FY26 ESEA Consolidated Application Updates

Title I-A, I-D, II-A, IV-A, RLIS

Questions

Submit Questions to Form

- **FAQ - Academic Achievement Website**

- **Direct response if LEA specific**

- **Please do not use the chat for any questions**

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FY26 ESEA Consolidated
Title I-A, I-D, II-A, & RLIS FAQ

- **We heard that our initial ESEA allocations will be about 20% of what we might eventually be allocated. Is this accurate?**
  LEAs are being allocated 80% of what is projected to be their FY26 allocation.
- **Substantial approval hasn't been mentioned. Has that gone away?**
  No, this process has not changed.
- **Must low Income data be based on October 1 or can it be 100th day?**
  All data must be based on October 1 as referenced throughout the funding application.
- **Will we be able to provide feedback in the history log?**
  The History Log remains the formal communication log between the LEA and SEA.
- **Do the Equitable Service/Private School sections apply to charter schools?**
  No, charter schools do not have boundaries and do not have the equitable service requirement.
- **Will the PPA page still exist?**
  Yes
- **So, on the PPA page, you'll just take our word for it, assuming we are tracking individual school expenses in case we're monitored?**
  LEAs sign assurances when accepting funds that they know, agree to, and will meet all grant requirements. Even when the SEA is not asking for proof, the LEA must always meet all grant requirements. While the SEA is not having the LEA demonstrate contributory budgets upfront, they will be verified a revised Completion Report (requested).
- **Could you just send the planning tool addition out now so we can get started on it?**
  The planning tool is already live. LEAs may access the tool by changing the year to 2026.

  | 2025 ∨ | Active ∨ |
  | 2026 | |

- **In reference to the Title I-A program questions being added to the planning tool: Planning tool is live now. Will our progress be saved once these updates are made?**
  If this request is approved by Grants Management, this will be an additional page that will be added. School leaders will need to complete it once added. It will have no impact on other pages that have already been completed.
- **In reference to Set Aside 1/funds reserved for administering the grant only: May travel and registration for conferences such as ESSA, COP, and National conferences related to administering the grant be reserved in Set Aside 1?**
  The LEA may place any activity in Set Aside 1 that is justified as for the direct purpose of administering the grant. Therefore, if the federal program director registers for a conference to stay on top of laws and regulations directly aligned to the funding application, that is allowable under Set Aside 1.

- **Must LEAs submit their Title I budget in this new manner in order to be approved, or may they continue to break it apart by site?**
  We are asking that LEAs follow guidance from the SEA. This will allow specialists to approve grants quicker and get funds to the field faster. The SEA will create and post a tool to support LEAs in this process.
- **How will benefits be written?**
  Benefits may be grouped per section such as Instructional Staff Benefits = $xxx. The SEA will create an addendum to the Budget narrative guidance for additional support.
- **Will we still identify the set aside expenses, as set asides, in the budget? Would that get its own line?**
  All budgeted activities will be reflected in the budget. They should be grouped together by like item. Nothing should be labeled unless it is an outlier. For example, a specialist can align federal program staff, district coaches, homeless liaisons, etc. There is no need to label them.
- **Where would the specific school site be labeled in budget the activity is an outlier?**
  The school label, if needed, may be written just before the activity as it is currently.
- **What would a budget revision look like with this change?**
  For the ESEA Consolidated application only, the SEA will be utilizing the Grants Management Enterprise system as intended. As each revision is submitted, the LEA should only reflect what is actual. There should be no copy/paste, changing numbers, leaving old items, or noting where funds were moved/changed. Everything will be done just as it is in revision 0.
- **In writing a grant revision do we keep original ask and show the new revision total?**
  No, items not funded should be deleted. Only items being requested each revision should be reflected as well as the actual amount requested for each activity.
- **Will this new revision process be true for all funding applications through GME or only for ESEA?**
  This is the process for the ESEA Consolidated as of now. Please check with other program areas for area specific revision requirements.
- **For Revisions for 24-25 should we stay with existing format or use the new format?**
  LEAs may begin this process with their FY25 applications. If they choose to do so, we ask that you let your specialist know by emailing them.

