

Educator and School Excellence



ESEA Consolidated Application

Building Your Grant

Table of Contents

Objective4

Important Sites for Reference.....6

ESEA Consolidated Application: The Foundation7

 CNA10

 RCA11

 IAP13

ESEA Consolidated Application: Adding the Framework.....15

 Step 1: School Eligibility Page.....16

 Step 2: Private Schools (Equitable Services)19

 Step 3: LEA Set-Asides.....20

 Step 4: School PPA Allocations.....21

ESEA Consolidated Application: Building Inspector22

 Coding23

 Narratives25

 Tagging.....29

ESEA Consolidated Application: Approvals & Revisions31

 Approvals.....32

 Revisions33

Resources & Appendix35

Glossary of Terms & Acronyms36



Objectives



Participants will be able to:

- Walk through the process of building Integrated Action Plans
- Identify the key elements in developing the ESEA Consolidated Application
- Understand the review procedures at the state level

Important “Go To” Websites

Title I Website

<http://www.azed.gov/titlei/>

Title II Website

<http://www.azed.gov/hetl/>

Title IV-A Website

<http://www.azed.gov/titleiv-a/>

ADE Connect

<https://home.azed.gov/Portal/>

Planning Tool Navigator

<https://www.azed.gov/titlei/planning-workflow/>

Common Log On

<https://www.ade.az.gov/CommonLogon/logon.aspx>

USFR

<https://www.azauditor.gov/usfr>

Charter USFR

<https://www.azauditor.gov/usfrcs>

ESSA

<https://www.ed.gov/essa?src=rn>

Uniform Grant Guidance Cost Principles

<https://www.ecfr.gov/cgi-bin/text-idx?node=2:1.1.2.2.1.5&rgn=div6>

Budget Resource

<https://www.azed.gov/sites/default/files/2020/09/Budget%20Narrative%20Guidelines%20v3.0.pdf>

CNA Worksheet

<http://www.azed.gov/cna/comprehensive-needs-assessment-library/>

LEA Integrated Action Plan

<https://www.azed.gov/titlei/planning-workflow/liap-principles-strategies-and-action-steps/>

Grant Revision Helpful Hints

https://www.azed.gov/sites/default/files/2020/09/Grant%20Revisions%20Helpful%20Hints%20Sept%202020_.pdf



