

ESEA section 1003 Funds for Federal School Improvement- Comprehensive Support and Improvement (CSI)

USBE Points of Contact

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Additional information about USBE staff can be found here: <https://schools.utah.gov/orgchart>

USBE Program Website and Quick Links:

[U.S. Department of Education Office of Elementary and Secondary Education](#)

[Title 1, Part A](#)

[Title 1, Part A Program and Fiscal Handbook](#)

[Federal Code ESEA 20 U.S.C. § 1003 \(a-i\)](#)

[Federal Guidance January 2025 U.S. Department of Education School Improvement and Related Provisions Title I, Part A of the Elementary and Secondary Education Act of 1965 Non-Regulatory Guidance \(Section E\)](#)

[USBE School Support and Improvement](#)

Overview of Program

Funding source

To support school improvement activities, seven percent of the Federal funds the State receives for Title I allocations are provided to LEAs with Federally designated schools.

Description

The Comprehensive Support and Improvement (CSI) Grant is a Federal funded program intended to support LEAs with schools that have been Federally designated for CSI school support and improvement for low performance (school wide), low graduation rate (school wide), or low performing student groups (student groups). LEAs apply for the funds in Utah Grants each year that a school is designated. Designated schools can exit CSI in Year 3 or Year 4. If a school does not exit in Year 4, they will be designated as CSI-More Rigorous Intervention status, and the LEA can apply for allocated funds to support the implementation of more rigorous interventions. Funding uses must align to each school's Support and Improvement Plan (SIP).

Availability of Funds

Funding is dependent upon the Title I set aside for school improvement that varies from year to year. Each year's allocation to LEAs is a formula using a common base amount plus the number of students served under the designation at each school. Grant period of availability is 27 months, beginning July 1 through Sep 30 (2 years 3 months later).

Website for Grant Application:

The T1SF CSI grant application is in our [Utah Grants Management system](#).

Additional Guidance

Federal law and non-regulatory guidance establish the requirements for Title I, Part A, and state guidance further augments them. The program includes federal compliance, audit, and data reporting requirements. While this guide is not a substitute for federal law, it provides instructions for basic program requirements, administration, fiscal procedures, accountability, and other useful information to implement the various components of the program. The Title I, Part A Fiscal Handbook should be read in conjunction with this guide.

Supplemental Guidance

This guide is intended as a supplemental resource to answering many common questions. Information contained herein does not replace or revoke guidance received directly from USBE staff. LEAs are encouraged to seek personalized assistance from the USBE to clarify the guidance provided in this document as needed.

Purpose of Document

The CSI Grant Program Guide is a resource designed to assist local educational agencies (LEAs), School Improvement directors, and staff in designing and implementing an effective local (name of program) program in compliance with federal funding requirements.

This Program Guide is based on the interpretation of federal code, as well as the regulations and guidance issued by the U.S. Department of Education. It includes several samples of allowable costs that are not intended to be universally applicable. These samples are not official templates and should be adapted to meet specific LEA requirements.

If there are any doubts about the applicability of the samples, the School Support and Improvement team at the Utah State Board of Education (USBE) advises each LEA to consult with our office for clarification.

Applying for Funds

The Utah State Board of Education has implemented a common Electronic Grants Management System (EGMS), known as Utah Grants ([Utah Grants Login Page](#)). Utah Grants provides a common, centralized, end-to-end grants system. All flow-through funds are managed and tracked in Utah Grants. Utah Grants is a comprehensive solution for grant life-cycle management, including grant applications, budgeting, awards, revisions, reimbursement requests, progress reports and monitoring.

For questions on Utah Grants, please contact the Utah Grants Support Desk: (801) 538-7604 or utahgrants@schools.utah.gov.

Additional Guidance on Grant Requirements

- **Necessary and Reasonable Guidance:** For a particular cost to be allowed, it must be necessary and reasonable for proper and efficient performance and administration of the program/grant. A cost is reasonable if it does not exceed what a district would normally incur in the absence of federal funds. Additional guidance about standards for determining costs for federal grants is available from the federal Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2 CFR Part 200](#)).
- **Important Notes about Supplement vs. Supplant:** The federal rules for supplement vs. supplant for education funding are designed to ensure that federal funds are used to supplement, not supplant, state and local funds for education. Under these rules, federal education funds must be used to provide additional educational services or activities that would not have been possible without the federal funds. In practice, this means that schools and districts must carefully track their spending and ensure that federal funds are used to support new or expanded programs, activities, or services that are not already provided with state or local funds.
- **Evidence-Based Strategies:** Selecting evidence-based strategies when developing a program is important for schools because it ensures that the program has been rigorously tested and has a proven track record of success. Evidence-based strategies are interventions, practices, or programs that have been shown through scientific research to be effective in achieving specific outcomes. By choosing evidence-based strategies, schools can have confidence that they are using approaches that have been shown to be effective in achieving the desired goals. There are several reasons why schools should select evidence-based strategies when developing a program:
 1. They have been proven to work: Evidence-based strategies are based on scientific research, which means that they have been tested and shown to be effective in achieving specific outcomes. By using evidence-based strategies, schools can be confident that they are implementing approaches that have been proven to work.

