

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



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#### **Purpose**

- Provide information about changes under Every Student Succeeds Act (ESSA) that affect the Consolidated Grant Application (CGA) and use of Title I, Part A funds.
- Provide information about changes to the Title I, Part A 2019-2020 CGA pages in eGrants.
- Provide guidance on completing the Title I, Part A CGA pages in eGrants.

#### **Program Contact Information for Title I, Part A**

- Program Manager(s): Philip Keefer, 302-735-4110
- Contact Information: [philip.keefer@doe.k12.de.us](mailto:philip.keefer@doe.k12.de.us)

#### **Overview of Changes**

- Three pages were added to this year's CGA
    - Funds Transferred to Title II
    - Funds Transferred to Title III
    - Funds Transferred to Title III, Immigrant
    - Funds Transferred to Title IV
- All of these pages mirror the Funds Transferred to Title I page

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### Title I ESSA Requirements

**PURPOSE:** This page captures LEA plan requirements under ESSA.

1. What specific strategy(s) will be used to implement effective parental and family involvement? [Section 1112(b)(D)(7)]

**Q** *LEA Comment/Question:* How is “effective” being defined and measured—especially at the high school level?

**A** *DDOE Response:* The word “effective” is not specifically defined under ESSA as it relates to parent and family engagement. LEAs should focus on engaging parents and family in the learning of their child. LEAs should also continue to evaluate their programs at the district and school levels to find ways to improve them. LEAs have flexibility to determine how they will measure effectiveness. DDOE will not set specific criteria for what is effective for the 2019-2020 CGA. If further regulation or guidance comes from the US Department of Education (US ED) for future years, DDOE will share it with LEAs.

**Q** *LEA Comment/Question:* What data supports this?

**A** *DDOE Response:* Qualitative or quantitative data can support the evaluation of parent and family engagement strategies. Surveys of parents and students, pre and post-intervention assessments, trend analyses, or interviews can provide data to help LEAs gauge program effectiveness. For consultation regarding data, assessment, and evaluation contact [Tonisha Cook](#).

**Q** *LEA Comment/Question:* Does DDOE have suggested trainings around best strategies, and are the strategies evidence-based?

**A** *DDOE Response:* There are a number of resources around parent and family engagement on the US ED’s [Family and Community Engagement](#) web page. The DDOE has also made available a resource document comprised of a number of strategies and best practices to support meaningful community and family engagement. It can be found on the DDOE’s Schoology page, under Resources>General Title I Resources.

**Q** *LEA Comment/Question:* What are the expectations of using only “evidence-based” strategies?

**A** *DDOE Response:* US ED guidance classifies “evidence-based” strategies into tiers. Please [see US ED’s guidance regarding “evidence-based” interventions](#) (summary on page 7). The DDOE strongly advises LEAs utilize evidence-based interventions. The evidence base of the intervention can be used to evaluate the appropriateness of educational strategies supported by federal grant funds. Strong evidence of efficacy from an experimental study is the most compelling evidence. In addition to implementing “evidence-based” interventions, LEAs should be evaluating strategies, and making adjustments as necessary based on the evaluation.

2. What services will your LEA provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services provided under the McKinney-Vento Homeless Assistance Act? [Section 1112(b)(6)]

This is a three-part question. LEAs must discuss the ways in which they distinctly support enrollment, attendance, and success for homeless students. For enrollment, these are goods or services that support homeless students that potentially find it difficult to enroll in your

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LEA. Services may include immunizations to adhere to Delaware regulation, or retrieving birth certificates to provide the requisite enrollment information. For school attendance, this suggests supports that foster consistent and regular attendance to school. Such things as items of clothing to meet school requirements, or outreach to shelters, motels, and other temporary residences to facilitate attendance. For school success, extended learning time, tutoring services, and personal school supplies are all items that can potentially support academic success for homeless children, as examples.

3. How will your LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112)(b)(D)(11)]

**Q** *LEA Comment/Question:* Does DDOE have a definition for “overuse”?

**A** *DDOE Response:* No, DDOE does not have a definition, nor does the federal government. We suggest drawing comparisons to like schools at the school level, and analyzing discipline disparities by subgroup within school(s). The over application of highly punitive disciplinary approaches that take students out of the classroom, or disproportionate application of approaches that take students out of the classroom when analyzed by subgroup, can constitute overuse. Please see the [Educator Equity Dashboard](#) for district & school level information. Removing students for infractions which are inherently subjective, such as small infractions, low-level defiance of school authority, and mildly inappropriate behavior, can be considered overuse if the infractions are found to be unsupported, low-level, or biased.

**Q** *LEA Comment/Question:* What is considered a removal from the classroom”?

**A** *DDOE Response:* A removal from the student’s Regular School Program, as defined in DDOE Regulation 616, for a period of one day or more.

**Q** *LEA Comment/Question:* What is considered “high rates of discipline”?

**A** *DDOE Response:* Subgroups that are disciplined at substantively higher rates than the general population, or relative to a predetermined reference group can be considered disciplined at high(er) rates. At the school level exceeding the state average of suspensions and expulsions can be considered a high rate of discipline.

**Q** *LEA Comment/Question:* Will DDOE be defining what “subgroups” are applicable in the response?

**A** *DDOE Response:* Low-income status, sex, race, special education status, English learners, and migrant status are recognized subgroups. LEAs may also include foster care and homeless.

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**Q** *LEA Comment/Question:* Does DDOE have best practices/recommended strategies?