![Arizona Department of Education logo]

Agenda

- *Discuss timelines*
- *Review items/requirements removed from the FY26 ESEA Consolidated application*
- *Review updates and expectations for the FY26 funding cycle & application*
- *Share upcoming training opportunities*

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What is not covered in this session

- ***Technical assistance examples and practice on completing any section of the grant***
  - subsequent sessions

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Grants Management Updates

FY26 Funding applications:

- Please contact your program area if you have questions about your FY26 funding application, as many will be open on 04/01/25 this year, rather than 03/01/25
- Transferability for ESEA Consolidated grants will be unavailable until 07/01/25 to allow for compliance with Maintenance of Effort

FY26 Indirect Cost (IDC) Available in GME Supplements:

- **NEW Timeline:** The FY26 IDC Supplement is now available in GME only through 06/30/25.
- If your organization does not request an indirect cost rate prior to 06/30/25, ADE will not provide your organization a rate for FY26
- Counties, colleges, and other government offices must request to be added to the Indirect Cost – Counties, IHEs, and Other Gov't supplement in GME via Help Desk. Once added, the entity may apply for IDC directly through the Counties, IHEs, and Other Gov't option.

*SEA: Guidance memo to the field; Equitable Service Workbook to determine proportionate/equitable share for transferability

*Grants Management at 602.542.3901 or https://helpdeskexternal.azed.gov/

Federal Updates – Based on Latest Continuing Resolution

Title I-A
- **Loading 90% of what is projected**
- **ADE has not received appropriations**
- *Never guaranteed/for planning*

RLIS
- **SRSA not released**
- **No commitment**
- **ADE not loading until appropriated**

N&D
- **Eligibility numbers have declined drastically**
- **ADE not loading until appropriated**

Timelines for FY26

- *April 1, 2025 – ESEA Grant (Planning tool is OPEN/has been open)*
- *May 1, 2025 – Suggested submission date – Not Required*
  - Highly suggested to ensure specialist review and highest potential of Director Approval before July 1st
- *August 18, 2025 – Required Submission date for ESEA grant in approvable form*
  - LEAs that miss this date will forfeit Title I-A funds
- *September 29, 2025 - Required date for ESEA grant Director Approval*
  - LEAs that do not have director approval of their ESEA grant before this date will forfeit Title I-A funds in FY26 and therefore, will not be eligible for a Title IV-A allocation in FY27

Substantial approval - unchanged

Additional FY26 Timelines

Published in a memo to the field/not part of the ESEA Consolidated grant application

- Comparability
- Data submission due dates
- Participation data
- Programmatic Monitoring
- Etc.…

Pages Removed

Private School Administration Page
- **Sections Page**

Program Details
- **Title I-A**

Recruitment Worksheet
- **Title I-A**
- **Title II-A**
- **RLIS**

Retention Worksheet
- **Title I-A**
- **Title II-A**
- **RLIS**

Planning Tool

Title I-A Program Type

- Last year "pilot" uploaded in Title I Related Documents
- Requested this be a page added in each school plan
- School leaders will complete the applicable section aligning to the type of Title I-A program (Targeted or Schoolwide)

Title I-A Targeted Program

Instructions: ESEA Section 1115 [20 U.S.C. 6315] TARGETED ASSISTANCE SCHOOLS outlines requirements that must be met to run a Title I-A targeted program. Please describe the school's plan for meeting these requirements.

1. Describe how the school, in consultation with teachers, school leaders, parents, paraprofessionals, and specialized instructional support personnel, identify the eligible c most in need of services as well as how students will exit the program. Section 1112(b)(

2. Provide a description of the resources used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic cours necessary to provide a well-rounded education.

Title I-A Schoolwide Program

Instructions: ESEA Section 1114 [20 U.S.C. 6314] SCHOOLWIDE PROGARMS outlines requirements that must be met to run a Title I-A schoolwide program. Please describe the school's plan for meeting these requirements.

1. Provide a description of how the school provides opportunities for all children, including each of the subgroups in meeting challenging State academic standards.

2. Provide a description of how the school uses instructional strategies that strengthen the academic program in the school, increases the amount and quality of learning time, and helps to provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Planning Tool

Expectations

- **Alignment/for approval – ==**NEW**== align for initial director approval**
- **Stakeholders – ==must be complete== for initial director approval**
  - **rationale in narrative below or uploaded if all unable to be filled**
  - **follow-up by ADE**
- **School Level Data**
  - **If using other data sources, upload in Related Documents **Highly Suggested****
  - **Reminder of like schools with same poverty by hovering – encourage collaboration**
- **Goals and Action Steps**
- **Alignment to monitoring**
  - **https://www.azed.gov/ese/esea-programmatic-monitoring-compliance**
- **Must be updated throughout the year**

LEA Document Library

Notice of Intent to Participate for ESEA Equitable Services
- Allow for other program areas to access

ESEA Assurances
- Addresses all ESEA programs
- Must be downloaded by LEA, signed by LEA Entity Authorized Signer, and then uploaded in the LEA's Document Library

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By signing this page, I as the Entity Authorized Signer, attest that on behalf of the LEA have read and understand the obligations of all of the assurance statements within each section of this Grant Assurance document.

