

# FY27 Consolidated Funding Application (CFA) ESEA Training

**Federal Programs and Oversight**

*Spring 2026*

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# Agenda

- FY27 CFA Updates & Reminders
  - Important Things to Remember
- CFA Budget Tags & Budget Narrative Expectations
- Overview Page
- Contacts Page
- District Assessment Information Page
- Allocation Section
- ESEA Requirements
  - ESSA Evidence
  - Consolidated Administration and Administration





# Agenda

- ESEA Requirements (continued)
  - Title I, Part A
    - Program Details Page
    - Personnel Details Page
    - Within District Allocation Information
    - 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



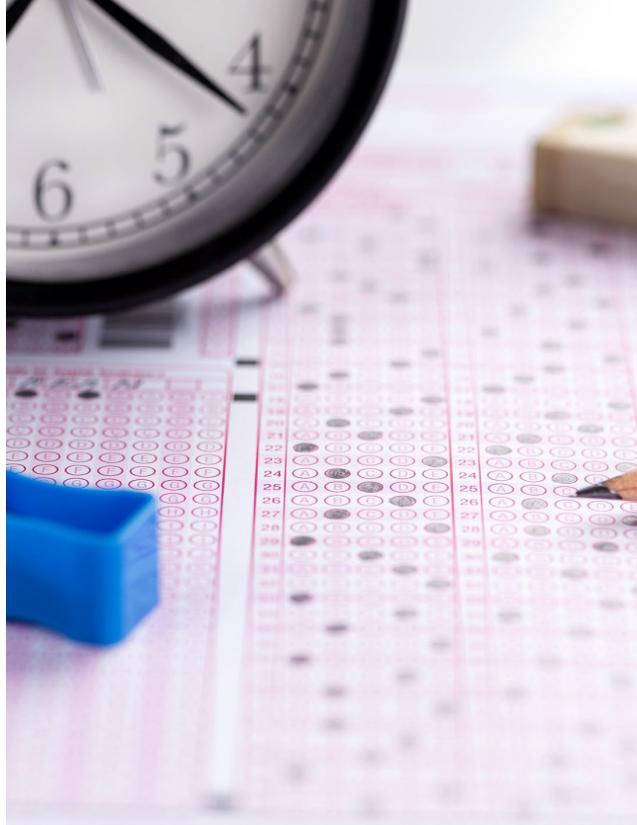


# Agenda

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



# FY27 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 Chart -Budget Narratives

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



# CFA Budget Tags & Budget Narrative Requirements

# Budget Tag Review

- **Budget tags:**
  - Help identify the **purpose of a budget item** without as much reliance 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 Private School 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 [FY27 CFA Technical Guide](#).

# Budget Tags

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

- Budget tags are **mandatory** for FY27 for the items above.
  - Note:** One tag per line item. One exception is noted on the 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"><li>Title I, Part A</li><li>Title II, Part A</li><li>Title III, Part A</li><li>Title IV, Part A</li><li>Parent and Family Engagement</li><li>Admin (those not utilizing Con Admin)</li></ul>	<ul style="list-style-type: none"><li>Well Rounded</li><li>Safe and Healthy</li><li>Technology</li><li>Admin (those not utilizing Con Admin)</li><li>Private School Instructional Funds (note this is the only one that can have two tags per line item)</li></ul>

- Budget tags are **mandatory** for FY27 for the items above.
  - Note:** One tag per line item. One exception noted above under Title IV, SSAE.
- Certain totals from the budget tags will auto-populate on other pages of the CFA.

# Budget Tag Summary

- Will provide a sum of all budget tags utilized within the budget, along with administrative costs.
- Each program section (i.e., Title I, Part A; Title II, Part A, etc.) has a Budget Tag Summary page.



## Budget Tag Summary

Tag Group	Tag	Budget Amount
Strategic Plan	Academics	\$0.00
Strategic Plan	Educators	\$0.00
Strategic Plan	Student Readiness	\$0.00
LEA Set Asides	Students Experiencing Homelessness	\$0.00
LEA Set Asides	Required Parent and Family Engagement	\$0.00
LEA Set Asides	Private School Instructional Funds	\$0.00
LEA Set Asides	Private School Parent and Family Engagement	\$0.00

# 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 items for purchase meet the above criteria?*

# Budget Narrative Requirements

## For personnel:

- Budget narratives **must include position titles and full-time equivalents (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.

