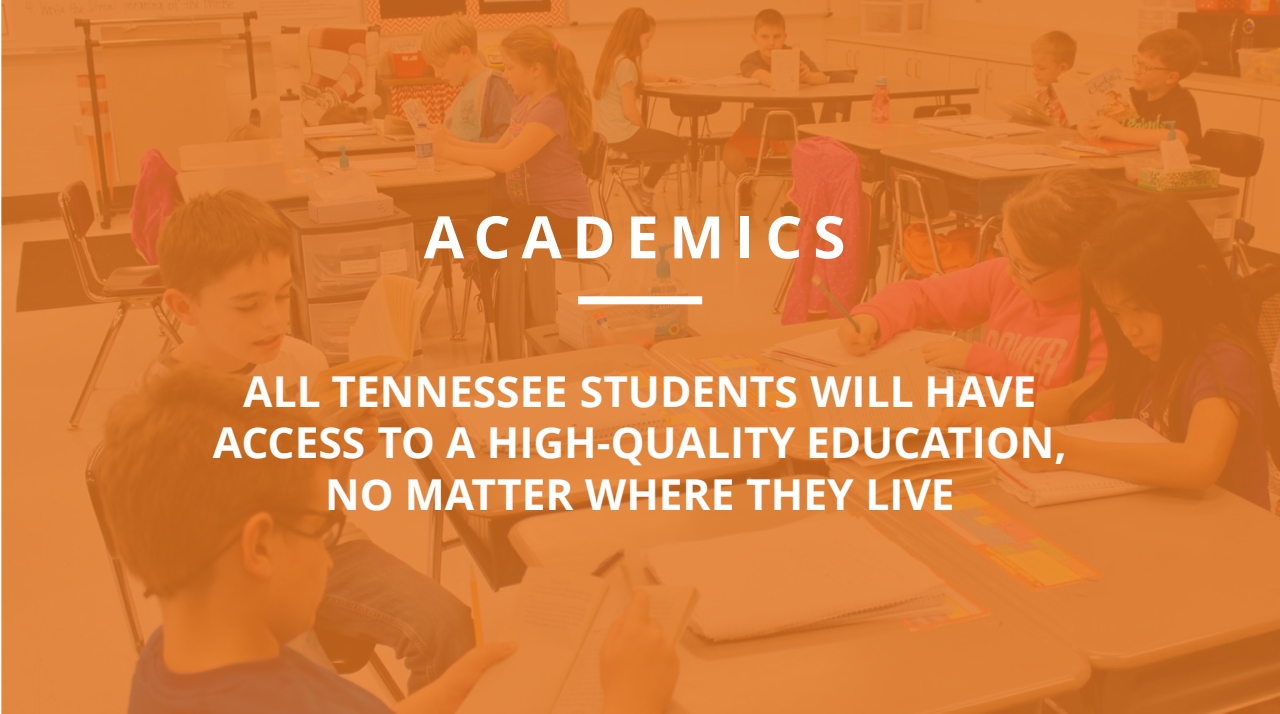
Federal Programs & Oversight
Spring 2024





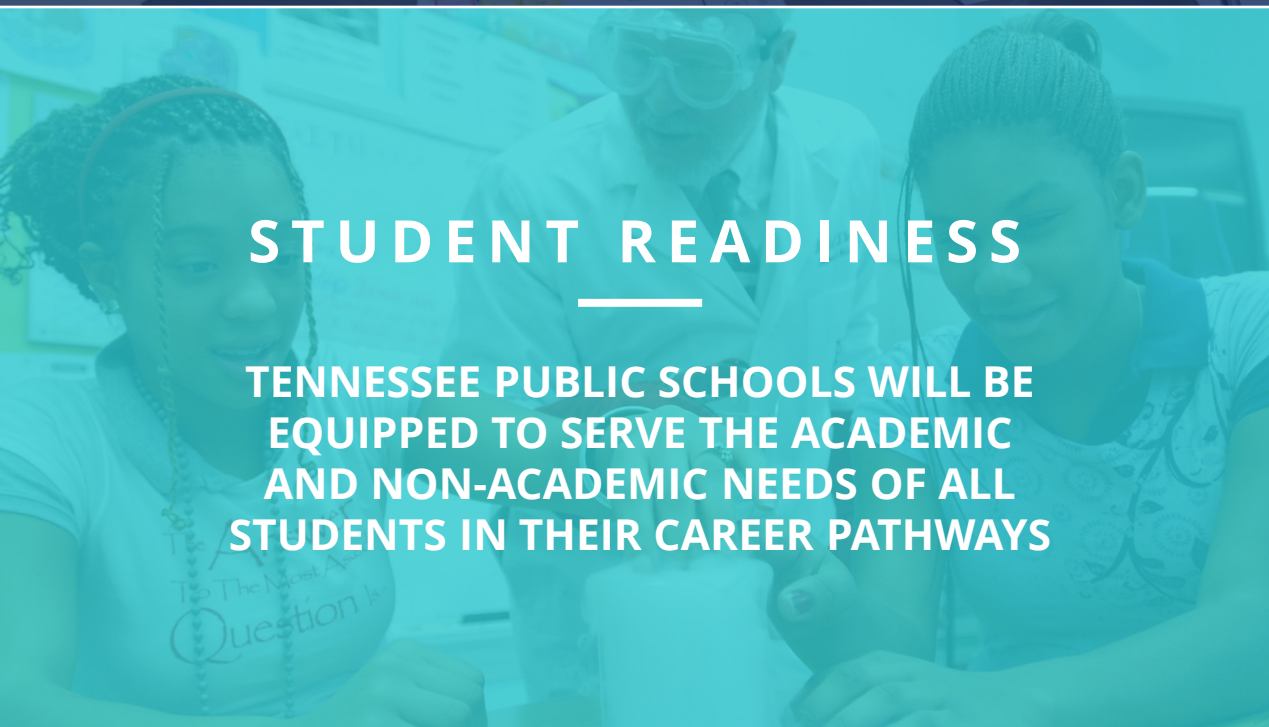
BEST FOR ALL

We will set all students on a path to success.



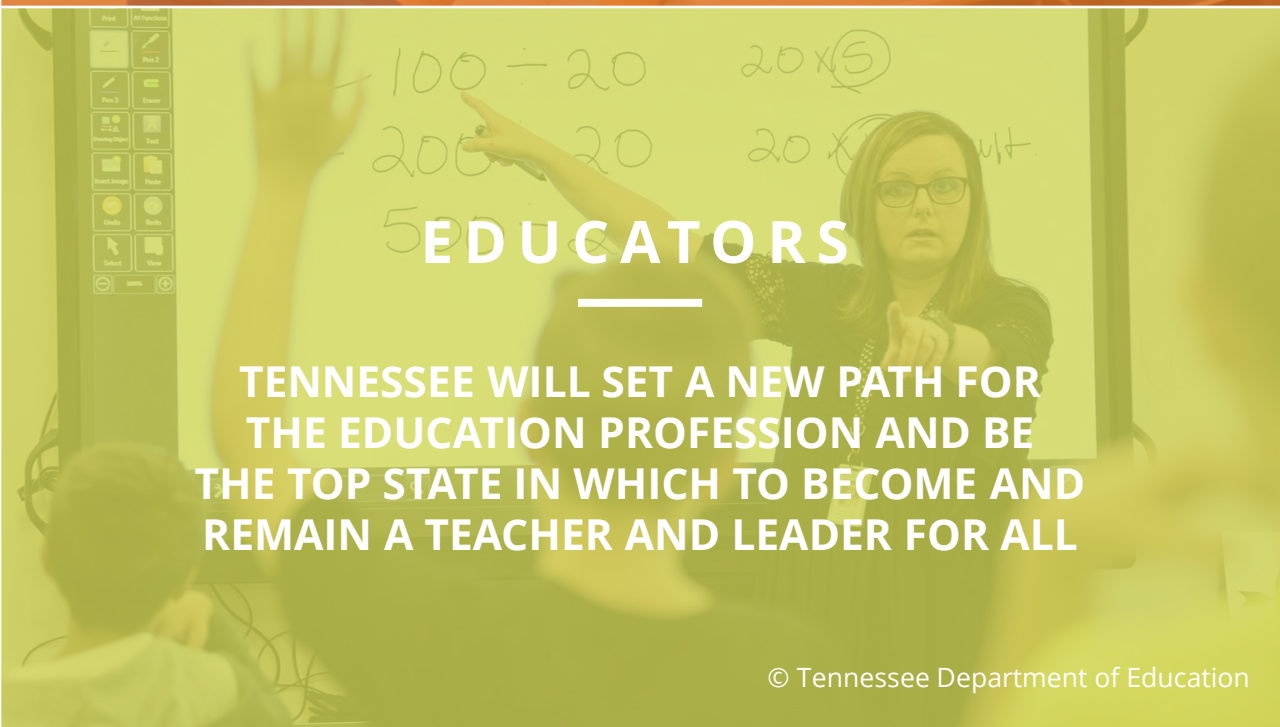
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- FY25 CFA Updates & Reminders
 - Important Things to Remember
- CFA Budget Tags & Budget Narrative Requirements
- Cover Page—Testing Dates
- Allocation Section
- Contacts Page
- ESEA Requirements
 - Consolidated Administration and Administration





Agenda

- ESEA Requirements (*continued*)
 - Title I, Part A
 - Students Experiencing Homelessness
 - Students in Foster Care
 - District Set-Asides
 - Related Documents
 - Title I, Part A—Neglected
 - Title I, Part C (Migrant Education Program)
 - Title I, Part D
 - Juvenile Justice
 - Title II, Part A
 - Title III, Part A
 - English Learner Requirements



