

Arizona Department of Education

# ESEA For LEAs

Developing a Title I  
Targeted Assistance Program  
Part Two

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# ESEA for LEAs

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# ESEA for LEAs

## PRE-TEST

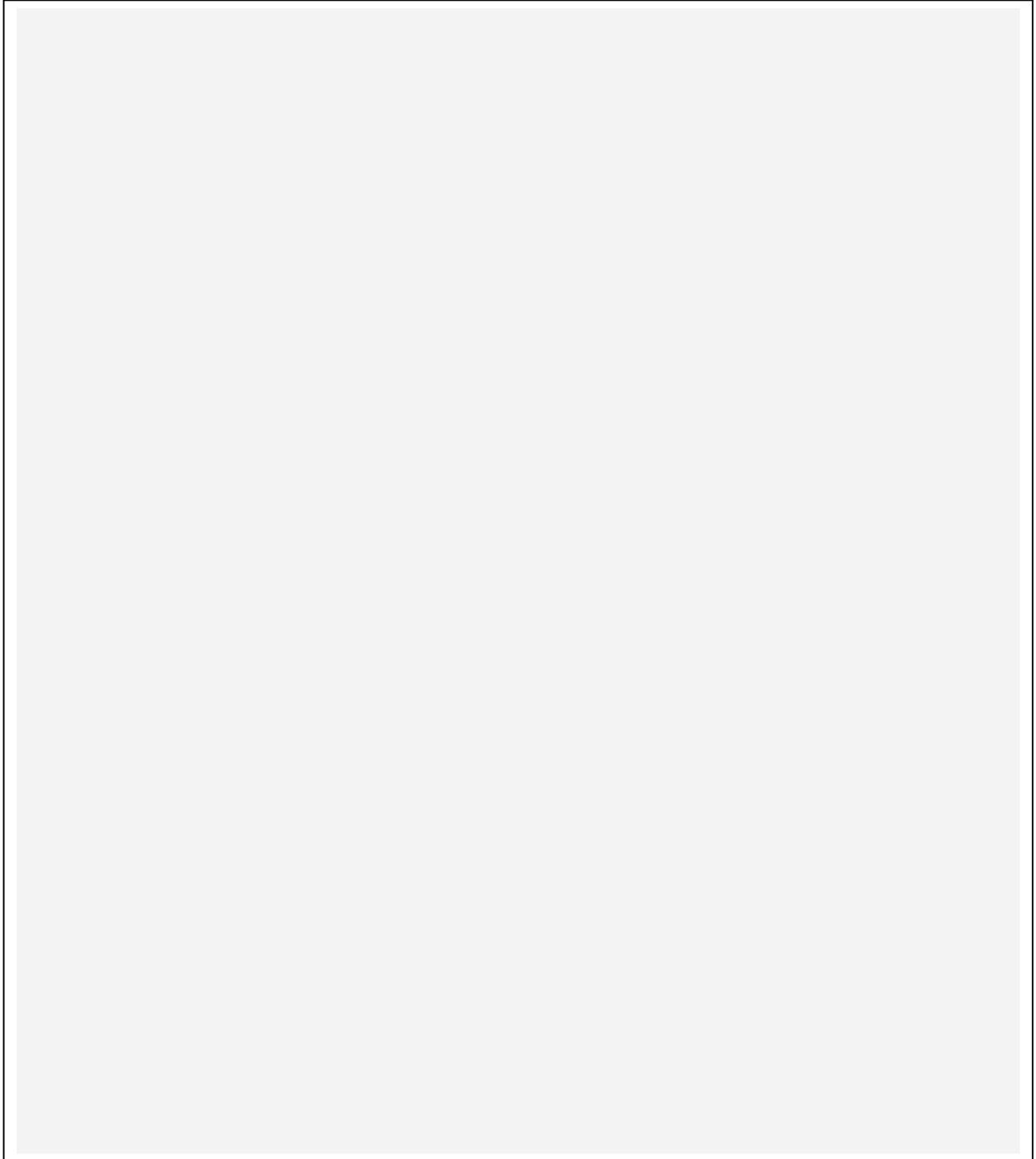
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- 18) How much funding must a school set aside for supplemental Education Services (SES)? How much of that may be used for parental engagement?
  
- 19) How does an LEA rank and designate how much Title I funding each school receives?
  
- 20) True or False: Any Title I staff member – certified or classified – that has instructional contact with a student must be listed under Instruction in the consolidated application.