**A** *DDOE Response:* Best practices include:

- [Reviewing discipline data disaggregated by sub-group to make appropriate comparisons](#)
- [Reviewing the Educator Equity Dashboard](#)
- [Positive Behavior Supports](#) (PBS) and tiered interventions
- Restorative practices
- Trauma-Informed/Compassionate Schools Model
- Peer Courts

4. How will your LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable:

a. through coordination with institutions of higher education, employers, and other local partners. [Section 1112)(b)(D)(10)(A)]

**Q** *LEA Comment/Question:* How is “effective” being defined and measured?

**A** *DDOE Response:* The word “effective” is not specifically defined under ESSA as it relates to transitions. LEAs have flexibility to determine how they will measure effectiveness. [The National High School Center has provided resources to facilitate better transitions to high school](#). Additionally, there are a number of resources aimed at improving the transition from high school to postsecondary education. You can find [guidance pertaining to postsecondary transitions](#), and additionally [guidance pertaining to postsecondary transitions for students with disabilities](#).

b. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112)(b)(D)(10)(B)]

*DOE Clarification: As a reminder to use funds at the high school level, the school must be designated a Title I school. Since DDOE already has ongoing initiatives in these areas, LEAs can describe the work they are already doing. Below are two suggestions for how to meet this requirement.*

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Example 1: CTE POS provide options for students to earn early college credit through advanced placement, dual enrollment, transcribed and/or articulated credit, and pre-apprenticeship programs. CTE POS also identify opportunities for students to pursue two- and four-year degrees and certification programs. A model of support for academic and career counseling should be in place for all CTE POS students. CTE POS experiences should be a reflection of students' career aspirations and supported by both the instructional staff and school counseling office. Additional career counseling support may also be provided by the community and program advisory committee.

Example 2: DDOE provides funding to LEAs to help offset the cost of dual enrollment courses for low-income students. Delaware Technical and Community College and Wilmington University offer flat rates for courses to help increase college access and affordability. LEAs are encourage to use a needs assessment to determine the likelihood of students entering 12<sup>th</sup> grade ready for dual enrollment courses. PSAT and SAT proficiency are early indicators to determine readiness. AP Potential data from the PSAT also identifies Students who are ready in 10<sup>th</sup> grade for advanced coursework.

5. How will your LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112(b)(2)]

This is a two-part question. LEAs must discuss the way in which they make the determination that a disparity exists/does not exist. This can entail analyzing scheduling patterns, teacher rosters, and teacher qualifications in light of students being served by the types of teachers outlined. LEAs and schools must ensure they have ways through which they can identify disparities via school and district level data. The second part of the question asks how schools will address the problem if it is determined that one exists. Here LEAs can speak to solutions, strategies, and approaches that will reduce educator equity gaps specific to their LEA.

**Q** *LEA Comment/Question:* How is DDOE defining “disparities”?

**A** *DDOE Response:* Disparities are based on the gaps in the percent of:

- Low-income students at Title I schools and non-low-income students at non-Title I schools taught by ineffective, inexperienced, or out-of-field teachers.

Minority students at Title I schools and white students at non-Title I schools taught by ineffective, inexperienced, or out-of-field teachers.

**Q** *LEA Comment/Question:* By what measure should LEAs use to determine teachers as “ineffective”, “inexperienced” or “out-of-field”?

**A** *DDOE Response:*

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- Ineffective – Educator Evaluation Summative Ratings: An ineffective educator has earned an overall unsatisfactory summative rating (either "Ineffective" or "Needs improvement") on his/her most recent overall summative evaluation. The overall summative rating reflects educator performance in five equally weighted components using Delaware's Performance Appraisal System II (DPAS-II) or an equivalent, alternative evaluation system and is aligned with the requirements contained within Delaware statute.
- Inexperienced – Rates of First-Year Teachers: Most teachers improve considerably during their first year of practice. The prevalence of first-year teachers is one indicator of equity.  
For the purpose of this metric, "Inexperienced Teachers" have less than a year of experience. Rates of Novice Teachers: In Delaware, an "Experienced Educator" is defined as an educator who holds a Continuing or Advanced License. In order to earn a continuing license, an educator must have completed four or more years of successful teaching experience. For the purpose of this metric, "Inexperienced Teachers" have less than four years of experience
- Out-of-Field – Teachers who do not hold full certification required for a particular class in which they are the teacher of record and have not demonstrated subject-matter competence for the content of the class as outlined in Delaware statute (reference <http://delcode.delaware.gov/title14/c012/sc02/index.shtml>).

6. How will your LEA monitor students' progress in meeting challenging State academic standards through:

a. developing and implementing a well-rounded program of instruction to meet the academic needs of all students? [Section 1112(b)(1)(A)]

**Q** *LEA Comment/Question:* How is "well-rounded" defined?

**A** *DDOE Response:* A well-rounded education is defined in ESSA under Title IV as courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

b. identifying students who may be at risk for academic failure? [Section 1112(b)(1)(B)]

**Q** *LEA Comment/Question:* What metric will be used?

**A** *DDOE Response:* LEAs may develop their own criteria for determining students at risk of academic failure. Typically, it is good practice to use multiple, educationally related objective criteria. These can include achievement tests, classroom assessments, classroom grades, and teacher referrals for academic reasons.

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c. providing additional educational assistance to individual students the LEA has determined need help in meeting the challenging State academic standards? [Section 1112(b)(1)(C)]

*DDOE Clarification: This is not a new requirement under ESSA. LEAs should generally describe the additional educational assistance that is being provided to students who need help in meeting the challenging state academic standards.*

d. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning? [Section 1112(b)(1)(D)]

**Q** *LEA Comment/Question:* How is “school conditions” being defined? Does this refer to climate, culture, physical buildings, etc.?

**A** *DDOE Response:* “School conditions” could include climate, culture, and physical buildings. However, they also could be instructional classroom practices, such as the quality of Tier I, II, and III instruction.

