



Delaware Department of Education

Local Education Agency (LEA) Consolidated Grant Application Manual 2011–2012

Individuals with Disabilities Education Act,
No Child Left Behind Act of 2002,
Carl D. Perkins, and
State-Funded Educational Programs

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Please note: This manual is a work in progress and will be updated regularly. Please check for updated versions online.

Purpose

This document was developed to assist Delaware's public school districts, charter schools, and other state agencies complete the LEA Consolidated Grant Application. The school districts, charter schools, and state agencies are referred to as the Local Education Agency (LEA) in the application.

The LEA Consolidated Application allows LEAs to apply for participation in and funds for the following federal and state programs:

Federal Programs

- Carl D. Perkins Career and Technical Education – Secondary
- Individuals with Disabilities Education Act (IDEA) (3 - 5)
- Individuals with Disabilities Education Act (IDEA) (6 - 21)
- Title I, Part A - Making High Poverty Schools Work
- Title I, Part D - Neglected and Delinquent
- Title II, Part A - Teacher and Principal Training and Recruitment
- Title III - Language Instruction for ELL and Immigrant Students

State Program

- Curriculum and Professional Development

LEA Consolidated Grant Application Process

Consolidated Grant Application Submission Deadlines

All applications are approved by the Secretary of Education. For 2011 - 2012 Consolidated Grant Applications, grant submission dates are:

July 15, 2011

August 12, 2011

If the applicant does not submit an application by August 12, 2011, the LEA must request an extension. Extensions will only be granted in rare instances with good reason. If an extension request is denied, the LEA will lose these funds.

- Extension application process
 - Request in writing to Theresa Kough (tkough@doe.k12.de.us).
 - Requests must be submitted by close of business August 12 or they will be denied.
 - Requests for an extension must explain extenuating circumstances or other sound rationale for need.

DOE Review Process

The DOE Application Review Committee, a broad-based committee representing the programs of the Department, will review the application.

DOE Review Dates

- July 28-29, 2011 for July 15 submissions
- August 24-25, 2011 for August 12 submissions
- Grants will be re-opened for LEA editing on July 29 and August 25
- LEAs will be notified when the grants re-open for editing

LEA Resubmission Process

LEA applications that are not approved upon initial submission must revise and resubmit their application prior to approval. All programs in the application must receive program manager approval prior to submission for the Secretary of Education's approval. There will be no partial approval of district applications. The Director of Career, Technical, and Title I Resources will formally notify districts when the Secretary of Education has approved their application.

The Resubmission timeline for LEAs is four (4) weeks. If the applicant takes more than four weeks to revise and resubmit a substantially approvable application (based on comment feedback from DOE program managers) may have conditions placed on funds or be denied funding for the current fiscal year.

LEA Grant Start Dates

The start date is the final submission date prior to the last program manager's approval.

Consolidated Grant Project Dates: Federal: 07/01/10 - 12/15/11*; State: 07/01/10 - 08/15/11

*LEAs with Title I, Part A grants of \$50,000 or more must obligate 85% of their Title I, Part A funds by 9/30/11.

LEA Consolidated Grant Application Process

Ed Flex Waivers

Consolidated Applications should reflect waivers that have been approved. Evidence of approval should be included with submission of the application.

Program Assistance

Program requirements for the use of federal and state funds are available for download at:
<http://www.doe.k12.de.us/dess/espes.shtml#Grants>

Contacts for assistance

- DOE program managers (listed online: [DOE Support to School Districts and Charters - Program Managers](#))
- General assistance: John Hulse (jhulse@doe.k12.de.us)
- Technical assistance: Ted Jarrell (tjarrell@doe.k12.de.us)
- If a request for technical assistance is not answered in timely manner please contact your DOE Liaison
- If you would like to provide feedback or suggestions for improving grant processes, please contact Theresa Kough (tkough@doe.k12.de.us)

Consolidated Grant Project Dates: Federal: 07/01/11 - 12/15/12 (* LEAs with more than \$50,000 in Title I, Part A funds must obligate 85% of these funds by 9/30/12*); State: 07/01/11 - 08/15/12

IMPORTANT DISCLAIMER: All information contained in the DDOE LEA Consolidated Grant Manual and in the DDOE LEA Consolidated Grant Application is subject to change, depending on receipt of federal US DOE rules and guidance. LEAs may be required to submit amendments that would bring the application into compliance with such documents at any time during the effective dates of the grants.