# Overview Page

# Overview Page

- Overview of the CFA flow along with contacts and other information for the LEA

<b>Application Contacts and Consolidated Funding Application (CFA) Roles.</b>	
<a href="#">Contacts</a> are names that are selected on the CFA Contacts page; the <i>LEA Data View</i> role allows a name to be selected.	
The following <a href="#">Roles</a> allow individuals to answer application questions and/or change the application status: the <i>LEA Authorized Representative</i> , <i>LEA Fiscal Representative</i> , <i>Consolidated Update</i> , and <i>Consolidated Director</i> .	
<b>User Access</b>	
The <i>Consolidated</i> roles or <i>Data View</i> roles can be assigned by the district user access administrators or the <a href="mailto:ePlan.Help@tn.gov">ePlan.Help@tn.gov</a> team.	
<a href="#">Click here to access the LEA user access form.</a>	
<b>Workflow and Notifications</b>	
<b>Not Started</b>	The application cannot be edited until the draft is started. <i>LEA Consolidated Update</i> , <i>LEA Consolidated Director</i> , <i>LEA Fiscal Representative</i> , or <i>LEA Authorized Representative</i> roles can move the application into <i>Draft Started</i> status.
<b>Draft Started</b>	<i>LEA Consolidated Update</i> , <i>LEA Consolidated Director</i> , <i>LEA Fiscal Representative</i> , or <i>LEA Authorized Representative</i> roles can edit the CFA in the <i>Draft Started</i> status (or <i>Revision Started</i> for revisions).
<b>Draft Completed</b>	The <i>LEA Consolidated Director</i> role can click <i>Draft Completed</i> (or <i>Revision Completed</i> for revisions).
<b>LEA Fiscal Representative Approved or Not Approved</b>	The <i>LEA Fiscal Representative</i> can click <i>Approved</i> or <i>Not Approved</i> .
<b>LEA Authorized Representative Approved or Not Approved</b>	The <i>LEA Authorized Representative</i> can click <i>Approved</i> or <i>Not Approved</i> .
<b>TDOE FPO Divisional Coordinator Reviewed or Returned</b>	The <i>TDOE FPO Divisional Coordinator</i> can click <i>Reviewed</i> or <i>Returned</i> .
<b>TDOE FPO Director Approved or Not Approved</b>	The <i>TDOE FPO Director</i> can click <i>Approved</i> or <i>Not Approved</i> .
<b>Reimbursement Requests</b>	
LEAs can complete reimbursement requests after the <i>TDOE FPO Director</i> has approved the application.	
<b>Resources</b>	
<a href="#">Click here to open the Technical Application Guide: FY25 CFA.</a>	
<a href="#">Click here to open the Federal Spending Handbook for the FY25 Consolidated Funding Application</a>	
<a href="#">Click here to open the What's New: FY25 CFA overview.</a>	
<b>TDOE Contacts</b>	
ESSA Coordinator	
IDEA Coordinator	
Fiscal Consultant	
Single Sign On (SSO)	

# Contacts Page

# Contacts Page – Years of Experience

- Choose the contact for each position within the LEA.
- Remember to adjust this page when a new person has been selected for a role after the fiscal year has started. This is critical to receive emails.
- Indicate the years of experience the contact has in the role *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"/> Less than one year <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"/> Less than one year <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"/> Less than one year <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"/> Less than one year <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"/> Less than one year <input type="button" value="v"/>



# District Assessment Information—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
- This page is required to be completed by July 31
- This page will not open until July.
- **Reviewed by IDEA Coordinator Team**



# Allocations Section

# Allocations 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.
- This page is also where LEAs place applicable ESSA and IDEA grants into the School-Wide Pool (except for Title I, Part A)

A yellow school bus is visible on the left side of the slide, partially obscured by a dark blue vertical bar. The bus is parked on a paved surface, and its rear and side are visible. The license plate area shows "73-6F".

# Allocations Section

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

# Allocations Section—Consolidated Admin

Allocation Transfers	Title I-D LEA	(6)	Title I-D SA	(7)	Title II-A	(8)	Title III	(9)	Title IV	(10)	Title V	(11) School-wide Pool
	CFDA: 84.010A		CFDA: 84.013A		CFDA: 84.367A		CFDA: 84.365A		CFDA: 84.424A		CFDA: 84.358A	
From Title I-A												\$0.00
From Title I-A Neglected												
From Title I-C												\$0.00
From Title I-D LEA	\$0.00											
From Title II-A	\$0.00	Original	\$0.00		\$0.00	Original	\$0.00	Original	\$0.00	Original	\$0.00	\$0.00
	\$0.00	Carryover	\$0.00			Carryover	\$0.00	Carryover	\$0.00	Carryover	\$0.00	
From Title III							\$0.00					\$0.00
From Title IV	\$0.00	Original	\$0.00	Original	\$0.00	Original	\$0.00		\$0.00	Original	\$0.00	\$0.00
	\$0.00	Carryover	\$0.00	Carryover	\$0.00	Carryover	\$0.00			Carryover	\$0.00	
From Title V										\$0.00		\$0.00

