

Massachusetts Department of Elementary & Secondary Education

FY19 Consolidated Federal ESEA Programs Application Workbook

Overview

The consolidated application allows LEAs (districts and other eligible entities, referred to in this application collectively as districts) to apply for funding for any combination of the following federal programs of the Elementary and Secondary Education Act (ESEA), as most recently reauthorized by the Every Student Succeeds Act (2015) (ESSA):

- Title I, Parts A & D (Fund Code 305)
- Title II, Part A (Fund Code 140)
- Title III, Part A (Fund Code 180 only)
- Title IV, Part A (Fund Code 309)

You may notice that some requirements of past applications have been omitted or are requested in a different way, which is permitted by ESSA to reduce burden to districts when applying for grants. However, all districts are still required to meet all statutory requirements for any program for which they receive funds. If you have questions about these requirements, please refer to our [Federal Grant Programs web pages](#) and/or contact the [Federal Programs Specialist assigned to your district](#) for guidance.

First Step: Saving the File

Save this file to your computer (**Important: ensure macros are enabled**). Rename the file by replacing the words 'leacode' in the file name with your 4-digit district code. For example, Abington (0001) would rename the file as 'FY19CA-0001.xlsm'. Do not change the filename except for your district's 4-digit code. Users of Macintosh computers must save as a macro-enabled file (with an .xlsm extension) for the workbook to function properly.

Tips for Completing the Consolidated Application

Workflow and printing:

- Complete each tab that applies to your district in the order that they are numbered unless instructed otherwise. If one of the numbered tabs does not apply to your district, skip to the next set of numbered tab (for example, skip Tab 12. "Title III, Part A Narrative" and Tab. 13. Title III, Part A Budget if your district does not receive an allocation for Title III and go on to Tab 14). Pay particular attention to completing Tab 5 (Districtwide Strategies) prior to working on any Title narrative tabs. Those tabs will automatically import information from Tab 5 to help you complete the narrative questions.
- Complete the steps on each tab in the order that they are numbered (for example, on Tab 7, begin with Step 7.1, then complete 7.2). Note that some steps may not be required for your district and may be skipped.
- **Budget worksheets appearing after the tabs for each Title narrative must be completed for each grant.** They mirror the budget entry page in EdGrants with the addition of checkboxes to indicate whether funds are used for private school services and for Title II, Part A and Title IV, Part A, to indicate whether funds were flexed. These budget worksheets are mandatory, in addition to entering budget information in EdGrants.
- This workbook is structured to be used in electronic format. However, you can print a copy using Excel's print preview functions to set the appearance and paper orientation to best fit your completed application.

Color-coding and cell features:

- Those cells that appear light yellow require districts to input information. Text may be pasted into these cells as long as the source of the information has no excel formulas.
- Those cells that appear light gray will automatically populate based on information your district supplies on the application or from preloaded data already reported to the Department of Elementary and Secondary Education (DESE) (for example, SIMS data). **Do not cut and paste information from other pages or sources into gray cells!**
- Those cells that appear in light orange offer a dropdown menu from which districts can choose a supplied response or "other," which requires districts to supply a brief description where indicated. **Do not cut and paste information from other pages or sources into orange cells!**
- Throughout the tabs of this application you will find instruction boxes (gray), tip boxes (pink) to help avoid common mistakes, and resource boxes (tan) that include links to materials outside the application with more detailed, grant-related information.

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- If boxes/cells containing text in some parts of the application appear to be cut off, please enlarge the "view" of that page using your Zoom feature (usually a slide bar appearing in the lower corner of your Excel screen), which should solve the problem. 100% is best in most cases.

Last Steps:

- **Signature Page (Tab 1)** : Once the application has been completed, print, sign, date (using date of submission), scan and upload a signed copy of the signature page with each of the district's EdGrants submissions (once for each fund code). We cannot approve any grant without an uploaded, signed, and properly dated signature page!
- **All tabs related to programs for which a district has received an allocation must be complete and budgets submitted in EdGrants for each of those fund codes in order for an application to be substantially approvable and ready for review.** No partial submissions will be accepted.
- A completed consolidated workbook should be submitted only once, as an attachment in EdGrants with each district's Title I submission. It does not need to be submitted with any other ESSA entitlement grant EdGrants submission. If your district does not receive a Title I allocation, please contact your district liaison for submission instructions.

Submit the FY19 Consolidated Application Workbook with Title I via [EdGrants Front Office web page](#)

EdGrants Submission Information:

Most districts/applicants already have designated control users in EdGrants: Front Office, who have access to submit grant applications as well as to make payment requests. Each district/applicant needs to ensure that it has an authorized control user prior to grant submission. If a district waits until its grant submission is ready to submit before inquiring about a new user name/login, grant submissions may be delayed several business days waiting for control user set-up. Please review the [EdGrants Security Controls documents](#) and/or contact DESE's Grants Management Office, 781-338-6595 or EdGrants@doe.mass.edu, regarding assigning your EdGrants: Front Office control users.

The district/applicant control users will register each grant opportunity, create each grant project and enter contact information, budget, and required attachments in EdGrants. All districts' business offices have been contacted with information regarding training. If you are unsure of who in your office is a control user, please contact your business office. The Consolidation Application Workbook must be uploaded with your Title I budget in EdGrants. If you do not receive a Title I allocation, please contact the DESE liaison for your district for submission instructions.

Applications are due by September 28, 2018.

NOTE ON SUBMISSION TIMELINE:

- Districts that submit near the due date should expect to wait a few weeks for review. Districts that submit early may see a shorter turnaround.
- The start date for each grant is the date on which the district submits substantially approvable information and budget for that grant. For example, if the completed consolidated ESSA application is submitted on August 15 and all grant information but that for Title III, Part A is substantially approvable, the start date for all grants *but* Title III, Part A will be August 15. The start date for Title III, Part A will be the date on which any deficiency for that grant has been cured and it becomes substantially approvable. However, no grant funds for any ESSA grant will be issued until all of the grants contained within this consolidated ESSA application have been approved.
- Districts that fail to file by September 28, 2018 will receive last priority for review.
- Expenses incurred prior to approval of a district's consolidated application and start date(s) are not payable with grant funds!
- Responding quickly to requests for information can result in an earlier approval of your grant application.
- Grant payment notices will be available in EdGrants after the grant application has been approved and the initial payment is processed.

Massachusetts Department of Elementary and Secondary Education
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR EACH FUND CODE

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants to submit budgets and attachments for each fund code for which the district is applying.

Applications are due by September 28, 2018

District Name: <input type="text" value="Org Name"/>	Code: <input type="text" value="Org"/>
Address: Address 1 Town, State Zip	DESE Federal Grant Liaison Phone number: Email:
	Liaison's Name Liaison's Number Liaison's Email

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATURE: <input style="width: 100%;" type="text"/>	TITLE: <input style="width: 100%;" type="text"/>
PRINTED NAME: <input style="width: 100%;" type="text"/>	SUBMISSION DATE: <input style="width: 100%;" type="text"/>

FY2019 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
		FROM	TO	
FY2019 Allocation	Title I, Part A Fund Code 305	UPON APPROVAL	6/30/2019	
FY2019 Allocation	Title II, Part A Fund Code 140	UPON APPROVAL	6/30/2019	
FY2019 Allocation	Title III, Part A Fund Code 180	UPON APPROVAL	6/30/2019	
FY2019 Allocation	Title IV, Part A Fund Code 309	UPON APPROVAL	6/30/2019	

TIP:
District Allocations may be found as part of the RFP for each federal grant program:

- Title I, Parts A&D Allocations
- Title II, Part A
- Title III, Part A
- Title IV, Part A