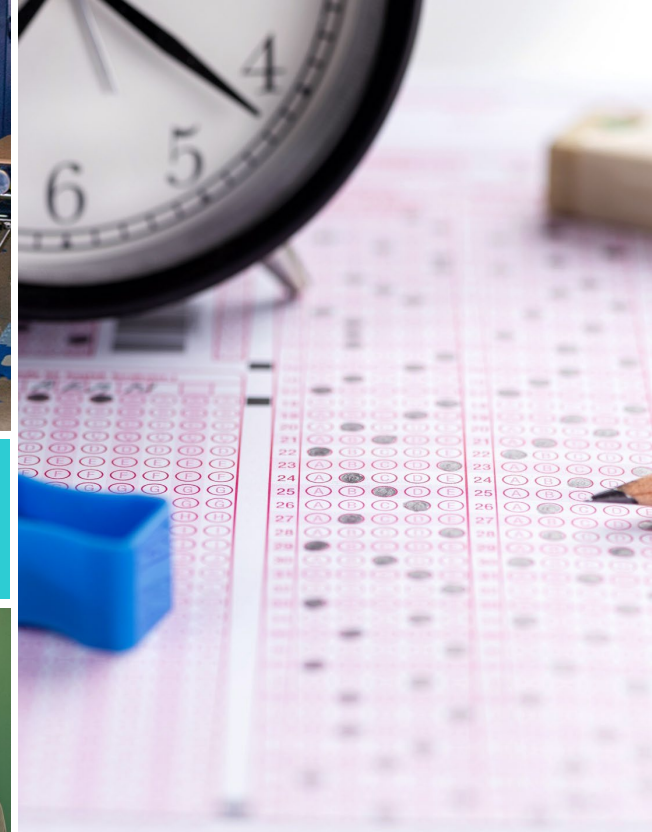
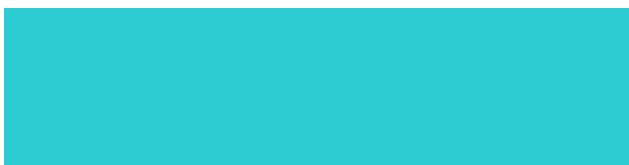


Agenda

- ESEA Requirements (*continued*)
 - Title IV, Part A
 - Title V, Part B, Subpart 2
 - Class Size Reduction (CSR)
 - Equitable Services for Non-Public Schools
- Resources, Contacts, & Upcoming Dates
- Closing



FY25 CFA Updates & Reminders



Important Things to Remember

- Ensure that information in different portions of the CFA is **consistent**.

Parent Involvement	Homeless	Personnel FTEs
-District Set-Aside Page -PPA page -Budget Narratives	-District Set-Aside Page -Homeless Section -Budget Narratives	-Personnel FTEs -Personnel Chart -Budget Narratives

- Ensure that budgeting of funds is for **allowable expenditures** and **use language that indicates allowable use of funds**.



Important Things to Remember

- **Many sections of the CFA connect to one another.**
 - Automatic (auto-fills, calculations, validations)
 - As part of the review and approval process
- **Budget codes/line items**
 - Some expenditures are *best* budgeted in a particular line item.
 - Some expenditures *must* be budgeted in a particular line item.
- **Some descriptions must include key words or phrases** because of federal or state requirements.
- **Pre-K impact numbers** are being collected for Titles I-A, II, IV, and V.



CFA Budget Tags & Budget Narrative Requirements

Budget Tag Review

- **Budget tags:**
 - Help identify the **purpose of a budget item** without relying on a description in a budget narrative;
 - **Narrow the focus** for why the money is being spent;
 - **Track money** by tagging the entire grant for all local education agencies (LEAs); and
 - **Save time and effort.**
- LEAs assign **one*** tag to a budget line item. One exception this year with Title IV, Part A Non-Public Instructional Funds.
- LEAs can use the **“Filtering”** tool at the top of the budget page to ensure that their district set-aside amounts match what is in the budget throughout the application.
- For more information on budget tags, see the updated budget tags section of the [FY25 CFA Guide](#).

*There will be one exception this year with non-public tags under Title IV.



Budget Tags

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A
<ul style="list-style-type: none"> All set-asides utilized on the District Set-Aside Page 	<ul style="list-style-type: none"> Admin (those not utilizing Con Admin) Service Period - Regular School Year or Summer Non-Public Instructional Funds 	<ul style="list-style-type: none"> Admin (those not utilizing Con Admin) Non-Public Instructional Funds 	<ul style="list-style-type: none"> Admin (those not utilizing Con Admin) Non-Public Instructional Funds

- Budget tags are **mandatory** for FY25 for the items above.
 - Note:** One tag per line item. One exception on next slide under Title IV, SSAE.
- Certain totals from the budget tags will auto-populate on other pages of the CFA.

Budget Tags

Title V, Part B	Title IV, SSAE
<ul style="list-style-type: none">▪ Title I, Part A▪ Title II, Part A▪ Title III, Part A▪ Title IV, Part A▪ Parent and Family Engagement▪ Admin (those not utilizing Con Admin)	<ul style="list-style-type: none">▪ Well Rounded▪ Safe and Healthy▪ Technology▪ Admin (those not utilizing Con Admin)▪ Non-Public Instructional Funds (note this is only one that can have two tags per line item)

- Budget tags are **mandatory** for FY25 for the items above.
 - Note:** One tag per line item. One exception above under Title IV, SSAE.
- Certain totals from the budget tags will auto-populate on other pages of the CFA.



General Budget Expectations

All proposed expenditures must be:

- **Reasonable:** The proposed goods and services are not excessive in cost and are based on prudent and sound purchasing practices.
- **Necessary:** The goods and services are essential for carrying out the grant program. The need for goods and services is supported by the needs assessment, District Plans, and School Plans.
- **Allocable:** The goods and services are specifically for the benefit of the grant and meet the program's intent and objectives.
- **Consider:** *Are you providing enough detail in your narratives for reviewers to be able to see that your purchases meet the above criteria?*





General Budget Expectations

In practice, this means an LEA should be able to:

- ***Explain*** how the cost helps fulfill the federal program requirements (i.e., how the cost addresses LEA/school needs and furthers federal program goals); and
- ***Justify*** that the amount spent appropriately supports the LEA's prioritized needs (including being able to show the amount paid constitutes a fair market value).





Budget Narrative Requirements

Budget narratives must be specific enough to determine the allowability and reasonableness of expenditures:

- What types of items are being purchased?
- How many items are being purchased?
- What activities are being funded?
- Who will participate in activities?
- What students are being targeted for the service?
- When will activities take place?
- Are services being contracted? Through whom?
- What specific professional development? How many will attend?





Budget Narrative Requirements

For personnel:

- Budget narratives ***must include position titles and FTEs*** that match information throughout program application sections.

Note: Do not include staff names.

- Program Details
 - Personnel Details
 - Uploads in Related Documents
- Include details indicating what the staff person will be doing (e.g., after-school activities, summer school, class size reduction, preschool), unless the position title makes this clear.



Budget Narrative Requirements

Budget narratives *must* include, if applicable:

- Examples of equipment, materials, and supplies to be funded.

Incorrect

	Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
Remove	71100 - Regular Instruction Program	429 - Instructional Supplies & Materials		1	\$1,500.00	\$1,500.00
Narrative Description						
<p>ORIGINAL BUDGET: Supplemental supplies and materials for summer bridge program.</p>						

Correct

	Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
Remove	71100 - Regular Instruction Program	429 - Instructional Supplies & Materials		1	\$1,500.00	\$1,500.00
Narrative Description						
<p>ORIGINAL BUDGET: Supplemental supplies and materials for students at Rosewood High School and Monroe High School attending the summer bridge program. Supplies and materials include, display boards and ACT workbooks and study guides.</p>						

Professional Development

Budget narratives **must** include, if applicable:

- **Specific** professional development to be supported, **staff** who will participate (position titles, not employee names), and **expenses to be paid**.

Incorrect

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
72130 - Other Student Support	524 - In-Service / Staff Development		1	\$1,300.00	\$1,300.00

Narrative Description

ORIGINAL: Professional development for technology teachers

Correct

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
72130 - Other Student Support	524 - In-Service / Staff Development		1	\$1,300.00	\$1,300.00

Narrative Description

ORIGINAL: Funds for two technology coaches from Little ES and Big ES to attend the TN Educational Technology Conference in Nashville. Expenses include: conference registration, millage to and from the conference, hotel, and daily per diem.

Cover Page—Testing Dates

Testing Dates and Information

- Ensure the Assessment Uniform Resource Locator (URL) includes the following:
 - the name of the test,
 - the purpose and use of the test,
 - the grade or class in which the test is to be administered,
 - the tentative date or dates on which the test will be administered, and
 - how and when parents and students will be informed of the results of the test.
- Testing Dates TBA
- **Reviewed by IDEA Regional Team**



Allocation Section



Allocation Section

- **Consolidated administration considerations:**
 - **20%** limit on amount contributed from each program (Title I, Part A; Title II, Part A; Title I, Part C; and Title V, Part B)
 - **2%** limit on amount contributed from **Title IV**
 - **2%** limit on amount contributed from **Title III**
 - **\$100** minimum from each program administered
 - Must consider indirect costs (if taken) as part of each limitation
- Limits **MUST** be calculated based on **current** fiscal year allocation—do not include carryover or exclude transfers.