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

# Allocations 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"/>	\$0.00	Original <input type="text" value="\$0.00"/> Carryover <input type="text" value="\$0.00"/>			
From Title V									\$0.00

# ESEA Requirements Section

# New for FY27: ESSA Evidence

- ESSA requires that, to the extent practicable, federal education funds be used to support activities, strategies, and interventions that are [evidence-based](#). This requirement applies across all ESSA programs.
- Under ESSA § 8102(21)(B), the term evidence-based, when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that is supported by one of the following:
  - strong evidence (Tier 1),
  - moderate evidence (Tier 2),
  - promising evidence (Tier 3), or
  - evidence that demonstrates a rationale (Tier 4).
- Please describe the process the LEA uses to ensure that ESSA program funds are used, to the greatest extent possible, for evidence-based activities. Please include the following information in the response:
  - a. How do you identify and select evidence-based strategies or programs for ESSA programs and activities?
  - b. How do you determine the level of evidence (1-Strong, 2-Moderate, 3- Promising, or 4-Demonstrates a Rationale) associated with selected activities?
  - c. What systems or tools do you use to document, monitor, and evaluate the implementation of evidence-based practices?
  - d. How do you support staff and stakeholders in understanding and applying evidence-based requirements?

# ESEA Requirements: Admin Limits

- **Percentages are automatically calculated** based on the amounts identified for consolidated administration and tagged for direct administration
- 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.



# ESEA Requirements: Admin Limits

- Direct costs and indirect costs are to be included in part of this percentage for those with a 20 percent cap. Note that the combined limitation for indirect costs and direct administration costs does not apply to Title III, Part A, and Title IV, Part A. LEAs may budget up to 2 percent direct administration costs, as well as the applicable indirect cost rate for these two programs.
- 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

# General ESEA Administration

# Consolidated Administration (Con Admin)

- **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 that when determining percentages, 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 percent 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 Program Details Page

## Revised for FY27: Title I, Part A Parent and Family Engagement

As required under ESSA Title I, Part A § 1112(b)(7), describe the strategies the LEA will use to implement effective parent and family engagement under ESEA § 1116, including the barriers that exist to greater engagement by families and how the district is addressing those barriers. How does the district ensure schools are implementing effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district? Also address activities specifically designed to engage the families of historically underserved student groups (i.e., economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities). Include in the response:

- A)** a description of the barriers that exist to greater engagement by families and how the district is addressing those barriers;
- B)** the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the district; and
- C)** a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e., economically disadvantaged students; black, Hispanic, Native American students; English learners; migratory students; students with disabilities).

# Title I, Part A Program Details Page

## New for FY27: Needs Assessment

- Describe how the district is identifying and supporting schools and student groups with the most room for improvement as required under ESSA Title I, Part A §1112(b)(1)(B) and (C).
- As required under ESSA Title I, Part A § 1112(b)(2), describe how the district will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
- As required under ESSA Title I, Part A § 1112(b)(8) and (10), describe how the district facilitates effective student transitions from early childhood to elementary school, elementary to middle school, and middle to high school. What steps is the district taking to address transition challenges and meet the needs of students? Include in the response.
- As required under ESSA Title I, Part A § 1112(b)(10), describe how the district facilitates effective student transitions from high school to postsecondary and career. What steps is the district taking to address postsecondary transition challenges and meet the needs of all students?
- Describe how the district is supporting programs that coordinate and integrate academic and career and technical education content; these may incorporate work-based learning opportunities, experiential learning opportunities, and/or courses aimed at promoting skills attainment important to in-demand occupations or industries.

# 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 that combine multiple personnel with the other columns.
- Ensure to include both headcount and FTE in both the Excel sheet and the last two columns on this page for template totals.
- LEAs can choose to complete either this page only or provide details via the Excel template and then add template totals to the page.