Please be sure that allocations entered here are correct, as they will be used throughout this

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BY SEPTEMBER 28, 2018

Tab 2. Contact Information

Org Name (Org)	
District Contact Information by Program <i>Please provide information for primary district contact for each program</i>	
Title I, Part A, Improving Basic Programs & Part D, Programs for Neglected, Delinquent and At-Risk Students	
Name of Primary Contact:	
Title:	
Phone:	
Email:	
New to this program? (Y/N)	Select One
Title II, Part A, Supporting Effective Instruction	
Name of Primary Contact:	
Title:	
Phone:	
Email:	
New to this program? (Y/N)	Select One
Title III, Part A, Support for English Learners and Immigrant Students	
Name of Primary Contact:	
Title:	
Phone:	
Email:	
New to this program? (Y/N)	Select One
Title IV, Part A, Student Support and Academic Enrichment	
Name of Primary Contact:	
Title:	
Phone:	
Email:	
New to this program? (Y/N)	Select One
EdGrants Control User (person responsible for uploading to EdGrants, if different person from above roles)	
Name of Primary Contact:	
Title:	
Phone:	
Email:	

TIP: Contact information for grant administrators must also be maintained by your directory administrator in DESE's [Directory Administration \(DA\)](#). The Federal Grants Office uses DA for all email blasts and formal communications, so please advise your district administrator of any changes so that DA will be

TIP: To facilitate processing your district's application, be sure to provide **contact information** (phone number with extension and/or email address) for the **summer months** if it differs from school-year information. To do so, include a second number or email address and indicate "(summer)" after.

Org Name (Org)

Program Allocations and Flexing

Title I, Part A, Improving Basic Programs (Fund Code 305)	
Total original Title I, Part A allocation	\$ -
Funds flexed from Title II, Part A	\$ -
Funds flexed from Title IV, Part A	\$ -
Post-flexing funds for use per Title I, Part A:	\$ -

TIP: Report all expenses for sums in blue, by line item, in EdGrants budget for original program, even if some or all funds are used for allowable expenses in a different program after flexing.

Title II, Part A, Supporting Effective Instruction (Fund Code 140)	
Total original Title II, Part A allocation	\$ -
Title II, Part A funds flexed into Title I, Part A	\$ -
Title II, Part A funds flexed into Title III, Part A	\$ -
Title II, Part A funds flexed into Title IV, Part A	\$ -
Funds flexed from Titles IV, Part A*	\$ -
Post-flexing funds for use per Title II, Part A:	\$ -

TIP: Use sums in green boxes for activities and programs under this Title, including any spending caps or requirements (e.g., for administrative expenses) and for calculating private school services. In this workbook, this sum will automatically populate tabs where it should be used.

Title III, Part A, Support for English Learners (Fund Code 180)	
Total original Title III, Part A allocation	\$ -
Funds flexed from Title II, Part A	\$ -
Funds flexed from Title IV, Part A	\$ -
Post-flexing funds for use per Title III, Part A:	\$ -

TIP: Flexing and private school services: Before flexing, districts are required to conduct timely and meaningful consultation with affected private schools (if any) about the consequences of flexing funds on equitable services, although the decision to flex ultimately rests with the district,

Title IV, Part A, Student Support and Academic Enrichment (Fund Code 309)	
Total original Title IV, Part A allocation	\$ -
Title IV, Part A funds flexed into Title I, Part A	\$ -
Title IV, Part A funds flexed into Title II, Part A	\$ -
Title IVA funds flexed into Title III, Part A	\$ -
Funds flexed from Titles II, Part A	\$ -
Post-flexing funds for use per Title IV, Part A:	\$ -

Instructions: Indicate for Title II, Part A and Title IV, Part A whether you would like to flex funds from these programs to another Title program by placing an amount to be flexed in the yellow boxes. Note that flexing is not required. Also, flexing from either Title I, Part A and Title III, Part A into another program is not allowed.

After all flexing is completed, the amount in the green boxes will be the total used for allowable expenses under each Title program and will also be the total used for calculating private school services for each Title program.

The original allocation for each Title program (top gray box) is the amount that must be reported in the original program's budget (and in EdGrants), regardless of whether funds are flexed.

For example, if a district flexed funds from Title IV, Part A to Title III, Part A and those funds were used to buy leveled readers for EL classrooms, funds for those readers would be budgeted and described in Title IV, Part A despite that the allowable use is governed by Title III, Part A. See [federal flexing guidance \(transferability\)](#) for details.

Org Name (Org)

FY19 Districtwide Strategy and Planning

Step 5.1 District Strategic Plan

Please identify the planning document that is the source for your district initiatives for FY19 (i.e., District Improvement Plan, Strategic Plan, etc.):

TIP:
Please complete ALL steps (5.1 through Step 5.5) before moving to the Narrative tabs for individual Title programs. When you select a Narrative tab, the district strategies that you list here that are funded by Title funds will automatically migrate to respective Narrative tabs for further description.

Which stakeholder groups had input into the district initiatives listed below?

<input type="checkbox"/> central office personnel	<input type="checkbox"/> community-based partners
<input type="checkbox"/> community members	<input type="checkbox"/> paraprofessionals
<input type="checkbox"/> principals / school administrators	<input type="checkbox"/> school council
<input type="checkbox"/> school counselors	<input type="checkbox"/> specialized instructional support personnel
<input type="checkbox"/> students	<input type="checkbox"/> teachers
<input type="checkbox"/> town/city officials	<input type="checkbox"/> parents, families, and guardians
<input type="checkbox"/> English Learner Parent Advisory Council	<input type="checkbox"/> McKinney-Vento liaison

Resources: Supporting Strategic Planning

- Planning for Success** is a proven planning model supporting the process in addition to creation of multi-year plans and annual action plans. All components are available on DESE's website for getting started.
- RADAR** (Resource Allocation and District Action Reports) is a new tool allowing districts to compare their use of resources with up to ten districts, analyze trends over 5 years, and visualize resource data in user-friendly formats.
- Curriculum collaboration:** To facilitate connections across districts using similar curriculum, the Department has developed a [tool](#) showing the ELA/literacy, math, and STE materials in use across the state. If your district's data do not appear in the tool, be sure to complete [this form](#).

Step 5.2 Family and Community Engagement

Describe how your district will promote parent, family and community engagement. In particular, describe supplemental activities funded by:

- * Title I, Part A (effective family engagement),
- * Title II, Part A (engaging stakeholders in cycle of continuous improvement),
- * Title III, Part A (engagement with education of English learners),
- * Title IV, Part A (partners from the community).

TIP:
For Title III in particular, be sure that this description includes family and community engagement activities for English learners that are supplemental -- are neither regularly provided by the district nor required by other federal or state laws or programs.

Step 5.3 Equitable Access to Excellent Educators

Has your district reviewed its Student Learning Experience (SLE) Reports available using Edwin Analytics?

Select One

Based on your district's review of SLE reports and/or district practices and data, has your district identified any significant school and/or district gaps in student access to excellent educators?

Select One

What steps is the district taking to address any identified gaps?

TIP: If you have not reviewed the SLE Reports in Edwin Analytics for your district, please STOP here and speak with your superintendent.

Section 5.3 must be completed accurately prior to submission of this consolidated workbook. Under the federal [Every Student Succeeds Act](#) (ESSA), states and districts must identify and address any disparities that result in historically disadvantaged student groups being taught at higher rates by teachers who are inexperienced, out-of-field, or lower rated. These disparities in educator assignment constitute equity gaps.