INSTRCTIONS: Please download the full document, sign, and upload the signed assurance in the LEA's Document Library.

Section A: Assurances for ESEA Title I, Part A

The LEA hereby assures to the Arizona Department of Education that pursuant to the requirements in ESEA, Title I, Part A, the LEA will:

A-1 PLAN DEVELOPMENT
LEA plans must be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if applicable), administrators, other appropriate school personnel, and with parents; and as appropriate, is coordinated with other programs such as IDEA, CTE, WIOA, Head Start, McKinney-Vento, the Adult Education and Family Literacy Act, and other Acts as appropriate. Section 1112(A)(B)

A-2 PLAN REVIEW
Each LEA plan shall periodically review and, as necessary, revise its plan to ensure that all

Section C: Assurances for ESEA Title I, Part D, Subpart 2

The LEA hereby assures to the Arizona Department of Education that pursuant to the requirements in ESEA, Title I, Part D, the LEA will:

C-1 COLLABORATION AND PROGRAM DESCRIPTION
LEAs must collaborate with locally operated neglected and delinquent facilities. Section 1423

a) Description of the program

b) Description of formal agreements between the LEA and correctional facilities and alternative school programs, including Secretary of the Interior and Indian tribes

c) Description of coordination with facilities working with delinquent children and youth ensuring their participation in comparable local school education programs

d) Description of programs to facilitate successful transition of children and youth returning from correctional facilities and types of services offered

e) Description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth returning from correctional facilities. Describe how the LEA will coordinate existing education programs to meet unique educational needs of children and youth

f) Description of how the LEA will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities - including prenatal health care and nutrition services, parenting and child development classes, childcare, targeted reentry and outreach program, referrals to community resources, and flexibility

Assurances within Grants & GEPA

Sample of I-D

- all are the same for I-A, I-D, II-A, and RLIS

Title I-D Assurances

By signing this page, as the LEA's authorized representative, I am attesting that I have read and understand the obligations of all the assurance statements on the full document which is located in the LEA Document Library. I attest that the LEA Entity Authorized Signer has read the ESEA Assurances in its entirety, signed, and uploaded the full document in the LEA Document Library. .

Name typed in this box acts as a signature assurance that the above has happened or will happen:

GEPA Instructions

- **N/A is not an acceptable response**
- **No barriers is not an acceptable response**
- **Each GEPA is fund-specific – and LEA-specific**
- **Must relate to the Integrated Action Plan**
- **Must be completed correctly for initial Director Approval**

Requested
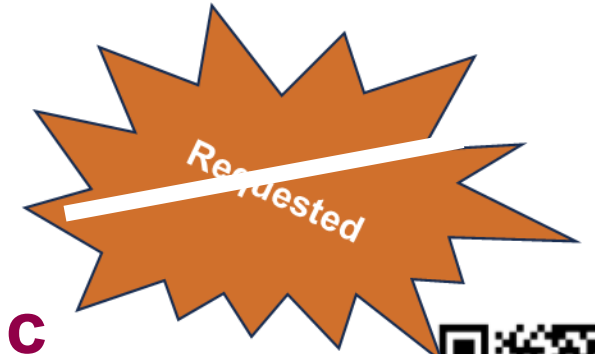
Title I-A McKinney Vento Assurance

Removed extra section at the top

McKinney-Vento Homeless Assistance Act Assurances

All LEAs, including the EHCY applicants, are required by the McKinney-Vento Homeless Assistance Act to implement the following items:

• Ensure access to instructional and non-instructional services for children and youth experiencing homelessness to meet the same challenging state academic standards to which all students are held.

• Immediately enroll children and youth experiencing homelessness.

• Review and revise policies that present barriers to the school enrollment of children and youth experiencing homelessness, including those related to transportation, immunization, proof of residency, birth certificates, guardianship, school records, and other documentation.

• Ensure school stability for children and youth experiencing homelessness through implementation of the best interest determination process.

• Provide transportation to the school deemed in the best interest of the children and youth experiencing homelessness, to the extent feasible.

• Ensure that all children and youth experiencing homelessness receive free meals, textbooks, and Title I services.

• Pay special attention to the identification, enrollment, and attendance of children and youth experiencing homelessness who are not currently attending school

• Coordinate with local community-based organizations to provide services to children, youth, and their families experiencing homelessness to minimize educational disruption for children and youth experiencing homelessness.

• Ensure that all children and youth experiencing homelessness receive placement in appropriate programs, such as Special Education, gifted and talented, and English Learner programs

• Ensure that the McKinney-Vento Liaison of Record provides annual professional learning to LEA staff working with children and youth experiencing homelessness.