Table of Contents

[1.0] Success Plan

- Time Span
- Success Plan Team Members
- Mission/ Vision
- Overview and Stakeholder Engagement
- Needs Assessment
- Goals, Objectives, Strategies
- Activities
- Measures
- Common Measures
- Success Factors

[2.0] General Information

- [2.1] LEA Consolidated Application Planning Team
- [2.2] Selection of Federal and State Programs
- [2.3] Program Coordinators and Allocations
- [2.4] Contact Information
- [2.5] Constituency Participation
- [2.6] LEA Support for Local School Planning: Systems, Structures, and Services
- [2.7] Parental and Community Involvement
- [2.8] Equitable Services

[3.0] Identification of Needs

- [3.1] Title I Public School Data
- [3.2] Title I Data Questions
- [3.3] Title I Private School Data
- [3.4] Title I Schoolwide and Targeted Assistance Program Requirements
- [3.5] Children with Disabilities under IDEA - CEIS Services
- [3.6] Services and Programs for Homeless Students and Youth
- [3.7] Title II, Part A, Highly Qualified Teachers (HQT) and Highly Qualified Paraprofessionals (HQP)
- [3.8] Professional Development Plan
- [3.9] Carl D. Perkins Career and Technical Education Act of 2006

[4.0] Budget and Distribution of Funds

[5.0] Financial Items

- [5.1] Maintenance of Effort
- [5.2] Excess Cost for IDEA
- [5.3] Excess Cost Questions
- [5.4] Consolidation Administrative Funds

[6.0] Abstract

[7.0] Certification of Compliance and Assurances

- DOE Signatures
- Comments

Section 1.0 - LEA Success Plan

Section 1.0 is a non-editable copy of the LEA's Success Plan. To edit the Success Plan, click on "Success Planning" at the top of the ESPES toolbar. Click on "Success Plan" in the drop down menu. Click "Get Success Plans" to see a list of plans currently loaded in the system. Please make sure your Success Plan reflects the current Race to the Top (RTTT) goals and objectives.

Mission - A statement that defines the core purpose of the organization

The mission statement:

- defines the current purpose for why the organization exists,
- communicates the essence of the organization to the entire community, including all stakeholders,
- provides an ongoing guide without a time frame, and
- can be revisited periodically to determine if the organization is still on track and functioning true to its mission.

Vision - A word picture of what the organization ultimately intends to become in the future

An effective vision statement:

- is clear,
- paints a vivid picture,
- presents a bright and hopeful future,
- uses memorable language and images,
- identifies achievable goals, and
- aligns with the mission.

Needs Assessment – The needs of the students, staff, and community and, to the extent that they can be identified, the underlying causes of these needs

The Success Planning team will need to gather and analyze information that provides a clear and complete picture of all factors impacting student achievement. The team should analyze a wide range of information, including academic and non-academic data sources, to determine not only current levels of student performance but to uncover deeper and more complex reasons for these results. The team may include additional experts in data analysis, if necessary, to complete this important component of Success Planning. LEAs and schools should review data, or Key Indicators, identified in the Domains of Continuous Improvement.

- Connections to Learning
- Teaching and Learning
- Leadership for Learning

Data may be gathered and analyzed in the following ways:

- One- or two-year analysis – the most basic analysis of data measuring current performance.

LEA Consolidated Grant Application Guidance

- Trend analysis - Analysis of longitudinal data over 3-5 years that can uncover trends that a one- or two-year review cannot provide. Additionally, conclusions based on one- or two-year analysis may be verified or contradicted by review of longitudinal data.
- Drilling down – to move from summary information to the detailed data that created it
- Triangulation – collecting and analyzing data from multiple sources, including cultural, environmental, attitudinal, and behavioral data, in addition to student achievement data, to build support for conclusions.