<b>Go To</b> ▶		
Title I, Part A - Personnel Details (Regular School-Year - K-12 School-level) Optional Uploads		
<b>Documents</b>		
<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
(CFA Title I, Part A) Personnel Details (Regular School Year - K-12 School Level)	 <a href="#">CFA Title I, Part A Personnel Details (Regular School Year - K-12 School Level)</a>	

# Title I, Part A - Within District Allocations Information



# Title I, Part A— Poverty Source Data

- 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 Sources

- Identify the method(s) the LEA will use to identify low-income students:
  - **Free & Reduced-Price Lunch (FRPL)**—Month & Year of Data Used
  - **Direct Certification (DC)**—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. Such as FRPL normally contains DC.
- LEAs must upload evidence of methods used to identify low-income students. Ensure all personally identifiable information has been removed.
  - State/Local Student ID, Type of Service Code, Grade, and School

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

# Title I, Part A Low Income Data Evidence To Upload

- What is required for the upload?
  - A way to identify students, such as a student ID number (no personally identifiable information, such as, but not limited to, a name, DOB, or address)
  - The school they attend (school number or name)
  - Grade Level
  - The type of eligibility the student is receiving, such as TANF, Medicaid Free (MF), Medicaid Reduced (MR), etc. Note: FPO staff must be able to determine the eligibility if other methods are used at the LEA level
- Ensure all duplications are removed.
- This list demonstrates what method(s) you chose to rank schools under the U.S. Dept of Education to demonstrate which schools are Title I eligible.
- **As a reminder, the multiplier (1.6) cannot be used should you choose to use *any* reduced-status students, including if you are a CEP system (utilizing the Direct Certification list) or have CEP schools, and you use Medicaid Reduced. FRPL would have to eliminate all reduced students as well if the multiplier is used.**



# 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 that qualify for Title I.
- **Single Attendance Area**
  - Only one school in each grade span; all schools are eligible that qualify for Title I.

# Title I, Part A— Identification of Schools

- **35 Percent Rule**

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

- **Schools Over 75 Percent**

- After an LEA has served all of its schools with a poverty rate above 75%, if funds remain, the LEA may serve lower-ranked eligible schools.

- **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 after each school over 75% is served.

- **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 percent 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 Percent

- If an LEA allocates Title I funds to one or more eligible schools below 35 percent poverty, all Title I schools must receive a “minimum” PPA, which is 125 percent of the average district PPA.
- The last school to be served may receive less than the minimum PPA, but no less than \$100.
- 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
Select the primary measure that will be utilized for determining poverty in the district.	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.
Determine amount available to be allocated to schools. Remember set asides will be deducted and not allocated to the schools.	Required set asides include: <ul style="list-style-type: none"> <li>• Services to support students experiencing homelessness</li> <li>• Parent and Family Engagement (only applies to districts with an allocation of more than \$500,000)</li> <li>• Equitable services for eligible private school students in private schools that choose to participate in Title I-A</li> </ul>
Rank order all schools in the district by percentage of poverty either utilizing ranking of district-wide or grade-span.	<b>Must</b> allocate to schools with 75% or more regardless of grade span. <b>All schools over 75% must be served first based on poverty order.</b>
After schools with 75% poverty or above are served first, determine whether to rank the remaining schools into district-wide or grade-span.	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). <b>Note:</b> <i>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>
Determine the amount of funding for each school served.	<b>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.</b>

# Students Experiencing Homelessness

# Title I, Part A Homeless Students

- Each LEA receiving Title I, Part A funds must reserve sufficient funds to provide students experiencing homelessness with services comparable to those provided in Title I schools. These funds may also support services not typically available to other Title I students and must be coordinated with services provided under the McKinney-Vento Act (ESEA §§ 1112(b)(6), 1113(c)(3)(A)).



# Title I, Part A Homeless Set-Aside Uses

## Examples of Allowable Expenditures\*

- Clothing/shoes necessary for participation in classes
- Student fees necessary to participate in general education program
- Personal school supplies
- Acquisition of birth certificates
- Immunizations
- Medical & dental referral services
- Eyeglasses & hearing aids
- Counseling services
- Extended learning time
- Extracurricular activity fees
- Tutoring services
- Parental involvement activities
- Fund all or part of the homeless liaison's salary
- Excess cost of transporting students to and from their school of origin

\*Not limited to these

(ESEA § 1113(c)(3)(C)(ii))  
EHCY Non-Regulatory Guidance, pg. 38-39



# Title I, Part A Homeless Students

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

- ePlan pre-populates the number of homeless students coded as “H” based on the February 2026 data.
- 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.
  - 2025-26 total number, set-aside, and per-pupil amounts auto-populate.