• Ensure that the McKinney-Vento Liaison of Record attends a minimum of eight professional learning hours provided by the Arizona Department of Education (ADE) Homeless Education Program, the National Center for Homeless Education (NCHE), etc. each year. LEAs must provide evidence or certification of hours upon request of ADE for professional learning hours obtained throughout the year.

By checking the box and typing my name below, I attest the assurance(s) above

☐ * Yes

* Name typed in this box acts as a signature assurance that the above has happened or will happen:

Title IV-A Grant Assurances Update

☒ **Assurances**

One box for LEAs to check that they agree to all assurances

Add the contact information for the person responsible for assuring the above has or will happen

Title IV-A Assurances

Check "Yes" to assure the following:

Assurances Resources:

FY26 Title IV-A Navigator: Assurances

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA:

1. ADMINISTRATION: Reserve not more than 2 percent for the direct administrative costs of carrying out the LEA's responsibilities under this program.

2. DISTRIBUTION OF FUNDS: Prioritize the distribution of funds to schools served by the LEA, or consortium of such agencies, that-
   a. are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
   b. have the highest percentages or numbers of children counted under section 1124(c);
   c. are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
   d. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
   e. are identified as a persistently dangerous public elementary school or secondary school under section 8532

3. PRIVATE SCHOOL EQUITABLE SERVICES: Comply with section 8501 (regarding equitable participation by private school children and teacher(s).

4. SUPPLEMENT AND NOT SUPPLANT: Ensure funds made available under this program shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this program.

5. CONSULTATION: Develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the LEA (where applicable), charter school teachers, principals, and other school leaders (if such LEA or consortium of LEAs supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this program.

6. CONTINUED CONSULTATION: The LEA, or consortium of LEAs, shall engage in continued consultation with the entities described above in order to improve the local activities in order to meet the purpose of this program and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

7. COMPREHENSIVE NEEDS ASSESSEMENT: LEA's receiving an allocation of $30,000 or higher complete a Comprehensive Needs Assessment (CNA) in order to examine needs for improvement of:
   a. access to, and opportunities for, a well-rounded education for all students
   b. school conditions for student learning in order to create a healthy and safe school environment; and
   c. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

8. ALLOWABLE ACTIVITIES: If the LEA receives an allocation of $30,000 or higher, the LEA assures that they will:
   a. use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107 (Activities to Support Well-Rounded Educational Opportunities);
   b. use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4108 (Activities to Support Safe and Healthy Students);
   c. use a portion of the funds received under this subpart to support one or more activities authorized under section 4109(a) (Activities to Support the Effective Use of Technology).

   If the LEA receives an allocation of less than $30,000, the LEA assures that all activities align to the Well-Rounded Education, Safe and Healthy Students, and/or the Effective Use of Technology category.

   All LEAs assure that:
   The LEA, or consortium of LEAs, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B) (purchasing devices, equipment, and software applications in order to address readiness shortfalls), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A) (planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities).

9. ESSA EVIDENCE: The LEA agrees that all Title IV-A funded programs meet the ESSA Evidence Tiers requirements listed in ESSA Section 8002.

* ☐ Yes, I assure that the above has happened or will happen.
Name typed in this box acts as a signature assurance that the above has happened or will happen:

* Email:

* Phone:

Title IV-A Grant- Mental Health Services

☒ **Mental Health Services and Counseling**

Mental Health Assessment and Services Attestation template found on the TIV-A Related Documents page

Please check all Safe & Healthy Students activities that apply. If you do not see your intended activity, please check "Other" and type in your planned activity.

☐ Family & Community Engagement/Partnerships	☐ Mental Health Services and Counseling *If checked, upload required attestation found in related documents*	☐ PBIS and Other Behavior Interventions	☐ Dropout Prevention
☐ Re-entry and Transition Services for Justice-Involved Youth	☐ Drug & Violence Prevention	☐ Campus Safety	☐ Nutrition Education
☐ Healthy, Active Lifestyle	☐ Physical & Health Education	☐ Bullying & Harassment Prevention	☐ Suicide Prevention
☐ Character Education	☐ Positive Classroom Management	☐ Chronic Disease Management	☐ Other:

	Optional Docu	
Type	**Document Template**	**Do**
Other	N/A	
Mental Health Assessment and Services Attestation	Mental Health Assessment and Services Attestation	

Title IV-A Grant- GEPA Barriers

Barriers must be identified and specific to the LEAs Title IV-A grant programs

GEPA - Section 427 Requirements

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (**20 U.S.C. 1228a**)applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

* 1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

* 2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

* 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

* 4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Program Information/Instructions

Addition of a Program Information/Instruction Page

Important Dates to Note
- **May 1 - Submit to guarantee review by July 1**
- **August 18 - submit or forfeit Title I-A funds**
- **September 29 - receive Director approval or forfeit Title I-A funds**

Title I-A School Eligibility

Updated Instructions

1. **School /Site Name:** Verify the correct name is listed. If a school's name is correct, missing, or has closed, the LEA must submit a Help Desk Ticket to remove the school from the School Eligibility page and have the LEA updated in Education Organization System (EOS).