2. They save time and resources: Implementing evidence-based strategies can be more efficient and cost-effective than developing a program from scratch. Research-based strategies are often accompanied by training and implementation materials that have been refined over time, making it easier for schools to implement them successfully.
 3. They improve outcomes for students: Evidence-based strategies are designed to improve outcomes for students, whether that's academic achievement, social-emotional development, or behavior. By using strategies that have been shown to be effective, schools can help their students reach their full potential.
 4. They enhance accountability: Using evidence-based strategies can help schools demonstrate that they are using resources effectively and achieving the desired outcomes. By using strategies that have been tested and proven to be effective, schools can show that they are being accountable to their stakeholders.
- Consultation with Stakeholders: Consultation with stakeholders is a critical requirement for federal grants related to education. These grants aim to improve educational outcomes for students, and as such, it is important to involve various stakeholders in the planning and implementation process. Stakeholders in the education sector can include representatives from local school boards, parent-teacher associations, community organizations, teacher unions, and higher education institutions. It may also include education experts, researchers, and policymakers. The consultation process typically involves holding meetings or forums where stakeholders can provide feedback on the proposed educational programs or initiatives. This can include sharing concerns, suggesting improvements, and identifying potential issues that may arise. The grant recipient is expected to consider this feedback and incorporate it into their plans as appropriate. By involving stakeholders in the planning process, grant recipients can build stronger relationships with their communities, increase transparency and accountability, and ultimately achieve better outcomes for students.
 - Application: After notification of designation, LEAs apply for funds in Utah Grants. To receive school improvement funds, a complete application in Utah Grants includes completing and submitting a document (attached in Utah Grants) answering a set of required questions about how the LEA will carry out its responsibilities for the CSI designated schools it will serve with the funds. CSI Support and Improvement Plans must be submitted (emailed) to the USBE Federal School Improvement Specialists for review and approval by the due date.

Allowable Expenditure Funding Guidance:

The chart below lists budget items for federal school improvement grants. The list is not exhaustive and includes mostly those items that have surfaced over time and that have prompted additional discussion or guidance.

Allowable Expenditures	Unallowable Expenditures
Supports for Students: • Academic Intervention Services (AIS), Response To Intervention (RTI), and credit recovery services • Certified teachers and teaching assistants • Proportional benefits for salaries • Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas • Equitable services for private school students • Pre-K, summer, and extended day programs • Transportation for school improvement programs if not otherwise available Support Staff for Program: • Teacher aides (non-instructional services) • Data management staff • School Improvement coordinators and administrators • Stipends for principals outside of contract hours • Summer programs for school improvement Program Supplies and Materials: • Instructional materials • Computer aided instructional software	General Expenditures: • Base pay for principals (contract hours) • Superintendents and deputies with districtwide responsibilities • Direct reimbursements to private schools Targeted Assistance Programs: • Costs/services that are not targeted to at-risk students • Special Education services (Occupational Therapy, Physical Therapy, Speech) Supplies and Materials: • Food and refreshments for staff activities, including working lunches • Furniture and office equipment is generally not allowable unless it is necessary for school improvement • Incentives to reward students for participation, such as monetary awards or rewards with monetary value such as passes to amusement parks or gift certificates • Any costs related to entertainment, amusement, or diversion • Supplies or materials to private schools without school improvement funded services • Core instructional materials to private schools Other:

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• Diagnostic and progress monitoring materials • Data management software • Nutritious snacks • Technology to upgrade the educational program of a schoolwide program Parent and Family Engagement: • Parent liaison or coordinator • Family engagement consultants • Stipends for staff to plan for or participate in school improvement activities outside contract hours • Costs for activities including materials, transportation, childcare, and light refreshments Professional Development • Stipends and/or substitutes for staff • Professional Learning (PL) aligned to a Schoolwide Program plan or directly related to the needs of school improvement • Educational consultants • Reasonable supplies and materials for PL • Travel costs are allowable if they relate to the grant program activities. NOTE: The district should have a travel cost policy that is applied consistently across federal and nonfederal programs. The policy should cover mileage, air fare, lodging, meals and/or per diem rates. Hotel rates for conferences or trainings must be reasonable. Other: • Field trips aligned with academic content or to access humanities experiences. • Preparation for and awareness of opportunities for postsecondary education and the workforce. This may include career and technical education programs and broadening secondary school students'	• Field trips for entertainment or recreational purposes only • Construction, Remodeling, or Renovation projects are not allowable
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access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) • Student awards for effort and achievement (not participation), which are nominal and non-monetary	
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