7. How will your LEA support programs that coordinate and integrate:

a. academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(D)(12)(A)]

**Q** *LEA Comment/Question:* How does DDOE define “in-demand occupations” as it changes from county to county?

**A** *DDOE Response:* CTE POS meet the demands of the state and regional economies. CTE POS deliver both academic and technical content and are implemented through a sequence of courses that build upon pre-existing knowledge from one grade level to the next, transitioning from middle to high school, to postsecondary education, and the workforce. CTE POS curriculum is based on the most relevant academic, technical, and employability standards available and encourages innovative teaching and learning methods that include the use of technology, inquiry, and problem-based approaches, higher-order thinking skills, and competency-based learning.

**Q** *LEA Comment/Question:* How will LEAs be held accountable?

**A** *DDOE Response:* The DDOE CTE workgroup will provide technical assistance as needed. They will incorporate it as part of technical assistance they are already providing, and it will be consistent the current expectations for CTE POS.

b. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(D)(12)(B)]

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**Q** *LEA Comment/Question:* What types of opportunities is DDOE looking for in the response?

**A** *DDOE Response:* CTE POS include opportunities for students to participate in quality work- based learning experiences designed to enrich and advance school-based instruction. Career awareness, exploration, and immersion activities provide students with the opportunity to demonstrate career readiness, prepare for postsecondary education, and earn transcribed credit. Work-based learning experiences help students explore career options to make informed decisions about goals and connect what they are learning in the classroom to the education and skills required for success. These experiences motivate students to pursue postsecondary education while encouraging them to interact with and learn directly from employers, gain an understanding of workplace requirements, and gain valuable work experience that can launch their careers.

8. How will your LEA identify and serve gifted and talented students? [Section 1112(b)(D)(13)(A)]

**Q** *LEA Comment/Question:* Are there new federal requirements for serving gifted and talented students?

**A** *DDOE Response:* The new law requires that LEAs receiving Title I funds specify how they will identify and serve gifted and talented students. There are no additional requirements.

**Q** *LEA Comment/Question:* How is “gifted and talented students” being defined?

**A** *DDOE Response:* Gifted and Talented – The term “gifted and talented,” when used with respect to students, children, or youth, means students, children, or youth who give evidence of high- achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

**Q** *LEA Comment/Question:* We just gave DDOE our plan for serving gifted and talented students. Will this question replace the requirement for a separate gifted and talented plan that is submitted to Deb Hansen?

**A** *DDOE Response:* No, this question does not replace the plan sent to Deb Hansen. LEAs can briefly summarize their plan in this question, and reference that more details are available in their full plan.

9. How will your LEA assist schools in developing effective library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement? [Section 1112(b)(D)(13)(A)]

**Q** *LEA Comment/Question:* How is DOE defining “effective”?

**A** *DDOE Response:* The word “effective” is not specifically defined under ESSA as it relates to library programs. LEAs should focus on library programs that increase digital literacy. LEAs should also continue to evaluate their programs at the district and school levels to find ways to improve them. The DDOE will not set specific criteria for what is effective for the 2019-2020 CGA. If further regulation or guidance



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comes from the US ED for future years, DDOE will share it with LEAs.

**Q** *LEA Comment/Question:* How will effective library programs be measured?

**A** *DOE Response:* The stated purpose of the Title I, Part A program is to help ensure that all children meet challenging state academic standards. Therefore, this is the ultimate goal of all services provide using Title I funds. LEAs have flexibility as to how they measure the impact of library programs on digital literacy.

10. How will your LEA support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs? [Section 1112(b)(D)(8)]

*DDOE Clarification:* A transition plan is not required to be submitted in responding to this question. However, if assistance is needed when the transition plan is developed, the DDOE Office of Early Learning (OEL) is available to provide support. The OEL can be contacted at 735-4295 or at [early.learning@doe.k12.de.us](mailto:early.learning@doe.k12.de.us).

**Q** *LEA Comment/Question:* Currently there is no Title I set-aside for this, which creates funding issues, especially for the requirements for Stars.

**A** *DDOE Response:* Although there is no required set-aside of Title I funds for pre-k programs, LEAs may choose to use Title I funds to support this initiative. ESSA outlines requirements for all schools that use Title I funds, and additional requirements for schools that choose to use Title I funds for early childhood education. See [Federal Non-Regulatory Guidance Early Learning: Appendix A Early Learning Requirements and Opportunities](#) in the ESEA and Related Programs.

**Q** *LEA Comment/Question:* How is “early childhood” being defined? Is it just pre-K?

**A** *DDOE Response:* “Early childhood education programs” referenced in this application question refers to all public or private early learning programs, regardless of funding stream or governance, serving children birth to age five. “Plans for the transition of participants in such programs to local elementary school programs” specifically refers to plans for pre-k children, or children who are entering kindergarten in the following academic year. Kindergarten entry in Delaware is mandatory at age five.

**Q** *LEA Comment/Question:* How does this impact the equitable services requirement?

**A** *DDOE Response:* LEAs are not required to provide equitable services to pre-k children in participating private schools.

### Participating Public Schools

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**PURPOSE:** This page is used to designate the Title I service status of schools and, as deemed appropriate by the LEA, group schools for school allocations by grade level, low income percentage or both.

- Please select the Service Type for each school. NOTE: Schools with poverty rates that are served as Schoolwide schools must have an active Ed-Flex waiver.
- Remember that if you have new schools, closed schools or changed feeder patterns of existing schools, you must enter LEA-provided data in the "Public Enrollment" and "Public Low Income" columns.
- Enter the private school poverty data in the "Nonpublic Low Income" column.
- If using different PPAs, indicate the groupings using the "PPA Category" column (e.g., 1 = first PPA, 2 = second PPA, etc.).

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name" Below is a screen shot of the page. On the next two pages, information is provided about completion of the circled columns.

Note: Public enrollment, public low income, non-public low income, and PPA category data can be modified by the LEA.