ESEA Consolidated Application: The Foundation

The Planning Phases

CNA

Comprehensive Needs Assessment

RCA

Root Cause Analysis

IAP

Integrated Action Plan

Acronyms

ESEA _____

ADE _____

SEA _____

LEA _____

ESSA _____

CNA _____

RCA _____

IAP _____

LIAP _____

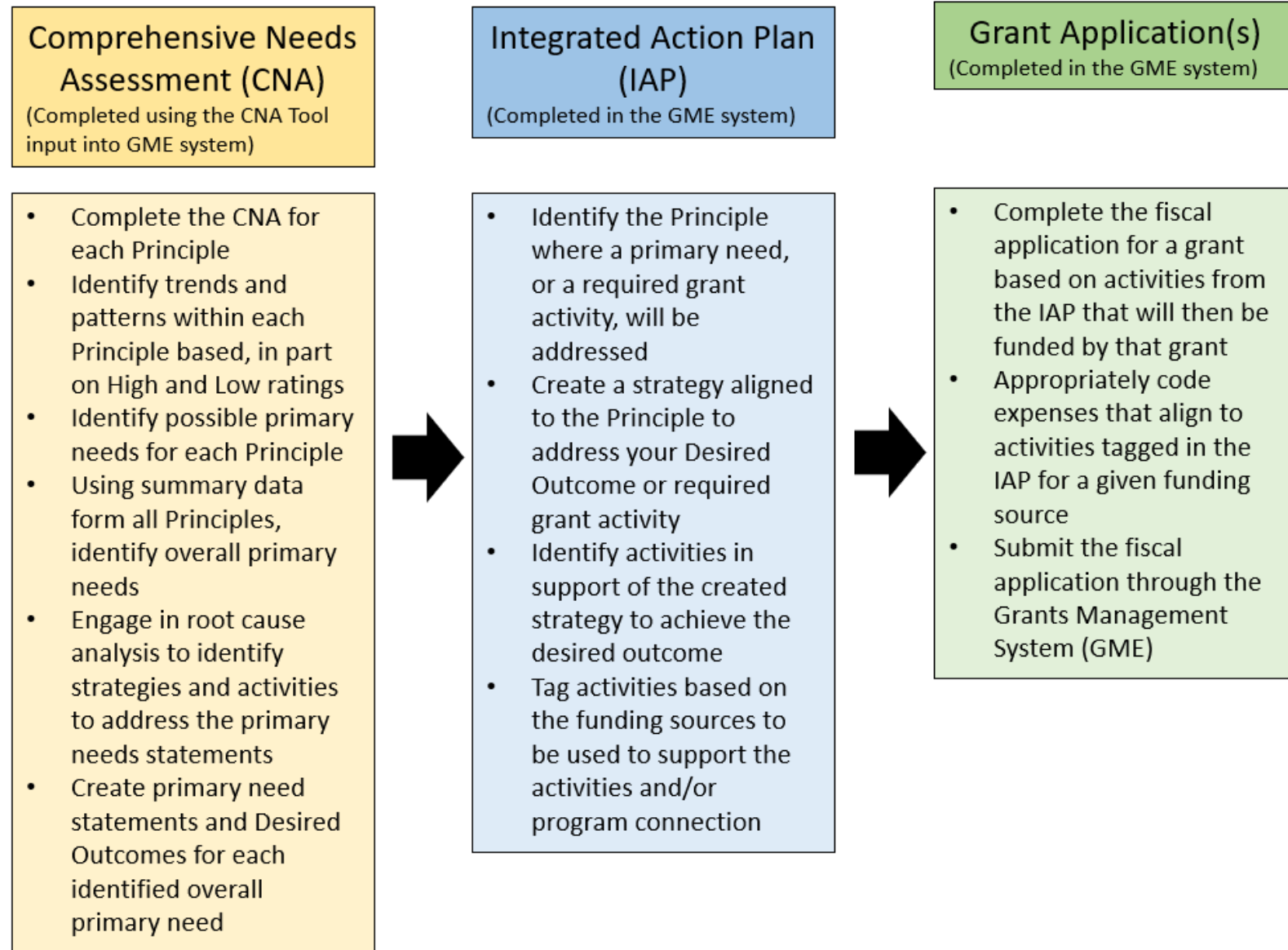
SIAP _____

GME _____

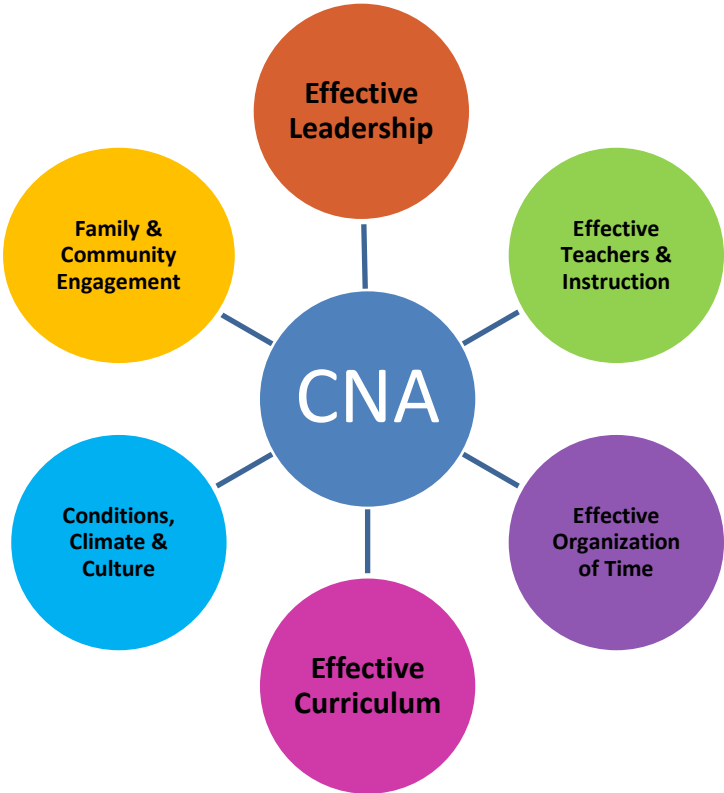
USFR _____

PPA _____

Acronym Avenue

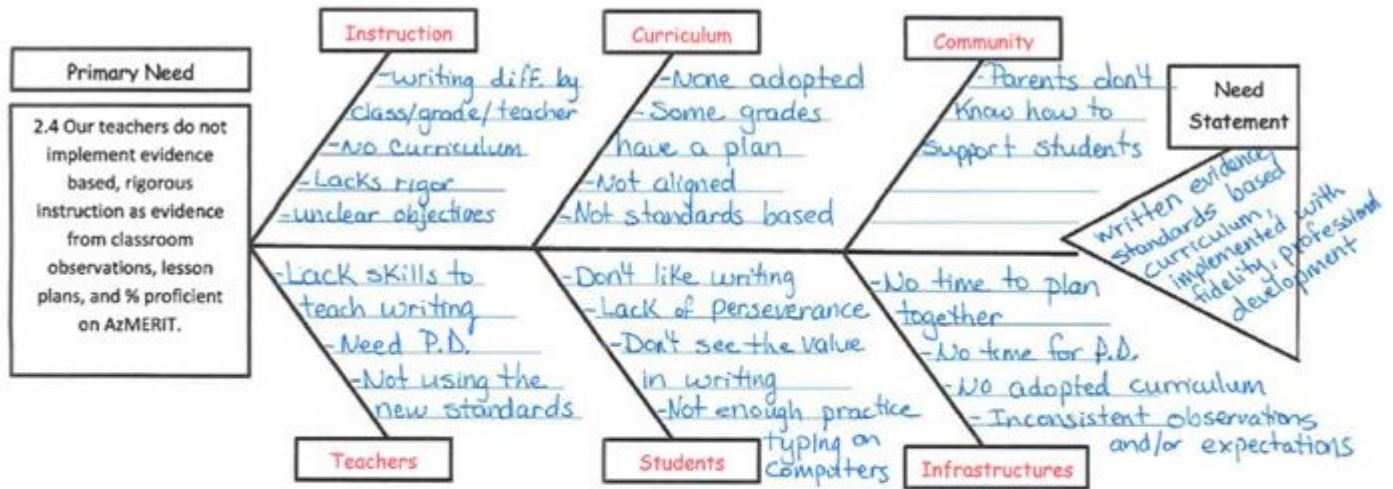


Comprehensive Needs Assessment



School Planning Team (stakeholders)	
Stakeholder must be entered into the GME Planning under School Planning Team	

Root Cause Analysis



Desired Outcome (Positively Restate your Needs Statement):

Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.

Each school site must complete and upload 3 Fishbones

Root Cause Analysis Sample Questions

1. How do you know the problem exists? What are the people in the school doing?
2. What are your teachers or staff doing or not doing to contribute to the problem?
3. What are students doing or not doing to contribute to the problem?
4. What is the community or family doing or not doing to contribute?
5. What school systems support the problem?
6. What systems do not support the problem?
7. What barriers are in place?
8. How does the curriculum contribute?
9. How does time contribute?
10. Does the school schedule play a role in the problem?
11. What causes the teachers to contribute to the problem?
12. Why do students feel or act a certain way?
13. How does instruction contribute to the problem?
14. How does the problem show up in instruction?
15. What other factors are contributing to the problem?
16. Do you have a lack of fidelity to a program/system?
17. Is there something not being implemented?
18. How does the problem affect learning? Teaching? Climate? Culture?
19. Does this have to do with teacher knowledge? Planning?
20. What is the tone feeling of the school?



Integrated Action Plans

LIAP = LEA Integrated Action Plan



- Title I _____
- Title _____
- Title _____

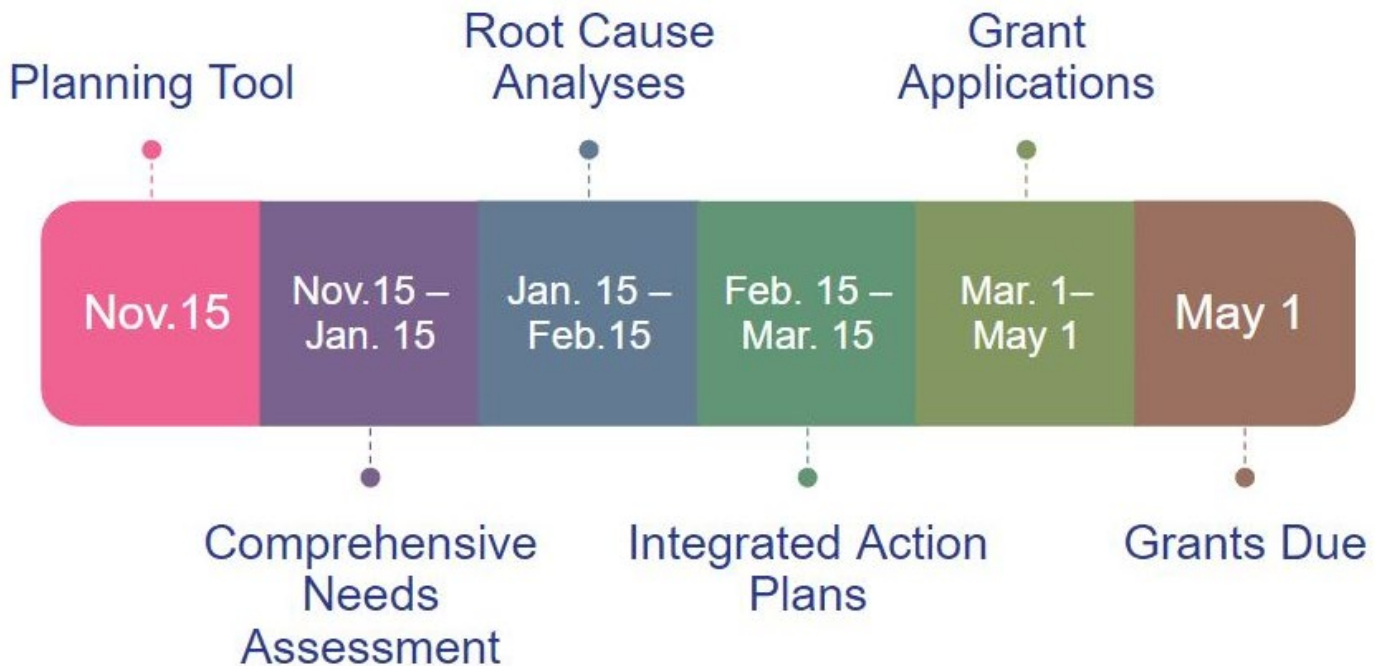


SIAP = School Integrated Action Plan



- Each Title I school must complete a _____ annually
- Each school must complete and upload 3 _____ and a _____

FY22 Planning Tool Suggested Timeline



A collection of various tools (drill, hammer, wrench, etc.) held up by multiple hands, symbolizing teamwork or a group effort.