Resources:
For more information about equitable access to excellent educators, see DESE's website: www.doe.mass.edu/educators/equitableaccess/default.html For information on accessing your district's SLE reports, see <http://www.doe.mass.edu/edwin/gateway/slereport-sup.html>

Please indicate below in Step 5.5 which of your strategies/activities for FY19 respond, in whole or in part, to the equity gaps that you have identified.

Step 5.4 Data and Evaluation

List the principal sources of data used by the district to select strategies and activities listed below

	List at least one and up to three or more sources of data Use "Other" cell to describe sources of evidence not listed in dropdowns or to add sources.			
List the principal sources of data used by the district to select strategies and activities listed below	Select One	Select One	Select One	
List the principal data that will be used to track progress and success for strategies and activities listed below	Select One	Select One	Select One	

TIP:
DESE recommends that you incorporate evidence-based interventions into your plan when possible. For information about where and how you can use evidence-based interventions see [ESSA Evidence-Based Interventions](#). You can find resources to help you locate evidence-based interventions at ["How Do We Know?"](#)

Tab 5. Districtwide Strategies

Step 5.5		Is this activity/strategy explicitly connected to district efforts to close equity gaps?	Funding Source <i>(Place an "X" in all funding sources that support each strategy/activity)</i>										
Input key initiatives from district improvement plan or other strategic plan to be implemented in the 2018-2019 school year using keywords/short title and then briefly describe strategies/activities.			Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V-B (REAP Grant)	School Redesign (Level 4 and 5 schools)	IDEA	Perkins	Other Federal	State and/or Local	Private Funding
Initiative Keywords or Short Title	Strategies/Activities												
Example: Co-Teaching for English Learners	To meet academic and English language acquisition needs of English learners: (1) hire appropriately licensed and trained educators (ESL and core academic teachers), (2) provide ongoing professional learning and collaboration time for co-teachers, (3) adapting curricular materials to appropriately shelter English and integrate language acquisition, and (4) supporting co-teachers to assess student progress in both academic content and language acquisition.	Yes	x	x								x	
Example: Math Curriculum Selection	Providing a committee of 8-10 educators and other stakeholders with the time, information, and support they need to (1) review available middle grades math curricula for their quality, alignment to Massachusetts standards, and suitability to the district's context and (2) select one curriculum for use in grades 6-8 districtwide	Yes	x	x								x	
Example: Social-Emotional Learning	1) Establishing a district-wide team to develop a system for tracking the effectiveness of behavioral interventions and supports 2) Evaluating research-based SEL curricula in order to implement 3) Partnering with outside consultants to enhance the ESL curriculum by including SEL strategies.	No	x		x	x						x	
1		Select One											
2		Select One											
3		Select One											
4		Select One											
6		Select One											
7		Select One											
8		Select One											
9		Select One											
10		Select One											

Org Name (Org)

Title I, Part A Improving Basic Programs (Fund Code 305)

Program Purpose:
To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

TIP: If you did not list any strategies on Tab 5. Districtwide Strategies that included Title I funding, you will not see any strategies or activities listed in Step 6.1. In that case, proceed to Step 6.2.

TIP: See Title I, Part A OIG for reminders on common allowable activities and expenses, as well as other key grant requirements.

Resources:
For information about allowable program expenditures for Title I and other program requirements see the Title I, Part A RIP. More detailed information is available on DESE's Federal Grant Programs, Title I, Parts A&D web page.

TIP: DESE recommends that you incorporate evidence-based interventions into your plan when possible. For information about where and how you can use evidence-based interventions see [ESSA Evidence-Based Interventions](#). You can find resources to help you locate evidence-based interventions at ["How Do We Know?"](#)

STEP 6.1
Describe Title I, Part A-funded activities from Tab 5. District Strategies

From Tab 5: District Activities and Strategies
Columns A & B will populate automatically from Tab 5, Step 5.5, for any activity that you indicate includes Title I, Part A funding. Starting with Column C, describe only those activities from each strategy/activity that will be funded in whole or in part with Title I, Part A funds.

A	B	C	D	E	F	G
Strategy/Activity	Description	Briefly describe specific activities funded by Title I based on assessment of needs	Grades served by this activity	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column E or F, please describe data that you will use here

STEP 6.2
Describe Title I, Part A-funded activities not included in Tab 5. District Strategies

TIP: The "Insert Additional Row" button in Column A will not work until you have filled in the rows that are visible.

Title I-funded activities not listed above from Tab 5.
Starting with Column A, describe activities not listed above that will be funded in whole or in part with Title I, Part A funds.

Describe activities funded by Title I not listed above	Grades served by this activities	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column D or E, please describe data that you will use here
--	----------------------------------	---	---	---

A	B	C	D	E
1		Select One	Select One	Select One
2		Select One	Select One	Select One

STEP 6.3
Title I, Part D, Subpart 2

Title I, Part D Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk

Program Purpose:
(1) to improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;
(2) to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
(3) to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Have you uploaded the following documents regarding any residential facility providing services to neglected or delinquent children and youth in your district with this application as an attachment in EdGrants:

(If your district exceeds space limitations for uploading documents in EdGrants, please contact your DESE grants liaison for alternatives).

Formal agreement

Budget showing how Title I Part D-2 funds will be spent

Resources:
For information and resources (including a sample formal agreement) for Title I, Part D, Subpart 2, see DESE's Federal Grant Programs, Title I, Part D web page.

If you have not uploaded your formal agreement and/or budget, please explain.

Referring to your formal agreement for services for FY19, please check all information contained in the agreement:

- Description of all services to be provided to neglected or delinquent youth
- How participating schools and facilities will coordinate work with neglected or delinquent youth, including coordination with social, health and other service providers
- How transitions will be coordinated between schools and facilities for children returning from correctional facilities
- How students with different characteristics and needs will be served, including making the facilities aware of existing individualized education programs
- Any partnerships with local business to provide training and other services for participating students
- How the program will involve parents in improvement efforts for participants
- How this program will be coordinated with other federal, state and local programs serving at-risk children and youth

Org Name (Org)

FY18 Title I District Reservation Worksheet

TIP: Throughout the application, gray cells will prepopulate. Enter data in yellow cells only, where applicable.

Title I Grant Allocation: **\$0**

TIP: This allocation includes any funds flexed into Title I, Part A from either Title II, Part A or Title IV, Part A.

Step 7.1 Enter district reservations as appropriate

Equitable participation for private school students (populated from private schools worksheet)	\$0	0.0%
Family engagement (at least 1% required for districts with allocations of \$500,000 or greater)		0.0%
Services for locally operated institutions for neglected or delinquent children and youth (districts with local N/D institutions only)		0.0%
Administrative services (optional)		0.0%
Preschool programs (optional)		0.0%
Services for homeless students (see TIP, please describe any non-Title I services for homeless students below)		0.0%
Foster care transportation (optional)		0.0%
Indirect costs (optional, but may not exceed district rate)		0.0%
MTRS (optional)		0.0%
Other (describe)		0.0%
TOTAL reservation	\$0	0.0%
Balance remaining for school allocations:	\$0	

Please describe any services that the district is providing to students who are homeless from non-Title-I resources to meet assessed needs.
GS;FJG;KG;JDSLK

Instructions: District reservations are amounts set aside prior to allocating funds to schools. Allowable reservations include:

- Equitable participation for private school students.** Once the district completes the Private Schools worksheet and column 3b on the School Funding worksheet, the private school allocation will automatically populate.
- Family engagement.** A district with a total Title I, Part A allocation greater than \$500,000 must reserve not less than one percent of its allocation for family engagement; 95% of this expenditure must be directed to schools receiving Title I funds.
- Services for locally operated institutions for Neglected or Delinquent (N or D) children** and youth. A district with a Title I eligible N or D facility located within its boundaries will have an N or D allocation amount indicated on the district's allocation notice. A district reservation must be made for that amount to make funds available for supplemental educational services for eligible students at the facility. The district must consult with the facility and complete a formal agreement to either transfer funds or provide services equal to the amount allocated for the N or D facility. For detailed guidance, go [here](#).
- Administrative services.** Costs for administering activities funded by Title I may be reserved at the district level.
- Preschool programs.** Costs attributable to providing supplemental academic services to preschool children may be reserved at the district level. For detailed guidance, go [here](#).
- Homeless services.** Homeless students are automatically eligible for Title I, Part A services regardless of academic need or attendance at a Title I school (i.e., services at non-Title I schools, transportation, homeless liaison and other service under section 1113(c)(3)(A)). Note that services provided to homeless students may be more broadly defined than those ordinarily provided under Title I. See state and federal guidance for more details.