Allocation Section—Consolidated Admin

	(1) ESEA Con. Admin	(2)	Title I-A CFDA: 84.010A	(3) School-wide Pool	(4) Title I-A Neglected CFDA: 84.010A	(5)	Title I-C (6)	Title I-D LEA (7) CFDA: 84.010A	Title I-D SA (8) CFDA: 84.013A	Title II-A CFDA: 84.367A	
From Title I-A	\$0.00		\$0.00	\$0.00							
From Title I-A Neglected	\$0.00				\$0.00						
From Title I-C	\$0.00			\$0.00		\$0.00					
From Title I-D LEA	\$0.00						\$0.00				
From Title II-A	\$0.00	Original Carryover	\$0.00 \$0.00	\$0.00		Original Carryover	\$0.00 \$0.00	Original Carryover	\$0.00 \$0.00	\$0.00	
From Title III	\$0.00			\$0.00							
From Title IV	\$0.00	Original Carryover	\$0.00 \$0.00	\$0.00		Original Carryover	\$0.00 \$0.00	Original Carryover	\$0.00 \$0.00	Original Carryover	\$0.00 \$0.00
From Title V	\$0.00			\$0.00							

Note: Funds necessary for the administration of both public and non-public programs must be included in the amounts entered.

Allocation Section-Transferability

- A portion or the full allocation may be transferred to the following programs:
 - Title II, Part A to Title I, Part A
 - Title II, Part A to Title IV, SSAE
 - Title II, Part A to Title V, Part B Subpart B
 - Title IV, Part A to Title I, Part A
 - Title IV, Part A to Title I, Part D
 - Title IV, Part A to Title II, Part A
 - Title IV, Part A to Title III, Part A
 - Title IV, Part A to Title V, Part B Subpart B
- The funds that are transferred take the identity of the award program and are subject to applicable set asides or earmarks.
- Funds transferred are subject to the same fiscal requirements of the grant receiving funds.



Allocation Section—Transferability

	(1) Title I-A CFDA: 84.010A	(2) Title I-A Neglected CFDA: 84.010A	(3) Title I-C	(4) Title I-D LEA CFDA: 84.010A	(5) Title I-D SA CFDA: 84.013A	(6) Title II-A CFDA: 84.367A	(7) Title III CFDA: 84.365A	(8) Title IV CFDA: 84.424A	(9) Title V CFDA: 84.358A
From Title I-A	\$0.00								
From Title I-A Neglected		\$0.00							
From Title I-C			\$0.00						
From Title I-D LEA				\$0.00					
From Title I-D SA					\$0.00				
From Title II-A	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>					\$0.00		Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>
From Title III							\$0.00		
From Title IV	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>			Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>	\$0.00	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>
From Title V									\$0.00

Contacts Page

Contacts Page – Years of Experience

- Choose the contact for each positions within the LEA.
- Remember to adjust this page when a new person has been selected for a role after fiscal year has started. Critical to receive emails.
- Indicate the years of experience in the role the contact has in **Tennessee (not just the LEA).**

Required Contacts	
Type	Contact(s)
ESEA Director (from last TDOE Approved Consolidated Application) [Select at least 1 contact(s)]	<input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
IDEA Director (from last TDOE Approved Consolidated Application) [Select at least 1 contact(s)]	<input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
Title I-A Contact (from last TDOE Approved Consolidated Application) [Select at least 1 contact(s)]	<input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
Title I: N & D Contact (from last TDOE Approved Consolidated Application) [Select at least 1 contact(s)]	<input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>
Title II-A Contact (from last TDOE Approved Consolidated Application) [Select at least 1 contact(s)]	<input type="text"/> <input type="button" value="v"/> <input type="text"/> <input type="button" value="v"/>

ESEA Requirements – Admin Limits



ESEA Requirements

- **Percentages are automatically calculated** based on the amounts identified for consolidated administration, tagged for direct administration, and indirect costs.
- Percentages are calculated based on the total amount of administrative expenses within each program budget if not utilizing consolidated administration.
 - Budget narratives **must** indicate these amounts and be tagged so they can be **easily identified** and **totaled**.
 - For Title I, Part A the total amount for administration is also entered on the Allocation Designation page in order to prevent the money from flowing to the schools.



Grant Contribution Limits

- Direct costs and indirect costs are to be included in part of this percentage.
- Ensure each amount taken out of each grant correlates to the time spent on the grant while staying within the limits.

20 percent

- Title I, Part A
- Title I, Part A—Neglected
- Title I, Part C
- Title I, Part D
- Title II, Part A
- Title V, Part B, Subpart 2

2 percent

- Title III, Part A
- Title IV, Part A

Consolidated Administration and Program Details Administration Options



Consolidated Administration

- **Duties and responsibilities** must include references to the **administration of all programs** that have **contributed to consolidated administration**.
- **Duties and responsibilities** cannot include administrative responsibilities for programs that are not part of consolidated administration.
- **FTE** must be based on the **percentage** of time spent on the **consolidated administration** cost objective.
- Ensure when determining percentages that they are reasonable, based on the time spent on the individual grant, and within the constraints of each grant percentage. Remember to include direct costs as part of the determination of the percentages.
- Identify the **other funding sources** of staff not paid 100% from consolidated administration.
- **No additional administrative costs are permitted** in the program budgets.





Information for Program Detail Pages, Administration

For all applicable Titles:

- **If using consolidated administration:**
 - Check the box stating that administrative funds are being consolidated.
- **If not using consolidated administration:**
 - Check the box stating that consolidated administration is not being used, and
 - Provide a summary of how the Title program is administered, the staff responsible for the grant administration (titles, not names), the FTE(s) to be supported by Title funds, and all other funding sources that will contribute to Title administrative staff salaries/benefits.



Title I, Part A



Title I, Part A Program Detail Page

- LEAs will use **check boxes** to identify the type(s) of **supplemental services** and supports to be provided for **students** with **Title I funding**.
- The list will include, but not be limited to, options such as:
 - academic interventions,
 - class-size reduction,
 - guidance counselors,
 - instructional software, and
 - early postsecondary opportunities.



Title I, Part A Program Detail Page

▪ Coordination of funds and services

- Funding sources available and services to specific populations of students must be coordinated with Title I to ensure resources are used effectively and programs are comprehensive, not fragmented.
- LEAs will select ALL funding sources from a checklist. The list includes, but is not limited to:
 - Head Start,
 - Even Start,
 - Career and Technical Education (CTE), and
 - services for youth at risk of dropping out.
- Check *N/A* if funds are not received by the LEA.




Title I, Part A Personnel Details (Regular School Year)

- The ability to upload an Excel sheet for regular school year personnel.
- This will assist large, urban LEAs who combine multiple personnel with the other columns.
- Ensure to include both headcount and FTE.
- LEAs can choose to complete either this page only or provide details via the Excel template and then add template totals to the page.

Go To ▶

Title I, Part A - Personnel Details (Regular School-Year - K-12 School-level) Optional Uploads

Documents		
Type	Document Template	Document/Link
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	 CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)	



Title I, Part A— Poverty & Allocation of Funds

- There is a separate page for this information located right before the School Eligibility page.
- **Please note that data entered on this page and the School Eligibility page cannot be changed once the original CFA is approved.**
 - **Exception: New or significantly expanding charter schools.**





Title I, Part A Low Income Data

- Identify the method(s) the LEA will use to identify low-income students:
 - **Free & Reduced-Price Lunch**—Month & Year of Data Used
 - **Direct Certification**—Month & Year of Data Used
 - **Temporary Assistance for Needy Families (TANF)**—Month & Year of Data Used
 - **Medicaid**—Month & Year of Data Used
 - **Census**—Month & Year of Data Used
 - **Household Survey*** (optional) – Month & Year of Data Used
- Ensure that if a combo is utilized above, all K-12 duplicates are removed.
- Select all methods if more than one is used.
- New for FY25 – LEAs must upload evidence of methods used to identify low-income students.

*Ensure household survey has accurate income information along with household numbers that mirrors the FRPL forms for accuracy



Title I, Part A Method of Allocation of Funds

- **District-Wide Ranking**

- Schools are ranked based on poverty percentage and funds allocated to them in that rank order.

- **Grade-Span Ranking**

- Schools are ranked in grade-span groups.
- Grade spans are prioritized based on academic needs and LEA priorities.
- Funds are allocated within grade span in rank order.

- **Fewer than 1,000 students enrolled**

- No ranking or allocation rules apply to schools who qualify for Title I.

- **Single Attendance Area**

- Only one school in each grade span; all schools are eligible who qualify for Title I.





Title I, Part A— Identification of Schools

- **35% Rule**

- If selected, all schools at or above 35% poverty are eligible for Title I services. Schools with 40% or more are eligible for school-wide.

- **District-Wide poverty average**

- Schools at or above the district-wide poverty average are eligible for Title I services.

- **District-Wide grade-span average**

- Eligibility is determined by grade span, based on each grade span's poverty average.
 - Schools within grade span at or above the grade-span average are eligible for Title I services.





Title I, Part A School Eligibility

- **High School Priority**

- The LEA may prioritize high schools with 50% or more poverty.
- High schools with 75% or more poverty are still given priority, but high schools between 50% and 74% are given priority over all other schools.

- **School-Wide Waiver (SWW)**

- LEAs may request a waiver to implement school-wide programs in one or more schools with less than 40% poverty.
- Waiver approval must be uploaded to the *Identifying and Ranking Schools* page **or** *Related Documents*.





