

APRIL COP
MEETING

FY 23 ESEA Consolidated Enhancements

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Arizona Department of Education



AT THE END OF THIS PRESENTATION PARTICIPANTS WILL...

1. Understand the importance of **July 1 Substantial Approval**
2. Understand the NEW enhancements to **Planning Tool**
3. Understand the NEW enhancements to **TI-A, TII,A, TIV-A grant applications**



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**SUBSTANTIAL
APPROVAL**

WHAT LEAS NEED TO KNOW ABOUT SUBSTANTIAL APPROVAL!

- **EDGAR CFR § 76.708** When certain subgrantees may begin to obligate funds.
 - This is the date a grantee is **legally allowed to begin obligating grant funds** When the grantee applies to the department as Authorized Representative Approved, in substantially approvable form, it is substantially approved.

Here's what will happen and when.....

IMPORTANT REMINDER

Substantial Approval is needed prior to obligating any funds

Pre-Award Costs are no longer allowed

Do not wait to submit your ESEA Consolidated application!

More information on Substantial Approval can be found [here](#).

available until the application is final Director Primary Approved.



- Scenario 1:
- LEA submitted grant prior to July 1
 - LEA GSA was accepted 4-15-22
 - Budget is viable: \$0 Balance and No Placeholders or Estimations
 - **LEA submitted grant to ADE in LEA Authorized Rep Status**
 - **System automatically provides Substantial Approval Comment - July 1, 2022**

Per [34 CFR 76.708](#), your application has been submitted in a substantially approvable state. While you may begin obligating funds for Title I LEA as of **7/1/2022, reimbursement will not be available until the application is final Director 'Primary' Approved.*





- **Scenario 2:**



- **LEA submitted grant after July 2**
- **LEA GSA was accepted 5-13-22**
- **Budget is viable: Budget is viable - \$0 Balance and No Placeholders or Estimations**
- **LEA submitted grant to ADE in LEA Authorized Rep Status on 8/3/22**
 - **GME System will auto add history log comment per each program. The “date of approval” will vary**

Per [34 CFR 76.708](#), your application has been submitted in a substantially approvable state. While you may begin obligating funds for Title I LEA as of **8/3/2022, reimbursement will not be available until the application is final Director ‘Primary’ Approved.*




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PLANNING TOOL ENHANCEMENTS

Comprehensive Needs Assessment – SIAP

- Data Analysis Assurance

- LEA and School staff should examine data through an equity lens to identify student achievement outcomes or learning gaps, as well as ensure equitable access for all students to supports and instructional opportunities. All staff members are trained in the use of data analysis techniques including consideration of multiple types of data, use of multiple sources, comparisons across groups, benchmarking, formative and longitudinal data.

	Comprehensive Needs Assessment
	<u>Principles 1-6 (REQUIRED)</u>
	<u>Data Analysis Assurance</u>
	<u>Final Summary (REQUIRED)</u>

Data Analysis Assurance

Links to guidance documents

- Perception and leading and lagging indicators
- Comprehensive Needs Assessment
- ESEA Consolidated – Statute

Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice.

Data Analysis Assurances

The LEA assures that all schools will collect, analyze, and use [perception and leading and lagging indicator](#) data from a variety of sources. *

* Yes

The LEA assures data will be analyzed at both the all-student level as well as by subgroups to inform the [Comprehensive Needs Assessment \(CNA\)](#), the root cause analyses, and the development of both the LEA Integrated Action Plan and the School Integrated Action Plan.

* Yes

The LEA assures stakeholder participation in data rich discussions for all 6 principles in the CNA. *

* Yes

* Resources:

[ESEA Consolidated - Title I, School Improvement, Title II, Title III, Emergency Immigrant, Title IV, and Title I-C](#)

[Comprehensive Needs Assessment \(CNA\) - 2 SIAP CNA](#)

Data Analysis Assurance – Links

Leading Indicator Data

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections

- Demographic
- Dropout Rate
- Student Attendance Rate
- Discipline and Suspension

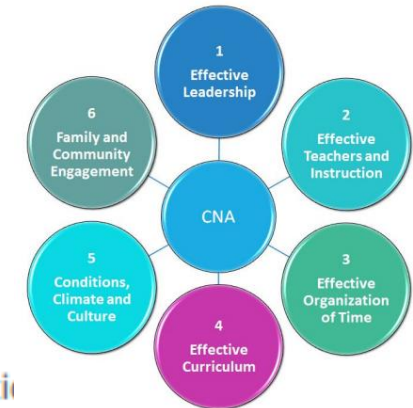
Lagging/Achievement Indicator Data:

Lagging indicators are summative, longer term outcomes that enable us to reflect on the impact of a strategy.