The Title I, Part A reservation for homeless students should be based on a needs assessment, which should include the district's McKinney-Vento liaison. DESE recommends but does not require a reservation of between \$50 and \$100 per homeless student, absent a description of alternative funding sources or in-kind services. For detailed guidance, go [here](#).
- Foster care transportation.** Additional transportation costs incurred when children in foster care need transportation to remain in their school of origin when in their best interest may be paid with Title I funds. For additional information on this topic, go [here](#).
- Indirect costs.** If the district is taking indirect costs out of this grant, the amount taken is reserved at the district level. For a list of current indirect cost rates per district, see <http://www.doe.mass.edu/Grants/essential.html>.

Step 7.2 Confirm minimum per-pupil amount for school allocations

Total number of children from low-income families districtwide	0
* Minimum per pupil amount for districts serving any school below 35% poverty	\$0
* Minimum per pupil amount for districts serving only schools at/above 35% poverty	\$0
Districts serving only schools at/above 35% poverty may select their own district-determined amount:	\$0
(If a district-determined amount was selected, please describe method below)	

* Note: Minimum per pupil calculations are not complete until program type (Column 3b/Title I School Funding worksheet, Tab 8) has been selected for all served schools.

TIP: Once schools are designated to be served in Column 3b of Tab 8, Title I, A School Funding, the minimum per low-income pupil amounts will be calculated automatically and displayed here. All schools except for the last-served school must be provided an allocation that meets or exceeds this amount per low-income pupil. For districts that serve only schools that are above 35% poverty, a district-determined method for calculating the minimum per low-income pupil amount may be used and must be described in the text box indicated.

Org Name (Org)

FY19 Title I School Funding Worksheet

TIP: See detailed instructions (gray box) at bottom of Step 8.3

SW	Schoolwide Program
TA	Targeted Assistance Program
NT	Non-Title I
CL	Closed School

District-Wide Low-Income Percentage:

Minimum Per Pupil Amount: \$0

TIP: Min. per pupil amount will populate only after completing Column 3(b), below.

TIP: Be sure to click the "OK" button.

TIP: Be sure to click the "OK" button.

STEP 8.1: Select low-income data source & click OK
(Default low-income enrollment is March Eco Dis x 1.6)

Select One

Step 8.2: Method of qualifying Title I Schools

Select One

STEP 8.3: Enter Title I status in column 3b and additional data for district schools. Do Not Cut and Paste

School Name 1(a)	School Code 1(b)	Grandfathered Schools (place "x" in box, see Tip)	Prioritized HS with >50% low-income enrollment (place "x" in box, see Tip)	Grade Span Grouping 2(a)	Grades Served by School 2(b)	FY18 Program Type 3(a)	FY19 Program Type 3(b)	Total # of Children Enrolled in School 4	Total # of Children From Low-Income Families 5	Maximum Low-Income Enrollment (may not exceed Col. 4, see Tip) 6	Percent Low-Income 7	Enter Allocation for Each Title I School 8	Per Pupil Amount (Col. 8/Col. 6, see above box for min. per pupil amount) 9
								0	0	0		\$0	

TIP: Column 1(c) Grandfathered schools – Place an "X" in Column 1(c) for any school that is not eligible this year but was eligible and served last year. These schools remain eligible for one additional year.

TIP: Column 1(d) Prioritizing high schools – When ranking schools for Title I funding, districts have the *option* of elevating high schools with greater than 50% low-income enrollment to the same priority group as schools with greater than 75% low-income enrollment. Place an "X" in Column 1(d) for any high school for which your district opts to exercise

TIP: Columns (5 & 6)
For districts selecting the 1.6x multiplier for district enrollment: low-income enrollment percentage may not exceed 100% of total enrollment. If that would be the case, the maximum low-income enrollment in column 6 defaults to total school

TIP: Column (7)
Occasionally a school that appears to have 75% low-students will not be priori This is due to rounding up schools with 74.51% or gr

TIP: Column (8)
Total of school allocations must equal balance remaining in Title I for school allocations (Tab 7, Step 7.1). If it does not, this cell will turn red and allocations must be refigured.

Instructions:

The **School Funding worksheet** has three main sections:

- **Step 8.1:** The district selects the date and type of the low-income data the district is using to determine schools eligible to be served with Title I funds. Click the OK button to proceed.
- **Step 8.2:** The district chooses a method for qualifying Title I schools. Click the OK button to proceed.
- **Step 8.3:** The district designates schools as Title I and enters additional data for the district's schools. Once this section is complete, the district will be able to see the required amount reserved for private schools in Step 7.1 of the District Reservation tab.

Step 8.1: Select the type of poverty data used to identify eligible schools: Federal law requires the district to rank all of its school attendance areas (the geographic area from which a public school draws its children) according to their percent of poverty. The first task is to select the source of the poverty data the district is using to identify eligible schools using the drop-down menu in Step 8.1. The default source of enrollment and poverty data that will automatically populate when the district name is chosen on the cover page is the March Economically Disadvantaged data multiplied by 1.6. Selecting Economically Disadvantaged data as an option automatically populates Column 4 (Total Number of Children Enrolled in Schools in Column 1). The School Funding worksheet automatically calculates the poverty percentage of each school. However, **if you chose "other" for poverty data source, contact your liaison to adjust your workbook.**

Step 8.2: Using the drop-down menu, **select a method of qualifying Title I schools** that allows the district to appropriately allocate resources to the school attendance areas that would benefit most from Title I funds. Broadly speaking, the district may choose to use a district-wide ranking or rank school attendance areas by grade span groupings.

- **Option 1 is the district-wide low-income percentage method.** Under this qualifying method, schools at or above the district-wide poverty average are eligible for services; as such, money may run out before serving all of these schools. If selected, the School Funding worksheet will automatically sort all schools in rank order by low-income percentage based on the data source used to determine eligible Title I school attendance areas.
- **Option 2 is the grade span grouping/district-wide percentage method.** Under this qualifying method, schools serving the same grades are grouped together, and any school at or above the district-wide poverty average in each group is eligible for services. If selected, the School Funding worksheet will automatically sort the schools by grade span and then by low-income percentage based on the data source used to determine eligible Title I school attendance areas.
- **Option 3 is the 35% rule.** Under this qualifying method, all district schools at or above 35% poverty are eligible for services; as such, funds may be insufficient to serve all schools down to the 35% poverty level.
- **Option 4 is the grade span grouping/35% rule.** Under this qualifying method, schools with similar grade spans are grouped together and any school at or above 35% poverty in each group is eligible for services.
- **Option 5 is the grade span grouping/group-wide percentage method.** Under this qualifying method, schools serving the same grades are grouped together and any school at or above the group-wide poverty average in each group is eligible for services.
- **Options 6 and 7 apply to smaller districts and single-school districts.** If the district contains one school per grade span or if the total enrollment of the district is less than 1,000 students, then the district is not required to rank-order schools and consequently may serve any school. Districts in this category with more than one school should be able to justify which schools will be served by Title I.