Analyzing trend data, drilling down, and triangulation are highly recommended and may yield conclusions not obvious with a review of only one or two years of data. As additional data become available throughout the year, these should be analyzed to support or adjust current interpretations and make adjustments to the Plan.

Team members - Stakeholders who develop the Success Plan

Everyone concerned with the education of students and those who will be involved in the implementation of the Success Plan should participate in the process. All stakeholder groups should be adequately represented on the committee, including those referenced in the Domains of Continuous Improvement (Connections to Learning, Teaching and Learning, and Leadership for Learning). Each participant should possess expertise and there should be balance between those whose strength is strategic thinking and those whose strengths are attention to detail and the ability to identify the steps needed to accomplish tasks. Participants must put the needs of the LEA or school above their special interests.

To increase the likelihood of participation of all members, consider the following:

- Establish and share clear expectations, including roles and responsibilities, for participation of all Success Planning team members.
- Establish and maintain an environment of respect and rapport.
- Listen to all points of view and value the diversity of viewpoints.
- Be clear that Success Planning team members are representatives of a group of people who impact student learning (parents, teachers, support services, the community, etc.), and, as such, one of their contributions to the team is to communicate with the group they represent and share the interests, concerns, and guidance from that group.

Wide participation does not imply that everyone on the Success Planning team will be involved in all aspects of the process. Although the goal is that all team members will actively participate, they will do so based on their area(s) of expertise. Not all team members will participate in each part of the Success Planning process. Including key members of all stakeholder groups and ensuring their full participation is a challenging task. However, this effort is essential and will help ensure that each member will:

- represent the unique perspectives of their group
- support the process
- become an advocate within their stakeholder group
- endorse the work of the committee
- take ownership of the entire Success Plan
- establish a foundation for future positive working relationships

Goals - Statements of future achievements that are designed to attain the mission

Within this tool, goals are broad, general statements, most closely linked to the mission.

Sample Goal: Accelerate achievement for all students and minimize the disparities among all groups of students.

Objectives - Outcomes that support the goals

Objectives are more specific and have measures directly attached to them to determine progress toward attainment of the objective.

Sample Objective: Each school will have highly qualified teachers (HQT).

Needs this Objective Addresses – Needs that were identified in the Needs Assessment section that led to the development of this objective.

Measures - Quantitative indicators that gauge the status of the objectives – formative and summative.

All measures should link directly to one or more objective(s), be easy to understand, and provide a clear signal of the progress toward the objective(s). Required common measures have been identified by the Delaware Department of Education and must be reported. In addition, LEAs and schools are encouraged to supplement these with custom measures that will provide other sources of information that will help gauge the status of the objective(s).

Sample Measure: Percentage of classes taught by highly qualified teachers (HQT) in elementary schools

Depending on the objective, selecting a variety of input, output, and outcome measures will provide balance in assessing progress toward the objectives.

- Input measures are typically resources, including financial and staff. Input measures are the simplest to measure but provide limited information about overall impact.
- Output measures are typically used to quantify how many individuals were served, how many training sessions were held, etc., but again provide limited information about overall impact.
- Outcome measures (e.g. student achievement, graduation rates, teaching practices, parental participation, etc.) provide the most direct evidence of the status of the objectives. Two types of outcome measures provide sources of essential information:
 - Formative measures provide information along the way and allow for adjustments so that the objectives will be reached.
 - Summative measures provide information about how well the objective has been met. Such measures are reported at the end of a cycle but provide no information along the way.

Finally, establish both short- and long-term target levels of performance. Establishing these targets creates benchmarks to document both formative and summative progress.

Strategies - Statements that describe how the organization will influence the measures

A strategy is a plan of action or a series of actions that:

- aligns with the needs assessment,
- supports the overall goals, and
- will lead to achievement of a specific objective or objectives.