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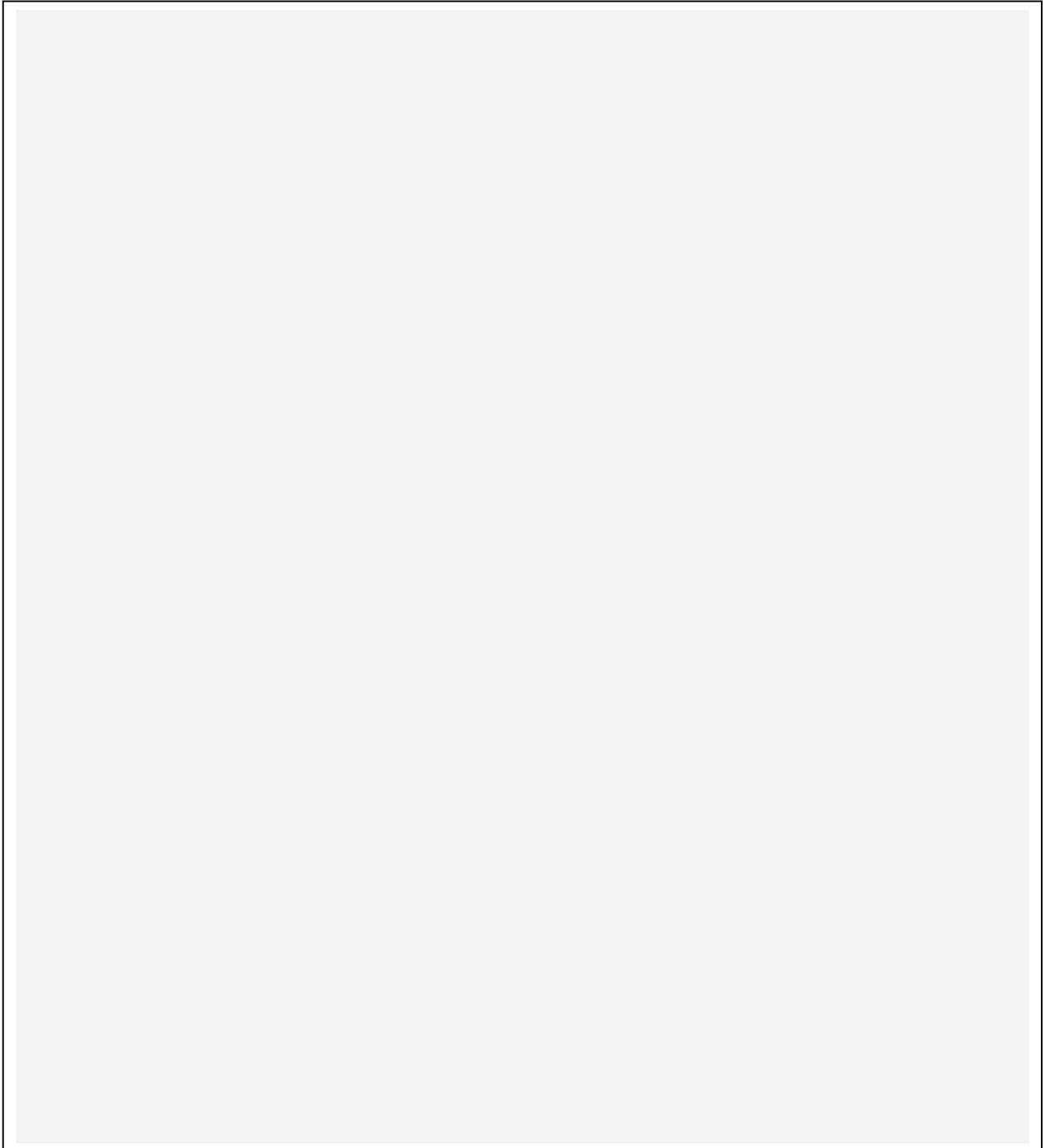
List any questions you want answered about implementing a Title I Targeted Assistance Program.



# ESEA for LEAs

## WHAT IS YOUR TITLE I PROGRAM?

What kind of Title I program do you have at your school? What are the criteria for student eligibility? How does your school determine who participates? How are interventions provided? When do students receive academic interventions? How often do students receive academic interventions?