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- eGrants Home
- Administer
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- Email Message Archive
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- Contact DDOE
- eGrants Sign Out

### Participating Public Schools

- Consolidated - Rev 0 - Title I Part A

Go To

PURPOSE: This page is used to designate the Title I service status of schools and, as deemed appropriate by the LEA, group schools for school allocations by grade level, low income percentage or both.

- Please select the Service Type for each school. NOTE: Schools with poverty rates that are served as Schoolwide schools must have an active Ed-Flex waiver.
- Remember that if you have new schools, closed schools or changed feeder patterns of existing schools, you must enter LEA-provided data in the "Public Enrollment" and "Public Low Income" columns.
- Enter the private school poverty data in the "Nonpublic Low Income" column.
- If using different PPAs, indicate the groupings using the "PPA Category" column (e.g., 1 = first PPA, 2 = second PPA, etc.).

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

School Name (16 Buildings)	Grade Span	Service Type	Public Enrollment	Low Income Students			PPA Category (Asc)	Eligible	Eligible by Other Factors	
				Public Low Income	Nonpublic Low Income	Total Low Income (E+F)				Low Income Percentage (G/D)
A	B	C	D	E	F	G	H	I	J	K
	K-5	Schoolwide	344	260	5	265	77.03 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Schoolwide	827	450	1	451	54.53 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Schoolwide	436	227	2	229	52.52 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Schoolwide	500	224	10	234	46.80 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Schoolwide	755	343	3	346	45.83 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	PreK	Schoolwide	151	68	0	68	45.03 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	PreK-8	Schoolwide	921	397	11	408	44.30 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	Schoolwide	754	324	3	327	43.37 %	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	Schoolwide	740	336	6	342	46.22 %	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9-12	Eligible But Not Receiving Services	1073	411	0	411	38.30 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Eligible But Not Receiving Services	494	187	0	187	37.85 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	K-5	Eligible But Not Receiving Services	369	138	0	138	37.40 %		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6-8	Eligible But Not Receiving Services	828	279	0	279	33.70 %		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	K-5	Not Eligible	543	180	0	180	33.15 %		<input type="checkbox"/>	<input type="checkbox"/>
	K-5	Not Eligible	512	164	0	164	32.03 %		<input type="checkbox"/>	<input type="checkbox"/>
	9-12	Not Eligible	1153	336	0	336	29.14 %		<input type="checkbox"/>	<input type="checkbox"/>
<b>Totals:</b>			10400	4324	41	4365	41.97 %			

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### Data Entry Columns

Column Name	Entry Instructions	Potential Messages*
Service Type	<p>Service Type refers to a school’s status related to Title I eligibility/status. Use the down arrow to select the correct choice for the school.</p> <p>There are four possibilities:</p> <ul style="list-style-type: none"> <li>• Not Eligible</li> <li>• Schoolwide</li> <li>• Target Assistance</li> <li>• Eligible But Not Receiving Services.</li> </ul> <p>Single school LEAs must choose either “Schoolwide” or “Targeted Assistance” for their school.</p>	<p>Warnings:</p> <ul style="list-style-type: none"> <li>• If you choose not to serve a school with 75% poverty or higher.</li> <li>• If you choose not to serve an eligible school that has a higher poverty rate than a served school.</li> </ul> <p>Errors:</p> <ul style="list-style-type: none"> <li>• If you choose “Not Eligible” for an eligible school.</li> <li>• If you choose “Schoolwide” or “Targeted Assistance” for an ineligible school.</li> </ul>
Public Enrollment	<p>This column refers to the total enrollment in the public schools.</p> <ul style="list-style-type: none"> <li>• This column will be prepopulated with data from the previous September 30 count.</li> <li>• Users have the option to provide their own data for this column.</li> <li>• Users with new schools, closed schools, or changed feeder patterns of existing schools must enter LEA-provided data in this column.</li> </ul>	None

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Column Name	Entry Instructions	Potential Messages*
Public Low Income	<p>This column refers to the number of low income students in the public schools.</p> <ul style="list-style-type: none"> <li>• This column will be prepopulated with data from the previous September 30 count.</li> <li>• Users have the option to provide their own data for this column.</li> <li>• Users with new schools, closed schools, or changed feeder patterns of existing schools must enter LEA-provided data in this column.</li> </ul>	None
Nonpublic Low Income	<p>This is a user provided column.</p> <ul style="list-style-type: none"> <li>• Enter the number of low-income students from participating private schools that live in the feeder of any <b>served</b> public school.</li> <li>• Do not enter a number for non-served schools.</li> <li>• The data are used to calculate equitable share for participating private schools.</li> <li>• This column does not apply to charter schools or vocational schools.</li> </ul>	None
Per Pupil Allocation (PPA) Category	<p>This is a user provided column.</p> <ul style="list-style-type: none"> <li>• Use this column only if you intend to serve schools with different PPAs, otherwise leave the column blank.</li> <li>• Enter numbers to group schools into PPA categories (e.g., for all schools in the first PPA category enter a 1, for all schools in the second PPA category enter a 2, etc.).</li> <li>• This column does not apply to single school LEAs.</li> </ul>	

\*Warnings are for informational purposes but still allow the user to submit the CGA. Errors must be resolved before the user can submit the CGA.

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### Methodology for Determining Participating Public Schools

**PURPOSE:** This page is used to explain how the Title I service status of schools was determined and, as appropriate, how schools were grouped by grade level, low income percentage or both for purposes of school-level allocations in accordance with ESEA Section 1113(a-b).

In the box under each question is guidance text about responding to the question.

Enter "N/A" for any question that does not apply to your LEA.

**1. Indicate the source of data that was used to determine the Title I eligibility status of the LEA's schools. Note: (a) The LEA must use the same data set for all schools; and (b) LEAs must use LEA-provided data if the school feeder pattern of schools has been changed, a new school(s) has opened or a previous schools has been closed.**

DDOE-provided % DHSS poverty data

LEA-provided data, such as: feeder pattern changes, census data, FRPL, Direct Certification, TANF, Medicaid, or a composite of poverty measures.