Sample strategy: Continue support of teachers to become highly qualified.

In some cases, more than one strategy may be linked to one objective, and a number of objectives may support one goal. In such cases, it is important to research and carefully consider the compatibility and consistency of the strategies; in other words, will the strategies complement each other and work toward achievement of the objective(s).

School Improvement (including Corrective Action and Restructuring) - Strategies selected for schools in school improvement are to be “based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.”

Some strategies may focus on student achievement through specific teaching methods or techniques directly used in the classroom. Others may focus on building capacity through professional development, improving LEA-level internal processes, or engaging and utilizing parents and community resources. Effective strategies will be those that simultaneously address multiple Domains of Continuous Improvement and work together.

Once strategies have been selected, LEAs/schools should identify required tasks/actions, timelines, resources, required staff/personnel, and a staff member responsible for overseeing the implementation of the strategy.

Time Span

Overview and Stakeholder Engagement

Activities

Success Factors

Section 2.0 - General Information

Section 2.1 - LEA Consolidated Application Planning Team

The district-wide committee for the Consolidated Application should be broad-based, representative of the school community (administrators, teachers, counselors, school nurses, paraprofessionals, visiting teachers, other school staff, parents, community leaders and members, business representatives, law enforcement officers, health care professionals, business and industry constituents, career and technical representatives, etc.) and reflective of the diversity within that school community.

LEAs may add team members by clicking “Add from Success Planning Team” or by clicking “Add new team member”. When adding team members related to Perkins, select which portion of Perkins the team members will be associated with.

Identify, in the appropriate columns, the following information for each team member:

- first name
- last name
- title
- email address
- phone number
- the constituency(s) the person represents (i.e. parent, teacher, etc.,)
- the grant program(s), which these persons represent.

Advisory/Planning Committee members may represent more than one program provided they are aware of this role and the related program responsibilities.

Section 2.2 - Selection of Federal and State Programs

Place a check in the left-hand box for each federal and/or state program for which the LEA is applying.

Section 2.3 - Program Coordinators and Allocation

Click “Get Default allocations” to pre-populate the LEAs allocations for the previous grant year. Updated allocations will be made available in July.

List the name of district staff responsible for coordinating each of the programs included in the application.

Section 2.4 - Contact Information

Select the name of LEA lead contact person for each of the roles listed.

Section 2.5 - Constituency Participation

LEA Consolidated Grant Application Guidance

Question A.1: Explain the process through which parents, community members, LEA and building administrators, teachers, and students, including representatives of children with disabilities, participate in the planning, design, and review of the LEA Success Plan and this Consolidated Application.

Describe the process through which parents, community members, and the LEA Advisory/Planning Committee participated in the planning, design, and review of this consolidated application. If their names are not listed on the LEA Consolidated Application Planning Committee, indicate in this section how administrators, teachers, counselors, paraprofessionals, other school staff, parents, community members, business representatives, law enforcement officers, and health care professionals have been included in the process.

Question B.1: Record the dates of the Consolidated Application LEA Planning Committee Meetings

List the dates of all LEA Planning Committee Meetings

Question C.1: How does the LEA provide information on school regulations, activities, testing, and instruction to the parents of students identified as English Language Learners (ELLs)? How does the LEA make written materials accessible and understandable to parents with varying levels of English literacy?

Additional guidance below excerpted from, Non-regulatory Guidance, Parental Involvement, Title I, Part A: April 23, 2004. Available:

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

A-9. What is meant by providing information to parents with limited English proficiency, “to the extent practicable,” in a language parents can understand?