- School Eligibility
- LEA Set Asides
- School PPA Allocations

School Eligibility

School Eligibility

Public District - - ESEA Consolidated - - Title I LEA

Building Name (5 Buildings)	CTDS	Grade Span	Service	Enrollment (K-12)		Low Income Students (K-12)		Sort Order (Asc)	Eligibility For Service	Eligible by Grandfather Clause	School Improvement Label
				Number	Percent	Number	Percent				
Technology Magnet		09-12	Targeted Assistance	36	29	80.56 %	1			Comprehensive	
Accommodation School		UG,06 - 12	Targeted Assistance	28	22	78.57 %	2			None	
Elementary School		UG - 05	SW 1	645	458	71.01 %	3			Targeted	
Middle School		06 - 08	SW 1	370	226	61.08 %	4			Both	
High School		09 - 12	Not Funded	528	253	47.92 %				Targeted	
Totals:				1,607	988	61.48 %					

These fields will be pre-populated by GME.

Type of Title I program for each site
SW 1
Targeted Assistance
Not Funded

Based on last year's 40th or 100th day count.

School Improvement Label Options
School Label
None
Comprehensive
Targeted
Both

Notes

Set-Asides for Title I-A

Item	Description	Amount
1.	Support LEA Administration from items identified as an administrative set aside budgeted item in 2300, 2400 etc. and other items requested by LEA auditors possibly from Support Services - If applicable, the equitable set aside for Admin for Private Schools should be entered in Item 3c. below, not here.	\$ 0.00
2.	LEA Indirect Costs, if applicable.	\$ 0.00
3.	Total Private School Pool of Funds. This amount should be the sum of lines 3a, 3b, 3c, 3d, 3e	
	\$ 0.00 - Minimum amount to allocate	
	Title I Services to Private Schools (enter below):	
	a. Portion of funds for equitable Administrative Activities	\$ 0.00
	b. Portion of funds for equitable Indirect Costs, if applicable	\$ 0.00
	c. Portion of funds for equitable Family/Community Engagement	\$ 0.00
	\$ 0.00 - Minimum amount to allocate	
	d. Portion of funds for equitable Professional Development (optional)	\$ 0.00
	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)	\$ 0.00
4.	LEA-level Instructional Programs, such as summer school programs or pre-school (enter below). Descriptions must be included in your Integrated Action Plan in the GME Planning Tool.	
	a. LEA funds reserved for Summer School	\$ 0.00
	b. LEA funds reserved for Intersession	\$ 0.00
	c. LEA funds reserved for LEA Pre-school	\$ 0.00
	d. LEA funds reserved to support Comprehensive School(s), if applicable	\$ 0.00
	e. LEA funds reserved to support Targeted School(s), if applicable	\$ 0.00
	f. LEA funds reserved for Other Instructional Programs (describe here)	\$ 0.00
5a.	Public School Choice Transportation for LEAs with schools identified as Comprehensive Schools.	\$ 0.00
5b.	Public School Choice Transportation for LEAs with schools identified as Targeted Schools.	\$ 0.00
6.	Financial incentives and rewards reservation (not to exceed more than 5 percent of funds received under Title I) for teachers who serve in Title I schools identified for Comprehensive or Targeted support and improvement activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers. Sec. 1113(c)(4)	\$ 0.00
7a.	Services to Homeless students - Required minimum of ½%, if TI funds greater than \$50,000; otherwise, at least \$100. For additional information, see www.azed.gov/homeless .	\$ 0.00
7b.	Services to Homeless students - Optional additional funds for excess transportation costs or liaison salary. For additional information, see www.azed.gov/homeless .	\$ 0.00
	\$ 0.00 - Minimum amount to allocate	
8.	LEA Family/Community Engagement. For additional information, see www.azed.gov/titlei/familyengagement/ .	
	\$ 0.00 - Minimum amount to allocate	
	1% set-aside required for districts with allocations of more than \$500,000 LEAs may reserve up to 10% of this set-aside for LEA-level activities; the remainder must be distributed to Title I schools. Enter all amounts budgeted for Family/Community Engagement.	\$ 0.00
9.	Professional Development for Title I Staff to improve instruction in funded schools, which may include PD for implementation of teacher mentors and/or instructional coaches.	\$ 0.00
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.	\$ 0.00
	Total Set Asides	\$ 0.00

Set-Asides for Title I-A (cont.)

School Allocations		Amount
Total Allocation Amount		0.00
Subtract Total Set Asides	-	0.00
Total Available for School Allocations	\$	0.00

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		0.00
Divide by total number of low-income students in Title I public schools served.	÷	0.00
100% Factor	x	0.00
Final PPA	\$	0.00



1. Administrative Costs
2. LEA Indirect Costs
3. Service Private Schools
4. LEA Instructional Programs
5. Public School Choice Transportation
6. Financial Incentives
7. Homeless Services
8. Family & Community Engagement
9. Professional Development
10. Neglected & Delinquent Support

Notes _____

Set-Asides – LEA Level

1. Administrative Costs

Sample Expenses

2. LEA Indirect Costs

Please contact your financial manager regarding these costs.

3. Services to Private Schools

Must be allocated prior to all other costs – Charters are exempt.

Sample Expenses

4. LEA Instructional Programs

These are expenses associated with items such as the following:

- a. LEA Summer School
- b. LEA Intersession
- c. LEA Pre-School
- d. Comprehensive Schools (Designated by School Support and Improvement)
- e. Targeted Schools (Designated by School Support and Improvement)

5. Public School Choice Transportation

Used by LEAs with schools identified as Comprehensive (5a) and Targeted (5b). Transportation may be provided for Title I identified students who transfer within the LEA from a Comprehensive or Targeted school. Contact your assigned program specialist for more information

Set-Asides – LEA Level (cont.)

6. Financial Incentives

These funds are used to provide financial incentives and rewards for teachers who serve in Title I schools identified for Comprehensive or Targeted support. The purpose is to attract and retain qualified and effective teachers. Many LEAs choose to use Title II funds instead for teacher recruitment and retention.

7. Homeless Services

Must allocate at least 0.05% if the final allocation is greater than \$50,000 or at least \$100 if under \$50,000.

Sample Expenses

8. Family and Community Engagement

LEAs receiving more than \$500,000 in final allocation must reserve at least 1%.

Sample Expenses

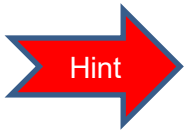
9. Professional Development

Sample Expenses

10. Neglected and Delinquent Support

Used to provide additional support for neglected or delinquent students. Only LEAs which report such student counts are required to set aside these funds.

PPA List



Top right-hand corner box on the PPA List is the default PPA dollar amount that most LEAs use.



Per Pupil Amount (PPA) \$ 557.77

School/ Attendance Area	Low Income Attendance		Min. Alloc	Actual Allocation	
	%	#Public		PPA	Total
A	B	C	D PPA x C	E	F E x C
Technology Magnet	80.56	29	16,175.24	557.77	16,175.33
Accommodation School	78.57	22	12,270.87	557.77	12,270.94
Elementary School	71.01	458	255,457.24	557.77	255,458.66
Middle School	61.08	226	126,055.32	557.75	126,051.50
Total Low Income		735		Total Allocations	409,956.43
Remaining					.24

Remaining balance must be as close to zero (\$0) as possible.

Notes

ESEA Consolidated Application: Building Inspector



- ✓ Coding
- ✓ Narratives
- ✓ Tagging

Object Codes – What?

Describes the service or material obtained, as the result of a specific expenditure.

6100

Sample Expenses

6200

*Each identified salary must have a corresponding benefit.

6300

Sample Expenses

6500

Sample Expenses

6600

Sample Expenses

6700

Sample Expenses

6800

Sample Expenses

6910

Sample Expenses

Function Codes – Who?

Describes the activity for which a service or material is acquired.