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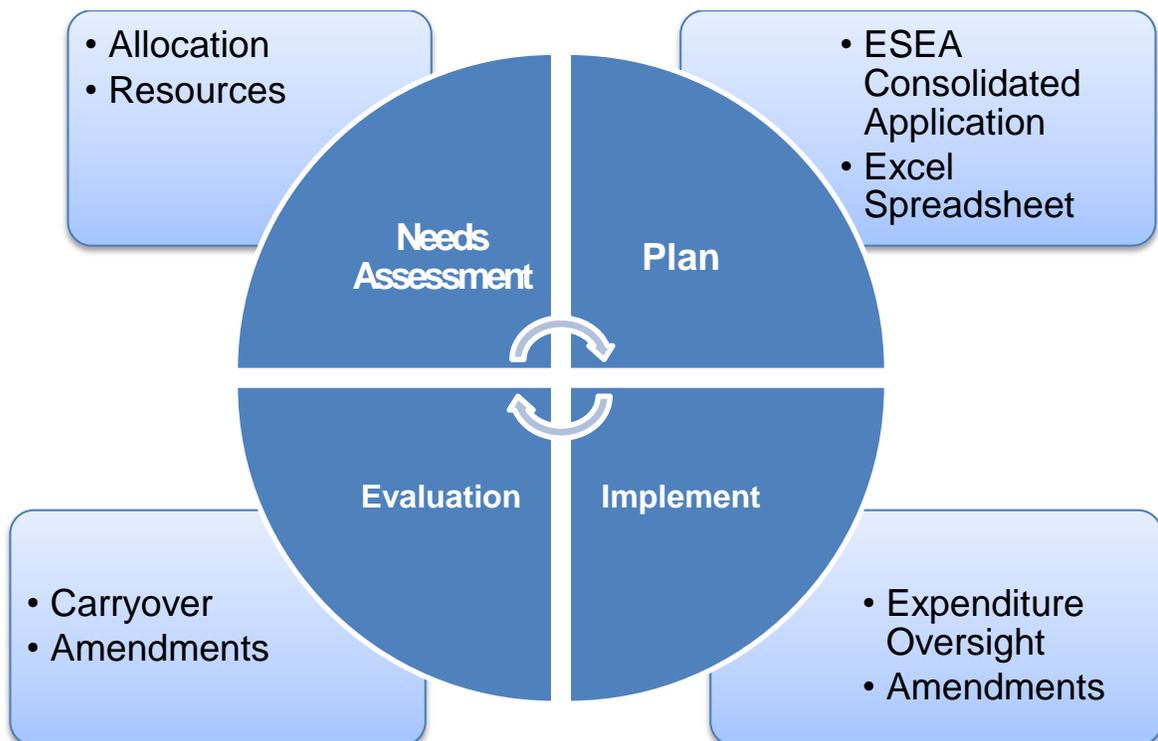
## FISCAL APPLICATION

Because the Target Assistance program is a supplementary program, it is important to have procedures in place to ensure that personnel, materials and capital are not replacing (supplanting) the regular operations of the school program.

### **FY11 NCLB Consolidated Supplemental Application**

The FY11 NCLB Consolidated Application Directions are located in the Application Downloads section of the in the Grants Management System on Common Logon through the ADE website.

The Grants Management system limits your work online to 60 minutes. After 60 minutes, you will be timed out. Because of the 60-minute time out feature, be sure to click on the "Save Page" button after completing each page. Clicking on the "Reset Page" button will clear any information that has not been saved.



# ESEA for LEAs

<b>Supplement Not Supplant</b>
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Targeted Assistance schools must ensure that services by Title I personnel, regardless of the model of delivery used, are supplemental. Students must receive primary instruction in all subjects from the regular classroom teacher.

The supplementary services the Title I teacher provides exists solely to give the academic at risk student more opportunities for instruction than the regular education provides. Therefore funds may not be used as general aid to the regular classroom.

Below will give an idea of what the Title I teacher can and cannot do in delivering these services. **Highlighted in red are the criteria relating to rules and provisions in the Title I budget:**

***Title I teachers CAN...***

***Title I teachers CANNOT...***

1. Provide additional services to Title I students after a reading group finishes with the classroom teacher	1. Take a reading group and instruct on a <i>regular basis</i> . (this refers to instructing during the regular class)
2. Work closely with classroom teachers so Title I instruction is aligned to classroom instruction.	2. Team teach on a <i>regular</i> basis.
3. Incidentally include a non-Title I student in a small group setting but only <i>occasionally and randomly</i> .	3. <b>Work with non-Title I students on a <i>regular</i> basis.</b>
4. Provide an <i>occasional</i> demonstration lesson to the whole class.	4. <b>Take the whole class while the teacher leaves or substitute for another teacher.</b>
<b>5. Allow non-Title I students who pay a fee to attend a Title I sponsored summer school.</b>	<b>5. Service <i>all</i> students in a summer school program funded with Title I funds.</b>
6. Distribute Progress Reports to parents.	6. <b>Be the teacher of record in any subject.</b>
7. May be used as subs in case of an emergency if a substitute teacher or a non-Title I teacher is unavailable.	<b>7. May not be paid out of Title I funds for that day or period they substitute. Also, it should not be policy to the use the Title I teacher as a sub if it means cancelling Title I classes.</b>

