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| Massachusetts Department of Elementary and Secondary Education Logo |
|  | FY18 Title I Application Workbook**Instructions for Completing Title I Forms** |
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| **June 2017** |
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# General information about the FY18 Title I Application Workbook

The FY18 Title I Application Workbook contains the Title I specific forms that a local school district must submit to the Massachusetts Department of Elementary and Secondary Education (ESE) in support of the district's application for Title I funds for FY18.

The Title I application workbook is a Microsoft Excel file (\*.xlsm) which is saved as a macro-enabled workbook. Users of Microsoft Office 2003/2007/2016 may need to **change your security settings in Excel** before opening the file to enable macros to work: In Excel, select **Tools** > **Macro** > **Security**. When the dialogue box appears, change the security settings to **Medium** and click **OK**. Reopen the file. Users of Microsoft Office 2003/2007/2016 should enable macros.

Users of **Macintosh** computers should have no problem opening and using this workbook as long as it is saved as a macro-enabled file (has an .xlsm extension). To do this, select “Save As” and select “Excel Macro-Enabled Workbook.”

## Obtaining the Title I application workbook

The FY18 Title I application workbook is available for download from the RFP posted on the Grants website at: <http://www.doe.mass.edu/Grants/>2018/305

1. Locate the Excel file entitled, FY18 **Title I Application Workbook (Fund Code 305)**
2. **Save** the file to your computer
3. Rename the file by replacing the words “**leacode**” in the filename with your 4-digit district code. For example, Abington (0001) would rename the file as “**FY18TI-0001”** Do not change the filename except for your district’s 4-digit code.

## Workbook contents related to Title I, Part A

* + **Read First:** The first worksheet of the application workbook provides an overview, including how to name and save the file, and a description of each worksheet in the workbook. This worksheet lists all worksheets contained in the workbook and allows a user to navigate between worksheets by clicking a worksheet name.
	+ **Cover Page:** Districts must select their district name from the dropdown list and fill in all contact information. The allocation amount must be entered in the yellow cell. On the cover page, and in general throughout the entire workbook, all yellow boxes should be filled in by the applicant. Note there is a box to select if a Title I director is completing the application for the first time.
	+ **Narrative worksheet:** Used to describe your district's uses of Title I, Part A funds in narrative form.
	+ **Private Schools worksheet:** ESEA grants require the equitable participation of students and educators in private, non-profit schools for federally funded programs and services. Public school districts are required to have "timely and meaningful consultation" with private school officials regarding the participation of private school students and educators in ESEA funded programs and services. Complete all yellow boxes as applicable.
	+ **School Funding worksheet:** Used to identify eligible Title I schools, qualify school attendance areas, select eligible Title I schools, and allocate funds to eligible Title I schools.
	+ **District Reservation worksheet:** Used to reserve funds prior to school allocations. This form can also be used to reserve a portion of Title I, Part A funds at the district level to target areas of low achievement in the district.
	+ **Budget and Indirect Costs worksheet (optional)**: Data entry template for detailed line item expenditures. This is no longer required to complete in the Excel workbook. The template is provided for planning purposes. This worksheet also contains the indirect cost calculator for those districts that choose to take indirect costs.

# I. Assemble Information

Before completing the Title I worksheets, assemble the information below:

1. From the Title I RFP on the Department’s Grants website (<http://www.doe.mass.edu/Grants/>2018/305), obtain the district’s FY18 Title I allocation amount.
2. From district records, obtain:
3. A list of all private schools within or beyond district boundaries that enroll students who reside in the district and who would have attended a Title I served school had they attended the district’s public schools.
4. Data on school-age children, including data on children from low-income families, who reside in Title I served school attendance areas in the district but who are not attending public schools.
5. Information about the Title I funds the district will reserve prior to calculating school-level allocations, including reservations that are optional and those that may be required.

**II. Complete the Cover Page**

1. **Select the name of your district from the drop-down menu.** You will see a message box notifying you that information will be automatically populated. Please click OK. The screen may flicker for a moment as the workbook is populated with information and data for your district. If you do not see this message, macros are not enabled. Please see the instructions for enabling macros on page 3 of this document and try again.
2. **Enter contact information for the district’s Title I coordinator.** This is the person responsible for completing the grant and to whom ESE may direct questions about its contents. Note that throughout the workbook, gray cells display information that is automatically populated, either from ESE data or from elsewhere in the workbook; yellow cells are for inputting information.
3. **Enter the district’s FY18 Title I, Part A allocation amount**.
4. **Check the box if you are a new Title I director**.
5. **Note the ESE Title I liaison listed for your district** on the cover page with contact information. Consult your liaison if needed to complete the workbook.