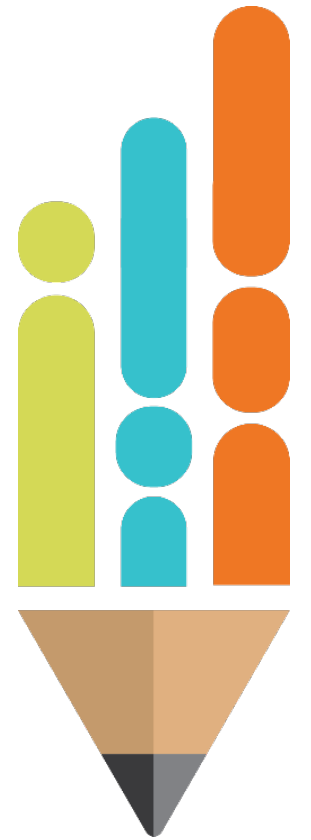
Title I, Part A School Eligibility

- LEAs can grandfather in any Title I school falling below 40% poverty for the first year only for Title I services to be continued or the LEA can apply for a waiver with the assistant commissioner of federal programs and oversight (FPO) allowing the school to be Title I for two more years.
 - **Two Options for Grandfathered Schools**
 - School-Wide Grandfathered (SWG)
 - Targeted Assisted Grandfathered (TAG)



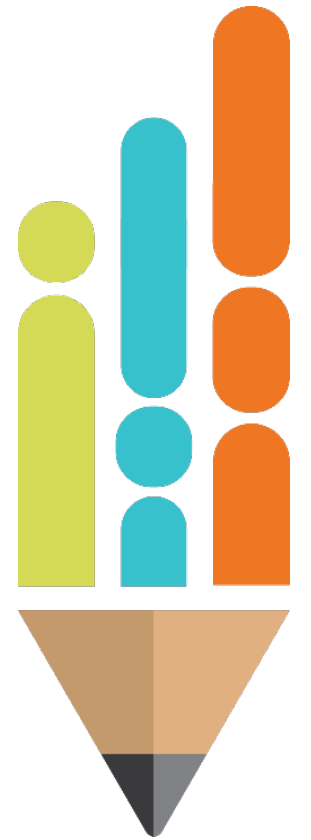
Title I, Part A Appropriate Funding Levels

- Title I, Part A funds may be allocated to all eligible schools, in rank order; however,
 - No school can receive less than \$100 PPA
 - Funds allocated must be sufficient to provide an effective and impactful program for participating students.
 - Programs must not be watered down in order to spread funds across all schools or more eligible schools.
 - The LEA cannot have more than \$50 remaining to spiral to the schools in column G of the *PPA* page.



Title I, Part A Appropriate Funding Level – Serving School(s) Below 35%

- If an LEA allocates Title I funds to one or more eligible schools below 35% poverty, all Title I schools must receive a “minimum” PPA, which is 125% of the average district PPA.
- The last school to be served may receive less than the minimum PPA.
- The amount auto-populates on both the *Allocation Designation* page and the *PPA* page.



Title I, Part A School Eligibility Overview

Description	Things to Consider
<p>Select the primary measure that will be utilized for determining poverty in the district.</p>	<p>The measure chosen must be consistent across the district and collected at the same point in time. Also, if utilizing a combination of measures such as primary being Free and Reduced Lunch and Census being secondary, remove duplicates.</p>
<p>Determine amount available to be allocated to schools. Remember set asides will be deducted and not allocated to the schools.</p>	<p>Required set asides include:</p> <ul style="list-style-type: none"> • Services to support students experiencing homelessness • Parent and Family Engagement (only applies to districts with an allocation of more than \$500,000) • Equitable services for eligible non-public school students in private schools that choose to participate in Title I-A
<p>Rank order all schools in the district by percentage of poverty either utilizing ranking of district-wide or grade-span.</p>	<p>Must allocate to schools with 75% or more regardless of grade span.</p>
<p>After schools with 75% poverty or above are served, determine whether to rank the remaining schools into district-wide or grade-span.</p>	<p>If a district selects grade span grouping as the method for serving schools, the district can choose to fund grade spans at different Per Pupil Amounts (PPA). <i>Note: The PPA amount for a higher-poverty school must be more than or equal to that of a lower-poverty school within the same grade span. Higher or equal to PPA amounts for higher poverty schools when utilizing district-wide.</i></p>
<p>Determine the amount of funding for each school served.</p>	<p>If a school whose poverty rate is below 35% is served, all schools being served must receive a PPA that is equal to or greater than 125% of the PPA the district receives. The last school in the spiral may receive less as an exception.</p>

Students Experiencing Homelessness

Title I, Part A Homeless Students

- Each LEA that receives a grant under Title I, Part A of the ESEA must reserve such funds as are necessary to provide students experiencing homelessness with services comparable to those provided to children attending schools served with Title I, Part A funds.
- These funds may be used to provide homeless children and youth with services not ordinarily provided to students attending schools served with Title I, Part A funds.
- Services provided with this reservation must be coordinated with services provided under the McKinney-Vento Act [ESEA §§ 1112 (b)(6), 1113(c)(3)(A)].





Title I, Part A Homeless Students

- When LEAs are evaluating the needs of the LEA homeless program, the LEA homeless liaison should be included in determining the set-asides and how those funds should be used.
- LEAs are encouraged to use their LEA [McKinney-Vento Needs Assessment](#), enrollment data, program evaluation, and cost data on expenditures to assist in determining the reservation.
- Homeless Liaisons should know how to access these funds to support students experiencing homelessness.





Title I, Part A Homeless Students

- Three types of funding for students experiencing homeless:
 - Required Title I, Part A homeless set-aside
 - McKinney-Vento Subgrant (discretionary grant)
 - ARP Homeless 1.0, 2.0, & System Navigator (discretionary grant)

Note: All LEAs must meet the requirements of the McKinney-Vento Act, even if they do not receive funding from McKinney-Vento or other homeless subgrants.



Title I, Part A Homeless Students

- Describe how the LEA determined the Title I, Part A homeless set-aside amount.
- In the description, include how the LEA also considers the availability and utilization of community-based organizations (CBOs) (e.g., churches, services clubs, food banks); per-pupil ratios; and data trends in the determination of the amount.





Title I, Part A Homeless Students

- Describe the transportation services that are available to homeless students and how the LEA ensures that there is no delay in getting required transportation services to students within 1-2 days of enrollment.
- Enrollment is defined as "attending classes and participating fully in school activities" [42 U.S.C. § 11434a(1)].



Title I, Part A Homeless Students

- Enter the **total number of homeless students enrolled in the LEA**. The **homeless set-aside** amount is from the *District Set-Aside* page and the per-pupil amount is auto-populated.
 - All LEAs **must** set aside funds for all homeless students within the LEA – not just for students in Title I schools.
 - There is no required set-aside amount; it must be based on the number of students and their needs.
 - Enter the set-aside amount on the *Title I, Part A District Set-Asides and Overview* page.
 - 2023-24 total number, set-aside, and per-pupil amounts auto-populate.



	2023-24	2024-25
Total number of homeless students enrolled in the LEA	138	<input type="text"/>
Title I, Part A homeless set aside amount	\$30,000.00	\$ <input type="text" value="30,000.00"/>
Title I, Part A homeless set aside per pupil amount	\$217.39	\$ <input type="text" value="0.00"/>

Title I, Part A Homeless Students

- LEAs must coordinate Title I, Part Homeless Set-aside funding with other federal funding.

Funding Coordination
Check the boxes to indicate which funding sources will be coordinated with Title I, Part A Homeless set-aside funds.
<input type="checkbox"/> McKinney-Vento Subgrant
<input type="checkbox"/> ESSER 3.0
<input type="checkbox"/> ARP Homeless 1.0
<input type="checkbox"/> ARP Homeless 2.0
<input type="checkbox"/> ARP Homeless System Navigator





McKinney-Vento (Homeless) Programming Resources

- [Serving Students Experiencing Homelessness under Title I, Part A](#)
- [Title I, Part A of the Elementary and Secondary Education Act and Children and Youth Experiencing Homelessness](#)
- [U.S. Department of Education \(ED\): McKinney-Vento Law](#)



Students in Foster Care



Title I, Part A Foster Care

- LEAs are asked to name a foster care point of contact (POC) in the *LEA Address Book*.
- Please ensure that the person listed has the resources and capacity to fulfill this role.
- ***All LEAs are required to have a foster care POC***, even if they do not currently have any students in foster care.





Title I, Part A Foster Care

- Enter the **total number of students in foster care enrolled in the LEA.**
- Enter the **total number of Best Interest Determination (BID) meetings held during the year.** All BID meetings should be documented by the foster care POC for the LEA.
 - It is understood that the CFA is completed prior to the conclusion of the school year; please only indicate the number of BID meetings at the time the CFA is being completed.



Title I, Part A Foster Care

- Enter the **total number of BID meetings resulting in students remaining in their school of origin**. The LEA foster care POC will provide this number.
- The **foster care transportation set-aside** amount is auto-populated from the *District Set-Aside* page.

BID Meetings

	2021-22	2022-23
Total number of students in foster care enrolled in the LEA	493	<input type="text" value="287"/>
Total number of BID meetings held in the school year.	170	<input type="text" value="140"/>
How many of the BID meetings resulted in students remaining in their school of origin?	93	<input type="text" value="57"/>
Title I, Part A foster care transportation set aside (for the following Fiscal Year) This field will auto-populate from the District Set-Aside page.	\$0.00	\$ <input type="text"/>



Title I, Part A Foster Care: Transportation Agreements

- LEAs are required to upload a signed agreement between themselves and DCS describing how they will ensure educational stability and provide transportation.
- **LEAs do not need to create a new agreement.** If last year's agreement is still valid, they may upload that agreement.
- The only exceptions are if:
 - The written agreement was written in such a way that it was only valid for one year.
 - The LEA or DCS decides to amend the agreement.