# ESEA for LEAs

<b>Title I Duties of Title I Teacher and Paraprofessional</b>
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Title I Teacher	Title I Paraprofessional
Holds caseload of all Title I students.	Provides instructional support to the Title I teacher. Paraprofessionals may <u>not</u> have their own caseload of students.
Pulls out or assists students in the classroom with supplementary instruction beyond the classroom instruction.	Provides further reinforcement of skills as prescribed by the Title I teacher. Title I paid paraprofessionals <u>cannot</u> be used as a classroom aide.
Pre-teaches or re-teaches vocabulary words or math concepts to be covered.	Reinforces vocabulary words covered by the Title I teacher and assists in skills that aid in understanding the math concepts as prescribed by the Title I teacher.
Evaluates the progress of all Title I students and designs and prepares student progress reports.	Tabulates results of student assessments and files records for the Title I teacher, assists in typing up progress reports, and sending them to parents.
Prescribes the lessons that the student will work on during the Title I time.	Supervises students as they complete lessons delivered by the Title I teacher (in the same room) meets individually with specific Title I students.
Performs all student selection requirements including testing and making the final lists of students selected for Title I participation.	Assists the Title I teacher in the student selection process by tabulating results, putting together parent permission slips, compacts, and other information to send home for identified students. Paraprofessionals may not administer tests, but certainly could provide supervision while tests are being completed.
Schedules the parent meeting, writes up the parent survey, and finds parent-training tools.	Paraprofessionals under the federal law, may do all of these duties if hired as a parent coordinator or liaison.
Schedules the annual review meeting, coordinates the meeting, and communicates with parents regarding its results.	Assists in typing up material and in making other preparations for the annual review meeting, administers staff and parent surveys for the meeting, and possibly communicates with parents regarding results.
Communicates regularly with classroom teachers regarding classroom instruction and needs of Title I students. Title I teachers should keep written documentation of this communication.	Paraprofessionals should be included in discussions regarding classroom instruction, but should not have the sole responsibility of communication with teachers. They could be in charge of keeping files on communication with teachers.
Develops Title I lesson plans for self and paraprofessionals.	Title I teachers should be meeting with paraprofessionals to discuss what materials will be worked on in the lesson plans each week to make sure that paraprofessionals are familiar with lessons and assignments so that they may provide adequate guidance to Title I students.

# ESEA for LEAs

## COST BASED ON NEEDS ASSESSMENT

List the areas of improvement identified in the needs assessment. Create strategies that will address the need. Estimate the cost to implement and support the strategy.

School and District Leadership Capacity				
Identified Need	Strategy	How will this meet the need?	Budgeted Cost	Funding Source (percentage)

# ESEA for LEAs

Curriculum, Instruction, and Professional Development				
Identified Need	Strategy	How will this meet the need?	Budgeted Cost	Funding Source (percentage)