# III. Complete the Narrative

The Narrative is where the district responds to questions about the use of Title I, Part A funds. All districts are required to complete all four questions.

# IV. Private Schools Worksheet

On this worksheet, districts will list all the private schools that Title I eligible students attend (within or beyond district boundaries). A Title I eligible student is a student that would have attended a Title I served school had s/he attended public school. If there are no eligible private school students indicate that on the top of the form. When completing the table, districts will also note which schools will participate, how many students are eligible, how many are low-income, and how many will be served. Once the table is complete, the district will also answer the five narrative questions at the bottom of the worksheet.

# V. Complete the District Reservation Worksheet[[1]](#footnote-1)

Some districts are required to reserve certain percentages of their Title I allocations for specific purposes. For example, any district with an allocation greater than $500,000 must reserve at least one percent of its allocation for family engagement activities. If applicable, a district must also set aside Title I, Part A funds for services to locally operated institutions for neglected or delinquent children and youth. Districts may also reserve funds for administrative services, professional development, and other activities, as needed.

First, check that your district’s name and total allocation amount are populated at the top of the form. If they are not, go to the cover page and select your district’s name from the drop down list and enter the district’s allocation amount in the yellow Total Allocation box located on the right hand side of the sheet.

## Step 1: reservation of funds

Generally speaking, district reservations are funds set-aside for program-wide activities that are not associated with schools or for activities that are required to serve a particular purpose or student population. The options for district reservations include:

1. **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.
2. **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. If the district is required to reserve funds for this purpose, enter the amount in the cell adjacent to this reservation category on the District Reservation worksheet.
3. **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](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/).
4. **Administrative services.** Costs for administering activities funded by Title I, including equitable services provided to participating private schools, may be reserved at the district level before allocating funds to eligible public sc**hools.**
5. **Professional development.** Funds may be reserved to support Title I professional developmentactivities organized at the district level for teachers who teach Title I students or students who may be Title I-eligible.
6. **Preschool programs**. Costs attributable to providing supplemental academic services to preschool children may be reserved at the district level before allocating funds to eligible schools. For detailed guidance, go [here](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/title-i-part-a/program-design.html.).
7. **Homeless.** A child who is homeless and attending any school in the district is eligible for Title I services. Where needs are established, comparable services, including educationally related support services to children in shelters and other locations where homeless students may live, are required by Title I regulation. For detailed guidance, go [here](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/title-i-part-a/program-design.html.).
8. **Foster care transportation.** Additional transportation costs may be incurred when children in foster care who need transportation to remain in their school of origin when it is in their best interest. Title I funds may be used for this purpose. For additional information on this topic, go [here](http://www.doe.mass.edu/sfs/foster/).
9. **Indirect costs.** If the district is taking indirect costs out of this grant, the amount taken is reserved at the district level before determining amount of funds available for school allocations. For a list of current indirect cost rates per district, see <http://www.doe.mass.edu/Grants/essential.html>.
10. **MTRS.** Title I funded staff pay into MTRS. These costs may be reserved at the district level for this purpose.

## Step 2: (Optional) Designate additional supports for low achieving students and/or their teachers (may not exceed 10% of the total allocation)

The district has the opportunity to strategically use any combination of the options below to allocate Title I funds to support its lowest achieving students in its lowest-performing schools. Districts can designate up to 10% of their total allocation towards Step 2 options.

* + **Option A: Use a reservation to provide additional Title I resources to Title I-served schools (boost).** This option gives the district the flexibility to provide additional support to Title I schools that (A) are lower achieving than other Title I schools in the district but may not have the highest low income populations; or (B) schools that require a higher level of investment of Title I dollars than would be possible using any of the existing methods of qualifying and directly funding Title I schools with amounts per low-income pupil (i.e., additional to amounts shown in Column 7a of the School Funding worksheet).
	+ **Option B: Use a reservation to provide support to the teachers across the district who work with the district's lowest-achieving students (e.g., district-wide professional development; coaching initiatives, etc.)**
	+ **Option C: Use a reservation to provide direct services to low-achieving students across the district outside of the school day (e.g., before-or after-school, during vacations, or on weekends)**

Step 1 and Step 2 district reservation amounts are automatically calculated subtracted from the district’s total allocation to calculate the balance remaining for school-level allocations. This balance represents the amount that must be allocated to schools on the School Funding worksheet. The cell will remain red until the total of school-level allocations matches this number.