This means that, whenever practicable, written translations of printed information must be provided to parents with limited English proficiency in a language they understand. However, if written translations are not practicable, it is practicable to provide information to limited English proficient parents orally in a language that they understand. SEAs and LEAs have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency. [*Title I, Part A Final Regulations, 67 Fed. Reg. 71749 – 50, Comments and Discussion on Section 200.36; available at ED’s website at <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html> .]*

This requirement is consistent with Title VI of the Civil Rights Act of 1964 (Title VI), as amended, and its implementing regulations. Under those regulations, recipients of Federal financial assistance have a responsibility to ensure meaningful access to their programs and activities by persons with limited English proficiency. It is also consistent with ED policy under Title VI and Executive Order 13166 (Improving Access to Services for Persons with Limited English Proficiency). The Department of Justice’s Guidance on Title VI and E.O. 13166, which provides clarification on how to determine an appropriate

mix of language services, may be found in the Federal Register, 67 Fed. Reg. 41455-41472 (June 18, 2002), or online at <http://www.lep.gov>.

Section 2.6 - LEA Support for Local School Planning; Systems, Structures, and Services

Question A.1. Identify the schools in the LEA that are currently under improvement and their individual ESEA sanctions. [*14 Admin Code 103, Section 7.0*]

- 1) List each school in improvement, corrective action, or restructuring. This is not limited to Title I schools.
- 2) Next to each school, list any sanctions related to ESEA, Title I, Part A requirements (*Examples: Choice and SES*). If there are no ESEA sanctions, state, “No ESEA sanctions.”

Please note: all schools, regardless of Title I status, have ESEA sanctions once they reach the corrective action and restructuring phases of improvement.

Question A.2. Describe the specific technical assistance that the LEA will provide for each school identified for school improvement, corrective action or restructuring. [*Section 1116(b)(4) and Non-regulatory guidance D-1, D-2, D-3*]

Describe how the LEA is providing technical assistance to its schools as they develop and implement School Success Plans.

The LEA is responsible for ensuring that its schools receive assistance as they develop, revise, and implement School Success Plans. The LEA may provide assistance directly to schools, or the LEA may secure support from external providers such as institutions of higher education, profit or non-profit organizations, or other qualified entity.

Question A.3. Describe how the LEA will ensure that each school identified for school improvement, corrective action or restructuring has or will revise its school success plan to meet the 10 requirements for schools under improvement. [*Section 1116(b)(3)(A)*]

Required Components of School Success Plans for School Under Improvement

Each school identified for school improvement must, not later than three months after being so identified, develop or revise their school success plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

1. incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
2. adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient

LEA Consolidated Grant Application Guidance

level of achievement on the State academic assessment no later than 12 years after the end of the 2001-2002 school year;

3. provide an assurance that the school will spend not less than 10 percent of the funds made available to the school, for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that —
 - (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;
 - (II) meets the requirements for professional development activities under section 1119 of the ESEA; and
 - (III) is provided in a manner that affords increased opportunity for participating in that professional development;
4. specify how the funds described in clause 3 will be used to remove the school from school improvement status;
5. establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) of the ESEA that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment no later than 12 years after the end of the 2001-2002 school year;
6. describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
7. specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A of the ESEA;
8. include strategies to promote effective parental involvement in the school;
9. incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and
10. incorporate a teacher mentoring program.

Question B.1. Section 1116(b)(10)(A) of the ESEA requires LEAs with schools identified for improvement, corrective action or restructuring to set-aside 20 percent of its Title I, Part A funds to meet the requirements for choice-related transportation and supplemental educational services. An LEA may use other allowable federal, state or local funds to support either Public School Choice Transportation or Supplemental Educational Services to meet all or a portion of the 20 percent set-aside requirement.

LEA Consolidated Grant Application Guidance

If the LEA chooses to use other funds to meet this requirement, list the source(s) of the other funds and the total amount of funds associated with each source of funds. [*§200.48(a)(ii)-(iii) of the Title I regulations*]

Question C.1. Section 1116(b)(E) of the ESEA requires LEAs with schools identified for improvement, corrective action or restructuring to provide all students with the option to transfer to another public school served by the LEA that has not been identified for improvement, corrective action or restructuring.

If no Choice options are available within the LEA, describe how the LEA attempted to establish a cooperative agreement with other LEAs in the area to offer transfer options. [*Section 1116(b)(11)*]

Question C.2. Section 1116(e) of the ESEA requires LEAs with schools identified for phase II of improvement, Corrective Action or Restructuring to offer Supplemental Education Services (SES).