Resources

- Helpful resources and an updated **exemplar plan** are available in *ePlan > TDOE Resources > Non-Traditional Educational Programs (NEP) > Title I, Educational Stability for Children in Foster Care*.
- LEAs are encouraged to use the updated exemplar plan as a guide.
- If you need further assistance or have questions, please contact:

**Jackie Jacobson | Non-Traditional Educational Programs
Manager**

Jackie.Jacobson@tn.gov

(615) 390-4549



District Set-Asides

Title I, Part A, District Set-Asides

- **Funds to support district-wide instructional initiatives:**
 - Benefits all Title I schools across the LEA. The only exception is the homeless set-aside.*
 - Costs are not allocable to schools
- **Required set-asides:**
 - Students Experiencing Homelessness
 - Required Parent & Family Engagement (if LEA receives \$500,000 or more in Title I, Part A)
 - Non-Public/Private Schools (if applicable)
- Remember to utilize the appropriate **budget tag** for set-asides as applicable.

*Note districtwide initiatives (with the exception for of homeless) are for Title I schools only. The intent is not a district set aside for all schools regardless of Title I status.



Title I, Part A, District Set-Asides

▪ Other Allowable District Set-Asides:

- English as a Second Language Programs
- Additional Parent and Family Engagement
- Extended School Day & School Year Programs
- Foster Care
- Neglected and Delinquent Programs
- Preschool Programs
- Professional Development Initiative
- Reservation of Funds for FY26 (not to exceed 15%)
- Salary Equalization
- Support for Comprehensive and/or Targeted Intervention and Support Schools





Title I, Part A, District Set-Asides

Required Parent and Family Engagement

- **90%** of the set-aside must be distributed to Title I schools.
- This includes the total **non-public & public family engagement**.
- The non-public amount will be displayed on the *Equitable Services* page as well.
- The **90% amount that goes to Title I schools will be displayed**.



Title I, Part A District Set-Aside Page, Parent and Family Engagement

Question:

- **Public Schools:** Provide a clear description of how the parent and family engagement set-aside will be utilized including LEA- and school-level purchases, programming, instructional materials, and professional development.
- **Non-Public Schools:** Provide a clear description of how the parent and family engagement set-aside will be utilized including LEA- and school-level purchases, programming, instructional materials, and professional development.



Related Documents



Title I, Part A: Documents To Upload

- Please upload a copy of:
 - Foster Care Transportation (required)
 - Identifying and Ranking Schools Supporting Documentation (required)
 - Title I Skipped Schools Letter (if it applies)
 - Schoolwide Waiver Approval Upload (if it applies)
 - Personnel Details (Regular School Year - K-12 School Level) (if it applies)
 - Additional Supporting Documents (optional)
- **Reminder:**
 - Documents have two possible upload locations within the CFA under Title I:
 - For example, *Foster Care Transportation* will be under the Students in Foster Care Page, and
 - The *Schoolwide Waiver Approval Upload* will be on the Identifying and Ranking Schools Page.
 - Uploading in one location links to the other.



Title I, Part A- Supplement Not Supplant (SNS) Update



Title I, Part A: SNS

- For the FY25 CFA, the SNS will be removed from the CFA process.
- It will be housed under Data and Information within ePlan.
- The Finance Consultant team will be tasked with review and approval.



Title I, Part A—Neglected



Title I, Part A-Neglected

- *No changes from last year.*
- Reminders:
 - Update the **needs assessment** to reflect current data. This reflection will drive the planning for future programming and purchases. The updated form can be found in TDOE Resources > Non-Traditional Educational Programs > Title I, Part D: Neglected, Delinquent, and At-Risk Youth > Resources for Title I, A Neglected and Title I, D Subpart 1 and 2 > Facility Needs Assessment 2024-25.
 - Update all **MOUs** with signatures. If signatures for 2024-25 are not available, please upload a document stating the anticipated timeline and upload the most current MOU.





Resources

If you need further assistance or have questions, please contact:

**Jackie Jacobson | Non-Traditional Educational Programs
Manager**

Jackie.Jacobson@tn.gov

(615) 390-4549



Title I, Part C: Migrant Education Program (MEP)

Title I, Part C Program Details

- **Student numbers for Category 1 and 2** students are auto-populated in the first two charts.
- **Student Numbers for Priority for Services (PFS)** are auto-populated in the third chart.
 - ESEA § 1304(d) requires LEAs to give priority services to migratory students classified as PFS.
- **TN MEP classifies migratory students as PFS when a migratory child**
 - has made a qualifying move within the previous one-year period and
 - and who is failing or most at risk of failing to meet the state’s challenging academic content and student achievement standards, or (2) has dropped out of school.
- Describe how the LEA will provide intensive support to migrant PFS students in addition to those services provided to non-PFS migrant students.





Title I, Part C Program Details

Occupational Surveys (OS):

- Describe the LEAs process for:
 1. disseminating,
 2. collecting,
 3. processing/submitting, and
 4. recording OS forms.
 - Indicate the timeline and whether hard or electronic copies of the OS form are used. Include the submission requirements and procedure for submitting the forms to the migrant data system.

Individual Needs Assessment (INA):

- Describe the LEA's process for conducting migratory INAs. Include details about:
 1. who is involved in the needs assessment,
 2. the general timeline for conducting the INA,
 3. what data is analyzed and how that data is gathered,
 4. how the results of the needs assessment are used to impact the educational services being provided, and
 5. how the LEA will ensure that needs assessments are monitored and updated as needed.





Title I, Part C Program Details

Migrant Data Management:

- Describe the LEA's process for the management of each of these migrant data tasks:
 1. the entering and reconciling migrant data within the Student Information System (SIS),
 2. entering instructional and support services into the tn-mep.net migrant data system, and
 3. communicating with the State MEP Contractor on data corrections.

Parent Advisory Council (PAC):

- Describe the LEA's plan and/or process for conducting the LEA-level migratory PAC. Include in the description potential timelines for meetings, events, or convenings.





Title I, Part C Program Details

Programming:

- Indicate the areas of spending funding will address as well as the service period (Regular School Year or Summer Services) and provide a detailed description of the services provided.
- As of FY23, LEAs were no longer responsible to provide services to Pre-K and Out of School You (OSY) migratory children.
 - These services are now provided by the state MEP contractor.
- Required programming for Title I, C includes **both** supplemental instructional services and supplemental support services.





Title I, Part C Program Details

Programming, continued:

- Address all programming funded through the grant and ensure the information aligns with the budget.
 - **Instructional support services** including direct instruction, online courses, tutoring, educational summer programming, and academic and career counseling
 - **Support services**, including but not limited to wrap-around services, advocacy, health/vision and dental care, and outreach
 - If non-MEP funds will be used to provide required support services, please provide a description of the services and the source of the funds to be used.
 - **Transportation**, including needed transportation for students and families
 - **Professional development** specific to the migrant education program
 - **Family Engagement**, such as parent resources and training, PAC events, and family literacy programs





Title I, Part C Related Documents

- Please upload a copy of:
 - Job description for any personnel funded with Title I, Part C funds (as applicable)
 - Additional supporting documents (*optional*)





Resources & Support

- Resources can be found in [ePlan > TDOE Resources](#) > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs > Migrant Education Documents & Information.
- Direct questions to Terry.Garrett@tn.gov and Hannah.Gribble@tn.gov.



Title I, Part D



Title I, Part D

- *No changes from last year.*
- Reminders:
 - Update the **needs assessment** to reflect current data. This reflection will drive the planning for future programming and purchases. The updated form can be found in TDOE Resources > Non-Traditional Educational Programs > Title I, Part D: Neglected, Delinquent, and At-Risk Youth > Resources for Title I, A Neglected and Title I, D Subpart 1 and 2 > Facility Needs Assessment 2024-5.
 - Update all **MOUs** with signatures. If signatures for 2024-25 are not available, please upload a document stating the anticipated timeline and upload the most current MOU.





Resources

If you need further assistance or have questions, please contact:

**Jackie Jacobson | Non-Traditional Educational Programs
Manager**

Jackie.Jacobson@tn.gov

(615) 390-4549



Juvenile Justice



Juvenile Justice Point of Contact

- In the *LEA Address Book*, LEAs must name a juvenile justice POC.
- Please make sure that the person listed has the resources and capacity to fulfill this role.
- **All** LEAs are required to have a juvenile justice POC, even if they do not serve high school students.



Title II, Part A

Title II, Part A Program Details

- *No changes from last year.*
- Identify and describe the activities to be supported with Title II funding.
- The list of allowable activities has been expanded to allow LEAs to provide a more specific plan for the Title II program.
- See the [Title II Allowable Use of Funds](#) resource for a description of all allowable activities.

Program Description					
Identify the activities to be supported with Title II A funding.	Number of Staff Impacted (Headcount)				Provide a concise summary of the activities to be supported.
	Teachers	Principals	Paraprofessionals	Other School Leaders	
<input type="checkbox"/> Evidence-based professional development activities for teachers, principals, paraprofessionals, and other school leaders					
<input type="checkbox"/> Teacher/principal recruitment and retention strategies					
<input type="checkbox"/> Class-size reduction teachers					
<input type="checkbox"/> Teacher testing for hard-to-staff areas					

Title II, Part A Program Reminder

- Title II, Part A eligible expenditures should be determined based on needs identified by LEA and stakeholders.
- Under ESEA §§ 2101(d)(3), 2102(b)(2-3), LEAs must engage in meaningful consultation with a broad range of stakeholders, and non-public schools as required by ESEA § 8501, and must have a process in place to use data to continually update and improve activities supported under this part.
- LEAs are asked to describe how they meet this requirement within the CFA.
- The process associated with InformTN may be used to meet this requirement.





Title II, Part A Reminders

- Title II, Part A funds can be used to support school-based staff, such as:
 - Teachers
 - Principals
 - Other School Leaders
 - Paraprofessionals
- ESSA § 8101(42) defines “professional development,” specifically noting that the professional development activities are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job embedded, data-driven, and classroom-focused.
 - Title II may only be used on activities that meet this definition.