General Rules for 8.2:

- Because the district may only use the grade span grouping option after schools above 75% poverty are served regardless of grade span (and, at the district's option, high schools with > 50% poverty), the School Funding worksheet will always first rank schools above 75% poverty, regardless of grade span.
- A district that opts to serve schools at or below 75 percent poverty using grade-span groupings may determine higher or lower per-pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-pupil amounts within grade spans may vary, but the district may not allocate higher per-pupil amounts to areas or schools with lower poverty rates within grade spans.

Tab 8. Title I, A School Funding

• The same method of qualifying schools must be used for all groupings. For example, if there are three grade span groupings, all three must use the 35% rule, or all three must use district-wide poverty average, or each must use its group-wide poverty average.

Step 8.3

Indicate which schools will receive Title I, Part A services by clicking a cell and selecting from one of four options (select this coming school year's (FY19) program type in column 3b):

- Select **"SW" (schoolwide)** if the school will conduct a schoolwide program as defined under federal regulations in the coming school year. As a general rule, only schools with 40% or higher poverty percentages can implement schoolwide programs. For detailed information on schoolwide programs, go [here](#).
- Select **"TA" (Targeted Assistance)** if the school will conduct a targeted assistance program in the coming school year.
- Select **"NT" (Non-Title I)** if the school will not receive Title I funding.
- Select **"CL" (Closed)** if the school will be closed in the coming school year.

Note: The district may elect to "skip" an eligible school attendance area or school that has a higher percentage of children from low-income families than a school that is served only if the following criteria are met: (1) The school meets the Title I comparability requirements; (2) The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of Title I, Part A; and (3) The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.

Please note, however, that eligible private school children who reside in a "skipped" attendance area must be provided Title I services even though the public school attendance area is skipped.

Indicate "grandfathered" and/or preferred high schools (>50% poverty), if applicable. Districts may designate and serve a school attendance area or school that is not eligible this year, but that was eligible and served in the preceding fiscal year, but only for one (1) additional fiscal year. Districts may also prioritize high schools with greater than 50% poverty (these schools should be ranked in order after schools with 75% poverty or greater). Place an "X" in Column 1(c) for any grandfathered school and in 1(d) for any high school above 50% poverty that the district chooses to prioritize.

Enter the actual Title I allocation per school in the appropriate cell in Column 8. Keep in mind the two basic rules of allocation. First, all school allocations, except for the last served, must meet minimum per-pupil amounts figured on Tab 7 and appearing in the box at the upper right of this tab). Title I, A District Reservations. Second, barring allowable exceptions (i.e., districts containing one school per grade span or districts with a total enrollment of less than 1,000 students), higher poverty schools must receive the same or greater amount per-pupil than lower poverty schools in your rank order.

The total amount allocated for schools in Column 8 must equal the balance of funds available for school allocations after reservations from Tab 7.

Notes:

- **Column 9 automatically displays the actual per-pupil amount** based on the allocation amounts and the total (maximum) number of low-income children in Column 6. Note that districts electing to use the 1.6 multiplier cannot exceed the actual number of children enrolled in each school.
- **The District-Wide Low-Income Percentage** is displayed in the box above the columns on the right hand side of the worksheet. Remember that a district may rank its schools by either the district-wide low-income percentage or low-income percentages within grade span groupings.

Org Name (Org)

FY19 Title I, Part A (Fund Code 305) Budget Worksheet

Allocation (before any flexing) **\$0**

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult Quick Reference Guide (QRG) for reminders on allowable expenses and references to more detailed guidance : Title I, Part A QRG.

TIP: Only expenditures using a district's Title I, Part A original allocation should be listed in this budget. For any funds flexed into Title I, Part A, expenses should be listed on that original Title's budget tab and in EdGrants (Titles II, Part A and/or Title IV, Part A).

TIP: Check respective box if any or all funds for the listed expenditure will be used for private school services.

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on each narrative tab.

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line-

Line Item Category: Select an option from the drop down menu.				Expenditures (whole numbers)	Expense includes private school services	Primary Function	Comments
1	ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Amount	Select from Drop Down List	Budget Detail
	Grant Program Manager/Coordinator			<input type="checkbox"/>		Data collection/management	dVAcy
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
SUB-TOTAL		0	0.00		\$ -		
2	INSTRUCTIONAL/PROF STAFF:	# of staff	FTE	MTRS	Amount	Select from Drop Down List	Budget Detail
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
SUB-TOTAL		0	0.00		\$ -		
3	SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Amount	Select from Drop Down List	Budget Detail
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
	Select One			<input type="checkbox"/>		Select One	
SUB-TOTAL		0	0.00		\$ -		
4	STIPENDS:	# of staff	Rate	Rate Type	MTRS	Amount	Select from Drop Down List
	Other				<input type="checkbox"/>		Select One
	Select One				<input type="checkbox"/>		Select One
	Select One				<input type="checkbox"/>		Select One
	Select One				<input type="checkbox"/>		Select One
SUB-TOTAL		0	0.00			\$ -	
5	FRINGE BENEFITS:				Amount	Brief Description	Budget Detail
	5a MTRS (automatically calculated if MTRS box is checked above)				\$ -		
	5b Other				\$ -		
	Health Insurance						
	Other Retirement Systems						
	Federal Insurance Contributions Act (FICA)						
SUB-TOTAL					\$ -		
6	CONTRACTUAL SERVICES:	Rate	Rate Type	Amount	Select from Drop Down List	Budget Detail	
	Select One				Select One		
	Select One				Select One		
	Select One				Select One		
	Select One				Select One		
	Select One				Select One		
SUB-TOTAL				\$ -			
7	SUPPLIES AND MATERIALS:	Amount	Select from Drop Down List	Budget Detail			
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
SUB-TOTAL		\$ -					
8	TRAVEL: (mileage, conference registration, courses, hotels, etc.)	Amount	Select from Drop Down List	Budget Detail			
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
SUB-TOTAL		\$ -					
9	OTHER COSTS:	Amount	Select from Drop Down List	Budget Detail			
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
	Select One		Select One				
SUB-TOTAL		\$ -					
10	INDIRECT COSTS * maximum allowed	(a) rate (%)	(b) allocation less indirect	Amount			
		(a x b)					
SUB-TOTAL				\$ -			
11	EQUIPMENT:	Amount	Select from Drop Down List	Budget Detail			
	Only list items costing \$5,000+ per unit and having a useful life more than 1 year		Select One				
			Select One				
SUB-TOTAL		\$ -					
TOTAL FUNDS REQUESTED				\$ -			

* Indirect costs must be consistent with the rate established by the Office of School Finance. Districts are allowed to take less than the maximum. In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate. The decision to recover indirect costs using these established rates is a local option. If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.
www.doe.mass.edu/Grants/essential.html

Link to Current Grant:

Title II, Part A Educator Effectiveness (Fund Code 140)

Program Purpose
 1) To increase student achievement consistent with challenging state standards;
 2) To improve the quality and effectiveness of teachers, principals, and other school leaders;
 3) To increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 4) Provide low-income and minority students greater access to effective teachers, principals and other school leaders.