*Select the option that aligns with how you completed the Participating Public Schools page. If you used the data supplied by DDOE, choose DDOE-provided data. Remember if you had feeder pattern changes, you must use LEA-provided data.*

**2. If the LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained.**

*Enter "NA" if you used DDOE data.*

*Otherwise, explain your reason for using LEA data and describe the data source and how it was obtained.*

**3. This question should only be completed by LEAs with more than one school.**

Describe the methodology used to determine the per-pupil allocation (PPA) for each participating Title I school.

Notes:

- LEAs have discretion to determine the PPA for each participating school; however, there are two things LEAs should bear in mind:
  - First, according to U.S. Department of Education (US ED) guidance, the PPA must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.
  - Second, an LEA is not required to allocate the same PPA to each school; however, the LEA must allocate a higher PPA to schools with higher poverty rates than it allocates to schools with lower poverty rates.

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



- LEAs with an enrollment of less than 1,000 or LEAs with only one school per grade span are not required to allocate funds to schools in rank order.

*Single school LEAs should enter "NA" for this question.*

*Otherwise, describe how you determined your PPA. If you used different PPAs for different schools, describe how you determined the PPAs.*

#### **4. This question should only be completed by LEAs with more than one school.**

If the LEA has a Title I school(s) with a poverty rate of 75% and above based on the data source chosen above that it is not serving, please provide a brief explanation as to:

- a) Why the school was skipped and how the school meets the comparability requirements; and
- b) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

*Single school LEAs, LEAs with no schools with 75% poverty or higher, and LEAs that are serving all schools with 75% poverty or higher should enter "NA" for this question.*

*Otherwise, explain why the school(s) was not served and how the school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.*

#### **5. This question should only be completed by LEAs with more than one school.**

If the LEA is electing not to serve any other eligible schools that have a higher percentage of children from low-income families than the schools that are being served, please provide a brief explanation as to:

- a) Why the school was skipped and how the school meets the comparability requirements; and
- b) How the skipped school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.

*Single school LEAs and LEAs with no skipped schools should enter "NA" for this question.*

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*Otherwise, explain why the school(s) was not served and how the school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements.*

### Participating Private Schools and Equitable Share Calculation

**PURPOSE:** This page is used to indicate all participating private schools and the number of low-income students attending those schools and to calculate equitable share based on the number of low-income students in participating private schools.

**Important Note:** Vocational districts and charter schools should not complete this page.

If you have non-participating private schools, select each non-participating private school, indicate the status as Non-participating or Non-Responsive. If you have participating private schools, select each participating private school and enter the number of private school students in poverty who reside in the attendance area of participating Title I public schools.

The total number of private school low income students on this page should equal the total number of private school low income students on "Participating Public Schools" page.

**Equitable Share Calculation**

Appoquinimink School District (952900) Public District - FY 2021 - Consolidated - Rev 0 - Title I Part A

Go To

**IMPORTANT NOTE:** Charters and vocat

**PURPOSE:** This page is used to indicate all participating private schools and the number of low income students attending those schools and to calculate equitable share based on the number of low income students in participating private schools.

Non-Participating Private Schools - Intent to Participate Form was sent

School	Status
St. Anne's Episcopal School - 5511	Non-Participating
St. Andrew's School - 5812	Non-Participating

Participating Private Schools

School	# Low Income	Allocation
Christ The Teacher Catholic School - 5541	1	\$ 1,384.02
St. John The Beloved School - 5849	1	\$ 1,384.02
Delaware Terbiyah School - 5729	3	\$ 4,152.06
Serviarn Girls Academy - 5696	0	\$ 0.00
Red Lion Christian Academy - 5699	0	\$ 0.00
<b>Total:</b>	<b>5</b>	<b>\$ 6,920.08</b>



# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



### Data Entry Column

Column Name	Entry Instructions	Potential Messages*
School	<ul style="list-style-type: none"> <li>Use the dropdown box to select any private school from the list that is participating in the Title I program or that you would like to list because they were contacted.</li> <li>If you have more than one private school to include, you can add additional rows by clicking on the “Add Row” link.</li> </ul>	None
# Low Income	<ul style="list-style-type: none"> <li>Enter the number of low-income students attending the private school who reside in the feeder area of a Title I participating public school and would have attended that public school based on his or her grade level.</li> </ul>	Errors: <ul style="list-style-type: none"> <li>If the total low income on this page does not match with the total Nonpublic Low Income for Title I served schools on the Participating Public Schools page.</li> </ul>

\*Warnings are for informational purposes but still allow the user to submit the CGA. Errors must be resolved before the user can submit the CGA.

All values are either pre-loaded or automatically calculated when your cursor leaves the cell except “D1. LEA Reservation for Administration of Equitable Services”.

- Enter a value for D1 only if you want to reserve funds for administration of the private school program.
- If you budget an amount in D1, you must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D1.
- The total amount of all budgeted items tagged with a funding description of Equitable Services in the Budget-District Set Asides page must match the value in B2.
- You must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D3.
- The Per Pupil Allocation in D4 will automatically be multiplied by the amount entered in the # Low Income column. The resultant allocation for each participating private school will be displayed.

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



### Equitable Share Calculation

You must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D3.

The total amount of all budgeted items tagged with a funding description of Equitable Services in the Budget-District Set Asides page must match the value in B2.

Enter a value for D1 only if you want to reserve funds for administration of the private school program.

All values are either pre-loaded or automatically calculated when your cursor leaves the cell except "D1. LEA Reservation for Administration of Equitable Services".

If you budget an amount in D1, you must have a budgeted item tagged with a funding description of Equitable Services in the Budget-District Set Asides page that matches the value in D1.