Title II, Part A: Related Documents

- Please upload a copy of:
 - Additional supporting documents (*optional*)
 - Example: LEA professional development (PD) plan





Title II, Part A Resources

- [Effective Use of Title II, Part A Presentation Slides](#)
- [Non-Regulatory Guidance for Title II, Part A](#)
- [Optional Title II Activity Evaluation Form](#)
- [Title II Overview and Allowable Use of Funds](#)



English Learner Requirements



English Learner Requirements – Program Details

- **All LEAs** must complete the *English Learner Requirements Program Details* page, regardless of Title III funding. This section includes:
 - District-wide ESL Program Staffing and FTE Certified ESL Teachers (see next slides)
 - English Learner Identification and Enrollment
 - Providing Equitable Access to Programs and Services for EL/Non-EL Students
 - Language Instruction Educational Programs (for non-Title III LEAs):
 - Types of language instruction educational programs (LIEPs) chart
 - Questions focused on itinerant ESL teachers
 - Are students transported to another school for ESL services? If yes, what is the district's justification for that practice?



English Learner Requirements – Program Details

- **Staff-to-child ratio must be 1:35 or less**
 - It is based on prior years' **Oct. 1 EL count** in EIS and LEA-entered staffing data from the same time.
 - The number of staff entered for the ratio is an FTE, not a headcount.
 - Only state/locally funded ESL-certified teachers, providing ESL services, are to be counted.
- If the district-wide ESL program staffing ratio as of Oct. 1, 2023, exceeds 1:35, provide a detailed description of the steps the LEA will take (including a timeline) to reach the required 1:35 ratio by **Sept. 15, 2024.**



English Learner Requirements - Reminders

- Title III, Part A shall be used to supplement the level of **federal, state, and local** public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth [ESEA § 3115(g)].
 - More information can be found in the [Title III Supplement Not Supplant Guidance](#).
- In practice, this means that a supplanting violation occurs when an LEA uses Title III, Part A funds to provide services that are required under other Federal, state, and local laws—this includes **translation and interpretation services**.
 - More information can be found in the [Federal Funding for Translation and Interpretation Services Guidance](#).



English Learner Requirements - Reminders

- Only active ELs (*Ls* and *Ws*) and Immigrant (*I*) students may be served under Title III. Students who have exited ESL services (*T1*, *T2*, *T3*, and *T4*) may not be served under Title III.
 - T1-T4 students may only continue to be served under Title III if they are also Immigrant (*I*) [ESSA, § 3114(d)].



Consortia Budget Review

- Previous fiscal year-: If the LEA participated in a consortium in FY24, check the box and then identify who the fiscal agent was for FY24.
- If the LEA is not in a Title III consortia or is the consortia lead, click N/A at the top of the page.
- Only **Title III consortia members** should complete this budget page.





Program Details – Title III

- LEAs who accept Title III, Part A funds must also complete the *Program Details – Title III* page within the English Learner Requirements section.
 - This includes LEAs that are **stand-alone, fiscal agents, and consortia members.**





Program Details – Title III

- Describe the planned use of Title III funds and **how it is supplemental** to the programs, services, and supports that EL students must receive and are eligible to receive from other state and federal sources.
 - Regarding supplement not supplant: **If budget narratives are not clear and the above question is not fully addressed, revisions will be requested.**
- Describe how the LEA will measure the impact that Title III activities had on English language development results.
 - The **Annual Title III Self-Assessment** should be included in this response.





Program Details – Title III

- Under ESSA, LEAs who receive Title III funds must provide and implement parent, family, and community engagement activities that enhance or supplement language instruction educational programs for EL.
 - LEAs must describe how they will provide and implement effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which shall include **parent, family, and community engagement activities** as required under ESEA § 3115(c)(3).



Program Details – Title III

- Because parent and family engagement and professional development to teachers and other personnel serving ELs are **required** for Title III funded LEAs, such LEAs should also indicate that these activities took place here:

Teaching and learning activities serving English Learners in Title III LEAs during 2020-21. Check all that apply.

- a. Supporting the development and implementation of language instruction educational programs (LIEPs)
- b. Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
- c. Supporting implementation of school-wide programs
- d. Professional development to teachers and other personnel serving ELs
- e. Parent and community engagement activities
- f. Supporting the development and implementation of pre-school programs for ELs
- g. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- h. Improving instruction of ELs with disabilities
- i. Providing tutorials, career and technical education
- j. Offering programs to help ELs achieve success in post-secondary education
- k. Other



English Learner Requirements Resources

- [Federal Funding for Translation and Interpretation Services](#)
- [Title III Allowability Guide](#)
- [Title III Allowability Scenarios](#)
- [Title III Supplement Not Supplant](#)





Title III, Part A




Title III

- The Title III section only contains a Title III budget page.
 - This should be completed by **stand-alone LEAs** and **consortia leads** only.
- Funds must be used for supplemental services to ELs ***after:***
 - Other local, state and federal resources are used to provide services to ELs and
 - Federal and state requirements are met.
- Ensure narrative budget descriptions sufficiently explain how the supplement, not supplant rule is being followed [ESSA § 3115(g)].
- Consortia fiscal agents must include a location in the budget for each consortia member's budget



	Title III
	<u>Budget</u>
	<u>Budget Overview</u>



Title IV, Part A (SSAE)



Title IV, Part A (SSAE) Program Details

- **Title IV funds are distributed to schools based on:**
 - greatest need,
 - highest poverty levels,
 - Priority or Focus school designation, or
 - persistently dangerous school status.
- **Three content areas:**
 - Well-Rounded Educational Opportunities,
 - Safe and Healthy Students, and
 - Effective Use of Technology.



Title IV, Part A (SSAE) Program Details

- ESEA § 4106(c) requires LEAs to consult meaningfully with parents, teachers, principals, students, school leaders, specialized instructional support personnel, charter school personnel (in an LEA that has charter schools), community partners, Indian tribes or tribal organizations (when applicable), and local government representatives on the improvement and coordination of activities conducted under this part as well as the design and development of the Title IV, Part A application.
 - LEAs are asked to describe how they meet this requirement within the CFA.
 - This consultation may occur as part of the InformTN LEA planning process.

Title IV, Part A (SSAE) Program Details

- **Program Description:** Remember that a separate narrative box will be available for the four required questions.
 - **Box one:** Describe the activities to be budgeted in support of well-rounded educational opportunities.
 - **Box two:** Describe how the proposed use of funds relates to prioritized needs determined in the LEA needs assessment.
Please address all proposed purchases and programming.
 - **Box three:** Describe any partnerships with outside organizations.
 - **Box four:** Describe (1) the program objectives and intended outcomes for the described activities and (2) how the effectiveness of the activities will be assessed.
Please address all proposed purchases and programming.
- All narrative prompts must be addressed before an application can be approved.

Title IV, Part A (SSAE) Program Details

LEAs receiving \$30,000 or more must:

- Conduct a needs assessment.
- Spend at least 20% of funds on:
 - Well-Rounded Educational Opportunities
 - Safe and Healthy Students
- Spend a portion of funds (1% or more) on the Effective Use of Technology focus area (**with no more than 15% on infrastructure**).



Title IV, Part A (SSAE) Program Details

- A special rule within ESSA states that no more than 15 percent of funds in this content area may be spent on technology infrastructure, including:
 - **devices,**
 - **equipment,**
 - **software applications,**
 - **platforms,**
 - **digital instructional resources,** and/or
 - **other one-time IT purchases.**
- At least 85 percent of the educational technology funds should be used to support professional learning to enable the effective use of educational technology.



Title IV, Part A (SSAE) Budget Page

- To document the required spending requirements within the budget:
 - Use budget tags to identify each line-item number's focus area:
 - Well-Rounded Educational Opportunities
 - Safe and Healthy Students
 - Effective Use of Technology

Budget Detail		Narrative Description	
Account Number:	72210 - Support Services/Regular Instruction Program		
Line Item Number:	105 - Supervisor / Director	Size	
Title IV:	Select Tag		
Optional Program Code:	Select Tag		
Location Code:	Well-rounded Educational Opportunities		
	Safe and Healthy Students		
	Effective use of Technology		
Quantity:	1.00		
Cost:	\$0.00		
Budget Detail Total:	\$0.00		



Title IV, Part A (SSAE) Budget Page

- When utilizing the budget tags, use **only one budget tag per line-item number entry. Exception is the Non-Public Instructional Funds, which will have two.**
 - Example: If you are utilizing line-item number 524 (In-service/Staff Development) for both the Well-Rounded Educational Opportunity area and the Safe and Healthy Students area, ***please create two separate entries*** (a 524 for Well-Rounded and a 524 for Safe and Healthy) ***so that only one budget tag is listed per entry.***
- This helps LEAs track Title IV spending and ensures that all spending requirements are being met (see the assurances on the next slide).



Title IV, Part A (SSAE) Assurances

- The LEA shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title [ESSA § 4001(a)].
- No funds under this title will be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs [ESSA § 4001(b)].
- No child will be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. § 802) as a condition of—receiving an evaluation or other service described under this title; or attending a school receiving assistance under this title [ESSA § 4001(c)].
- Comply with ESSA § 8526 regarding the prohibited use of funds. (See next slide)
- Comply with TN SBE Policy 4.202 – Unsafe School Choice Policy (ESSA § 8532), T.C.A. § 39-17-1309 regarding carrying weapons on school property (ESSA § 8561), and T.C.A. § 39-17-1604 regarding places where smoking and use of vapor products is prohibited (ESSA § 8573).

Title IV, Part A (SSAE) Assurances

ESSA § 8526 prohibits the use of funds:

- to provide to any person a dangerous weapon or training in the use of a dangerous weapon;
- for construction, renovation, or repair of any school facility, except as authorized under this Act;
- for transportation unless otherwise authorized under this Act;
- to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
- to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- to operate a program of contraceptive distribution in schools.