Describe the process the LEA will use to implement Supplemental Education Services (SES) during the school year and summer. [*Section 1116(e)(1)-(3)*]

Question C.3. Describe the process the LEA will use to protect the identity of students who are eligible for, or receiving, supplemental education services. [*Section 1116(e)(2)(D) and Section 1116(e)(3)(E)*]

Question D.1. Each school identified for improvement, corrective action or restructuring must set aside 10 percent of its funds to address the professional development needs of the school staff. [*Section 1116(b)(3)(iii)(I-III)*]

Describe how the funds will be used in each school to move the school out of improvement. [*Section 1116(b)(3)(iv)*]

Question D.2. LEAs in Improvement or Corrective Action are required to set-aside 10 percent of their funds to address the professional development needs LEA and/or school staff. [*Section 1116(c)(7)(iii)*]

How will the funds be used in order to move the LEA out of improvement?

Question E.1. Describe how the LEA uses high-quality academic assessments, if any, that are in addition to the DCAS, that the LEA and schools use to (1) to determine if children served under Title I meet the State Standards, (2) provide information to teachers, parents, and students on progress toward meeting the standards, (3) assist in the diagnosis, teaching and learning in the classroom to best enable children served under Title I to meet the state standards, (4) determine what revisions are needed to the Success Plan to ensure children are meeting the state student academic achievement standards and (5) if applicable, to identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined in Reading First [*Section 1112(b)(1)(A)(i-iv)*]

Question E.2. Describe how the LEA will provide additional assistance to individual students assessed as needing help in meeting the State’s challenging academic achievement standards. [Section 1112(b)(1)(C)]

Question F.1. Describe how the LEA will coordinate services provided under Title I with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff to meet the parent involvement and HQT requirements. [Section 1112(b)(D)]

Question F.2. Describe how the LEA will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as : (1) transitional services for students in preschool programs to local elementary schools programs and/or (2) the coordination of programs for ELL students, children with disabilities, migratory children, neglected or delinquent youth, homeless children and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(b)(1)(E)(i-ii)]

Section 2.7 - Parental and Community Involvement

Question A.1. Section 1118(a)(3)(A) of the ESEA requires every LEA who receives a minimum of \$500,000 in Title I, Part A funds to reserve 1% of its Title I, Part A allocation for parent involvement activities that align with Sections 1111, 1112, 1116 and 1118 of the ESEA. If applicable, the LEA must then reserve an amount for parental involvement of parents of private school children based on the proportion of private school children from low income families residing in Title I attendance areas. The LEA must then distribute 95% of the remaining funds to schools that receive Title I funds (by formula) for school-based parental involvement activities. Describe the parental involvement activities as they relate to students needs at the LEA-wide level.

Question A.2. Describe the parental involvement activities as they relate to student needs at the school level.

Question A.3. Describe the specific technical assistance the LEA will provide to schools identified for school improvement related to parental involvement. [Section 1116(b)(4)(i)] This includes, but is not limited to analyzing data, determining needs, setting goals, implementing strategies, and evaluating results.

Question B.1. Describe how the LEA jointly develops, and distributes to, parents of participating children, a written parent involvement policy that meets the requirements of Section 1118(a)(2) of the ESEA.

Question B.2. Describe how the LEA conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the LEA’s parental involvement policy. Describe how the LEA will use the results of this evaluation to revise the policy, if necessary [Section 1118(a)(2)(E)].

Question B.3. Answer only if LEA has more than I Title I school.

Describe how the LEA ensures that each Title I school jointly develops with, and distributes to, parents of participating children, a written parent involvement policy and parent-school compact that meets the requirements of Section 1116(b)and(d) of the ESEA. Note: Schools may adopt the LEA policy only if the LEA policy contains the school-level provisions outlined in Section 1116(b) and (d).