Equitable Share Calculation	
<b>A. Number of Low Income Students in Participating Schools</b>	<b>LEA Calculation</b>
A1. District Low Income	808
A2. Participating Private School Low Income	5
A3. Total Low Income (A1 + A2)	813
A4. Percent Participating Private School Low Income (A2 / A3)	0.62 %
<b>B. Proportionate Share</b>	
B1. District Allocation	\$ 1,125,205.00
B2. Proportionate Share to Private Schools (B1 X A4)	\$ 6,920.08
B3. Proportionate Share to District (B1 - B2)	\$ 1,118,284.92
<b>C. Parent and Family Engagement</b>	
C1. District 1% Set Aside (B1 X 0.01)	\$ 11,252.05
C2. Proportionate Share to Private Schools (C1 X A4)	\$ 69.20
<b>D. Final Equitable Share</b>	
D1. LEA Reservation for Administration of Equitable Services	\$ 1,766.81
D2. Equitable Share for Instruction and Professional Development (B2 - C2 - D1)	\$ 5,084.07
D3. Equitable Share for Parent and Family Engagement (C2)	\$ 69.20
D4. Per Pupil Allocation (B2/A2)	\$ 1,384.02

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



### Budget-District Set-Asides

**Important Note: Charter schools should budget all of their funds using this page. Charter schools should not use the Budget-Public Schools page.**

When providing information for each budgeted item in the Narrative Description, consult the Consolidated Grant Application Budget Detail Requirements form to ensure required details are addressed.

This page should be used to enter budgeted items for the following situations:

Both districts and charters:

- All required LEA set-asides, such as:
  - Funds for homeless students
  - Funds for equitable services for participating private schools
    - ◆ Include one budgeted item for instruction and professional development for participating private schools.
    - ◆ Include one budgeted item for parent and family engagement for participating private schools.
    - ◆ If the LEA is reserving funds for district-level administration of the program for participating private schools, include one budgeted item for administration of the program.
  - Funds for parental and family engagement (for LEAs with an allocation over \$500,000)
    - ◆ Include at least one budgeted item indicating the total amount of funds set aside for participating Title I schools for parental and family engagement. (Note: it is not required to indicate how much is allocated to each participating school, but LEAs may do so if they choose.)
    - ◆ If the LEA is setting aside funds for district-level activities for parental and family engagement, include at least one budgeted item indicating the total amount of funds set aside for such activities.
    - ◆ All parental and family engagement budgeted items should use the Parent Engagement (District) funding description.
- Any optional LEA set-asides, such as:
  - Administration of the Title I, Part A program including staffing, supplies and materials, and indirect costs
  - Instruction for K-12
  - Professional development for K-12
  - Instruction for Pre-K
  - Professional development for Pre-K

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



Potential Messages*
<p>Errors:</p> <ul style="list-style-type: none"> <li>• If the LEA allocation is over \$500,000 and the budgeted items for parental and family engagement total less than 1% of the total LEA allocation.</li> <li>• If there are no homeless budget items.</li> <li>• If the equitable services budgeted items total less than the required amount.</li> <li>• If the budgeted total for salaries is greater than zero and the budgeted total for OECs is zero.</li> <li>• If the budgeted total for OECs is greater than zero and the budgeted total for salaries is zero.</li> </ul>

\*Warnings are for informational purposes but still allow the user to submit the CGA. Errors must be resolved before the user can submit the CGA.

**Delaware Department of Education**

**Budget-District Set Asides**

Brandywine School District (953100) Public District - FY 2018 - Consolidated - Rev 0 - Title I Part A

**This is the eGrants TEST site. Please complete your application in the live site at <https://egrants.doe.k12.de.us/>**

Action	Account Code	Total
<a href="#">View</a>	5100 - Salaries	\$233,448.02
<a href="#">View</a>	5120 - OECs	\$122,052.77
<a href="#">View</a>	5400 - Travel	\$3,180.00
<a href="#">View</a>	5500 - Contractual	\$123,173.10
<a href="#">View</a>	5500 - Audit Fees	\$2,516.02
<a href="#">View</a>	5560 - Indirect	\$162,288.75
<a href="#">View</a>	5600 - Supplies	\$40,411.86
<a href="#">View</a>	5700 - Capital Outlay	\$0.00
<b>Total</b>		\$687,981.42
<b>Adjusted Allocation</b>		\$687,981.42
<b>Remaining</b>		\$0.00

Palmeter, Randall

Test Site  
Session Timeout: 00:59:29

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### Public School Allocations

#### **IMPORTANT !**

**Do not complete this page**

This page should be used to allocate funds to participating public schools. On the next page, information is provided about completion of the circled column.

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## 2022-2023 CGA TITLE I MANUAL



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- Grants Sign Out

### Public School Allocations

Consolidated - Rev 0 - Title I Part A

Go To

PURPOSE: This page is used to allocate the remaining funds to schools using a per pupil amount(s) (PPA).

- Please enter the PPA for each school.
- The "Single Per Pupil Amount (PPA)" number can be used if you are using the same PPA for all schools.
- If using different PPAs across schools, schools in the same PPA Category must have the same PPA.
- The amount in the "Allocation" column is the amount that must be budgeted to school.
- IMPORTANT NOTE: Charters should not complete this page.