	2025-26	2026-27
Total number of homeless students enrolled in the LEA	32	- <small>FY26 estimate based on Feb. 2025. Student Count.</small>
Title I, Part A homeless set aside amount	\$30,000.00	\$ <input type="text" value="0.00"/>
Title I, Part A homeless set aside per pupil amount	\$937.50	\$ <input type="text" value="0.00"/>



# Homeless Liaison Headcount & FTE

- The McKinney-Vento program requires LEAs to designate a homeless liaison and fulfill duties under §§ 722(g)(3) and (6) of the Act. The department must report the number of full-time equivalent (FTE) LEA homeless liaisons and related staff performing these duties. be funded with Title I, Part A set-aside funds or other sources.
- **NOTE: This position can be supported by Title I, Part A Set-Aside Funds or other funding.**

# Homeless Liaison Headcount & FTE cont'd

- In the first table, enter both a head count and a full-time equivalent (FTE) for Homeless Liaison.
  - Head counts must be whole numbers (no decimals).
- In the “**Other**” field, add any additional staff **supporting homeless programming**.
- These additional staff, other than the designated Homeless Liaison, could be homeless assistants, transport coordinators, bus drivers, etc., and are **supporting specific McKinney-Vento requirements**.
- To add additional staff to the “other position,” click add row. Please only use **job titles**, not staff names.

Homeless Liaison		
<p>The McKinney-Vento Education for Homeless Children and Youth program requires LEAs to designate a liaison and carry out required duties and requirements under Section 722(g)(3) and (6) of the McKinney-Vento Act. <u>This position can be supported by Title I, Part A Set Aside Funds or other funding.</u></p>		
<p>Homeless Liaison - Enter the number of full-time equivalent (FTE) LEA homeless liaisons and staff carrying out the duties of the liaison. This information may be duplicated on the Systemwide Personnel page if the Liaison position is supported by Title I, Part A funding.</p>		
	Headcount	FTE - The number of full-time equivalent LEA homeless liaisons and staff carrying out the duties of the liaison and LEA requirements under Section 722(g)(3) and (6) of the McKinney-Vento Act.
Homeless liaison	* <input type="text"/>	* <input type="text"/>
 Other Position: <input type="text"/>	<input type="text"/>	<input type="text"/>
<a href="#">Add Row</a>		

# Title I, Part A Homeless Students

- LEAs must coordinate Title I, Part A Homeless set-aside funding with other federal funding.
- In the “Other” box, please write in any other funding sources that are coordinated with homeless set-aside.

## Funding Coordination

Check the boxes to indicate which funding sources will be coordinated with Title I, Part A Homeless set-aside funds.

- Title IX McKinney-Vento Subgrant
- Title IX McKinney-Vento Subgrant Hurricane Emergency Relief
- Other - (Please specify all additional funding sources)

# Education for Homeless Children & Youth (EHCY) Programming Contact

Vanessa Waters | McKinney-Vento Grant Manager

Email: [Vanessa.Waters@tn.gov](mailto:Vanessa.Waters@tn.gov)

Work Cell: (615) 917-3750



# 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 during 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		
	2024-25	2025-26
Total number of students in foster care enrolled in the LEA		<input type="text"/>
Total number of BID meetings held in the school year.		<input type="text"/>
How many of the BID meetings resulted in students remaining in their school of origin?		<input type="text"/>
Title I, Part A foster care transportation set aside (for the following Fiscal Year) <b>This field will auto-populate from the District Set-Aside page.</b>		\$ <input type="text" value="0.00"/>

# Title I, Part A Foster Care: Transportation Agreements

- LEAs are required to upload a signed agreement between it and DCS describing how it will ensure educational stability and provide transportation.
- **LEAs do not need to create a new agreement.** If last year's agreement is still valid, that agreement may be uploaded.
- 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](mailto: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)
  - Private Schools (if applicable)
- Remember to utilize the appropriate **budget tag** for set-asides as applicable.

\*Note that LEA-wide initiatives (with the exception of homeless) are for Title I schools only. The intent is not an LEA 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 Programs
- Preschool Programs
- Professional Development Initiative
- Reservation of Funds for FY28 (not to exceed 15 percent)
- 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 percent** of the set-aside must be distributed to Title I schools.
- This includes the total **private & public family engagement**.
- The private amount will be displayed on the *Equitable Services* page as well.
- The **90 percent 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.
- **Private 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—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 Assessments > Facility Needs Assessment 2026-27.
  - Update all **MOUs** with signatures. If signatures for 2026-27 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:

**Leslie Watson**

**Non-Traditional Educational Programs Manager**

**[Leslie.Watson@tn.gov](mailto:Leslie.Watson@tn.gov)**

(629) 395-2926

# 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
  - (1) 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

## Migrant Data Management:

- Describe the LEA's process for the management of each of these migrant data tasks:
  1. the entering of 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.