## Step 3: Confirm minimum per low-income pupil amount for school allocations

Once schools are designated to be served in Column 3b of the School Funding worksheet, the minimum per low-income pupil amounts displayed in Step 3 of the District Reservation worksheet will be calculated automatically. 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. If a district-determined amount is used, describe the method used to arrive at the amount in the text box below the figure.

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| **Review:*** Is my district’s name and total allocation amount populated at the top of the District Reservation worksheet?
* If applicable, did I designate district reservations in Step 1, including those that may be required? If I used a district-determined method for calculating the minimum per low-income pupil amount may be used for school formula allocations, is that amount large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality? Is the method described below the amount entered?
 |

# VI. Complete the School Funding Worksheet

Identifying, selecting, and allocating funds to eligible Title I schools for the upcoming school year is the culmination of a comprehensive planning process based on district-wide and school-level needs assessments and an evaluation of current Title I activities. Using low-income data and overall Title I allocations, the district allocates funds to its priority schools.

## Become familiar with the parts of School Funding worksheet

The School Funding worksheet has three sections:

* + **Step 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 2:** The district chooses a method for qualifying Title I schools. Click the OK button to proceed.
	+ **Step 3:** The district designates schools as Title I and enters additional data for the district’s schools.[[2]](#footnote-2)
	+ **Step 4:** Once this section is complete, the district will be able to see the required amount reserved for private schools in Step 1 of the District Reservation tab.

## Select the source of the 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 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.

Most Massachusetts districts will likely use the pre-loaded Economically Disadvantaged data to establish low-income percentages. As our state has transitioned to the use of Economically Disadvantaged data as a metric for determining low-income status, districts might find their poverty numbers are lower than under the previous metric of Free/Reduced Price Lunch participation. Therefore the option of using Economically Disadvantaged with a multiplier is also available. This will allow districts using Economically Disadvantaged data to operate with poverty percentages that more closely reflect prior years when Free/Reduced Price Lunch participation was used. If needed, other sources of data, such as Census, TAFDC, Medicaid, and Free/Reduced Price Lunch participation may be used.

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. The district wide poverty average is also automatically displayed.

## Select a method of qualifying Title I schools

The district may use various methods of qualifying Title I schools. These qualifying methods give certain flexibility to districts in selecting the areas to be served, while also adhering to the general principle that higher-poverty schools are served first. In this section the difference between two common methods of qualifying school attendance areas is explained: (1) District-wide low-income percentage, and (2) Grade span grouping and district wide percentage.

Using the drop-down menu in Step 2 of the School Funding worksheet, 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.[[3]](#footnote-3)

* + **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.
	+ **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.
	+ **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.[[4]](#footnote-4) Districts in this category with more than one school should be able to justify which schools will be served by Title I. For example, if the district contains one school per grade span, it may decide to use academic need rather than poverty percentage as the basis of selecting schools for Title I participation. Districts using Options 6 or 7 must follow the remainder of these instructions.

Certain implications apply depending on whether the district elects to use district-wide ranking or the grade-span grouping method of qualifying Title I schools.

* + If “district-wide low-income percentage” is selected as a method of qualifying Title I schools, 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.
	+ If “grade span grouping and district wide percentage” is selected as a method of qualifying Title I schools, 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.
	+ Because the district may only use the grade span grouping option after schools above 75% poverty are served regardless of grade span, 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.
	+ (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.)

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| **Review:*** Have I used the drop-down menus to select and identify the primary source of data I used to determine eligible Title I school attendance areas?
* Have I used the drop-down menu in Step 2 to select a method of qualifying Title I schools?
* Have I determined the method of qualifying schools that allows my district to best address the needs of its schools?
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## Select eligible Title I schools

Once the district has selected a method of qualifying school attendance areas, the district selects the schools it wishes to serve with Title I, Part A funds by entering information into certain columns in Step 3.[[5]](#footnote-5)

### Indicate schools to be served

**Column 3a** will automatically populate once the district is chosen on the cover page. In **Column 3b** the district is required to indicate Title I service provision or non-provision for each school in the district by clicking a cell and selecting from one of four options (select this coming school year’s (FY18) 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](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/title-i-part-a/program-design.html.).
	+ 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.