1000 _____

For Whom
Sample Activities

2100/2200/2600/2700 _____

For Whom
Sample Activities

2300/2400/2500/2900 _____

For Whom
Sample Activities

Capital Outlay (Districts Only)

Cost Less Than \$5000	Cost \$5000 or More
Furniture and Equipment	
Technology - Related Hardware and Software	

Capital Outlay (Charters Only)

Cost Less Than \$5000	Cost \$5000 or More
Furniture and Equipment	
Technology - Related Hardware and Software	

_____ is also used for general supplies for both districts and charters.

SCENARIO:

You are now an ADE Program Specialist. You are reviewing this ESEA Consolidated Application for content, compliance, and accuracy.

There is something wrong with this application. Can you find the error?

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6100 - Salaries	1000 - Instruction		1	\$81,191.20	\$81,191.20

Ronan Elementary School

1.0 FTE TI **Reading Literacy Paraprofessional** - to assist instructional staff in library that is supervised by Qualified Teachers. Reading program for struggling readers, must be strategically targeted with performance goals from beginning of 2019-2020 SY = **\$23,515.00**

Brady Academy

1.0 FTE TI **STEM Coach** - to provide supplemental support for struggling students as measured on the AzMERIT Standardized Assessment (must be strategically targeted with performance goals from beginning of 2018-2019 SY and monitored with Galileo) = **\$40,169.00**

1.0 FTE TI **Reading Literacy Paraprofessional** - to assist instructional staff in library that is supervised by Appropriate Certified Teachers. Reading program for struggling readers, must be strategically targeted with performance goals from beginning of 2019-2020 SY = **\$18,707.20**

What comment would you make in the ESEA Checklist, so the LEA knows what to address?

Title I Set Asides can be used for services to students experiencing homelessness with 2 conditions:

- 1) *The services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)).*
- 2) *Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (See ESEA section 1115(e)(2)).*

Let's BRAINSTORM some possible uses for these set aside funds.

What could be purchased for tutoring?

- _____
- _____
- _____



What could be purchased for transportation?

- _____
- _____
- _____

What could be purchased for eyeglasses or hearing aids?

- _____
- _____
- _____

SCENARIO:

You are the Grants Manager for Larson Academy. Your Title I allocation is \$200,000. The LEA is required to set aside funds to meet the educational needs of students experiencing homelessness. You have conferred with your Homeless Education Liaison, who identified 4 recurring needs which were written into the Academy's LIAP - tutoring, eyeglasses, hearing aids, and transportation. Calculate how much you will set aside and then identify specific budgeted expenses that align with the plan. Write 1-2 budget line items in the template below.

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
Narrative Description					

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
Narrative Description					

CHECK YOUR WORK:

- Do your budget line item(s) equal or exceed the required set aside amount?
- Did you use the correct object and function codes?
- Does your narrative provide enough detail to determine if the line item is coded correctly?
- If purchasing multiple items, was a calculation method provided? (Ex. 20 books x \$5 each = \$100)
- Is your line item labeled? Is it clear to which budget (or bucket) the expenses are attributed?

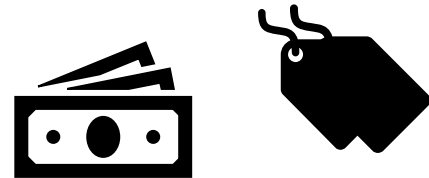
	Plan >	SIAP	LIAP				
	Funding Source/Grant >	Title I-A	Title I-A	Title I-D	Title II-A	Title IV-A	Title V
Program Tags	Funding Tag >	Title I LEA	Title I LEA	Title I-D Del LEA	Title II-A	STUDENTS AEG	RLIS
Eff Use Tech	Title IV Effective Use of Technology					√	
ELL	English language learners	√	√		√		
Foster	Foster Education Programs and Students.		√				
Homeless- 7A	Homeless student services (Set Aside 7a)		√				
Homeless- 7B	Homeless excess transportation or liaison salary (Set Aside 7b)		√				
Intercession	LEA-administered Intercession (Set Aside 4)		√				√
LEA Admin	Administrative budgeted items (Set Aside 1)		√			√	√
LEA Fam/Com	Parent/Family/Community Engagement (Set Aside 8)	√	√			√	
LEA Instr. Prog	LEA-administered other instructional programs (Set Aside 4)		√				√
LEA Preschool	LEA-administered Preschool (Set Aside 4)		√				√
LEA SA 4d/4e	CSI/TSI set aside budgeted items (Set Aside 4)		√				
LEA SA 6	Financial incentives/rewards for CSI/TSI teachers (Set Aside 6)		√				
N or D	Neglected or Delinquent (Set Aside 10)		√	√			
N/A	Does not use Federal Funds						
Private Schools	Services to Private Schools (Set Aside 3)		√		√	√	
Prof. Dev.	Professional Development (Set Aside 9)	√	√		√	√	√
Public School Choice	Transportation for LEAs with CSI/TSI schools (Set Aside 5)		√				
Recruitment	Recruitment of teachers/principals				√		√
Retention	Retention of teachers/principals				√		√
Safe/Healthy	Title IV Safe and Healthy Students					√	
Summer School	LEA-administered Summer School (Set Aside 4)					√	
TI SW1	Title I Schoolwide program 1: No consolidation	√					
TI SW2	Title I Schoolwide program 2: Consolidated federal funds only	√					√
TI SW3	Title I Schoolwide program 3: Complete Consolidation	√					
TI Target	Title I Targeted Assistance program	√					√
Well-Rounded	Title IV Well-Rounded Education					√	

Name That Tag!

Below is a list of budgeted expenses and their identified funding sources.

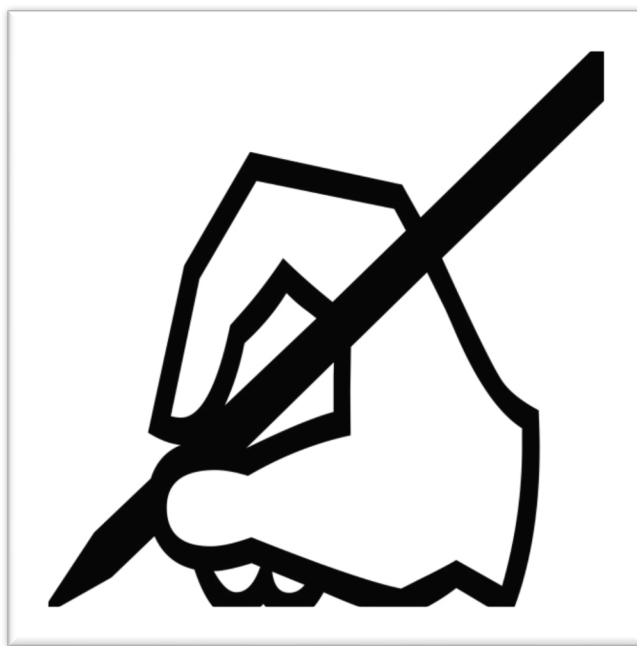
Work with a partner or table mates to determine which tag(s) should be added to the LIAP or SIAP to identify the budgeted expenses in the ESEA Consolidated Application.

Take 3 minutes. Then we will discuss the answers together.



	Funding Tag	Program Tag
Counseling Services (Title IV-A)		
Family & Community Engagement Liaison (Title I-A)		
Cap and gowns for homeless students (Title I-A)		
Recruitment stipends (Title II-A)		
Chromebooks (RLIS/Title V)		
Federal Programs Coordinator (Title I-A)		
Musical instruments (Title IV-A)		

ESEA Consolidated Application: Approval and Revisions



Approval Process: At the LEA level

Next to each step, fill in the name of the person at your LEA that is responsible for the step.