- End of year achievement Data

Perception data

Perception data is information about how well students and other stakeholders think they're being served by a school. Other stakeholders can include faculty



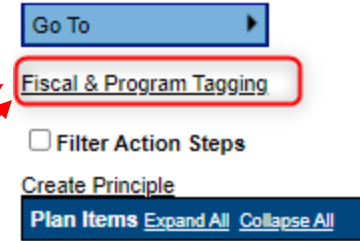
ESEA Citations

Title I-A Improving the Academic Achievement of the Disadvantaged

Schools conduct a comprehensive needs assessment with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a) and ESEA **SEC.** 1003. [20 U.S.C. 6303] School Improvement)

Planning Tool Resource Links:

- Principles, Strategies and Action Steps (Required)
 - Planning Tool Navigator: **SIAP** Funding and Program Tags
 - Planning Tool Navigator: **LIAP** Funding and Program Tags
- Links Coming Soon
 - [School](#) and [LEA](#) Planning Team
 - [Final Summary](#)





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**ESEA GRANT
ENHANCEMENTS:
TI-A, TII-A, TIV-A**

Title IV-A Allocation Worksheet Resources

- [Title IV-A Navigator: Allocation Worksheet](#)
- [Title IV-A Carryover Memo](#)

Live Links

BUDGET SUMMARY

Original Title IV-A Grant Allocation (including/excluding transfers):	\$ 12,747.15
Approved Carryover:	\$ 0.00
Miscellaneous Allocation Reductions	\$ 0.00
Total Allocation	\$ 12,747.15

- **Built in Reference Links**
 - Title IV-A has implemented built in links to commonly referenced resources throughout the application. This process will be replicated for each ESEA application

NEW TRANSFERABILITY ASSURANCES

- Complete **only** if transferring TII-A or Title IV-A
- Will become required if funds are transferred on the ESEA Allocations Page (unable to submit application)
- Must complete
- Two Assurances
 - Applicable Narrative fields
 - Superintendent or Charter Holder signature

Assurances of Transferability

An LEA **may** transfer funds between Title II, Part A and Title IV, Part A. ESEA Section 5103(b). An LEA can transfer funds from the previously listed parts into **but not out of** Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A; and Title V, Part B.

An LEA **must not transfer funds** from Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A; or Title V, Part B. ESEA Section 5103(c).

TITLE II-A & TITLE IV-A EQUITABLE SERVICES

- Enhancements include:
 - Separation of Private School **Direct** and **Indirect Costs**

Title IV Private Schools Administrative Costs to Provide Private School Services <i>This Includes the cost to administer Title IV funds to private school.</i> <i>Examples: percentage of salaries of Federal Projects Director and/or Professional Learning Director administrative costs to provide services.</i>	*	\$ <input type="text"/>
Title IV LEA Private Schools Administrative Indirect Cost to Provide Private School Services <i>Portion of funds for equitable Indirect Costs. if applicable</i>	*	\$ <input type="text"/>

- Private School Carryover breakdown (if applicable)

Participating Private Schools
 After meeting with the private school, the LEA will list each participating private school below and enter their total number of private school students. The number of students for each private school is then multiplied by the total PPA to determine each private school's allocation.

School	Total Number of Students in Participating Private School	Approved Carryover	Private School Allocation
Casa Christian School - SRNPS323 ▼	<input type="text" value="378"/>	\$ <input type="text"/>	\$ <input type="text" value="13,759.20"/>
Faith Community Academy - SRNPS1007 ▼	<input type="text" value="98"/>	\$ <input type="text"/>	\$ <input type="text" value="3,567.20"/>

SET-ASIDE 3: C, D AND E PRIVATE SCHOOL ENHANCEMENTS

c. Portion of funds for equitable Family/Community Engagement	\$ <input type="text"/>
\$ <input type="text" value="0.00"/> - Minimum amount to allocate	
	Approved carryover funds \$ <input type="text"/>
d. Portion of funds for equitable Professional Development (optional)	\$ <input type="text"/>
	Approved carryover funds \$ <input type="text"/>
e. Total portion of funds for equitable Instructional Services (Note: This amount should reflect Total Private School Pool of Funds minus lines 3a, 3b, 3c, 3d)	\$ <input type="text"/>
	Approved carryover funds \$ <input type="text"/>