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| **Skipping Eligible Schools:**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.In implementing this provision, therefore, a district must determine which school attendance areas would have received Title I funds absent any skipping and what the per-pupil allocations for those areas would have been. The district must then determine the amount of funds that would have been allocated for private school children residing in those school attendance areas. This amount is included in the funds available for serving eligible private school children residing in the district. If the district skips one or more of its higher-ranked school attendance areas, enabling the district to use Title I funds to serve additional lower-ranked areas, low-income private school children residing in those additional areas would not warrant the allocation of funds.Under §200.79 of the Title I regulations, a supplemental State or local program meets the requirements of Section 1114 if the program—* Is implemented in a school that meets the minimum 40 percent poverty threshold required to operate a schoolwide program;
* Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the State's challenging academic achievement standards that all students are expected to meet;
* Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards
* Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

A supplemental State or local program meets the requirements of Section 1115 if the program—* Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
* Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
* Evaluate the effectiveness of the program.
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### Indicate “Grandfathered” schools (if necessary)

Title I includes a “grandfather provision” allowing districts to 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. Place an “X” in Column 1A for any school that will be served due to this “grandfather provision.” If no schools will be served this way, leave the column blank.

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| **Review:*** Have I selected the **method of qualifying schools** that allows the district to appropriately allocate resources to the schools that would benefit most from Title I funds?
* If I elected 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, does the school meet the federally mandated criteria noted above?
* **Column 3b:** Have I indicated how I intend to serve each school attendance area in the district for FY18 by selecting the appropriate option (“SW”, “TA”, “NT”, or “CL”)?
* **Column 1A:** Have I placed an “X” in Column 1A for any school that will be served due to the “grandfather” provision (schools, if any, which qualify for Title I due only to service in the previous year)?
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## Allocate funds to eligible Title I schools

Now that the district has made the appropriate reservations on the District Reservation worksheet, enter the actual Title I allocation per school in the appropriate cell in Column 7a. Keep in mind the two basic rules of allocation. First, all school allocations, except for the last served, must meet minimum per-pupil amounts as figured on the District Reservation worksheet. 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 7a** must equal the balance of funds available for school allocations, calculated on **the District Reservation worksheet**.[[6]](#footnote-6)

* + **Column 7b** is where the district designates additional funds for lower achieving Title I schools if the district selected Option A on the District Reservation worksheet as a funding strategy to provide supports and interventions to low-achieving students in those schools. These funds are accounted for as a district reservation and do not figure into per-pupil funding amounts (as shown in Column 8).
	+ **Column 8** automatically displays the actual per-pupil amount based on the allocation amounts and the total number of low-income children in Column 5.
	+ 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.

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| **Review:*** Are all of my per-pupil amounts either equal to the highest poverty school’s amount or descend in order of poverty percentage amount, barring allowable exceptions (i.e., districts containing one school per grade span or districts with a total enrollment of less than 1,000 students)?
* If any of my served schools fall below 35 percent low-income, do my per-pupil amounts meet or exceed the required minimum shown in Step 3 of the District Reservation worksheet?
* Does my balance remaining for school allocations on the District Reservation worksheet equal the total amount found in **Column 7a** on the School Funding worksheet?
* If the district selected Option A on the District Reservation worksheet to designate additional funds for lower achieving Title I schools (**Column 7b**), does the total for this column match the figure entered for Option A?
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# VII. (Optional) Complete the Budget Worksheet

After you have completed the Narrative, Private Schools, District Reservation, and School Funding worksheets, you may enter the detailed budget for the district’s overall Title I, Part A program on the Budget worksheet. This worksheet is no longer required. It is included for planning purposes only. Districts will complete the budget information in EdGrants. Most cells in the Budget worksheet contain drop-down menus that allow you to select from common options. Enter number of staff, FTE, rate, rate type for staffing and stipend categories when applicable. MTRS will automatically calculate if the MTRS box is checked.

# VIII. Submit the FY18 Title I Application Workbook to ESE via EdGrants website

Submit all required grant materials through the EdGrants website at: [https://edgrants.eoe.mass.edu/grantium/frontOffice.jsf](https://edgrants.eoe.mass.edu/grantium/frontOffice.jsf%20)

Please note: It is up to the district to determine who they want to add as EdGrants Front Office Control User in order to submit grant application as well as payment request information.  Please review the [EdGrants: User Security Controls document](http://www.doe.mass.edu/news/news.aspx?id=21775) to make informed decisions regarding assigning your district level users.