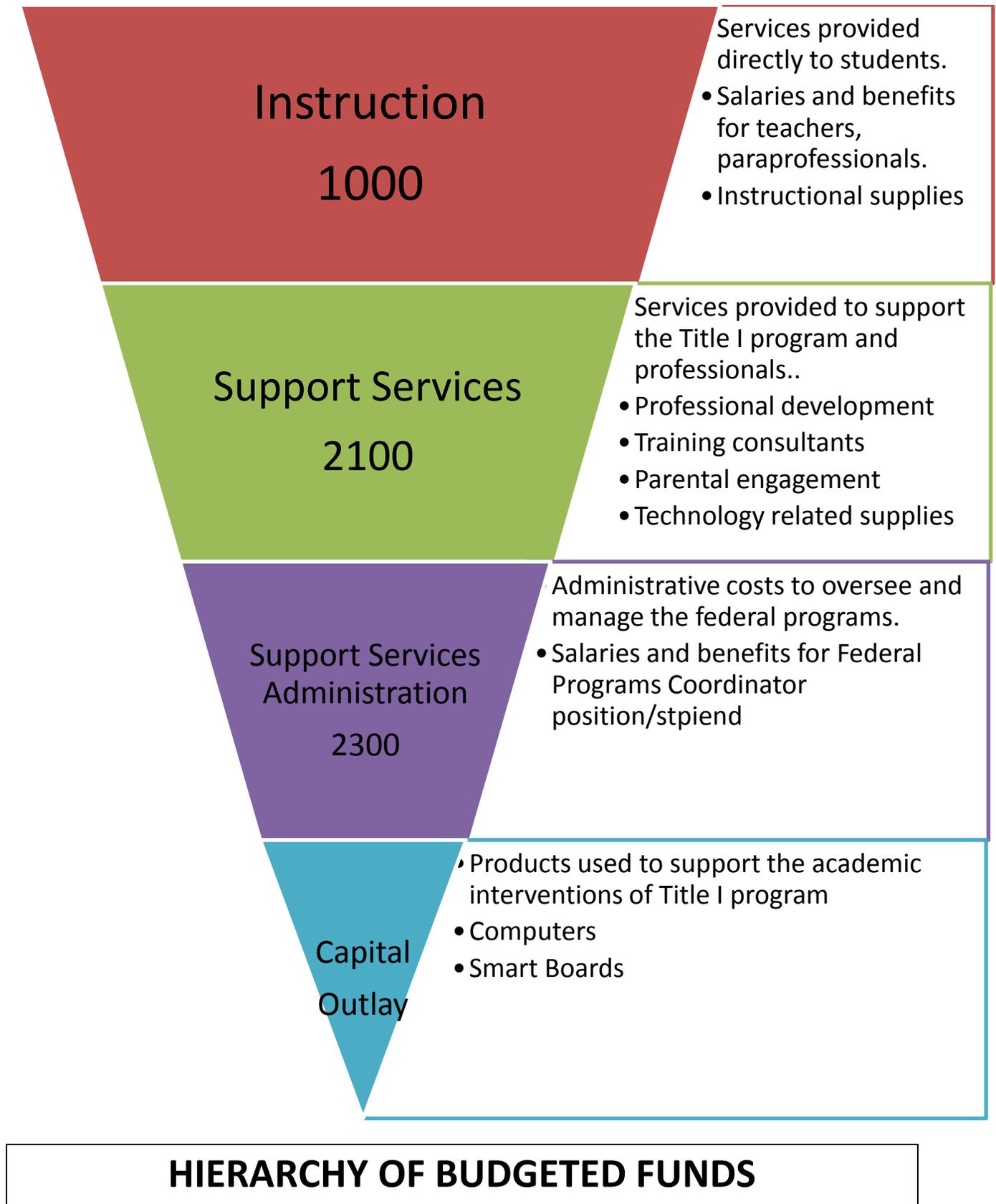
# ESEA for LEAs

Classroom and School Assessment				
Identified Need	Strategy	How will this meet the need?	Budgeted Cost	Funding Source (percentage)

# ESEA for LEAs

School Culture, Climate, and Communication				
Identified Need	Strategy	How will this meet the need?	Budgeted Cost	Funding Source (percentage)
<b>HIERARCHY OF BUDGETED FUNDS</b>				

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# ESEA for LEAs

Type of Title I Targeted Assistance Program: Please check more than one if applicable.

- Push In
- Pull Out
- Before/After School
- Summer School

Resource	Number of FTE	How will This support the Title I program?	How will this serve the needs of Title I students?	Budgeted Cost	Funding Source
<b>Staffing</b>					
<b>Instruction (Certified/Classified)</b>					
<b>Certified</b>					
<b>Classified</b>					
<b>Support Services (Certified/Classified)</b>					
<b>Certified</b>					
<b>Classified</b>					
<b>Administrative Support Services (Certified/Classified)</b>					
<b>Certified</b>					
<b>Classified</b>					

Resource	Number of	How will	How will	Budgeted	Funding
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# ESEA for LEAs

	Items	This support the Title I program?	this serve the needs of Title I students?	Cost	Source
<b>Supplies</b>					
<b>Capital Outlay</b>					

# ESEA for LEAs

Resource	Number of Staff Receiving PD	How will This support the Title I program?	How will this serve the needs of Title I students?	Budgeted Cost	Funding Source
<b>Professional Development</b>					
<b>In-Service Training (stipend for staff beyond school hours)</b>					
<b>Conferences</b>					
<b>Meal/Travel</b>					
<b>In-Service Training (Outside contractors)</b>					
<b>Substitute Teachers</b>					

# ESEA for LEAs

## TITLE I / TITLE II BUDGET PLAN

Identify what the school wants to purchase or support with Title I funds based upon the findings of the needs assessment.

TITLE I BUDGET PLAN			
Instruction (1000)	How will this support the school Title I program?	How will this serve Title I students?	Cost
6100			
6200			
6300			
6500			
6600			

Support Services (2100, 2200, 2600, 2700)	How will this support the school Title I program?	How will this serve Title I students?	Cost
6100			
6200			
6300			
6500			
6600			

# ESEA for LEAs

Support Services Administrative (2300, 2400, 2500, 2900)	How will this support the school Title I program?	How will this serve Title I students?	Cost
6100			
6200			
6300			
6500			
6600			

TITLE II BUDGET PLAN			
Support Services (2100, 2200, 2600, 2700)	How will this support the school Title I program?	How will this serve Title I students?	Cost
6100			
6200			
6300			
6500			
6600			
Support Services Administrative (2300, 2400, 2500, 2900)	How will this support the school Title I program?	How will this serve Title I students?	Cost
6100			
6200			
6300			
6500			
6600			

# ESEA for LEAs

## HOW TO COMPLETE THE FISCAL APPLICATION

The fiscal application consists of three stages:

- Conducting the needs assessment
- Completing and e-mailing the consolidated application and checklist
- Filing the application through grants management

### Conducting the Needs Assessment

The needs assessment based upon results of the evaluation of the [Standards and Rubrics for School Improvement](#) and the goals of the Continuous Improvement Plan. The strategies and that support this goal usually have a cost associated with them (e.g. hiring teachers, providing professional development, purchasing curriculum).