# 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 for providing services to Pre-K and Out of School Youth (OSY) migratory children.
  - These services are now provided by the state MEP contractor.
- Required programming for Title I, Part 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

# 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](mailto:Terry.Garrett@tn.gov) and [Hannah.Gribble@tn.gov](mailto: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 Assessments > Facility Needs Assessment 2026-27.
  - Update all **MOUs** with signatures. If signatures for 2026-27 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:

**Leslie Watson | Non-Traditional Educational Programs  
Manager**

[Leslie.Watson@tn.gov](mailto:Leslie.Watson@tn.gov)

(629) 395-2926

# 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 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 private 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 district planning may be used to meet this requirement.

# Revised for FY27 Title II, Part A Program Details Page

- Describe how professional development will build capacity for high-quality instruction, positively impact student academic achievement, and address the needs of educators to teach all learners. Include a description of the educator and school leader needs and a description of the professional development opportunities.
- Describe how the district is reviewing and analyzing data to identify and address disparities that result in students, particularly low-income and minority students, being taught at higher rates than other students by ineffective, inexperienced, and out-of-field teachers. Include in the response: the process used to review and analyze educator placement, and the steps the district has taken to address any disparities.

# 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 \(2025\)](#)
- [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 all LEAs):
    - Types of language instruction educational programs (LIEPs) chart (service model and delivery model for each school)
    - 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**
  - Within the CFA, 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, 2025, 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, 2026.**

# 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 FY26, check the box and then identify who the fiscal agent (LEA) was for FY26.
- 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 for 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.

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

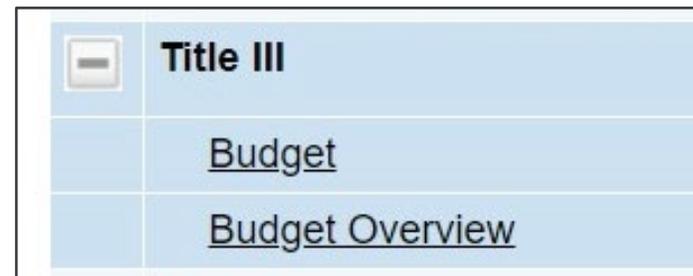
# English Learner Requirements Resources

- [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.



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

# Title IV, Part A (SSAE)

# Title IV, Part A (SSAE) Program Details

## LEAs receiving \$30,000 or more must:

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



# 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 LEA planning process.

# Title IV, Part A (SSAE) Program Details

- **Program Description:** For each focus area, 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) 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
- When utilizing the budget tags, use **only one budget tag per line-item number entry. The exception is the Private School 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 § 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 that 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) 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

# Revised for FY27: Title V, Part B

## Program Details

- Under Title V, Part B, two federal programs provide support to rural schools:
  - **Small Rural School Achievement (SRSA)** - Administered by the U.S. Department of Education (ED). The Tennessee Department of Education does not manage this program.
  - **Rural and Low-Income Schools (RLIS)** - Administered by the Tennessee Department of Education.
- LEAs may qualify for both programs; however, they can only participate in one.
- At the top of the Title V *Program Details* page:
  - Check the box if the LEA is eligible for *both* the RLIS and SRSA programs.
  - Next, select one:
    - The LEA will participate in the **RLIS** program administered by the Tennessee Department of Education (Complete the rest of the page)
    - The LEA will participate in the **SRSA** program administered by ED and is releasing the Title V, Part B RLIS allocation (No further input is required on the page)

# 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 actual 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.
- The data numerical input at the top of the page ensures the position is a true CSR. Remember **after Sept.** to add the Actual State and Local Student to Teacher Ratio

# 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](#)



# Equitable Services for Private Schools

# 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 Private Schools

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

# 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

	<b>Equitable Services for Non-public Schools</b>
	<a href="#">Non-Public/Private Schools</a>
	<a href="#">Program Details- Title I-A</a>
	<a href="#">Program Details- Title I-C</a>
	<a href="#">Program Details - Title II-A</a>
	<a href="#">Program Details - Title III</a>
	<a href="#">Program Details - Title IV</a>
	<a href="#">Assurances</a>
	<a href="#">Related Documents</a>

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

# Equitable Services for Private Schools

## Related Documents

- Applicable LEAs must upload an *Affirmation of Meaningful Private School Consultation* form for each participating private school to the *Related Documents* page.
- LEAs have two affirmation forms to choose from:
  - Combined affirmation and final agreement form- [Affirmation of Meaningful Private School Consultation & Final Agreement](#):
    - Covers initial consultation process and final agreement
    - One form uploaded to CFA; no additional forms needed
  - Traditional form- [Affirmation of Meaningful Private School Consultation](#):
    - Covers initial consultation process
    - Private school traditional final agreements will need to be uploaded to the LEA Document Library by **Sept. 15, 2026**.

