

SEPTEMBER 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 NEW enhancements to **Planning Tool**
2. Understand the NEW enhancements to **TI-A, TII,A, TIV-A grant applications**
3. Provide input: **Title IV-A Competitive Grant**



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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

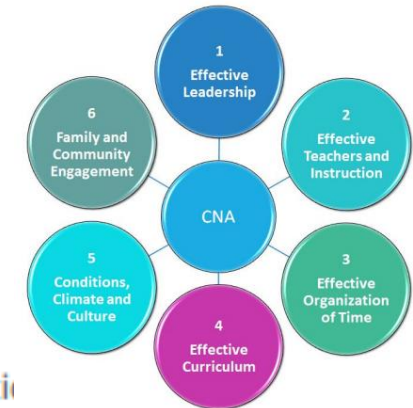
Lagging/Achievement Indicator Data:

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

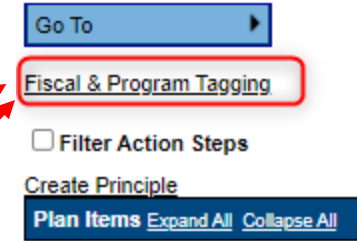
Title I-A Improving the Academic Achievement of the Disadvantaged

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).

Allocations

Amphitheater Unified District (100210000) Public District - FY 2023 - Medium Risk - ESEA Consolidated - Rev 1 - Allocations

This is the TEST site. Please be sure to complete your work on the LIVE site.

Save And Go To ▶

Please Note: The amount entered is the additional amount that will be transferred. To reverse a transfer, a negative amount must be entered. Funds transferred to Title I may not be reversed after grant status is Director approved.

New Transfer: Title II-A to Title IV-A

This box shows what funds are being where

	Non Carryover	Carryover
Transferred Amount	\$0.00	\$0.00
Remaining Allocation	\$536,949.96	\$0.00
Amount to Transfer	<input type="text" value="\$5,000.00"/>	<input type="text"/>

Enter amount to transfer to Title II

TRANSFERABILITY FUNCTIONALITY

Save And Go To ▶

	(1) Title I LEA CFDA: 84.010A	(2) Title I-D Del LEA CFDA: 84.013A	(3) Title II-A CFDA: 84.367A	(4) RLIS CFDA: 84.358B	(5) Title IV-A CFDA: 84.424A	Total
Original	\$43,933.79	\$0.00	\$3,231.17	\$0.00	\$10,029.87	\$57,194.83
Incoming Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outgoing Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Incoming Interest Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CR Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance of Effort Reduction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfer In	\$10,029.87	\$0.00	\$0.00	\$0.00	\$0.00	\$10,029.87
Transfer Out	\$0.00	\$0.00	\$0.00	\$0.00	(\$10,029.87)	(\$10,029.87)
Total	\$53,963.66	\$0.00	\$3,231.17	\$0.00	\$0.00	\$57,194.83

	(1) Title I LEA CFDA: 84.010A	(2) Title I-D Del LEA CFDA: 84.013A	(3) Title II-A CFDA: 84.367A	(4) RLIS CFDA: 84.358B	(5) Title IV-A CFDA: 84.424A	Total
From Title II-A	Non Carryover \$0.00 Carryover \$0.00 Transfer	Non Carryover \$0.00 Carryover \$0.00	\$0.00	Non Carryover \$0.00 Carryover \$0.00	Non Carryover \$0.00 Carryover \$0.00	\$0.00
From Title IV-A	Non Carryover \$10,029.87 Carryover \$0.00 Transfer	Non Carryover \$0.00 Carryover \$0.00	Non Carryover \$0.00 Carryover \$0.00 Transfer	Non Carryover \$0.00 Carryover \$0.00	(\$10,029.87)	\$0.00

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. 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	\$	
\$ 0.00 - Minimum amount to allocate		
	Approved carryover funds	\$
d. Portion of funds for equitable Professional Development (optional)		\$
	Approved carryover funds	\$
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)		\$
	Approved carryover funds	\$



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

#1 LEA enters FY22 enrollment numbers.

Building Name (78 Buildings)	CTDS	Grade Span	Service	Enrollment (K-12)	Low Income Students (K-12)		Sort Order (Asc)	Eligibility For Service
					Number	Percent		
		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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TITLE IV-A
COMPETITIVE GRANT

BIPARTISAN SAFER COMMUNITIES ACT: STRONGER CONNECTIONS GRANT

- The Language states:

“Provided further, That \$1,000,000,000 shall be for activities under section 4108 (Safe & Healthy Students) of the ESEA and, notwithstanding section 4105 of such Act, States shall make awards on a competitive basis to high-need local educational agencies as determined by the State.”

- This means that:

- \$200 million will be provided each year from FY 2022 through FY 2026 for the nation.
- Arizona will receive a slice of that \$200 million.
- ADE will create a competitive grant to be distributed to high-need Local Education Agencies (Districts & Charters).
- Activities MUST be aligned to Safe & Healthy Students category.



BUILDING A NEW FOUNDATION

ADE must determine criteria to establish LEAs demonstrating “high need”.

- Possible high need definition-

The Department (US ED) encourages States to consider **a focus on LEAs with high rates of poverty and with one or more of the following characteristics:**

- (1) a high student-to-mental health professional ratio;
- (2) high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or
- (3) where students recently experienced a natural disaster or traumatic event.

PRIORITY AREAS

The Department (US ED) is encouraging States to prioritize funds for LEA applicants that demonstrate a strong commitment to the following:

- ❖ **Priority #1: Implementing comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services**
- ❖ **Priority #2: Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive and supportive learning environments.**
- ❖ **Priority #3: Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.**

NEXT STEPS...

- 1) ADE must **determine** and **submit** definitions, processes, and procedures to US ED by mid-December 2022
- 2) ADE will open a period of **Public Comment** to seek feedback from the field
 - a) How should ADE define “high risk”?
 - b) How should ADE design the application?
 - c) What considerations should ADE observe while evaluating and monitoring applications?
- 3) ADE ESE will partner with GME Staff to **create** a new funding application
- 4) ADE ESE will **generate guidance** for LEA applications
- 5) ADE ESE will **open competitive window** opportunity

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>



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QUESTIONS, ANSWERS & FEEDBACK

THANK YOU!

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