P = Public

Total Available for School Allocations: \$2,568,175.58  
Single Per Pupil Amount (PPA): \$976.85

School	Low Income		School Allocations		
	%	#P	PPA Category	PPA	Allocation
A	B	C	D	E	F C x E
	77.03	280	1	1,091.66	283,831.60
	54.53	450	1	1,091.66	491,247.00
	52.52	227	1	1,091.66	247,806.82
	46.80	224	1	1,091.66	244,531.84
	45.83	343	1	1,091.66	374,439.38
	45.03	88	1	1,091.66	74,232.88
	44.30	397	1	1,091.66	433,389.02
	43.37	324	1	1,091.66	353,697.84
	46.22	336	2	193.45	64,999.20
<b>Total Low Income:</b>		<b>2629</b>		<b>Total Allocations:</b>	<b>2,568,175.58</b>
				<b>Remaining:</b>	<b>0.00</b>

Session Timeout  
00:59:40

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



### Data Entry Column

Column Name	Entry Instructions	Potential Messages*
Per-Pupil Allocation (PPA)	<ul style="list-style-type: none"> <li>• Enter the PPA for each school.</li> <li>• If you created PPA categories on the Participating Public Schools page:                             <ul style="list-style-type: none"> <li>▪ You should enter the same PPA within a category; and</li> <li>▪ You should enter different PPAs across different categories.</li> </ul> </li> </ul>	<p>Warning:</p> <ul style="list-style-type: none"> <li>• The Per Pupil amount is less than \$100 (only applies to districts).</li> </ul> <p>Errors</p> <ul style="list-style-type: none"> <li>• If the Remaining amount under the Allocation column (Column F) is not zero.</li> <li>• If any school PPA is zero and the school is not a charter.</li> <li>• If any school has a poverty rate of 75% or greater and another school with a poverty rate less than 75% has a higher PPA.</li> <li>• If any two schools have a poverty rate of 75% or greater, the two schools have different poverty rates and the school with the lower poverty rate has a higher PPA.</li> <li>• If any two schools are in the same PPA category but have different PPAs.</li> </ul>

\*Warnings are for informational purposes but still allow the user to submit the CGA. Errors must be resolved before the user can submit the CGA.

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### Budget-Public Schools

**IMPORTANT NOTE: Charter schools should not complete this page.**

This page should be used to enter budgeted items for participating public schools.

Budgeted items for schools may only be in the following funding descriptions:

- Instruction for K-12
- Professional development for K-12
- Reminder: Parent engagement should only be entered only on the Budget-District Set-Aside page

Potential Messages*
Errors: <ul style="list-style-type: none"><li>• If the total of budgeted items for a school is not equal to the school allocation in the Public School Allocations page.</li><li>• If any budgeted item is in a funding description other than Instruction for K-12 or professional development K-12.</li><li>• If the budgeted amount is greater than 0 for a charter school.</li></ul>

\*Warnings are for informational purposes but still allow the user to submit the CGA. Errors must be resolved before the user can submit the CGA.



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## 2022-2023 CGA TITLE I MANUAL



### Homeless Students and Youth

In the box under each question is guidance text about responding to the question.

1. **LEA Title I Plans must demonstrate compliance with the McKinney-Vento Homeless Assistance Act and coordination with the district's Homeless Education program. Title I, Part A - Sec. 1112(b)(6). Therefore, the LEA's Homeless Liaison is an essential part of the planning team. Certify that the LEA's Homeless Liaison was a part of the Title I planning team by indicating their name in the box below.**

*Enter the name of the LEA Homeless liaison.*

### Instructional and Related Service Needs

LEAs must provide services for homeless children who do not attend participating Title I schools and to supplement Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs, in addition to other services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health), so that they may participate more fully in school. **There must be at least 1 corresponding budget line item in the budget page.**

2. **Indicate the method that was used to determine the amount of Title I, Part A funds that have been reserved for instructional and related service needs only.**

- Method #1: Identify homeless students' needs and fund accordingly.
- Method #2: Obtain a count of homeless students and multiply by the Title I, Part A per-pupil allocation.
- Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request.
- Method #4: Reserve a specific percentage based on your LEA's poverty level or total Title I, Part A allocation.

*Indicate which of the four methods was used to determine the amount of Title I, Part A funds that have been reserved for instructional and related service needs of homeless students only.*

3. **Approximately how many homeless students and youth will these funds support?**

*Indicate the number of homeless students and youth that will be served by the Title I, Part A funds that are reserved for supporting homeless students.*

4. **Approximately how many homeless students and youth are served by the LEA?**

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*Indicate the number of homeless students and youth that will be served by the LEA regardless of the funding source.*

- 5. List the projected types of services that the liaison will provide with what is in proportion to the percentage of the salary paid with Title I, Part A funds.**

*If no funds were reserved for the liaison salary, enter "NA" for this question. Otherwise, indicate the projected services that the liaison will provide.*

- 6. Approximately how many students will the liaison serve proportionate to the percentage of their salary paid with Title I, Part A funds?**

*Indicate the number of homeless students and youth that will be provided services by the liaison using the reserved funds.*

### **Budget Overview**

**PURPOSE:** This page reflects a total of all budgeted items by funding description and account code.

The page will populate and change as the LEA adds budgeted items to the Budget pages. The LEA will also be able to view if the total allocated amount has been budgeted, as indicated by 0.00 listed on the Remaining line of the table, whether there are outstanding funds not budgeted, as indicated by an amount listed on the Remaining line, or if the total budgeted amount exceeds the allocated amount. Budgeting in excess of the allocation amount will result in the overage amount to be listed in parentheses on the Remaining line.

The Budget Overview page also displays an Indirect Cost table that provides the indirect rate the LEA is approved for (An Indirect Certification Plan may be submitted using the Indirect Certification Plan component in eGrants) and the approximation of the maximum amount of indirect a LEA may budget for based on the total of applicable budgeted items. The amount of indirect listed is for planning purposes only. The Indirect Cost table does not consider deducting the indirect amount from the remaining amount of the allocation. The LEA will need to add a budgeted item for the amount of indirect that will be collected.