TIP: In 2017, Massachusetts commissioned research about equitable access to excellent educators for all students. The resulting policy brief, "Teacher Equity Gaps in Massachusetts," summarizes research nationwide and analyzes Massachusetts data regarding the presence and effect of teacher equity gaps.
 For more information about equitable access to excellent educators and resources for closing gaps, see DESE's web page: www.doe.mass.edu/educators/equitableaccess/default.html

TIP: DESE recommends that you incorporate evidence-based interventions into your plan when possible. For information about where and how you can use evidence-based interventions, see ESSA Evidence-Based Interventions. You can find resources to help you locate evidence-based interventions at "[How Do We Know?](#)"

STEP 10.1
 Describe Title II, Part A-funded activities from Tab 5, District Strategies.
TIP: If you did not list any strategies on Tab 5, Districtwide Strategies that included Title II funding, you will not see any strategies or activities listed in Step 10.1. In that case,
TIP: See Title II, Part A CRO for reminders on common allowable activities and expenses, as well as other key grant requirements.
Resources: For information about allowable program expenditures for Title II, Part A and other program requirements see the Title II, Part A RFP. More detailed information is available on DESE's Federal Grant Programs, Title II, Part A web page.

From Tab 5: District Activities and Strategies
 Columns A & B will populate automatically from Tab 5, Step 5.3 for any activity that you indicate includes Title II, Part A funding. Starting with Column C, describe only those activities from each strategy/activity that will be funded in whole or in part with Title II, Part A funds.

A	B	C	D	E	F	G	H		
Strategy/Activity	Description	Describe specific activities funded by Title IIA	Are these activities aligned with Massachusetts Curriculum Framework?	Are these activities serving schools with the highest needs in your district?	Is this activity/intervent directly connected to district efforts to close equity gaps?	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals for these activities? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column F or G, please describe data that you will use here

STEP 10.2
 Describe Title II, Part A-funded activities not included in Tab 5, District Strategies.

Title II, Part A-funded activities not listed above from Tab 5.
 Starting with Column A, describe activities not listed above that will be funded in whole or in part with Title II, Part A funds.

Menu: Please use menu and dropdown options for any Title II, Part A-funded activities in which your district plans to engage in FY19. Use the Narrative section, below, to describe Title II, Part A-funded activities not listed here.

A	B	C	D	E	F	G	H	I
Is your district using Title II, Part A funds to engage in any of these activities?	Yes or No?	Is your district using any of these substrategies? <small>(Choose up to 2. If applicable, if you select "Other," please explain in the box at the row's end)</small>	Are these activities aligned with Massachusetts Curriculum Frameworks?	Are these activities serving schools with the highest needs in your district?	Is this activity/intervent directly connected to district efforts to close equity gaps?	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column A, D, or E, please describe data that you will use here
Cultivating a pipeline of educators through partnerships with preparation providers	Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One
Induction & Mentoring Programs	Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One
Implementing an Education Evaluation System that includes measures of student learning and staff/student feedback	Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One
High-Quality Professional Development	Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One
Advancing and Recognizing educators	Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One

TIP: The "Insert Additional Row" button in Column A will not work until you have filled in the rows that are visible.

Narrative: For Title II, Part A-funded activities not listed above, please describe below in narrative format.

A	B	C	D	E	F	
Describe activities funded by Title II, Part A not listed above	Are these activities aligned with Massachusetts Curriculum Frameworks?	Are these activities serving schools with the highest needs in your district?	Is this activity/intervent directly connected to district efforts to close equity gaps?	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column D or E, please describe data/evidence here
1	Select One	Select One	Select One	Select One	Select One	Select One
2	Select One	Select One	Select One	Select One	Select One	Select One

TIP: DESE commissioned research on the effect of class size reduction on student outcomes and resources in Massachusetts schools indicating that its impact on student outcomes is often disappointing. Findings can be viewed here.

STEP 10.3
 Class-Size Reduction

A	B	C	D
Are you using Title II, Part A funds for class-size reduction?	Y or N?	If "yes," please cite the evidence supporting your decision to reduce class size and explain how the evidence supports your circumstances.	Do you have enrollment data showing that class-size reduction is not supplanting use of state or local funds? Select One
Select One	Select One		Select One

Org Name (Org) _____

FY19 Title II, Part A (Fund Code 140) Budget Worksheet

Allocation (before any flexing) \$0

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult Quick Reference Guide (QRG) for reminders on allowable expenses and references to more detailed guidance: [Title II, Part A QRG](#).

TIP: All expenditures using your original Title II, Part A allocation must be accounted for on this budget page, regardless of whether funds were flexed to another program. Indicate into which program funds were flexed in last column. Use the comments section to describe activities, especially if Primary Function dropdown activities do not apply.

TIP: Check respective box if any or all funds for the listed expenditure will be used for private school services.

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on each narrative tab.

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line-

Line Item Category: Select an option from the drop down menu.	Expenditures (table numbers)	Expense includes private school services	Primary Function	Comments	Flexed Funds (Which Title program rec'd Title II, Part A funds?)
ADMINISTRATOR SALARIES: Select One Select One Select One	# of staff FTE MTRS	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL		0 0.00			
2 INSTRUCTIONAL/PROF STAFF: Select One Select One Select One Select One Select One	# of staff FTE MTRS	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL		0 0.00			
3 SUPPORT STAFF SALARIES: Select One Select One Select One	# of staff FTE MTRS	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL		0 0.00			
4 STIPENDS: Select One Select One Select One Select One	# of Staff Rate Rate Type MTRS	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL		0 0.00			
5 FRINGE BENEFITS: \$a MTRS (automatically calculated if MTRS box is checked) \$b Other Health Insurance Other Retirement Systems Federal Insurance Contributions Act (FICA)	Amount \$ \$ \$ \$	<input type="checkbox"/>	Brief Description	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL					
6 CONTRACTUAL SERVICES: Select One Select One Select One Select One Select One Select One	Rate Rate Type	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL					
7 SUPPLIES AND MATERIALS: Select One Select One Select One Select One	Amount	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL					
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.) Select One Select One Select One Select One	Amount	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL					
9 OTHER COSTS: Select One Select One Select One Select One Select One Select One	Amount	<input type="checkbox"/>	Select from Drop Down List Select One Select One Select One Select One Select One	Budget Detail	Select, if applicable Select, if applicable Select, if applicable Select, if applicable Select, if applicable Select, if applicable
SUB-TOTAL					
10 INDIRECT COSTS * maximum allowed (a) rate (%) (b) allocation less indirect (a x b)	Amount	<input type="checkbox"/>			
SUB-TOTAL					
11 EQUIPMENT: Only list items costing \$5,000+ per unit and having a useful life more than 1 year	Amount	<input type="checkbox"/>	Select from Drop Down List Select One Select One	Budget Detail	Select, if applicable Select, if applicable
SUB-TOTAL					
TOTAL FUNDS REQUESTED					

* Indirect costs must be consistent with the rate established by the Office of School Finance. Districts are allowed to take less than the maximum. In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate. The decision to recover indirect costs using these established rates is a local option. If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.
www.doe.mass.edu/Grants/essential.html

Link to Office of Planning and

Title III, Part A Support for English Learners (Fund Code 180)

Program Purpose

- 1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- 2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- 3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- 4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- 5) to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Resources:
For information about allowable program expenditures for Title III and other program requirements see the Title III, Part A RFP.

TIP: If you did not list any strategies on Tab 5, Districtwide Strategies that included Title III funding, you will not see any strategies or activities listed in Step 12.1. In that case,

TIP: Title III, Part A requires districts to spend some of their Title III, Part A funds on:
1) effective language instruction educational programs;
2) effective professional development related to English learners and
3) parent, family, and community engagement programs, services and activities to improve English language skills for English learners.
For more information about other allowable and required uses of funds, see DESE's Title III webpage.

TIP: See Title III, Part A QRQ for reminders on common allowable activities and expenses, as well as other key grant requirements.

TIP: Title III's "supplement not supplant" requirements prohibit supplanting federal funding, as well as state and local funds. Federal funds made available (through Title III, Part A) shall be used so as 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 (LEP) children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.
Be sure that funded activities are supplemental to all three funding sources.