Draft Started: _____

Draft Completed: _____

LEA Business Manager Approved: _____

LEA Authorized Representative Approved: _____



Approval Process: At the ADE level

My Title I and II ADE Specialist: _____

Title IV-A ADE Specialists: Erin Henderson

Haley Honeman

Keri Schoeff

Sandra Skelton

ADE Directors Title I & II: Sue Edman

Cheryl Pollack-Neuser

James Scott

ADE Director Title IV-A: Dustin Loehr

Revisions (After ADE Director Approved)

Format

- Original > **DO NOT DELETE or MODIFY!**
- Revision
 - > Write **DIRECTLY UNDER** the original narrative
 - > **NUMBER** the revision (Revision #x)
 - > Add the **DATE** (2/18/20)

Suggestions to make it stand out more

- **Bold** and/or **Highlight** the Revision Heading but not the entire text
- Color Change for each revision
 - Revision #1
 - Revision #2

Reasons for Revisions		

Revision Exemplars

To CHANGE a line item

Original Grant:

Benefits for 1 Full-time Instructional Aide including payroll tax, retirement, and insurance \$11,000.00

December 16, 2019-Revision 1

Add funding to the IA benefits to reflect actual expenses

Original budget \$11,000.00 + \$1,000.00 = **\$12,000.00**

To ADD A NEW line item

December 16, 2019, Revision 1, NEW ITEM

After school tutoring stipends

8 teachers x 30 hours X \$25.00/hr = **\$6,000.00**



Notes



Resources & Appendix

Glossary of Terms & Acronyms

Term/Acronym	Definition
125% Rule	If an LEA chooses to fund any school with a poverty level below 35%, this rule is activated. The purpose of this rule is to ensure that funds are focused on the schools with the highest poverty. (Call your Program Specialist for assistance as this impacts PPA amounts)
ADE	Arizona Department of Education
ALEAT	Arizona's Local Education Agency Tracker. Items located in this area include TIA, Academic Achievement Reports & Comparability
CNA	Comprehensive Needs Assessment These are completed at each individual school but not at the LEA level. Aggregate data will be entered into GME for FY21
ESEA	Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act
ESSA	Every Student Succeeds Act
ED	U.S. Department of Education
Fishbone	ADE Required template to demonstrate the LEAs root cause analyses. 3 fishbones are required for every school site. (SIAP) The LEA is not required to submit fishbones for their LIAP.
Function Code	Describes the activity for which a service or material is acquired. The function classifications are Instruction, Support Services, Operation of Noninstructional Services, Facilities Acquisition and Construction, Debt Service, and Other Financing Uses.
GME	Grants Management Enterprise
IAP	Integrated Action Plan
Indirect Cost	A cost or expense that cannot be directly attributed to a specific function code. Apply annually – contact GME for assistance
LEA	Local Education Agency
LIAP	LEA Integrated Action Plan
McKinney Vento	Federal Legislation (Title IX, Part A of ESSA) that protects and provides the education of children and youth experiencing homelessness
Migrant Education	This federally funded, state operated program was reauthorized under Every Student Succeeds Act (ESSA) Title I Part C to impact teaching and learning in K-12 classrooms so that migratory students achieve high academic success.
Object Code	Describes the service or material obtained as the result of a specific expenditure. The object classifications are Personal Services—Salaries, Personal Services—Employee Benefits, Purchased Professional and Technical Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Debt Service and Miscellaneous. Other Financing Uses and Other Items are also coded here
PPA	Per Pupil Allocation
RCA	Root Cause Analysis

Revision	When the ESEA Consolidated Application is returned to the Program Specialist to make changes to the most recent submission. HINT: changes should be dated and the revision number should be noted in the narrative with each approval cycle
RLIS Title IV	Rural and Low-Income School grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute.
Set-Aside	As mandated by ESSA, LEAs are required to set-aside certain funds before distributing the remainder to the school allocations.
SIAP	School Integrated Action Plan
Tagging (FY20) Funding Tags	Green Funding Tags are found in ALEAT (for FY20) and must be correctly added to LIAPS and SIAPS according to items <i>funded</i> within the ESEA Consolidated Application
Tagging (FY21) Funding Tags & Program Tags	Green Funding Tags and Red Program Tags are found in GME (for FY21) and must be correctly added to the Action Steps in the LIAP and SIAPs.
TIA	Teacher Input Application – required completion for ESEA application approval (located in Common Logon)
Title I-A	Purpose is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”
Title I-D	<p>Purpose is to</p> <ul style="list-style-type: none"> • to improve educational services to children in local and state institutions for neglected or delinquent children and youth, so that such children and youth have the opportunity to meet the same state content standards and student performance standards that all children are expected to meet; • to provide such children and youth the services needed to make a successful transition from institutionalization to further schooling or employment; and • to prevent at-risk youth from dropping out of school and provide dropouts and youth returning from institutions with a support system to ensure their continued education
Title II-A	Purpose is to improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders
Title III	Purpose is to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. Funds are to be used to provide supplemental programming and services to improve the education of English learners through effective professional development activities which improve the knowledge and skills of staff responsible for

	providing instruction and also to promote parental, family, and community participation in language instruction educational programs for eligible English learner
Title IV-A	Purpose is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESSA Sec.4101)
Title V RLIS	Rural and Low-Income School grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute.
USFR	Universal System of Financial Records
USFRCS	Universal System of Financial Records for Charter Schools

FY22 Private School Affirmation of Consultation

FY 22 Affirmation of Timely/Meaningful Ongoing Consultation and Equitable Services Elementary and Secondary Education Act- P.L. 107 – 110 ~ SECTION 1117 & 8501

Local Education Agency (LEA) _____
 LEA Federal Program Official _____
 LEA Federal Program Contact Phone: _____ Email: _____
 Private School Name _____
 Private School Address _____ In District ☐ OR Out of District ☐
 Private School Official _____
 Private School Contact Phone: _____ Email: _____

LEA Federal Program Official: Select what is applicable from the following statements. LEAs might check more than one.

- ☐ Check if there are NO eligible private schools located within the LEA's boundaries
☐ Check if LEA has students residing within the LEA and are providing services to students attending a private school **inside** LEA boundaries.
☐ Check if LEA has students residing within the LEA but are providing services to students attending a private school **outside** of LEA boundaries.
☐ Check if the private school has not responded to LEA's repeated, good-faith attempts (3) for consultation.
☐ Check if Private School opts to 'not' participate.

Private School Official: Complete the following chart showing private school participation for each LEA funding source/s

Title I-A		Title II-A		Title IV-A		Title III- A		Title I-C		Title IV-B	
YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Directions: Both school officials (private and public) must initial under either YES or NO for each statement below. By doing so, it documents following the ongoing consultation AND the equitable services implementation. Comments may be made in the Comments section. **Upload to designated location for each funding source.**

Part 1: Timely and Meaningful Consultation Affirmation – Initial boxes, sign and date and/or Ongoing Consultation- Due: May 1.

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Timely and meaningful consultation occurred regarding the needs and services of eligible children and their teachers and families. Initial Consultation Dates: _____
Public School			
Private School			The LEA gave due consideration to the views of the private school official.
Public School			
Private School			The program design/provision of services agreed upon by the LEA and private school is equitable. Date instructional services are to begin: _____
Public School			

Signature of Public-School Official _____ Date: _____

Signature of Private School Official _____ Date: _____

Part 2: Equitable Provision of Services - Initial boxes, sign and date (if equitable services were provided in FY21, the due date for Part 2 is upon submittal of FY21 Completion Report. Upload to CR Related Documents.)