# DELAWARE DEPARTMENT OF EDUCATION

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- eGrants Sign Out

### Budget Overview

Consolidated - Rev 0 - Title I Part A

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#### Indirect Cost

Total Contributing to Indirect Cost	\$3,093,858.25
Indirect Cost Rate	5.39%
Maximum Allowed for Indirect Cost	\$166,758.96

Filter by Location: All - \$3,256,157.00  
[Show Unbudgeted Categories](#)

Session Timeout  
00:59:38

Funding Description	Administration (District Only)	Homeless (District Only)	Equitable Services (District Only)	Parent Involvement	Professional Development K-12	Professional Development Pre-K (District Only)	Instruction K-12	Total
5100 - Salaries	188,120.02	0.00	0.00	5,340.00	0.00	39,988.00	1,611,968.04	1,845,416.06
5120 - OEC's	103,660.13	0.00	0.00	1,654.34	0.00	17,638.30	682,904.55	785,857.32
5400 - Travel	1,750.00	450.00		0.00	980.00	0.00	12,000.00	15,180.00
5500 - Contractual	0.00	12,000.00	44,472.00	12,000.03	25,695.90	29,676.07	178,466.58	302,210.56
5500 - Audit Fees	2,516.92							2,516.92
5550 - Indirect	162,298.75							162,298.75
5600 - Supplies	6,855.54	5,000.00	5,528.91	17,567.51	0.00	0.00	107,725.43	142,677.39
<b>Total</b>	<b>465,201.36</b>	<b>17,450.00</b>	<b>50,000.91</b>	<b>36,561.88</b>	<b>25,675.90</b>	<b>87,302.37</b>	<b>2,573,064.58</b>	<b>3,256,157.00</b>
							<b>Adjusted Allocation</b>	<b>3,256,157.00</b>
							<b>Remaining</b>	<b>0.00</b>

### Funds Transferred to Title I

**PURPOSE:** This page is used to allocate the transferred funds from Title II, Part A and/or Title IV, Part A to Title I, Part A funding descriptions for entry into FSF.

**Important Note:** Skip this page if funds were not transferred on the Allocation page.

Complete this page if the Allocation page indicates a transfer of funds and after the Budget-District Set Aside is finalized with no errors. Title I funding descriptions will pre-populate only after the Budget-District Set Aside page is completed.

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



- If Title II, Part A funds were transferred in the Administration section and on the Allocation page, indicate how to load a Title II, Part A budget in FSF using the Title I funding descriptions/FSF Activities. \*Suggestion - minimizing the number of funding descriptions/FSF activities used will allow for easier management of funding in FSF. The budgeted amount must match the amount at the top of the Title II, Part A transfer table.
- If Title IV, Part A funds were transferred in the Administration section and on the Allocation page indicate how to load a Title IV, Part A budget in FSF using the Title I funding descriptions/FSF Activities. \*Suggestion - minimizing the number of funding descriptions/FSF activities used will allow for easier management of funding in FSF. The budgeted amount must match the amount at the top of the Title IV, Part A transfer table.
- If salaries are entered, you must also enter OECs.
- The Title I, Part A budget table at the bottom will be calculated automatically.

Funding Description	Administration (District Only)	Homeless (District Only)	Equitable Services (District Only)	Parent Involvement (District Only)	Professional Development K-12	Professional Development Pre-K (District Only)	Instruction K-12	Total
Account Code								
6100 - Salaries	\$80,000.00							\$80,000.00
6120 - OECs	\$24,000.00							\$24,000.00
6400 - Travel								\$0.00
5500 - Contractual								\$0.00
5500 - Audit Fees								\$0.00
5560 - Indirect								\$0.00
5600 - Supplies	\$15,559.00							\$15,559.00
5700 - Capital Outlay								\$0.00
<b>Total</b>	\$119,559.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$119,559.00
							<b>Transfer Amount</b>	\$119,559.00
							<b>Remaining</b>	\$0.00

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



Title I Part A Native Allocation								
\$3,256,157.00								
Funding Description	Administration (District Only)	Homeless (District Only)	Equitable Services (District Only)	Parent Involvement (District Only)	Professional Development K-12	Professional Development Pre-K (District Only)	Instruction K-12	Total
Account Code								
5100 - Salaries	\$420,001.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$460,001.00
5120 - OECs	\$149,690.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,392.00	\$162,082.00
5400 - Travel	\$1,750.00	\$450.00	\$0.00	\$0.00	\$980.00	\$0.00	\$12,000.00	\$15,180.00
5500 - Contractual	\$0.00	\$12,000.00	\$44,472.00	\$12,000.00	\$25,595.90	\$29,676.07	\$178,466.56	\$302,210.56
5500 - Audit Fees	\$2,516.92	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,516.92
5560 - Indirect	\$162,298.75	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$162,298.75
5600 - Supplies	\$2,016,044.92	\$5,000.00	\$5,528.91	\$17,567.51	\$0.00	\$0.00	\$107,725.43	\$2,151,866.77
5700 - Capital Outlay	\$1.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1.00
<b>Total</b>	<b>\$2,752,302.59</b>	<b>\$17,450.00</b>	<b>\$50,000.91</b>	<b>\$29,567.54</b>	<b>\$26,575.90</b>	<b>\$29,676.07</b>	<b>\$350,503.99</b>	<b>\$3,256,157.00</b>
							<b>Allocation Amount</b>	<b>\$3,256,157.00</b>
							<b>Remaining</b>	<b>\$0.00</b>

### Related Documents

There is no required Related Documents template for the 2019-2020 application.

### Title I Assurances

The following are the assurances that the LEA must agree to for the Title I, Part A program prior to submitting the application.

**Specific Title I [Section 1112(c)(1-70) - Each local educational agency plan shall provide assurances that the local educational agency will:**

- 1 ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- 2 provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

# DELAWARE DEPARTMENT OF EDUCATION

## 2022-2023 CGA TITLE I MANUAL



3 participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

4 coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

5 collaborate with the State or local child welfare agency to— (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall— (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if— (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6 ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

7 in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).