Welcome to the Title IV-A Navigator Tool



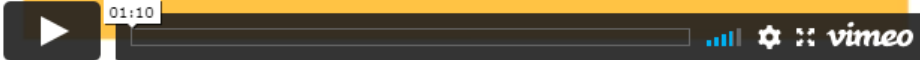
Title IV-A Grant Navigator Welcome

from ADE Professional Development

TITLE IV-A GRANT APPLICATION

MICRO-TRAININGS

WELCOME



Budget

Program Narrative Questions

Title IV-A Allocation Worksheet

Eligible Private School Services

STEP-BY-STEP GRANT NAVIGATION TOOL

POVERTY CRITERIA – FY23 – LOW INCOME

FY23 Enrollment Data and Poverty Counts – <https://vimeo.com/684284122>

- LEAS **must** use FY22 Enrollment Data (40th, 100th or October 1)
- LEAS can opt for poverty percentage that is most advantageous: (40th, 100th or October 1)
 - FY20 (19-20) Poverty Percentage
OR
 - FY21 (20-21) Poverty Percentage
OR
 - FY22 (21-22) Poverty Percentage

* LEA has opted to use the following year's poverty data. Only one year must be selected:

- 2019-2020
- 2020-2021
- 2021-2022

SCHOOL ELIGIBILITY (40TH, 100TH OR OCTOBER 1)

#1 LEA enters FY22 enrollment numbers.

<u>Building Name</u> (78 Buildings)	CTDS	<u>Grade Span</u>	Service	<u>Enrollment (K-12)</u>	Low Income Students (K-12)		<u>Sort Order</u> (Asc)	Eligibility For Service
					<u>Number</u>	<u>Percent</u>		
		PK - 06	SW 1	406	357	87.93 %		<input checked="" type="checkbox"/>
		UG - 06	SW 1	413	359	86.92 %		<input checked="" type="checkbox"/>

#2 LEA enters percent low-income.

- 19-20 or 20-21 or 21-22

SCHOOL ELIGIBILITY

Ranking Method Name	Rank Order by Poverty Rate?	What Schools <i>MUST</i> be served by Title-I	What Schools <i>MAY</i> be served by Title-I	Other LEA Considerations
<i>LEA K-12 Enrollment is less than 1,000 students total</i>	Rank order by poverty rate Does Not apply	Not Applicable	Any schools operated by the LEA may be served	LEA K-12 enrollment count must be less than 1,000 students, including AOI
<i>LEA operates one school per grade span or single site</i>	Rank order by poverty rate Does Not apply	Not Applicable	Any schools operated by the LEA may be served	LEA must have no more than one school in each grade span with NO OVERLAPPING grades amongst sites in the LEA
<i>Poverty Rate for LEA as a whole</i>	Rank order by poverty rate APPLIES	All schools whose poverty rate is above 75%*	Any schools whose poverty rate is above the poverty rate across the LEA	Schools must be served in rank order** by poverty rate district wide, regardless of grade span
<i>35% Rule Across the LEA</i>	Rank order by poverty rate APPLIES	All schools whose poverty rate is above 75%*	Any schools whose poverty rate is above 35%	Schools must be served in rank order** by poverty rate district wide, regardless of grade span

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NEW ASSURANCE & SET ASIDE FOR N&D

- ***Neglected or Delinquent Children*** – This is a new assurance # 8. All other assurances remain the same.

8) ..to provide services to children in local institutions for neglected children; and, if appropriate children in local institutions for delinquent children, and neglected and delinquent children in community day school programs, if LEA reports student counts in completion report. These services must be comparable to those provided to children in Title I schools. ESEA Section 1113(c)(3)(A)(ii) and (iii).

* Yes

- ***Set-Aside 10 N or D Support***

10.	Neglected or Delinquent Support - Additional support for neglected or delinquent students. Only LEAs that reported student counts are required to set aside funds for transition or other support programs.	\$ <input type="text"/>
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RESOURCES

Planning Tool

- Leading, Lagging and Perceptual Data - <https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1998323&inline=true>
- ESEA Citations - <https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1998469&inline=true>

FY23 Enrollment Data and Poverty Counts Mini-Training - <https://vimeo.com/684284122>

- **USDA Fact Sheet – Poverty Counts** - <https://www.azed.gov/sites/default/files/2022/02/ED-USDA-Fact-Sheet-Revised-1-12-2022.pdf>
- **ESE Poverty Article** - <https://www.azed.gov/sites/default/files/2022/02/Poverty%20Article%20Feb.%202022.pdf>

School Eligibility

- Ranking Sites for School Eligibility - <https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentGuid=df00e1f1-7b55-4739-89ec-082714d56ec8&inline=true>



QUESTIONS, ANSWERS & FEEDBACK

THANK YOU!

[BREAKOUT 3 - COP SPRING FORUM 2022 \(PADLET.COM\)](https://padlet.com)