# Equitable Services Resources

- [ESSA Equitable Services Toolkit](#)



# 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 FY27 information.

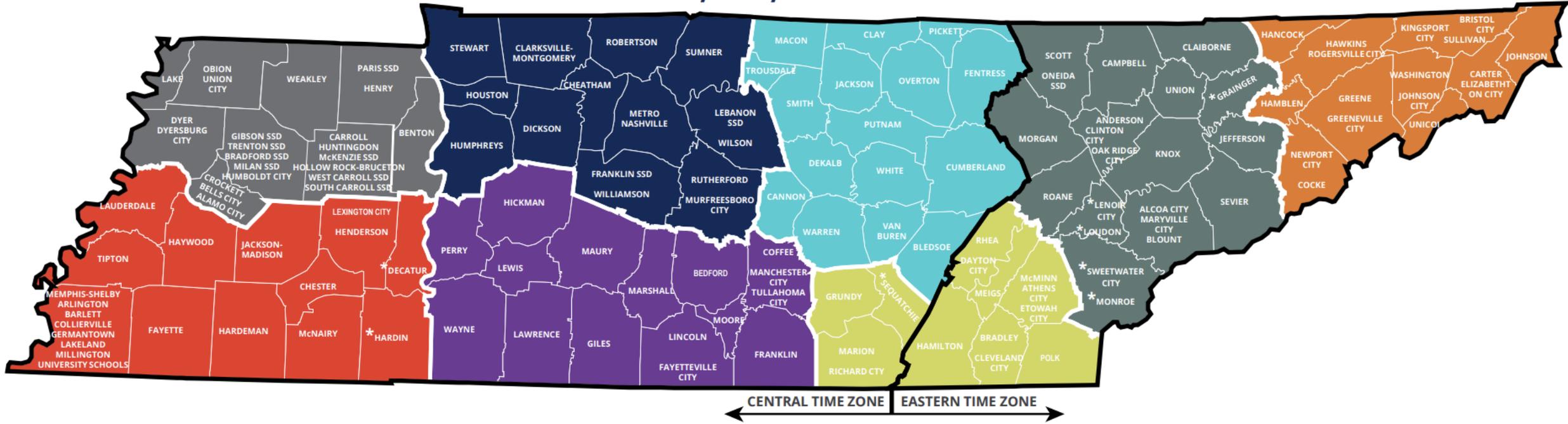
- [-] CFA Reference Documents (ESSA/IDEA Consolidated Funding Application)
  - + Allocations
  - + Budget Upload Template
- [-] CFA Training Materials
  - [-] FY27 CFA Resources
    - [-] FY27 Training Presentations and Work Session Schedules
      -  [FY27 CFA ESSA Training Sessions 2026-02-27](#)
    -  [What's New: FY27 CFA](#)
    -  [Technical Application Guide: FY27 CFA](#)
    -  [FY27 Federal Spending Handbook](#)

# Divisional Coordinator Map

West		Middle		East		20 Districts with Largest Enrollment
ESEA: Lynn Dotson IDEA: Janet Michelle Mansfield		ESEA: Alisha Gilmore IDEA: Megan Mysinger		ESEA: Henry LaFollette IDEA: Melanie Lamberson		ESEA: Heather Farley IDEA: Jamie Eldridge
Alamo Arlington Bartlett Bells Benton Co. Bradford Chester Co. Crockett Co. Decatur Co. Dyer Co. Dyersburg City Fayette Co. Germantown Gibson Co. SD Hardeman Co. Hardin Co. Haywood Co. Henderson Co. Henry Co. Hollow Rock- Bruceton	Humboldt City Huntingdon SSD Lake Co. Lakeland Lauderdale Co. Lexington McKenzie McNairy Co. Milan Millington Obion Co. Paris SSD South Carroll SSD TN School Deaf (E) TN School Deaf (W) Trenton Union City University Schools Weakley Co. West Carroll SSD	Alvin C York Institute Bedford Co. Bledsoe Co. Cannon Co. Cheatham Co. Clay Co. Coffee Co. Cumberland Co. DeKalb Co. Dept. Children's Services Dept. of Correction Dickson Co. Fayetteville City Fentress Co. Franklin Co. Franklin SSD Giles Co. Hickman Co. Houston Co. Humphreys Co. Jackson Co. Lawrence Co.	Lebanon SSD Lewis Co. Lincoln Co. Macon Co. Manchester City Marshall Co. Moore Co. Overton Co. Perry Co. Pickett Co. Smith Co. Stewart Co. TN School for the Blind TN Pub. Chart. Sch. Com. Trousdale Co. Tullahoma City Van Buren Co. Warren Co. Wayne Co. White Co.	Alcoa Anderson Athens Bristol Campbell Co. Carter Co. Claiborne Co. Cleveland Clinton Cocke Co. Dayton City Elizabethton Etowah Grainger Co. Greene Co. Greeneville Grundy Co. Hancock Co. Hawkins Co. Jefferson Co. Johnson City Johnson Co. Kingsport	Lenoir City Loudon Co. Marion Co. Maryville McMinn Co. Meigs Co. Monroe Co. Morgan Co. Newport Oak Ridge Oneida Polk Co. Rhea Co. Richard City Roane Co. Rogersville Scott Co. Sequatchie Co. Sullivan Co. Sweetwater Unicoi Co. Union Co. Washington Co.	Blount Co. Bradley Co. Collierville Davidson Co. (MNPS) Hamblen Co. Hamilton Co. Jackson-Madison Co. Knox Co. Maury Co. Montgomery Co. Murfreesboro City Putnam Co. Robertson Co. Rutherford Co. Sevier Co. Shelby Co. Sumner Co. Tipton Co. Williamson Co. Wilson Co.