Title IV, Part A (SSAE) Carryover Assurance Reminder

- An LEA who receives \$30,000 or more in Title IV, Part A funds must meet the required minimums for each focus area:
 - 20% for Well-Rounded Educational Opportunities,
 - 20% for Safe and Healthy Students, and
 - a portion [1% or greater] of funds for the Effective Use of Technology based on the allocation for that fiscal year.
- When funds are carried over, the LEA assures that there are processes and internal controls to track unspent required minimum funds from the prior fiscal year, in addition to the current year's required minimums.





Title IV, Part A (SSAE) Related Documents

- Please upload a copy of:
 - Additional Supporting Documents (*optional*)
 - Example: Flyer for Title IV, Part A funded events/programs





Title IV, Part A (SSAE) Resources

- [Title IV, Part A PowerPoint: CFA Guidelines](#)
- [Title IV, Part A Questions and Answers](#)
- [Optional Title IV Activity Evaluation Form](#)
- [Title IV, Part A Student Support and Academic Enrichment Grants Guidance](#)



Title V, Part B, Subpart 2



Title V, Part B Program Details

- *No changes from last year.*
- Use the checkboxes to **indicate the selected program(s)** to be supported with Title V, Part B funds:
 - Title I, Part A
 - Title II, Part A
 - Title III, Part A
 - Title IV, Part A
 - Parent & Family Engagement (Parent & Family Engagement for Title I schools should be placed under Title I, Part A)
- For each program selected, **answer the narrative prompts in full.**





Title V, Part B Reminder

- Title V, Part B funds must be used to supplement not supplant other federal, state, or local education funds.



Title V, Part B Related Documents

- Please upload a copy of:
 - Additional Supporting Documents (*optional*)





Title V, Part B Resources

- [Title V Overview Rural Education Initiative](#)
- [Title V, Part B, Subpart 2: Rural and Low-Income Schools \(RLIS\) Program](#)
- [Optional Title V Activity Evaluation Form](#)
- [Title V Guidance on the Rural Education Achievement Program \(REAP\)](#)
- [U.S. Department of Education: REAP Informational Document](#)



Class Size Reduction (CSR)

Class Size Reduction (CSR) Teachers (Titles I, II, & V)

- For each school with CSR teachers, paid with Title I, II, or V funds, complete the following information in the chart:
 - name of the school and school number
 - the grade span of the school
 - select the grade the CSR teacher will serve
 - the projected enrollment of the grade
 - the projected enrollment of the grade
 - the state/local funded teachers

School Name	Grade CSR Teacher Will Serve	Projected Grade Enrollment	Actual Grade Enrollment	State/Local Funded Teachers	Title I CSR Teachers	Projected State and Local Teacher to Student Ratio	Actual State and Local Student to Teacher Ratio	Grade Span CSR Teacher Will Serve	Grade Span Projected Enrollment	Grade Span State/Local Funded Teachers	Grade Span Title I CSR Teachers	Grade Span Projected State and Local Teacher to Student Ratio
▼	▼							▼				

Class Size Reduction (CSR) Teachers (Titles I, II & V)

Questions to answer:

- Is there a favorable effect on the use of CSR?
 - *Select either Yes or No.*
- Was the use of CSR implemented in a setting similar to yours (e.g., rural, urban, grade span)?
 - *Select one of the following: Very much, Somewhat, A little, or Not at all.*
- Was the use of CSR implemented with populations similar to yours (e.g., ELs, low socio-economic status, and specific ethnicity)?
 - *Select one of the following: Very much, Somewhat, A little, or Not at all.*





Class Size Reduction(CSR) Teachers (Titles I, II & V)

- ESEA permits LEAs to use funds to reduce class size by recruiting and hiring *effective* teachers.
- This requirement presumes that LEAs will not use funds to hire or pay teachers for the purpose of class size reduction unless the LEA has previously determined that the class size reduction teachers are effective.



Class Size Reduction(CSR) Teachers (Titles I, II & V)

- LEAs must show that the educators hired as CSR teachers are proven to be highly effective.
- To do so, LEAs must upload the following to the ePlan LEA Document Library by **Oct. 1** of the fiscal year that the CSR funds are being spent.
 1. A letter signed by the director of schools on LEA letterhead stating that the CSR teacher:
 - a. meets state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. is teaching in the field of discipline of the certification of the teacher; and
 - c. is not teaching on a waiver.
 2. Documentation showing the teacher is a level three (3) or above on the latest TEAM evaluation.
- More information can be found here: [Class-Size Reduction Teachers Justification](#)





Non-Public/Private Schools Page

- ePlan populates this page with a **summary of the results of the *Non-Public School Survey*** conducted earlier in the year to help determine allocation amounts for Titles I-C, II, III, and IV.

Note: *Title I-A will need to be completed in the School Eligibility page within the Title I-A section of the CFA.*



Equitable Services for Non-Public Schools

Equitable Services for Non-Public Schools

- **Title I, Part A non-public participants:** Non-public K-12 low-income students from the LEA Title I attendance areas
- **Title I, Part C, non-public participants:** Number of K-12 migratory students enrolled at non-public
- **Title II non-public participants:** Non-public K-12 total enrollment
- **Title III non-public participants:** Number of K-12 ELs enrolled at non-public
- **Title IV non-public participants:** Non-public K-12 total enrollment



Equitable Services Program Details Pages

- Each eligible ESEA program has its own *Program Details* page:
 - Title I, Part A
 - Title I, Part C
 - Title II, Part A
 - Title III, Part A
 - Title IV, Part A
- Each page will contain program-specific:
 - Allocation formula calculation boxes
 - Applicable narrative questions/prompts

	Equitable Services for Non-public Schools
	Non-Public/Private Schools
	Program Details- Title I-A
	Program Details- Title I-C
	Program Details - Title II-A
	Program Details - Title III
	Program Details - Title IV
	Assurances
	Related Documents

Equitable Services Program Details

Pages

Each program's page contains an N/A box at the top.

- **N/A for Title I, Part A:** The LEA certifies that no eligible non-public schools are in the district, and no known low-income students from their Title I attendance areas are enrolled in eligible non-public schools OR That no eligible non-public schools wish to participate in the program
- **N/A for Title I, Part C:** The LEA certifies that no eligible non-public schools are in the district OR That no eligible non-public schools wish to participate in the program - OR- That there are no identified migratory students enrolled in eligible non-public schools
- **N/A for Title II, Part A:** The LEA certifies that no eligible non-public schools are in the district OR That no eligible non-public schools wish to participate in the program
- **N/A for Title III, Part A:** The LEA certifies that no eligible non-public schools are in the district OR That no eligible non-public schools wish to participate in the program OR That there are no identified EL students enrolled in eligible non-public schools
- **N/A for Title IV, Part A:** The LEA certifies that no eligible non-public schools are in the district OR That no eligible non-public schools wish to participate in the program



Equitable Services for Non-Public Schools Related Documents

- Applicable LEAs must upload an *Affirmation of Meaningful Non-Public School Consultation* form for each participating non-public school to the *Related Documents* page.
- LEAs have two affirmation forms to choose from:
 - Combined affirmation and final agreement form ([Affirmation of Meaningful Non-Public School Consultation and Final Agreement](#))
 - Covers initial consultation process and final agreement
 - One form uploaded to CFA; no additional forms needed
 - Traditional form ([Affirmation of Meaningful Non-Public School Consultation](#)):
 - Covers initial consultation process
 - Non-public traditional final agreements will need to be uploaded to the LEA Document Library by **Sept. 15, 2024**.



Resources, Contacts, & Upcoming Dates



Additional Resources

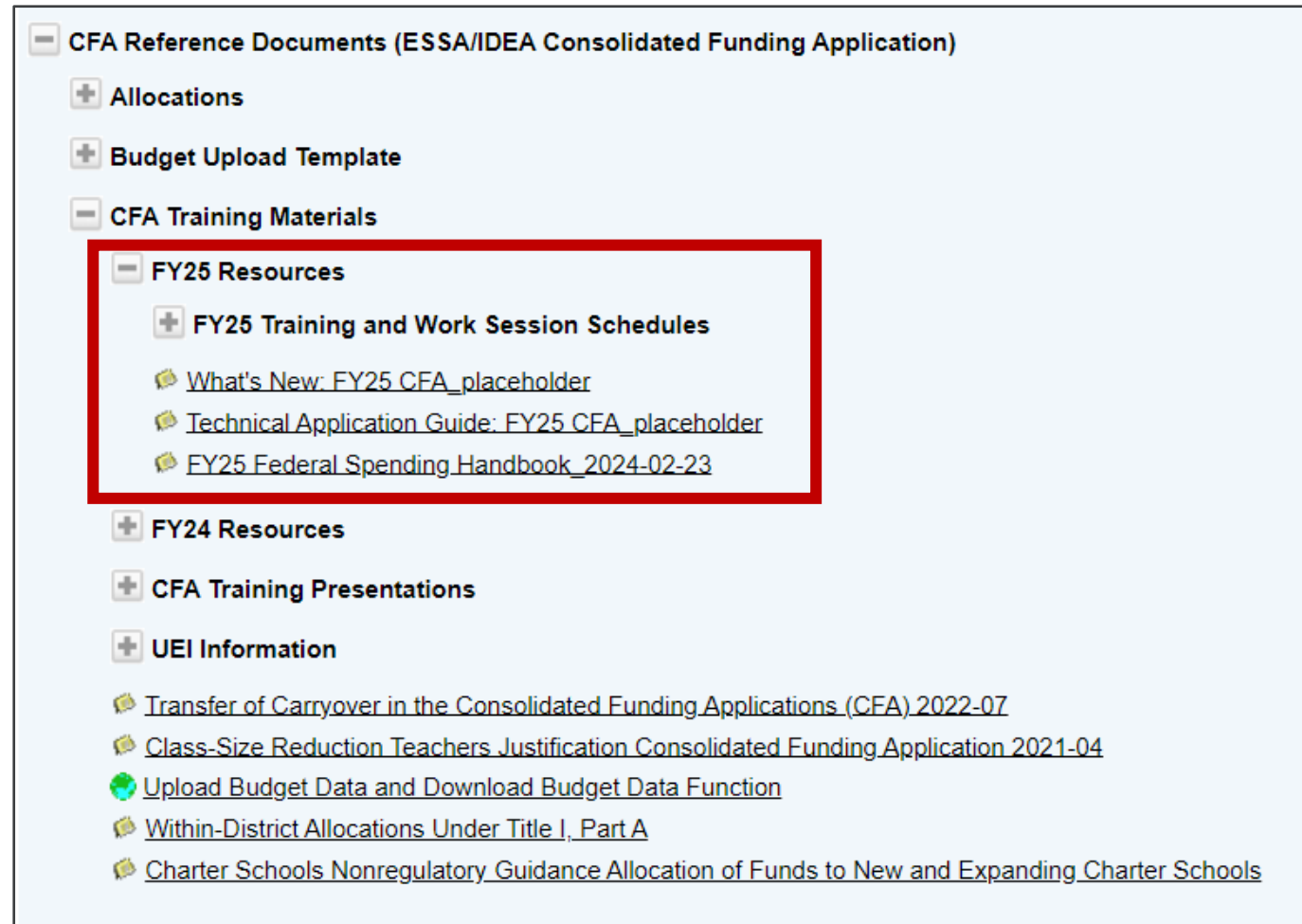
Two informative guides for CFA completion:

- **Federal Spending Handbook—The “What”**
 - aligns with the Strategic Plan
 - provides a clear explanation and starting point for each fund
- **Consolidated Funding Application Guide—The “How”**
 - guides users to complete the CFA step-by-step
 - reflects ePlan changes
 - aligns with “Help for Current Page” in ePlan



TDOE Resources

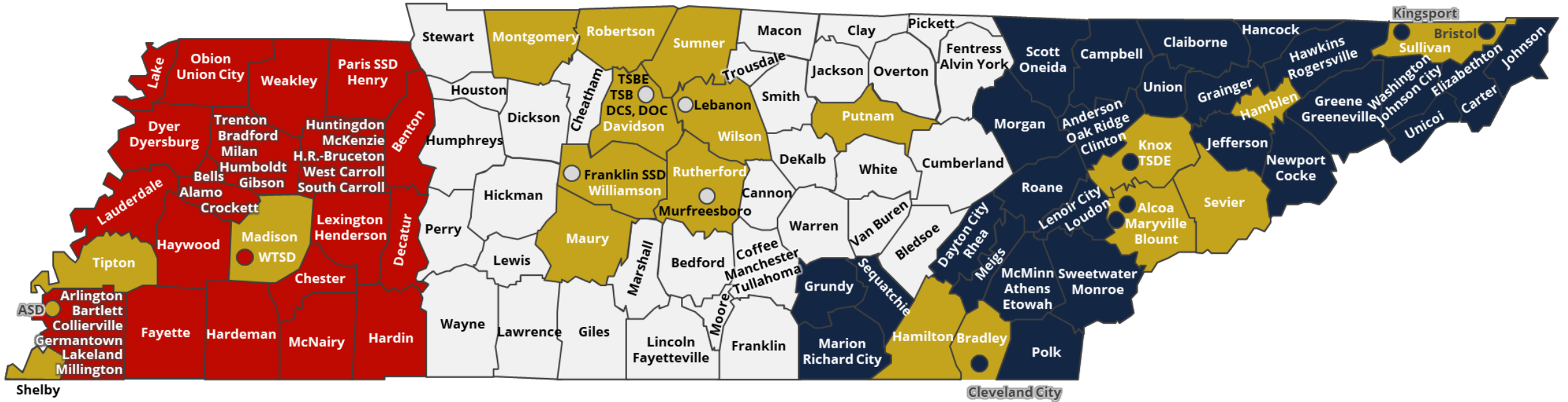
- ***TDOE Resources*** is updated to reflect FY25 information.



The screenshot shows a navigation menu for TDOE Resources. The menu items are as follows:

- CFA Reference Documents (ESSA/IDEA Consolidated Funding Application)
 - + Allocations
 - + Budget Upload Template
 - CFA Training Materials
 - FY25 Resources** (highlighted in a red box)
 - + FY25 Training and Work Session Schedules
 - 📄 [What's New: FY25 CFA_placeholder](#)
 - 📄 [Technical Application Guide: FY25 CFA_placeholder](#)
 - 📄 [FY25 Federal Spending Handbook_2024-02-23](#)
 - + FY24 Resources
 - + CFA Training Presentations
 - + UEI Information
 - 📄 [Transfer of Carryover in the Consolidated Funding Applications \(CFA\) 2022-07](#)
 - 📄 [Class-Size Reduction Teachers Justification Consolidated Funding Application 2021-04](#)
 - 🟢 [Upload Budget Data and Download Budget Data Function](#)
 - 📄 [Within-District Allocations Under Title I, Part A](#)
 - 📄 [Charter Schools Nonregulatory Guidance Allocation of Funds to New and Expanding Charter Schools](#)

Divisional Coordinator Map



West

ESEA: Lynn Dotson
 IDEA: Janet Michelle Mansfield

Middle

ESEA: Alisha Gilmore
 IDEA: Tracey Jones

East

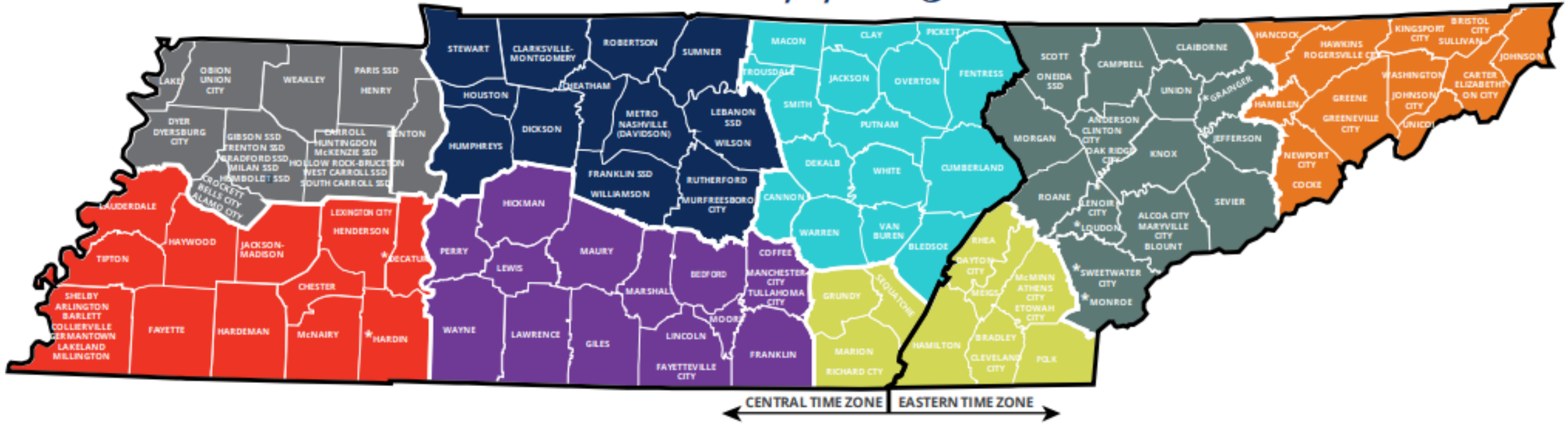
ESEA: Henry LaFollette
 IDEA: Melanie Lamberson

20 LEAs with Largest Enrollment

ESEA: Heather Farley
 IDEA: Jamie Eldridge

Regional Finance Consultant District Map

As of 10/1/2023



Northwest	Southwest	Mid Cumberland	Upper Cumberland	South Central	Southeast	East TN	First TN
Joshua Dehnz	Meribeth Carpenter	Rob Mynhier	Brian Trisdale	Jasmine Taylor	Taffe Bishop	Shelby Ownbey	Jill Lewis
Joshua.Dehnz@tn.gov	Meribeth.B.Carpenter@tn.gov	Robert.Mynhier@tn.gov	Brian.Trisdale@tn.gov	Jasmine.Taylor@tn.gov	Taffe.Bishop@tn.gov	Shelby.Ownbey@tn.gov	jill.Lewis@tn.gov

Other ESSA Points of Contact

Program(s)	Contact
<ul style="list-style-type: none">Title III, Part ATitle I, Part C	Hannah.Gribble@tn.gov
<ul style="list-style-type: none">Title I, Part A	Deborah.Thompson@tn.gov or Heather.Farley@tn.gov
<ul style="list-style-type: none">Title IV, Part ATitle V, Part B	Brinn.Obermiller@tn.gov
<ul style="list-style-type: none">Title II, Part AEquitable Services to Non-Public School Students	Michelle.Harless@tn.gov
<ul style="list-style-type: none">Title I, Part A Homeless/McKinney-Vento	Vanessa.Waters@tn.gov



Other Dates to Remember

- **March 1:** Tentatively FY25 CFA opens
- **May 1:** FY25 CFA due in ePlan
- **July 1:** All CFAs must be approved by the department





Thank You!

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Professional Learning Evaluation: Federal Programs and Oversight (FPO)



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NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>