### Completing the Consolidated Application

The consolidated application is an Excel file located in Grants Management of the ADE Common Logon. It consists of seven worksheets outlining the following:

- **Instructions:** This worksheet includes instructions on how to complete the consolidated application. The school enters the date, LEA name, and the CTDS number. This information will be entered automatically in the other worksheets.
- **Title I Set Aside Table:** This sheet includes mandatory and optional entries of set-aside funding designated by the school. Once the Title I-A grant allocation and set-asides are entered, a final calculation of funds available to schools is computed and automatically entered on the School Selection Table page. **Only enter information in the clear cells.**
- **School Selection Table:** This sheet includes the breakdown on how Title I monies are divided amongst the schools under the LEA. The school will also identify what kind of Title program is implemented, how are services provided, and enrollment figures. This will break down funding per school under the LEA.
- **LEA School Improvement Set Aside:** This worksheet is designed for LEAs that are in LEA Improvement and have schools in School Improvement. If your LEA is not in this situation, do not use this sheet.
- **FTE Descriptions – Certified:** This worksheet documents the positions, number of full time employees (FTEs), and total of salaries and benefits by funding source. List certified personnel such as teachers, staff developers, and program administrators.
- **FTE Descriptions – Classified:** This worksheet is similar to the FTE Descriptions – Classified worksheet in its requirements. List classified personnel such as instructional professionals and clerical program staff.
- **Private School Services:** This worksheet computes allocations for LEAs with Private Schools requesting services. This is not applicable to charter schools.
- **Title 1-D:** This worksheet is for LEAs who must set aside funding for Programs for Neglected and Delinquent Children and Youth.

# ESEA for LEAs

## Filing in Grants Management

The Grants Management page is available through the ADE Common Logon. This year's application contains these programs: Title I-A, Title I-D, and Title II-A. The Supplemental Application Section requests Title I-A, Title II-A, and other program information such as Homeless Education.

## Directions

Log on to the Grants Management System and select the *2011 No Child Left Behind (NCLB) Consolidated Programs – Titles I-A, I-D, II-A* application. Complete each step below.

1. Enter contact names and e-mail addresses. At least two are recommended.
2. Enter Budget Line Items – review the [USFR Chart of Accounts](#).
3. Enter Budget Descriptions:
  - 1000 – Instruction:** for interaction with students only. (All teachers must meet HQT requirements in order to be paid with Title I-A funds)
  - 2100 – Support Services:** for substitutes for teachers attending PD, stipends for teachers for PD, staff at school or LEA who deliver PD, coaches, mentors, parent liaisons, other support staff.
  - 2300 – Administration:** for administrative personnel only, such as program coordinators, office personnel.
    - ◆ The number of activities should be *reasonable* for amount of funding, especially under Administration, Capital, or Supplies.
    - ◆ Identify Title I schools as Targeted Assistance (TA) or School Wide (SW1, SW2, or SW3) and separate TA and SW expenses in the **School Selection Table** in the NCLB Con App Tables.
    - ◆ Enter FTEs in the **FTE Descriptions – Certified** and **FTE Descriptions – Classified** tables in the NCLB Con App Tables.
4. Make sure all program activities and professional development activities are supplemental and aligned to the Consolidated Plan in ALEAT. A large % of funds for supplies may raise a red flag for verification. All items must be identified by TA or SW school name.
5. **Label** each Title I set aside **and clearly describe** it in the line item descriptions. Amounts listed in the Set Aside table found in the NCLB Con App Tables must balance.

### Example:

#### Title I-A Set Asides:

**Homeless:** \$100 for school supplies.

**Parental Involvement:** \$5,000 for supplies for parent nights that have an academic focus to help parents learn about the Title I program and ways to promote literacy in the home.

6. All items must be identified by TA or SW school name.
7. Complete the supplemental portion of the FY11 NCLB Consolidated Application.

# ESEA for LEAs

## Supplemental FY11 Application Section

### 1. LEA Plan Assurance – Check the assurance pertaining to the following:

- Ensure that the activities described in this application provide supplemental academic support and professional development that is aligned with the current Consolidated Plan in ALEAT.
- Programs that do not align to the current Consolidated Plan require updates to the Plan or changes to the application.
- Any changes to your plan that impact your NCLB Con App should be submitted via e-mail to your specialist *prior* to approval of your grants.