Official	Yes	No	Consultation Requirements (ESSA Sections 1117 and 8501)
Private School			Services began as agreed between the LEA and private school during consultation. Date services began: _____
Public School			
Private School			The LEA gave due consideration to the views of the private school official during ongoing consultation.
Public School			
Private School			Satisfactory services were provided during the school year.
Public School			

Signature of Public-School Official _____ Date: _____

Signature of Private School Official _____ Date: _____

Private School Proportionate Amount GME

1) Public School Title I Attendance Areas for the All Arizona School System (LEA) <small>ALL funded Title I schools must be added to this list.</small>	2a) Number of Public School children from Low-Income Families at Title I schools	2b) Number of Private School children from Low-Income Families residing in the All Arizona School System's Title I Attendance Zones	3) Total Number of children from Low-Income Families
<input type="text"/>	<input type="text" value="685"/>	<input type="text" value="20"/>	<input type="text" value="705"/>
<input type="text"/>	<input type="text" value="705"/>	<input type="text" value="23"/>	<input type="text" value="728"/>
<input type="text"/>	<input type="text" value="789"/>	<input type="text" value="14"/>	<input type="text" value="803"/>
<input type="text"/>	<input type="text" value="801"/>	<input type="text" value="23"/>	<input type="text" value="824"/>
<input type="text"/>	<input type="text" value="746"/>	<input type="text" value="26"/>	<input type="text" value="772"/>
<input type="text"/>	<input type="text" value="713"/>	<input type="text" value="4"/>	<input type="text" value="717"/>
<input type="text"/>	<input type="text" value="615"/>	<input type="text" value="3"/>	<input type="text" value="618"/>
Total:	<input type="text" value="5,054"/>	<input type="text" value="113"/>	<input type="text" value="5,167"/>

PROPORTIONATE SHARE of the All Arizona School System's Title I allocation	LEA's Share	Private Schools' Share
	<input type="text" value="97.81 %"/>	<input type="text" value="2.19 %"/>
\$ <input type="text" value="1,231,369.38"/>	\$ <input type="text" value="1,204,402.39"/>	\$ <input type="text" value="26,966.99"/>

LEA's Title I allocation	1% for parent and family engagement	Proportionate share % for equitable services, multiplied by the 1% for parent and family
\$ <input type="text" value="1,231,369.38"/>	\$ <input type="text" value="12,313.69"/>	\$ <input type="text" value="269.67"/>

FY21 LEA Integrated Action Plan (LIAP) – 1 required

LEA plans are required by ESSA. Sec 1112 outlines the requirements and gives the State (ADE) the authority to approve the plan if it is determined that it meets all requirements of the federal law. Sec. 1112(b) lists 13 provisions and 1112(c) outlines 7 assurances for Title I. Sec. 2102 (b) outlines the requirements for Title II.

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

Funding Tags for LIAPs (based on funding allocation associated with the expenditure in the budget):

Title I LEA

Title I-D Del LEA

Title II-A

STUDENTS AEG

RLIS

When ADE is reviewing the LIAP, Program Specialists and Directors are looking for the following items:

- ☐ Date ranges for action steps that make sense for the FY21 year (not outdated or expired).
- ☐ Action steps in Principle 6 related to family & community engagement with red program tags **LEA Fam/Com** (required by Sec 1116), **and** if funding is set aside for such purpose, green funding tags **Title I LEA**.
- ☐ Title I Assurance 16 description and action steps if checked yes. "The LEA serves grades Pre-K - 3, and in the LEA-IAP in ALEAT will describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs."
- ☐ Title I Assurance 17 description and action steps if checked yes. "The LEA serves grades 6-12, and in the LEA-IAP in ALEAT will describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education."
- ☐ Action step(s) with reference to Set Aside 7, indicating the plans for supporting students experiencing homelessness. Must include green funding tags for the budgeted items **Title I LEA** and red program tags **Homeless - 7a** for services to homeless students or **Homeless - 7b** for excess transportation or Homeless Liaison salaries.
- ☐ Action step(s) with reference to all expenditures in the budget related to any other Set Asides with **Title I LEA** green funding tags so they can be tied back to the budget **and** the corresponding red program tags indicating the set aside. The LIAP must include a clear plan for the use of any funds requested for Admin (SA1) **LEA Admin**, summer school (4a) **Summer School**, family & community engagement (8) **LEA Fam/Com**, professional development (9) **Prof Dev**, N&D (10) **N or D** and so on.
- ☐ Action steps for all Title IV-A expenditures, each with the green funding tag **STUDENTS AEG** and at least one corresponding red program tag **Safe/Healthy** **Well Rounded** **Eff Use Tech**.
- ☐ Action steps for all Title II expenditures in the budget, each with the green funding tag **Title II-A**.
- ☐ If the LEA received a Title I-D allocation, action steps for all Title I-D expenditures (N&D), each with the green funding tag **Title I-D Del LEA**.
- ☐ If the LEA received a Title V RLIS allocation, action steps for all RLIS expenditures, each with the green funding tag **RLIS**.

FY21 School Integrated Action Plans (SIAP) – 1 required for each funded school site.

School-based plans are required by ESSA.

Sec. 1114(b) outlines the requirements for Schoolwide Program Plans. Note that (6) references the “comprehensive needs assessment.”

Sec. 1115(b) outlines the requirements for Targeted Assistance School Programs.

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

In addition to the Funding tag **Title I LEA SIAPs require program tags correlated with the type of Title I program:**

- For Schoolwide programs **TI SW1** or **TI SW2** or **TI SW3**
- For Targeted Assistance programs **TI Target**

When ADE is reviewing the SIAP that you have uploaded in ALEAT, Program Specialists are the following items:

- ☐ Teacher Input Application: LEAs have entered and verified all teachers for the school (green checkmarks next to their names).
- ☐ The diverse group of stakeholders assembled for the school team meet compliance criteria.
- ☐ The Final Summary of the CNA is complete and identifies the primary needs for each school.
- ☐ There are 3 fishbones (Root Cause Analysis) uploaded in the Related Documents for each school site and that there is some alignment between the CNA Final Summary and the fishbones.
- ☐ Date ranges for action steps make sense for the FY21 year (not outdated or expired).
- ☐ Action steps in Principle 6 related to family & community engagement activities with red program tags **LEA Fam/Com** (required by Sec 1116), **and** if funding is set aside for such purpose, green funding tags **Title I LEA**.
- ☐ Action steps related to professional development activities with red program tags **Prof Dev** **and** **TI SW1** for schoolwide programs or **TI Target** for targeted programs. If funding is set aside for such purpose, green funding tag **Title I LEA**.
- ☐ If the school operates a Targeted Assistance (TA) Program, ensure the SIAP includes a description and action steps to align with Title I Assurance 19 with the red program tag **TI Target**. “Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program, will identify the eligible children most in need of services. An Action Step must be clearly written that describes the process that this consultation occurs in the IAP.”
- ☐ If the school operates a TA Program, ensure the SIAP includes a description and action steps to align with Title I Assurance 27 with the red program tag **TI Target**. “In a Targeted Assistance Program, the school shall determine which students will be served using objective criteria. An Action Step must be written in the SIAP describing the objective criteria the school uses to determine eligible students in a Targeted Assistance Program.”
- ☐ Action steps with reference to all expenditures in the school budget with green funding tag **Title I LEA** so they can be tied back to the budget and the appropriate red tag indicating the type of Title I program, and **TI SW1** for schoolwide programs or **TI Target** for targeted programs. For example, if a budget narrative mentions the salary of a Title I Reading Specialist for a targeted program, the Reading Specialist should be written into an action step in SIAP and with the tags **Title I LEA** **TI Target**.