2. **CTDS:** Verify each school has the correct CTDS number. If a school has an incorrect CTDS number, the LEA must submit a Help Desk Ticket to correct the issue on the School Eligibility page and EOS.

3. **Grade Span:** Update to reflect the applicable grades served PK-12. Please do not use UG, NG, etc. Grade span must align with EOS and School Finance.

4. **Service:** Indicate the type of Title I-A program the school is providing. SW1= School-wide, Targeted = Targeted, SW2 = Partial Consolidation, SW3 = Full Consolidation, Not Funded = No Title I funds, Skipped = Use if the school closed while the Help Desk Ticket is being processed, Schoolwide Exemption = Do not use

5. **Enrollment (K-12):** Using the AzEDS October 1 Enrollment Report, enter the total passed by school number which reflects only K-12 students enrolled on October 1. Based on prior year data, therefore this should not be updated or changed once entered.

6. **Low-Income Students (K-12) Percent:** Enter the school's poverty percentage as determined according to the selection on the Poverty Criteria Page. If this is a new school with no prior year data, please contact the ADE. Based on prior year data, therefore this should not be updated or changed once entered.

7. **Sort Order:** Number schools in ascending order following rank and serve procedures. This will rank order the schools on the School Allocation Page.

8. **Eligibility for Service:** Check the box for all sites the LEA intends to fund and ensures are eligible. A site is eligible for funding if the site's poverty is at least the poverty level of the LEA and or 35% poverty.

9. **Eligible by Other Factors:** Check if the site is being funded using the Grandfather Clause which allows a site to be funded school-wide for one year if the poverty drops below 40% from the previous year. If the LEA deems other factors should be considered, please contact ADE.

10. **School Improvement Label:** Indicate if the school is in federal school improvement by selecting ATSI/TSI, CSI, or Both. This must be updated with any changes in identification.

Title I-A Set Aside Page

Updated Descriptions for each Set Aside
- Set Aside 1 is specifically funds reserved to manage the grant/now defined
- Collapsed Set Aside 3 (more later) – only one line on Set Aside page
- Collapsed all other Set Asides with multiple letters (Set Aside 4, 5, 7, etc.)
- Added a Set Aside for optional Foster Care reservations

Item	Description	Amount
1.	Optional Set Aside for Administering the Title I-A Program: Administrative costs may include staffing to administer Title I-A programs and other expenses required to carry out the administration of Title I-A services throughout the LEA. Funds reserved for this purpose should meet the necessary and reasonable guidelines.	$
2.	Optional Restricted Indirect Cost: The restricted rate calculation worksheet may be found in Entity Information - Indirect Cost. Please reach out to Grants Management for support with indirect cost.	$
3.	Required Private School Equitable Share: Enter the amount from the "Total" row on the Set Aside table within the Private School Proportionate Amount page.	$
4.	Private School Equitable Share Carryover: Enter the total amount of carryover approved by the LEA (add all approved carryover cells on the Private School Proportionate Amount Page)	$
5.	Optional Extended Instructional Time: Funds may be reserved for early learning preschool activities (coded to function 3000), summer school, and/or before and after school programs for students who attend Title I-A schools.	$
6.	Optional School Improvement: Funds reserved for schools identified as comprehensive or targeted school improvement.	$
7.	Required Services for Children & Youth Experiencing Homelessness: Funds reserved to provide students experiencing houselessness with services comparable to those provided to students attending schools served with Title I, Part A funds. These funds may be used to provide students experiencing homelessness with services not ordinarily provided to students attending schools served with Title I, Part A funds, and must be coordinated with services provided under the McKinney-Vento Homeless Assistance Act. The reservation amount should be based on the LEA's needs assessment of students experiencing homelessness and with the active participation of the LEA's McKinney-Vento Homeless Liaison, which can include costs for the McKinney-Vento Homeless Liaison, excess transportation costs to the school of origin for eligible students, and other activities to assist eligible students to take advantage of educational opportunities.	$
	$ 100.00 - Minimum amount to allocate	
8.	Parent and Family Engagement: For additional information, see www.azed.gov/titlei/familyengagement/.	
	$ 0.00 - Minimum amount to allocate	
	Districts with a Title I-A allocation greater than $500,000 must reserve an amount equal to 1% of the total district allocation and distribute 90% of the reserved 1% to schools receiving Title I-A funds for parent and family engagement activities. The remaining 10% (or less) may remain at the district level.	$
9.	Optional Professional Development: LEA funds may be reserved to provide professional learning to teachers in Title I-A schools implementing a schoolwide program to all instructors/staff in the school. Professional development may be provided in schools implementing a targeted program and may include instructors/staff working with targeted students.	$
10.	Neglected and Delinquent: LEAs that reported students on their Annual Report of Children in Institutions for Neglected or Delinquent Children for neglected students must reserve funds. ESSA does not specify an amount, but the amount should be based on a needs assessment; Districts that receive Title I-D, Subpart II funds can choose to supplement services to students in locally run facilities or community day programs with this set-aside.	$
11.	LEA funds may be reserved to assist with the required school stability provisions for students in foster care, including transportation costs to their schools of origin.	$
	Total Set Asides	$