TIP: DESE recommends that you incorporate evidence-based interventions into your plan when possible. For information about where and how you can use evidence-based interventions see ESSA Evidence-Based Interventions. You can find resources to help you locate evidence-based interventions at ["How Do We Know?"](#)

STEP 12.1
(All Title III, Part A Recipients must complete)

From Tab 5, District Activities and Strategies
Columns A & B will populate automatically from Tab 5, Step 5.5 for any activity that you indicate includes Title III, Part A funding. Starting with Column C, describe only those activities from each strategy/activity that will be funded in whole or in part with Title III, Part A funds.

A	B	C	D	E	F	G	H	I
Strategy/Activity	Description	Describe specific activities or aspects of activities funded by Title III, Part A	Supplemental to federal, state, and local funding?	This activity is intended to help English learners increase their English language proficiency	This activity is intended to help English learners meet standards in Massachusetts Curriculum Frameworks	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column G or H, please describe data that you will use here

STEP 12.2
(All Title III, Part A Recipients must complete)

TIP: The "Insert Additional Row" button in Column A will not work until you have filled in the rows that are already visible.

Title III, Part A funded activities not listed above from Tab 5.
Starting with Column A, describe activities not listed above that will be funded in whole or in part with Title III, Part A funds.

A	B	C	D	E		
Describe activities funded by Title III not listed above	Supplemental to federal, state, and local funding?	This activity is intended to help English learners increase their English language proficiency	This activity is intended to help English learners meet standards in Massachusetts Curriculum Frameworks	What data prompted this activity? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	What data will you use to determine progress and attainment of goals? <small>(Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)</small>	If you selected "Other" in Column C or D, please describe data that you will use here
1	Select One	Select One	Select One	Select One	Select One	
2	Select One	Select One	Select One	Select One	Select One	
3	Select One	Select One	Select One	Select One	Select One	

Org Name (Org) _____

FY19 Title III, Part A (Fund Code 180) Budget Worksheet

Allocation (before any flexing)

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult Quick Reference Guide (QRG) for reminders on allowable expenses and references to more detailed guidance: [Title II, Part A QRG](#).

TIP: Only expenditures using a district's Title III, Part A original allocation should be listed in this budget (and your Title II, Part A EdGrants budget). For any funds flexed into Title III, Part A, expenses should be listed on that original Title's budget tab and in EdGrants (Titles II, Part A and/or Title IV, Part A).

TIP: Check respective box if any or all funds for the listed expenditure will be used for private school services.

TIP: Title II, Part A requires districts to spend some of their Title III, Part A funds on:
 1) effective language instruction educational programs;
 2) effective professional development for teacher of English learners, and
 3) parent, family, and community engagement programs, services and activities to improve English language skills for English learners.
 For more information about allowable and required uses of funds,

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on each narrative tab.

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line-item information.

Line Item Category: Select an option from the drop down menu.				Expenditures (whole numbers)	Expense includes private school services	Primary Function	Comments
1 ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
SUB-TOTAL				0	0.00		
2 INSTRUCTIONAL/PROF STAFF:	# of staff	FTE	MTRS	Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
SUB-TOTAL				0	0.00		
3 SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
Select One			<input type="checkbox"/>		<input type="checkbox"/>	Select One	
SUB-TOTAL				0	0.00		
4 STIPENDS:	# of Staff	Rate	Rate Type	MTRS	Amount	Select from Drop Down List	Budget Detail
Select One				<input type="checkbox"/>		Select One	
Select One				<input type="checkbox"/>		Select One	
Select One				<input type="checkbox"/>		Select One	
Select One				<input type="checkbox"/>		Select One	
SUB-TOTAL							
5 FRINGE BENEFITS:				Amount	<input type="checkbox"/>	Brief Description	Budget Detail
Is MTRS (automatically calculated if MTRS box is checked)				\$	<input type="checkbox"/>		
Is Other				\$	<input type="checkbox"/>		
Health Insurance					<input type="checkbox"/>		
Other Retirement Systems					<input type="checkbox"/>		
Federal Insurance Contributions Act (FICA)					<input type="checkbox"/>		
SUB-TOTAL							
6 CONTRACTUAL SERVICES:	Rate	Rate Type		Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
SUB-TOTAL							
7 SUPPLIES AND MATERIALS:				Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
SUB-TOTAL							
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)				Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
SUB-TOTAL							
9 OTHER COSTS:				Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
Select One					<input type="checkbox"/>	Select One	
SUB-TOTAL							
10 INDIRECT COSTS * maximum allowed	(a) rate (%)	(b) allocation less indirect		Amount	<input type="checkbox"/>		
	<input type="text"/>	<input type="text"/>	(a x b)				
SUB-TOTAL							
11 EQUIPMENT: Only list items costing \$5,000+ per unit and having a useful life more than 1 year				Amount	<input type="checkbox"/>	Select from Drop Down List	Budget Detail
					<input type="checkbox"/>	Select One	
					<input type="checkbox"/>	Select One	
SUB-TOTAL							
TOTAL FUNDS REQUESTED							

* Indirect costs must be consistent with the rate established by the Office of School Finance. Districts are allowed to take less than the maximum. In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate. The decision to recover indirect costs using these established rates is a local option. If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.
www.doe.mass.edu/grants/essential.html

Org Name (Org)

Title IV, Part A Student Support and Academic Enrichment (Fund Code 309)

Program Purpose
 Improving students' academic achievement by:
 1. Providing all students with access to a well-rounded education;
 2. Improving school conditions for learning; and
 3. Improving the use of technology in order to improve academic achievement and digital literacy of all students.

TIP: Districts with at least \$30,000 in Title IV, Part A funds (after any flexing) are required to spend at least 20% of the allocation on well-rounded education, 20% on safe and healthy schools and some amount on effective use of technology.

Resources:
 For information about allowable program expenditures for Title IV, Part A and other program requirements see the Title IV, Part A RFP. More detailed information is available on DESE's Federal Grant Programs, Title IV, Part A web page.

Districts with less than \$30,000 in Title IV, Part A funds (after any flexing) are required to spend funds on one of the following: 20% of the allocation on well-rounded education, 20% on safe and healthy schools or some amount on effective use of technology.

TIP: Spending Limitation for ALL districts: Districts receiving an allocation of any amount under Title IV, Part A may not spend more than 15% of any amount supporting effective use of technology on technology infrastructure.

TIP: DESE recommends that you incorporate evidence-based interventions into your plan when possible. For information about where and how you can use evidence-based interventions see [ESSA Evidence-Based Interventions](#). You can find resources to help you locate evidence-based interventions at "[How Do We Know?](#)"

STEP 14.1
 (All Title IV, Part A Recipients must complete)

TIP: If you did not list any strategies on Tab 5, Districtwide Strategies that Included Title IV, Part A funding, you will not see any strategies or activities listed in Step 14.1. In that case, proceed

TIP: See Title IV, Part A QRG for reminders on common allowable activities and expenses, as well as other key grant requirements.

From Tab 5: District Activities and Strategies
 Columns A & B will populate automatically from Tab 5, Step 5.5 for any activity that you indicate includes Title IV, Part A funding. Starting with Column C, describe only those activities from each strategy/activity that will be funded in whole or in part with Title IV, Part A funds.

Strategy/Activity	Description	Describe specific activities funded by Title IVA, including any partnerships with outside organizations	Indicate Title IVA categories each activity supports (Yes or No) Each activity must have a "yes" in at least one category			What data prompted this activity? (Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)	What data will you use to determine progress and attainment of goals? (Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)	If you selected "Other" in Column E or F, please describe data you will use here
			Access to Well-Rounded Education	Safe and Healthy Schools	Effective Use of Technology			

STEP 14.2
 (All Title IVA Recipients must complete)

TIP: The "Insert Additional Row" button in Column A will not work until you have filled in the rows that are visible.