### 2. Transferability:

Determine level of eligibility to transfer:

- **Up to 50% if not in school improvement or corrective action**
- **Up to 30% if in LEA Improvement (to be used for LEA Improvement activities)**
- **0% if in corrective action**

Carefully read application instructions and complete Transferability table. See [NCLB Doc Library for Transferability Guidance](#).

### 3. REAP-Flex Authority (**For Small, Rural School Achievement Program eligible LEAs only**):

Contact Lois Kruse at 602-542-7473 or [Lois.Kruse@azed.gov](mailto:Lois.Kruse@azed.gov) to determine your LEA's eligibility. Complete the budget table *only* if your LEA is eligible for the SRSA program. See [REAP Guidance](#).

### 4. Requirements and Justifications

Read the following requirements and, if applicable, complete justifications provided.

#### ***Requirement 1 –Services to Homeless Students***

Section 1113 requires that LEAs shall set aside Title I funds as are reasonable and necessary to provide services to homeless students who do not attend Title I schools or to provide additional services not normally funded with Title I funds. The minimum set aside is \$100 or, for LEAs with an allocation of over \$50,000, a minimum set aside of ½% of Title I funds is required.

1. **Calculate the ½% and enter it in the table provided, regardless of whether you actually budget this amount.**
2. **Enter the amount to be budgeted (minimum of \$100 – see Justification 1).**

***Justification 1 (if applicable):*** Provide a brief explanation of why an amount less than ½% is needed. Include other sources of funds or services that will be used in addition to Title I funds to provide these additional services to homeless students. **NOTE: A justification for less than \$100 will not be approved.**

- Respond to questions regarding homeless liaisons.

# ESEA for LEAs

## School Improvement

- If applicable, check the box in the table called “No Schools in Improvement” if your LEA does not have schools that have been identified as needing improvement.

<input type="checkbox"/> Our LEA does not have schools identified for improvement (skip to Requirement 3 – LEA Improvement).
--

**Requirement 2 – Public School Choice Transportation/Supplemental Educational Services**  
 Section 1116 requires that LEAs with schools identified for improvement spend an amount equal to 20% of their Title I-A allocation divided as follows:

- An amount equal to 5% for public school choice Transportation for students
- An amount equal to 5% for Supplemental Educational Services (SES)
- An amount equal to 10% for either or both, depending on demand

An LEA may use other federal, state and local funds to support either public school choice Transportation or Supplemental Educational Services instead of Title I-A funds.  
 NOTE: 1% of the total 20% may be used for parent outreach.

If applicable, check “Yes” for Set Aside and complete Justification 2 - Assurance:

Set-Aside	
If my LEA has one or more schools that have been identified as being in School Improvement, my LEA has set aside either a total of 20% of our Title I allocation or an amount sufficient for the LEA to serve all students who are eligible for Public School Choice transportation or Supplemental Educational Services.	<input type="checkbox"/> Yes

Justification 2 – If you checked yes in Set-Aside above, check the following assurance:

Justification 2 - Assurance	
LEA agrees to provide reasonable access throughout the school year to offer public school choice and supplemental services. If demand increases above the projected budget, the LEA will amend its Title I project to reallocate sufficient funds to support the program or the LEA assures the ADE that it will make available additional resources from other programs to meet increased demand.	<input type="checkbox"/> Yes

## School Improvement – Professional Development

Section 1116 requires schools in school improvement to use 10% of the school level budget on professional development.

- Check the box in the table called “No Schools in Improvement” if your LEA does not have schools that have been identified as needing improvement.

<input type="checkbox"/> Our LEA does not have schools identified for improvement (skip to LEA Improvement Status under LEA Improvement below).
---

# ESEA for LEAs

## Requirement 3 – School and LEA Improvement Professional Development Set Asides

### School Improvement

The LEA has schools identified for improvement and will complete the table below to calculate the required PD amounts.

Name of Schools in Improvement	Year of School Improvement (1 = Yr 1; 2= Yr 2)	10% of SCHOOL Title I Budget to be used for PD
	<b>Total (calculated for you)</b> →	

### LEA Improvement

In addition, LEAs designated for Improvement are required to spend **10% of the total Title I allocation** for PD across the LEA. If the LEA is in improvement, it may credit the PD expenditures of its schools in school improvement, if any, toward the overall LEA 10% requirement. **(See the table following LEA Improvement Status.)**

**LEA Improvement Status – Check one of the following:**

<input type="checkbox"/> The LEA was not identified for federal LEA Improvement – no set aside required (go to Requirement 4).
<input type="checkbox"/> The LEA has been identified for LEA Improvement, does not have schools identified for federal School Improvement and will set aside the full amount for LEA-wide PD activities.
<input type="checkbox"/> The LEA has been identified for LEA Improvement and has schools identified for School Improvement.