FY21 LEA IAP VS School IAP	
LEA IAP	SCHOOL IAP
Things to Include	Things to Include
<ul style="list-style-type: none"> Title I Set Asides as <i>Action Steps</i> Title I-D Title II-A Title IV-A Title V (RLIS) Title III (Monitored by OELAS) 	<ul style="list-style-type: none"> Title I expenditures by school budget as Action Steps TSI (Monitored by Support & Innovation)
Tags to Use	Tags to Use
Funding Tags Title I LEA Title I-D Del LEA STUDENTS AEG Title II-A RLIS Program Tags LEA Admin Private Schools Intercession LEA Preschool Summer School LEA Instr Prog LEA SA 4d/4e LEA SA 6 Homeless - 7a Homeless - 7b LEA Fam/Com Prof Dev N or D Safe/Healthy Eff Use Tech Well Rounded	Funding Tags Title I LEA Program Tags TI SW1 TI SW2 TI SW3 TI Target LEA Fam/Com Prof Dev
CNA & Fishbones	CNA & Fishbones
<ul style="list-style-type: none"> No CNA No Fishbones LEA Summary describing the planning process and stakeholder engagement. 	<ul style="list-style-type: none"> Annual CNA required in GME Annual Root Cause Analysis Performed; 3 Fishbones uploaded into Related Documents
Important Required Elements to Include	Important Required Elements to Include
<ul style="list-style-type: none"> Transitions (From Pre-K to Kinder, Middle to HS, or HS to post-secondary) – Funded or not Family Engagement (funded or not) Homeless set asides (& all funded set asides) If serving N&D, Action Step describing the program. If LEA has schools in Improvement (TSI) include Action Step describing inclusive process for SIAPs 	<ul style="list-style-type: none"> <u>Targeted Assistance Programs</u>: <i>Action Step</i> that describes the process of stakeholder consultation <u>Targeted Assistance Programs</u>: <i>Action Step</i> that describes the objective criteria used to determine eligible students Family Engagement (funded or not)
Example Items you might see in the LEA IAP	Example Items you might see in a School IAP
Title I: <ul style="list-style-type: none"> Administration Set-Aside: Federal Program Coordinator, Intervention Coordinator Homeless Set-Aside: Homeless Liaison, Homeless Supplies, Homeless Transportation Summer School Set-Aside: Summer School Transportation, Summer School Supplies, Staff Family and Community Engagement Set-Aside: Parent Liaison, Family Engagement Supplies Title II: <ul style="list-style-type: none"> Professional Development, Retention Recruitment, Instructional Coaches 	Title I: <ul style="list-style-type: none"> Reading Interventionist Paraprofessionals Math Teacher (push-in and pull-out model) Math Supplies School Data Clerk Technology in classrooms (Chromebooks) Professional Development: Content specific such as Thinking Maps

Rank Order Based on Poverty*

SEC. 1113. [20 U.S.C. 6313] ELIGIBLE SCHOOL ATTENDANCE AREAS.

Under ESEA Section 1113(a)(5), LEAs must select one of five measures of poverty to determine relative percentages of children from low-income families residing in their attendance areas. See ESEA Consolidated Poverty Criteria section.

- **Charter schools**, existing and newly established, within an LEA's jurisdiction must be ranked by poverty and they must be served if eligible for Title I, Part A.
- If a district's schools have **no fixed attendance area**, such as those with a districtwide open enrollment policy or choice program, or in the case of magnet schools that draw from more than one attendance area, ESEA Section 1113(b)(1)(B) allows an LEA to determine a school's eligibility for participation in Part A on the basis of the poverty level of children enrolled in the school.
- Because **secondary schools** often have troubles obtaining free and reduced lunch applications, the LEAs also may use a "feeder pattern" technique, in which a secondary school qualifies for Title I funding based on the percentages of low-income children in the elementary or middle schools that "feed" into it. ESEA Section 1113(a)(5)(B).

Determine Which Schools to Serve*

- LEA, after all poverty rates are determined, may opt to service any school with a rate above **35% or higher, or a rate higher than districts average poverty rate**.
- After ranking schools by poverty, the LEA must first serve, in rank order of poverty, its areas **above 75 percent poverty**, including any middle schools or high schools.
- Provision under ESSA added, LEAs '**may**' serve a high school at 50% or greater. That is, a high school with 50 percent poverty can be served before an elementary school with a higher poverty rate.
- **After all schools at the 75 percent or above (or where applicable, high schools at the 50 percent level) are served**, an LEA may choose to rank and serve schools within grade spans, rather than all schools together.
 - This means an LEA could rank elementary schools separately from middle and high schools, and it could choose to serve some grade spans but not others.
 - Within a grade span, higher poverty schools still must be served first and get more money per low-income child.
 - If an LEA's schools have irregular grade spans, a school should be included in the grade span deemed most appropriate by the LEA, according to ED's guidance.
(<https://www2.ed.gov/programs/titleiparta/wdag.doc>)
- LEAs with an **enrollment less than 1000 students or with only one school per grand span** is not required to rank its school attendance areas.

***Must update poverty rates and ranking every year.**

Determine Per-Pupil Allocation

Low Income Attendance		Min. Alloc	Actual Allocation	
%	#Public		PPA	Total
B	C	D PPA x C	E	F E x C
89.92	589	523,570.32	1,073.94	632,550.66
81.12	391	347,565.36	1,073.94	419,910.54
73.43	373	331,564.91	1,073.94	400,579.62
61.42	347	308,453.15	956.25	331,818.75

Grants Management Enterprise system **auto-calculates PPA** per school.

- LEAs must always serve the highest poverty schools first by allocating the higher per-child amounts to those schools with higher poverty rates over the lower poverty schools.
- Amounts by grade span can vary:
 - An LEA that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates. (pg. 5 of <https://www2.ed.gov/programs/titleiparta/wdag.doc>)
- An LEA must allocate Part A funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order. (pg. 5 of <https://www2.ed.gov/programs/titleiparta/wdag.doc>)
- 125% If the LEA is serving schools below the 35 percent threshold, it must apply the 125 percent rule. This rule states that all schools served must receive an amount per low-income child equal to at least 125 percent of the per-child allocation for the district as a whole. This 125 percent calculation must be conducted before the LEA takes any "off-the-top" reserves. (see pg. 4 of <https://www2.ed.gov/programs/titleiparta/wdag.doc>) Grants Management System will auto-calculate 125% rule for FY21.

Districts must determine poverty rates, rank schools, and recalculate per-pupil allocations every year.

FYI: "The per-child allocation amount 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," the guidance notes. (<https://www2.ed.gov/programs/titleiparta/wdag.doc>)

Title I Reservation of Funds (Set-Asides) Reference Guide

Set Aside			Citation	Purpose
1	LEA Administrative Costs	Optional	ESSA Sec 4105	A local educational agency may reserve not more than 2 percent for the direct administrative costs of carrying out the local educational agency's responsibilities under this subpart.
2	LEA Indirect Costs	Optional	2 CFR § 200.56 GME Guidance	<p>Indirect (Facilities & Administrative) costs means those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.</p> <p>Grantees must have a current, approved federal indirect cost rate to recover indirect costs from grant.</p> <p>Examples of indirect costs may be payroll processing, accounting, human resources, maintenance, and utilities. Grantees must be consistent in treating costs as direct or indirect. Once a cost is treated as direct or indirect, it must be treated that way for all projects and activities, regardless of the source of funding.</p>
3	Services to Private Schools	Required for LEAs with geographic boundaries	ESSA Sec 1117	<p>Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.</p> <p>The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.</p>
4	LEA Instructional Programs	Optional	ESSA Sec 1114	A local educational agency may reserve funds made available to carry out this section to provide early childhood education programs for eligible children.
5	Public School Choice Transportation	Optional for LEAs with CSI school(s)	ESSA Sec 1111	A local educational agency may spend an amount equal to not more than 5 percent of its allocation under subpart 2 of this part to pay for the provision of transportation for students who transfer under this paragraph to the public schools to which the students transfer.
6	Financial Incentives	Optional for LEAs with CSI school(s)	ESSA Sec 1114	A local educational agency may reserve such funds as are necessary from those funds received by the local educational agency under title II, and not more than 5 percent of those funds received by the local educational agency under subpart 2, to provide financial incentives and rewards to teachers who serve in schools eligible under this section and identified for comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) for the purpose of attracting and retaining qualified and effective teachers.
7	Services to Homeless children and youth	Required	ESSA Sec 1113	A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve - homeless children and youths.