Title IVA funded activities not listed above from Tab 5.
 Starting with Column A, describe activities not listed above that will be funded in whole or in part with Title IV, Part A funds.

Describe specific activities funded by Title IVA, including any partnerships with outside organizations.	Indicate which Title IVA categories each activity supports (Yes or No) Each activity must have a "yes" in at least one category			What data prompted this activity? (Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)		What data will you use to determine progress and attainment of goals? (Select at least one source for each activity; report additional sources/explanation in "Other" box at row's end)		If you selected "Other" in Column C or D, please describe data you will use here
	Access to Well-Rounded Education	Safe and Healthy Schools	Effective Use of Technology					
1	Select One	Select One	Select One	Select One	Select One	Select One	Select One	
2	Select One	Select One	Select One	Select One	Select One	Select One	Select One	

Step 14.3
 (Only for districts receiving > \$30,000 in Title IVA funds)

TIP: Cells will turn red if you enter an amount that violates a Title IV, Part A spending parameter, requiring reallocation of funds.

ALLOCATION OF YOUR TITLE IVA FUNDS		
	\$	%
Amount available for Title IVA spending (after flexing)	\$0	
Equitable participation for private school students (from private school tab)	\$0	
District Administration (no more than 2% of Title IVA allocation, after flexing)		
Access to Well-Rounded Education (at least 20%)		
Safe and Healthy Schools (at least 20%)		
Effective Use of Technology (must be > \$0)		
Effective Use of Technology (infrastructure) (no more than 15% of total technology expenditures)		N/A
Total	\$0	

INSTRUCTIONS: Insert dollar figures for each of the spending categories in Column A that have not been prepopulated. If an activity includes more than one category, please allocate funds among the categories included to the best of your ability.

- Districts with an allocation of at least \$30,000 must:
- Conduct a comprehensive needs assessment that includes a focus on the Title IV, Part A priorities (see above). Note: Districts may fulfill (or have fulfilled) this requirement as part of the development of the districts' strategic plan, improvement plan, etc. reported on Tab 5.
 - Spend at least 20% of the allocation on access to well-rounded educational opportunities
 - Spend at least 20% of the allocation on safe and healthy schools
 - Spend some amount on improving the use of technology
 - Spend the remainder on activities that support any/all of the three priorities
 - No more than 15 percent of Title IVA allocation used for activities to support the effective use of technology may be used for purchasing technology infrastructure. (e.g., devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.
 - If funding does not meet above requirements, cell will turn red indicating an error. Please adjust spending accordingly.

Org Name (Org) _____

FY19 Title IV, Part A (Fund Code 309) Budget Worksheet

Allocation (before any flexing)

Tip: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult Quick Reference Guide (QRG) for reminders on allowable expenses and references to more detailed guidance: Title IV, Part A QRG.

Tip: All expenditures using your original Title IV, Part A allocation must be accounted for on this budget page, regardless of whether funds were flexed to another program. Indicate into which program funds were flexed in last column. Use the comments section to describe activities, especially if Primary Function dropdown activities do not apply.

Tip: Check respective box if any or all funds for the listed expenditure will be used for private school services.

Tip: Use the "Comments" section to include details relating expenditures back to activities on each narrative tab.

TIP: Cells will turn red if you include an amount for an expenditure but omit other required line.

TIP: Spending Limitation for ALL districts: No district receiving an allocation of any amount under Title IV, Part A may spend more than 15% of any amount

Line Item Category: Select an option from the drop down menu.				Expenditures (whole numbers)	Expense includes private school services	Primary Function	Comments	Flexed Funds (Which Title program rec'd Title IV, Part A funds?)
1 ADMINISTRATOR SALARIES:				# of staff	FTE	MTRS	Amount	
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
SUB-TOTAL				0	0.00		\$ -	
2 INSTRUCTIONAL/PROF STAFF:				# of staff	FTE	MTRS	Amount	
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
SUB-TOTAL				0	0.00		\$ -	
3 SUPPORT STAFF SALARIES:				# of staff	FTE	MTRS	Amount	
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
Select One						<input type="checkbox"/>		Select, if applicable
SUB-TOTAL				0	0.00		\$ -	
4 STIPENDS:				# of Staff	Rate	Rate Type	MTRS	Amount
Select One							<input type="checkbox"/>	
Select One							<input type="checkbox"/>	
Select One							<input type="checkbox"/>	
Select One							<input type="checkbox"/>	
SUB-TOTAL								\$ -
5 FRINGE BENEFITS:							Amount	
5a MTRS (automatically calculated if MTRS box is checked)							\$ -	<input type="checkbox"/>
5b Other							\$ -	<input type="checkbox"/>
Health Insurance								<input type="checkbox"/>
Other Retirement Systems								<input type="checkbox"/>
Federal Insurance Contributions Act (FICA)								<input type="checkbox"/>
SUB-TOTAL							\$ -	
6 CONTRACTUAL SERVICES:				Rate	Rate Type		Amount	
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
SUB-TOTAL							\$ -	
7 SUPPLIES AND MATERIALS:							Amount	
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
SUB-TOTAL							\$ -	
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)							Amount	
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
SUB-TOTAL							\$ -	
9 OTHER COSTS:							Amount	
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
SUB-TOTAL							\$ -	
10 INDIRECT COSTS * maximum allowed				(a) rate (%)	(b) allocation less indirect		Amount	
				(a x b)				<input type="checkbox"/>
SUB-TOTAL							\$ -	
11 EQUIPMENT:							Amount	
Only list items costing \$5,000+ per unit and having a useful life more than 1 year								<input type="checkbox"/>
Select One								<input type="checkbox"/>
Select One								<input type="checkbox"/>
SUB-TOTAL							\$ -	
TOTAL FUNDS REQUESTED							\$ -	

* Indirect costs must be consistent with the rate established by the Office of School Finance. Districts are allowed to take less than the maximum. In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate. The decision to recover indirect costs using these established rates is a local option. If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.

www.doe.mass.edu/Grants/essential.html

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION STANDARD APPLICATION FOR PROGRAM GRANTS		
FY19 SCHEDULE A - Assignment Schedule		
1	Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient.	
2	Agency operating and administering the project:	Org Name
3	Name of grant program/ Fund Code:	Org
Name of Participating Agency	Amount of Assigned Funds	* Authorized Signature
Total of Assigned Funds	\$0	
*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.		

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION STANDARD APPLICATION FOR PROGRAM GRANTS		
FY19 SCHEDULE A - Assignment Schedule		
1	Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient.	
2	Agency operating and administering the project:	Org Name
3	Name of grant program/ Fund Code:	Org
Name of Participating Agency	Amount of Assigned Funds	* Authorized Signature
Total of Assigned Funds		\$0
<p>*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.</p>		

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION STANDARD APPLICATION FOR PROGRAM GRANTS		
FY19 SCHEDULE A - Assignment Schedule		
1	Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient.	
2	Agency operating and administering the project:	Org Name
3	Name of grant program/ Fund Code:	Org
Name of Participating Agency	Amount of Assigned Funds	* Authorized Signature
Total of Assigned Funds		\$0
*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.		

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION STANDARD APPLICATION FOR PROGRAM GRANTS			
FY19 SCHEDULE A - Assignment Schedule			
1	Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient.		
2	Agency operating and administering the project:	Org Name	Org
3	Name of grant program/ Fund Code:		
Name of Participating Agency		Amount of Assigned Funds	* Authorized Signature
Total of Assigned Funds		\$0	
*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.			