District staff with the role of Control User will enter contact information, the budget, and required attachments in EdGrants. All districts’ business offices have been contacted with information regarding training. Those who registered for the training were sent the user names and passwords for their district to access EdGrants. If you are unsure of who in your office is a Control User, please contact your business office.

In EdGrants, districts are required to create and name the project. Please use the following naming convention for your “Applicant Project Name” in EdGrants: **FY18 305 Title I District Name**

Please review all of the completed worksheets before submitting your district's FY18 Title I Application Workbook to ESE via EdGrants. Submit the grant application to ESE via EdGrants as follows:

1. A district Control User will log into EdGrants and register the district’s FY18 Title I funding opportunity.
2. The Control User will complete contact information, create and name the project (FY18 305 Title I District Name), and enter grant budget information into the appropriate EdGrants forms.
3. The Control User will attach, in EdGrants, the following items:
	1. A copy of the FY18 Title I application workbook,
	2. A PDF copy of the signed FY18 Title I application cover page,
	3. One PDF copy of all signed Affirmation of Consultation forms for each participating private school, as applicable (please combine all separate forms into one PDF so they comprise one attachment),
	4. PDF copies of signed Schedule A (applicable only to districts being assigned funds from other districts),
	5. Consolidated Plan Overlay

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| **Important:**Prior to attaching the workbook to the EdGrants Title I funding opportunity, **you must rename the file** by replacing the words “leacode” in the filename with your 4-digit district code. For example, Abington (0001) would rename the file, “FY18TI-0001” Do not change the filename except for your district’s 4-digit code. **Mac users must save the file with the .xlsm file extension**. |

# Amending the Grant

Grant amendments are required when there is:

* + A significant change in program objectives; or
	+ An increase or decrease in the total amount of grant; or
	+ An increase in a line of the budget that exceeds $100 or 10 percent of the line (whichever is greater), or exceeds $10,000.

To submit an amendment via EdGrants:

* 1. Contact your Title I liaison to request that an amendment be issued to your district control user via EdGrants.
	2. Provide description of all changes requested at top of budget entry formlet (budget) in EdGrants. If there are budgetary changes, make changes in the budget formlet (budget).
	3. Upload a revised Excel workbook if any of the application contents required changes, Delete previous workbook from attachments page and attach revised workbook.
	4. If the requested funds amount is increased or decreased or significant changes have been made to the application, attach a signed PDF of the workbook cover page. If the total allocation has not changed, then another signed PDF of the workbook cover page is not necessary.
	5. Complete information and affirmation steps within EdGrants and submit.

Your Title I liaison will notify you by email when the amendment is approved.

1. For further details on Title I funding requirements, see the U.S. Department of Education’s non-regulatory guidance on local educational agency identification and selection of school attendance areas and schools and allocation of Title I funds to those areas and schools at: <http://www.ed.gov/programs/titleiparta/wdag.doc>. [↑](#footnote-ref-1)
2. If the schools are not listed, return to the Cover Page and select the name of the district from the drop-down menu. The list of schools will be automatically sorted based on the qualifying method the district selects. If district schools have or will be substantially reconfigured from the previous school year, revised enrollment, grade configuration and low-income data may be entered in separate lines. To do so, select the “insert additional row” button and enter each school’s revised information one at a time. [↑](#footnote-ref-2)
3. Only after the district has served all of its areas with a poverty rate above 75 percent may the district serve lower-ranked areas. The district has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings. Grade span groupings may be utilized only after serving school attendance areas above 75 percent poverty (for high schools only, the district may choose to lower the threshold to 50%). [↑](#footnote-ref-3)
4. A district containing one school per grade span has more than one school building but no overlapping grades across buildings (e.g., a district may be organized into four schools containing grades PK-2, 3-5, 6-7, and 8-12 where each grade level is only found in one building). There is no limitation on the total number of grade spans, so long as each grade level is only found in one building. [↑](#footnote-ref-4)
5. When the mouse hovers over a cell with a red triangle in the right-hand corner, comments will appear explaining information particular to that cell. Red cells indicate that required data must be entered. [↑](#footnote-ref-5)
6. Notice that as the allocation amounts are entered in Column 7a, the data in Column 8 is automatically populated. [↑](#footnote-ref-6)