# Regional Finance Consultant District Map

1/26/2026



Northwest	Southwest	Mid Cumberland	Upper Cumberland	South Central	Southeast	East TN	First TN
Cindy Smith	Meribeth Carpenter	Rob Mynhier	Joshua Dehnz	Bryan Clark	Taffe Bishop	Shelby Ownbey	Open Position
<a href="mailto:Cindy.Smith@tn.gov">Cindy.Smith@tn.gov</a>	<a href="mailto:Meribeth.B.Carpenter@tn.gov">Meribeth.B.Carpenter@tn.gov</a>	<a href="mailto:Robert.Mynhier@tn.gov">Robert.Mynhier@tn.gov</a>	<a href="mailto:Joshua.Dehnz@tn.gov">Joshua.Dehnz@tn.gov</a>	<a href="mailto:Bryan.W.Clark@tn.gov">Bryan.W.Clark@tn.gov</a>	<a href="mailto:Taffe.Bishop@tn.gov">Taffe.Bishop@tn.gov</a>	<a href="mailto:Shelby.Ownbey@tn.gov">Shelby.Ownbey@tn.gov</a>	*Temporarily Assigned to Multiple Consultants

# Other ESSA Points of Contact

Program(s)	Contact
<ul style="list-style-type: none"> <li>• Title III, Part A</li> <li>• Title I, Part C</li> </ul>	<a href="mailto:Hannah.Gribble@tn.gov">Hannah.Gribble@tn.gov</a>
<ul style="list-style-type: none"> <li>• Title I, Part A</li> </ul>	<a href="mailto:Deborah.Thompson@tn.gov">Deborah.Thompson@tn.gov</a> or <a href="mailto:Heather.Farley@tn.gov">Heather.Farley@tn.gov</a>
<ul style="list-style-type: none"> <li>• Title IV, Part A</li> <li>• Title V, Part B</li> </ul>	<a href="mailto:Brinn.Obermiller@tn.gov">Brinn.Obermiller@tn.gov</a>
<ul style="list-style-type: none"> <li>• Title II, Part A</li> <li>• Equitable Services to Private School Students</li> </ul>	<a href="mailto:Michelle.Harless@tn.gov">Michelle.Harless@tn.gov</a>
<ul style="list-style-type: none"> <li>• Title I, Part A Homeless/McKinney-Vento</li> <li>• Title III, Part A Immigrant</li> </ul>	<a href="mailto:Vanessa.Waters@tn.gov">Vanessa.Waters@tn.gov</a>
<ul style="list-style-type: none"> <li>• Foster Care</li> </ul>	<a href="mailto:Jackie.Jacobson@tn.gov">Jackie.Jacobson@tn.gov</a>
<ul style="list-style-type: none"> <li>• Juvenile Justice</li> </ul>	<a href="mailto:Erin.Christian@tn.gov">Erin.Christian@tn.gov</a>
<ul style="list-style-type: none"> <li>• Title I, Part A-Neglected</li> <li>• Title I, Part D</li> </ul>	<a href="mailto:Leslie.Watson@tn.gov">Leslie.Watson@tn.gov</a>

# Other Dates to Remember

- **March 1:** FY27 CFA opened
- **May 1:** FY27 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)



**Please Share  
your Feedback:**

<https://forms.office.com/r/eVtWEAZ9xZ>

# **Fraud, Waste or Abuse**

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

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>**