**LEA Improvement Table** – If your LEA is in LEA Improvement *and* has schools in School Improvement, use the LEA-School Imp Set Aside worksheet in the NCLB Con App Tables to calculate amounts B and C below. These figures should match those in Item 9A in the Title I Set Aside Table, which are automatically populated when you use the LEA-School Imp Set Aside worksheet.

<b>A.</b>	<b>Calculate the 10% LEA PD requirement set aside (10% of Title I allocation)</b>	
<b>B.</b>	<b>Enter the total SCHOOL PD amount (from table above, if applicable)</b>	
<b>C.</b>	<b>Additional amount to be expended for LEA Improvement (A minus B).</b>	

## Requirement 4 – Use of Title II-A Funds – New for FY11

For use of Title II-A funds, go to [Guidance on Expenditure of Title II-A Funds](#).

**IMPORTANT:** Submit your application through the Grants Management System and e-mail your NCLB Consolidated Application Tables with ARRA Title I Cells as an attachment to the NCLB Application Inbox at [NCLBConApp@azed.gov](mailto:NCLBConApp@azed.gov). The NCLB Con App Tables are in an Excel file found under Application Downloads in the Grants Management System. Your application will not be approved without this file.

# ESEA for LEAs

## MATERIALS INVENTORY /CAPITAL OUTLAY

### Materials Inventory

Material Inventory List tracks all items purchased with Title I funds under the 6600 Supplies of the [Uniform System of Financial Records \(USFR\) Chart of Accounts](#) for the Title I program.

The following should be included in the materials inventory list:

#### Instruction 1000-6600

- General supplies, library books, textbooks, periodicals, instructional aids (including Instructional software) internet fees-site license

#### Support Services 2100-6600

- General supplies, books, library books and periodicals, testing materials, technology related supplies that are used in conjunction with technology-related hardware or software (e.g. diskettes)

The Materials Inventory List should include the following:

- Name of the item
- Description of the item
- Cost per item
- Total cost
- Date of purchase
- Location of item
- Teacher using the item

### Capital Outlay

The Capital Outlay List tracks all capital outlay expenditures using Title I funds.

The Capital Outlay List should include the following:

- Title holder
- Total number of items
- Description of the item
- Serial / ID #
- Acquisition date
- Cost per item
- Total cost
- Location of item
- Percent of Federal Participation – If the item is used or supported by other programs other than Title I, please estimate the percentage of use by the Title I program.
- Use and condition – Please indicate whether the item is currently being used and its condition (e.g. new, used, excellent, good, fair, need of repairs)
- Disposition date – Include the date of disposal and the sale price of the item (if applicable)

A template for the Materials Inventory and Capital Outlay Charts has been provided in the Title I TA Spreadsheets Excel file.

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# *APPENDIX*





# ESEA for LEAs

## RESOURCES

### [Title I — Improving the Academic Achievement of the Disadvantaged](#)

This is the webpage on Title I for the U.S. Department of Education.

**Link:** <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

### [Uniform System of Financial Records \(USFR\) Chart of Accounts](#)

This PDF contains the chart of accounts and expense classifications when applying for federal funding through grants management.

**Link:** [https://www.ade.az.gov/gme/Additional\\_Information/Add\\_Info\\_downloads/ChartofAccount.pdf](https://www.ade.az.gov/gme/Additional_Information/Add_Info_downloads/ChartofAccount.pdf)

### [Four Pillars of ESEA](#)

This webpage explains the four pillars of the Elementary and Secondary Education Act of 1965.

**Link:** <http://www2.ed.gov/nclb/overview/intro/4pillars.html>

### [LEA Grants and School Improvement \(Title I\)](#)

This webpage is for the Title I Department of the Arizona Department of Education.

**Link:** <http://www.ade.az.gov/asd/Title1/>

### [Standards and Rubrics for School Improvement](#)

This PDF form contains the rubric and assessment schools use to conduct their needs assessment.

**Link:** <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

### [Guidelines to Determine Eligible Students Form](#)

This PDF form contains the Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act of 1965. Please have the student's parent or guardian complete at the time of enrollment.

**Link:** <http://www.ade.az.gov/asd/nclblibrary/GuidelinesToDetermineEligibleStudents2009-2010.pdf>

### [Parent Engagement](#)

This webpage is on the Parent Engagement requirements for Title I the Arizona Department of Education.

**Link:** <http://www.ade.az.gov/asd/Title1/parent.asp>

### [Arizona's Model for Identifying Highly Qualified Teachers and Paraprofessionals](#)

This webpage outlines the highly qualified requirements for the Arizona Department of Education.

**Link:** <https://www.azed.gov/asd/hqtp/>

### [Title I Paraprofessional Information](#)

This webpage outlines the highly qualified requirements for Title I paraprofessionals the Arizona Department of Education.

**Link:** <https://www.azed.gov/asd/hqtp/parapro.asp>