Title I-A Poverty Criteria

Updated

Poverty Criteria

Section 1113(a)(3) of the ESEA and 34 C.F.R. § 200.78(a)(1) requires LEAs to rank all school in its attendance area according to their percentage of public-school children from low-income families. ESEA section 1113(b)(1)(B) also permits an LEA to rank its schools according to the percentage of public-school students from low-income families enrolled in the schools. The LEA must fairly represent the enrollment and poverty measurements if any method is used outside the standard processes and is subject to review by ADE.

- The LEA will use the most recently available October 1 enrollment data from the prior school year's October 1 counts of students' passing integrity and corresponding poverty information for students showing eligible children submitted into AzEDS.

   - **An LEA that fails to submit accurate October 1 data will be required to take additional steps**

- The LEA will need to choose how the school campuses will be considered when ranking campuses. LEAs must choose which source of poverty information most accurately reflects their campus and its demographics.

- ADE may require additional documentation or require LEAs to use specific sources of poverty data if ADE determines that the information provided is not accurate or valid.

LEAs may use the following sources to determine the number of students from low-income families:

- Eligible for free or reduced-priced lunch (FRPL) under the Richard B. Russell National School Lunch Act (including children counted through the Community Eligibility Provision);

- In families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families);

- Eligible to receive medical assistance under the Medicaid program;

   - Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or

      - Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures

- Counted by the LEA using a composite of any of the above measures

LEAs using these methodologies must appropriately submit the child's income eligibility status in AzEDS. Please see the additional memo outlining how LEAs may gather information to submit this data. (AzEDS Reporting Guidance Memo) In most cases, LEAs will generally use one of the following methods:

Please check all that apply:

☐ The number of children eligible using Direct Certification

☐ The number of children eligible using data from the administration of the National School Lunch Program Forms

☐ The number of children eligible using data from the Alternative Form for Income-Based eligibility

Title I-A Equitable Services

- **Private School Administration Page**
  - **Removed**
- **Private School Proportionate Amount Page & Private School Service Page Combined**
  - **Minor changes in language**
  - **Set Asides calculations added to Proportionate Amount Page**
  - **Professional development eliminated as a set aside**
- **Removed In/Out of District sections**
- **Removed participation status**
- **Added a carryover column (like Title II/IV)**
- **Private school's names will be typed by LEA**

Title I-A Private School Proportionate Amount

Top portion is the same with minor language changes for clarification

- Column 1) LEA Title I Funded Schools - Add all schools that are marked funded on the School Eligibility page.
- Column 2a) LEA Low Income - Auto-filled from School Eligibility page
- Column 2b) PNP Low Income - Enter the total number of students who attend a participating nonprofit private school, who qualify based on income, and who live in the school's boundary within this row.
- Column 3) LEA and PNP Low Income Student Total

1) Public School Title I Attendance Areas for the All Arizona School System (LEA) **ALL** funded Title I schools must be added to this list.	2a) : Number of public-school students who qualify based on income, and who attend the Title I school	2b) Number of PNP students who qualify based on income, and who live in the school's boundary	3) Total number of students who qualify based on income
XYZ High School - 999987999	152	78	230
ABC Elementary School - 999321999	281	30	311
Total:	433	108	541

Title I Allocation	LEA's Proportionate Share/LEA Share	Private School Proportionate Share/Private School Equitable Share
	80.36 %	19.64 %
$ 22.22	$ 17.86	$ 4.36

Title I Allocation (1% is ONLY required if the Title I allocation is over $500,000.00)	LEA's Required Family Engagement	Private Schools' Required Family Engagement
$ 22.22	$ 0.22	$ 0.00