Title I, II-A, IV-A Programs Policy



Policy Name	Title I, II-A, IV-A Programs Food Policy		
Date Approved	5/13/2019	Approved By	DAS
Date Updated	10/21/2020		

Audience

This policy pertains to Local Education Agencies.

Purpose

The purpose of this policy is to provide Local Education Agencies with guidance related to the term “reasonable and necessary” as applied to federal grant funds to pay for food.

Overview

While the specific guidelines that govern each Title program are unique, the issue of paying for food with Title funds is a practice that many Local Education Agencies employ. This policy is meant to provide guidance on the area of commonality among Title I, II-A and IV-A programs. Historically there have been three areas in which an LEA has used Federal grant funds to pay for food: Professional Development, Student Incentives and Parent Engagement. This policy addresses each of these areas.

<https://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>

Policy

This policy is meant to clarify the use of the term “reasonable and necessary” often referred to in regulations. For this purpose, *reasonable* can be interpreted as not exceeding the federal per diem rate, per meal, per person. However, *reasonable* is subordinate to *necessary*, which is addressed for the areas of Professional Development, Student Incentives and Parent and Family Engagement. *2 C.F.R Part 200.404*

Professional Development (Title I-A, Title II-A and Title IV-A)

Federal grant funds should rarely, if ever, be used to pay for food for professional development. The LEA should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, LEA’s should consider a location in which participants have easy access to food and beverages. LEA’s will be expected to justify why participants engaging in professional development activities are not responsible for purchasing their own meal. In general, the agenda should allow time for participants to purchase on-site food (e.g. cafeteria, food trucks, etc.) or the time to travel to off-site restaurants. In the extremely rare instances when either of these options is not readily available the agenda does not allow for a meal break during the event, the LEA will need to provide a compelling rationale for this need.



Title I, II-A, IV-A Programs Policy



- Local business
- Parent/Teacher organization
- Location restaurants, supermarket, etc.
- Local sports teams
- Food trucks

Federal grant funds may not be used to pay for meals during Saturday school or tutoring. However, snacks for extended learning time such as after school tutoring or Saturday school might be appropriate.

Federal grant funds may never be used alcohol or entertainment. *2 C.F.R. § 200.423 (alcohol) and 200.438 (entertainment).*

Federal grant funds may be used to pay for light refreshments to facilitate parent attendance (e.g. coffee and donuts, cookies and juice, pretzels and bottled water) during school-based events. The event must appear in the LEA's Integrated Action Plan as part of continuous improvement efforts. Sign in sheets for all activities where federal funds are used to purchase food, must be uploaded to "related documents".

Family and community engagement funds can be used for light refreshments to facilitate parent attendance for meetings to support student and school achievement for parent events, such as:

- Parent Advisory Council
- Parent Teacher Conferences
- Parent math and reading training
- Parent curriculum and assessment training
- Title policy evaluations
- Title area supported activities

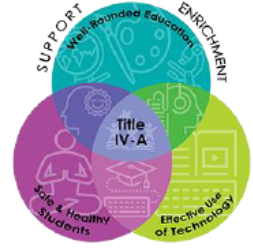
However, if an LEA feels there is a significant and compelling need to use federal funds for a meal, as opposed to light refreshments, in order to facilitate parent attendance, the event must be longer than two (2) hours and be scheduled over a normal meal time (e.g. 7:30- 10:30am, 11:30am – 2:30pm, 5:00 – 8:00pm). The per person cost of a meal should not exceed \$8.00 for Breakfast, \$10.00 for lunch and \$15.00 for dinner. Total cost cannot exceed .5% of a school's allocation for the year (Title I-A only). In the case of Title IV-A, amount is not to exceed 2% of total LEA Title IV-A allocation (excluding any prior year carryover).

If an LEA feels they have this need, they will be expected to justify (e.g. copies of emails, letters sent, time and date of calls/conversations) why alternative options were not used to purchase food for family and community engagement events. The LEA should attempt to have all, or a portion of the food paid through alternative sources such as sponsorship or donation from:



Title IV-A

Examples of Allowable Activities



Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
ACCESS & OPPORTUNITY A Students' Civil Right!	<i>Evidence-based activities</i>	<i>Evidence-based activities</i>
<ul style="list-style-type: none"> ➤ Arts Education ➤ Advanced Learning (AP/IB/Dual Enrollment, etc.) ➤ American History, Economics, Civics, Environmental Ed ➤ College & Career Counseling ➤ Foreign Language ➤ Gifted Education ➤ Physical Education ➤ Professional Development ➤ Social & Emotional Learning ➤ STEM / STEAM ➤ And Much More! 	<ul style="list-style-type: none"> ➤ Community Partnerships ➤ Conscious Discipline ➤ Dropout Prevention ➤ Mental Health Services and Counseling ➤ Parent and Family Engagement ➤ Professional Development ➤ PBIS and SEL programs ➤ Physical Activity/Wellness ➤ Restorative Justice 	<ul style="list-style-type: none"> ➤ PD for teachers, students, administrators to effectively <u>use</u> technology ➤ Blended Learning ➤ Flipped Classrooms ➤ Independent Study ➤ Technology Integration PD ➤ Technology Infrastructure* <p>*may be subject to the 15% Special Rule</p>

Educator & School Excellence Contact List

Deputy Associate Superintendent

Angie.Madsen@azed.gov

Educator and School Excellence
(602) 364-1957

Directors

Sue.Edman@azed.gov

Director of Title I & Title II-A
(602) 542-2014

Cheryl.Pollack-Neuser@azed.gov

Director of Title I & Title II-A
(602) 542-5139

James.Scott@azed.gov

Director of Title I & Title II-A
(602) 542-5391

Dustin.Loehr@azed.gov

Director of Title IV-A

Karon.Boor@azed.gov

Fiscal Director of Title I, Title II-A and Title IV-A
(602) 364-1957

Title I/II-A

Program Specialists

Raquel.Alvara@azed.gov

(602) 364-3452

Belinda.Balough@azed.gov

(602) 364-0123

Leanne.Bowley@azed.gov

(602) 542-0412

Tanya.Diemand@azed.gov

(602) 364-3112

Henry.Dunkerson@azed.gov

(602) 542-5510

Nichole.Enriquez@azed.gov

(602) 542-5268

Sharon.Estrada@azed.gov

(602) 542-7894

David.Gauch@azed.gov

(602) 542-5343

Mary.Loehnis@azed.gov

(602) 542-4392

Stacey.McAndrew@azed.gov

(602) 364-3552

Stephanie.Tucker@azed.gov

(602) 542-7466

Aaron.Tyler@azed.gov

(602) 542-7813

Cherie.Wasiel@azed.gov

(602) 542-4877

Susan.Eide@azed.gov

Title IV-A
Program Specialists

Keri.Schoeff@azed.gov

(602) 771-5718

Erin.Henderson@azed.gov

(602) 542-7847

Haley.Honeman@azed.gov

(602) 542-5179

Sandra.Skelton@azed.gov

(602) 542-4234

ALEAT: ALEAT@azed.gov

Arts Education: ArtsEd@azed.gov

COP: CopInbox@azed.gov

Neglected or Delinquent: N&Dinbox@azed.gov

Private Schools: PrivateSchoolsOmbud@azed.gov

RLIS: RLISInbox@azed.gov

Title I Charter: New&ExpandingCharter@azed.gov

Title IV-A: TitleIV-A@azed.gov

Educator & School Excellence: EducatorAndSchoolExcellence@azed.gov