Title I-A Private School Proportionate Amount

Next, the LEA will complete the Set Asides on the same page

Private School Set Asides

Private School Set Asides	LEA Allocation: Enter the amount the LEA is allocating for each set aside below.
3a *Optional* Private School Administrative Cost - direct costs to administer the private school equitable service program; amount must be necessary, reasonable, and equitable to what the LEA does for its own schools; LEAs requesting more than 10% of the equitable share must upload justification in Title I Related Documents <u>ADE Equitable Service Admin Cost Guidance</u>	$
3b *Optional* Private School Indirect Cost - amount requested may not exceed the approved indirect cost rate multiplied by the private schools' share; the LEA indirect cost plus the private school indirect cost equals the max indirect cost allowed	$
3c Private School Family/Community Engagement - *Required* ONLY if the LEA's allocation exceeds $500,000.00; use the chart above to ensure the LEA allocates the "Private Schools' Required Family Engagement" if applicable	$
3d *Required* Private School Instructional Services to be divided by all participating PNPs - amount that will be divided by all participating PNPs; total must equal the "Private School Proportionate Share/Private School Equitable Share" from the table above minus any other set asides	$
Total: amount must match the cell in the table above called "Private School Proportionate Share/Private School Equitable Share" (private school administrative cost + private school indirect cost + private school family/community engagement + private school instructional services = private school equitable share)	$ 0.00
Private School Proportionate Share/Private School Equitable Share: This amount is to verify that the total in the cell above meets the minimum amount to allocate	$ 0.00

The total (amount circled) is the amount that the LEA will enter on the Set Aside page for Set Aside 3

Title I-A Private School Proportionate Amount

Lastly, the LEA will TYPE in all schools they consulted with whether participating or not, add each school's number of eligible students, and the equitable share will be calculated

Participating and Non-Participating Private Schools

1. Add all private schools beneath the appropriate participation section to align with the schools Notice of Intent to Participate. Please type the full name of each school.
2. Add the number of eligible students who attended each school and who qualify based on income (previous year).

Participating Private Schools

School	Total Number of Students in Participating Private School	Approved Carryover	Equitable Share
		$	$ 0.00
$		Total Private School Equitable Share:	$ 0.00

Non-Participating Private Schools

School

Title I-A Budget

Special instructions to LEAs: Please only label an activity that may be an outlier or specific to a particular school's plan. For example, if most schools are purchasing registration for conferences such as reading, math, leadership, etc., and one school is requesting a conference in physical education, please only label that one activity with that school's name so that clear alignment is made to that school's plan. This can be done in a separate cell.

Capital Outlay: No changes. The Capital Outlay page must align to the budget narrative.

Object Code	Function Code
6100 - Salaries	1000 - Instruction ⌄

FTE	Cert/Classified	Position Title	Program/Purpose	Total
19.0	Certified	Behavior Specialist	Tier II/III Behavior	$1,106,001.07
34.0	Classified	Instructional Asst	Tier II/III Reading, Math, & Behavior	$932,794.08
1.0	Certified	Interventionist	Math	$65,080.00
1.0	Certified	Instructional Interventionist	Reading, Math	$42,000.00
	Certified	Extra Duty @ $35/hr.	Kindergarten Jumpstart Summer School	$25,760.00
	Certified	Extra Duty @ $35/hr.	Parent/Child Pre-K Workshop	$4,830.00
	Classified	Extra Duty @ avg $30/hr.	Parent/Child Pre-K Workshop	$4,140.00
	Certified	Extra Duty @ $35/hr.	Tutoring/Enrichment	$75,057.50
	Classified	Extra Duty @ $25-35/hr.	Tutoring/Enrichment	$4,702.21
	Certified	Summer Pay @ $50/hr.	Summer School	$4,875.00

Title I-A Budget

Object Code	Function Code
6300 - Purchased Professional Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.) ⌄

		Narrative Description	
Purchased Service	Role/Position Type (if applicable)	Program/Purpose	Total
Consultant	Teachers	Project based learning, teacher clarity, and success criteria	$6,500.00
Registration	Teachers	Gifted	$1,786.00
Registration	Teachers	English Language	$85.00
Registration	Teachers, Coaches	PLC	$18,377.00
Registration	Teachers	Technology	$7,873.75
Registration	Teachers	Cooperative Learning	$5,878.00
Registration	Teachers	Thinking Maps, Writing	$3,360.00
Registration	Teachers, Coaches	AVID	$18,489.00
Registration	Teacher	Restorative Practices	$407.25
Registration	Teachers	Math/STEM	$14,780.00
Registration	Teachers	Teachers' Institutes, Leader In Me, Elevate, NAESP etc.	$27,173.60
ESI	Counselor	Sub coverage for PD	$27,983.11

Title I-A Budget

Object Code	Function Code
6600 - Supplies	1000 - Instruction ⌄

Narrative Description

Intended Use	Supplies	Program/Purpose	Total
Students	Rewards, Second Step, Ron Clark, etc.	PBIS, SEL	$216,654.60
Students	SRA, Rewards, Fundations, etc.	Tier II, III Interventions	$98,260.95
Students	Markers, glue, paper, etc.	Jumpstart summer school	$8,000.00
Students	Supplemental books such as Raulito	5th grade Social Studies	$19,726.44
Students	Supplemental curriculum such as 95% Group, Classkick, IXL, Nearpod, Achieve 3000, etc.	Interventions	$50,608.91
Students	Chargers, HDMI cables, dongles, ear buds, etc.	Technology support	$3,355.44
Students	Avid Weekly	School-wide	$1,149.62
Students	Advantage Press	PBIS	$1,155.29
Students	Heggerty	K-1	$12,604.49
Students	Major Minor Rules	6th Gr	$693.77
Students	Top Score	Writing	$32,999.56
Students	Vivafy LLC	STEM	$349.00

Title I-A Budget

Expectations
- **Guidance must be followed**
- **SEA will post a tool to support LEAs**

Contributory Budgets
- **Specialists will use the School Eligibility Page, Set Aside Page, and PPA Page to verify required minimums, Rank and Service/125%**
- **Completion Report revised for verification/meeting required set asides and PPAs**

Revisions
- **Reflect actual like Revision 0**

Title I-D, Title II-A , RLIS, & Checklist

Title I-D
- **Updated language only**

Title II-A
- **Updated Program Narrative Questions**
- **Aligned to statute**

RLIS
- **Updated language only**

Checklist
- **Updated to reflect what is required by the LEA per section**
- **HL vs. Checklist: LEA, SEA Specialist, Director**

Training Sessions

- **Regular webinars in all fund areas of ESEA Consolidated**
  - Title I- Program & Fiscal – twice a month
  - Title I-D - Program & Fiscal – Once a month
  - Title II - Program & Fiscal – twice a month
  - Title III, SEI, Emergency Immigrant – Fiscal - twice a month
  - Title V- Program & Fiscal - Once a month
  - ESEA Data/Monitoring, Financial –Program & Fiscal- twice a month
- **Weekly grant support workshops and office hours in April-June**
- **Weekend support workshops and office hours in Mid-July –August**
- **New school/Program Director Induction – Weekly Webinar series**

Where to sign-up:
APLD: *https:www.azed.gov/APLD*

Equitable Services – Agency-wide

Title I, Part A equitable services are governed under ESEA sections 1117 and 8501. ESEA, Title VIII equitable service provisions cover the following programs:

Title I Part C - Education of Migratory Children
Title II, Part A - Supporting Effective Instruction
Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
Title IV, Part A - Student Support and Academic Enrichment
Title IV, Part B - 21st Century Community Learning Centers
Title IV, Part F - Project School Emergency Response to Violence (Project Serve)

Visit:

https://www.azed.gov/titlei/privateschools

Join us for Equitable Services Office Hours

LEA Officials • Private School Officials • Service Providers

- short presentation
- opportunity to ask questions

Click Here Jan 9 Equitable Services Meeting   Thurs. January 9, 10:30-11:30am
Topic: Program Evaluation and Carryover

Click Here Feb 13 Equitable Services Meeting   Thurs. February 13, 10:30-11:30am
Topic: Notice of Intent to Participate, Yearlong Planning, & Affirmation of Consultation

Click Here March 13 Equitable Services Meeting   Thurs. March 13, 10:30-11:30am

Click Here April 10 Equitable Services Meeting   Thurs. April 10, 10:30-11:30am

Click Here May 8 Equitable Services Meeting   Thurs. May 8, 10:30-11:30am

Click Here June 12 Equitable Services Meeting   Thurs. June 12, 10:30-11:30am

Click Here July 10 Equitable Services Meeting   Thurs. July 10, 10:30-11:30am

Click Here Aug 14 Equitable Services Meeting   Thurs. August 14, 10:30-11:30am

Click Here Sept 11 Equitable Services Meeting   Thurs. September 11, 10:30-11:30am

Click Here Oct 9 Equitable Services Meeting   Thurs. October 9, 10:30-11:30am

Click Here Nov 13 Equitable Services Meeting   Thurs. November 13, 10:30-11:30am

Click Here Dec 11 Equitable Services Meeting   Thurs. December 11, 10:30-11:30am

Questions? Email Privateschoolsombud@azed.gov

Last Webinar Date:
March 24, 2025, 9am - 10am

Where to sign up:
APLD https://www.azed.gov/APLD

Questions:
The form will remain open

ARIZONA DEPARTMENT OF
EDUCATION