Question C.1. Describe how and when the LEA distributes the following information to parents of children in Title I schools:

- Written SEA complaint procedure [*34 CFR Section 299.11(d)*]
- Parents’ right to know teacher and paraprofessional qualifications notice [*Section 1111(h)(6)(A)*]
- School identified for school improvement, corrective action, or restructuring notice (if applicable)[*Section 1116(b)(6), (7)(E) , and (8)(C)*].

Question C.2. Describe how the LEA ensures that the principal of each Title I school annually attests in writing to meeting the requirements for highly qualified teachers and paraprofessionals [*Section 1119(i)(1)(2)*]

Question C.3. Describe how the LEA disseminates and makes public the results of the “summative progress update” to staff, parents and the community [*Section 1116(a)(1)(C)*].

Question D.1. Describe how the LEA ensures that Title I schools provide, to each individual parent, timely notice that their child has been taught for four or more weeks by a non-highly qualified teacher (if applicable). [*Section 1111(h)(6)(B)(ii)*]

Question D.2. Describe how the LEA ensures that each Title I school invites parents to an informational meeting to inform them about the school’s participation in Title I, Part A and their right to be involved. [*Section 1118(c)(1) and (2)*].

Question E.1. Describe how parents, students, teachers, and representatives of business and industry, through the Perkins Advisory Committee, were involved in the planning, implementation, and evaluation of the Career and Technical Education programs assisted by this grant.

Consolidated Application Planning Team – A Perkins Advisory Committee must meet annually (at minimum) and be actively involved in the design, implementation, and evaluation of Career and Technical Education (CTE) programs. This Committee must be comprised of parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals. These individuals and the specific CTE program represented (Perkins Program) should be listed.

Section 2.8 – Equitable Services

Question A.1. Describe how the LEA generated funds for equitable services for each eligible federal program including: Title I, Part A; Title II, Part A; and Title III, Part A.

Question A.2. Describe the LEAs process for designing, implementing and evaluating programs for eligible private school students, staff and their families in consultation with private school officials

Question A.3. For Title I, Part A, describe the criteria the LEA used to determine which private school students will receive equitable services.

Question B.1. Describe who will provide services to eligible private school students, staff and their families.

Question B.2. Describe the types of services that will be provided to eligible private school students, staff and their families.

Question B.3. Describe how the LEA ensures that the services are equitable in comparison to the services provided to public school students, staff and families, and are provided in a timely manner, are secular, neutral and non-ideological.

Question C.1. Describe the process the LEA uses to monitor the provision of services to eligible private school students, staff and their families.

Question C.2. Describe the LEAs process for ensuring that allowable materials, equipment, and/or property are purchased and properly maintained and accounted for by the LEA.

Question D.1. List the non-profit private schools participating in Title II, Part A.

Question D.2. List the non-profit private schools participating in Title III, Part A.

Section 3.0 - Identification of Needs

Section 3.1 – Title I Public School Data

Identify each school's Title I status in the Title I status column.

Directions:

1. Click "Get Default Values" to pre-populate Free and Reduced Lunch and Expanded Poverty data from the previous September 30 enrollment.
2. LEAs may use the pre-populated free and reduced poverty data OR the pre-populated expanded poverty data, which is a composite of free and reduced, Medicaid and TANF eligibility, to rank and determine the eligibility of each school. This pre-populated data is based on September 30 data from the prior school year. An LEA may choose to enter its own poverty data in the NewPov% column if it is undergoing feeder pattern changes or if the LEA has more timely poverty data available. Please note that data will not pre-populate for new schools. LEAs with new schools should choose the option of entering their own poverty data for all schools based on their best available poverty estimates.
3. Click "Export data" to download values into an Excel file to conduct rankings and eligibility determinations. **Please note that any analysis completed in the Excel file will not automatically transfer and will need to be manually entered back into the application.** When an LEA exports its data into an Excel file, the LEA's total number of low-income children and the LEA's average percent of poverty will also be provided for both Free and Reduced Lunch and Expanded Poverty. This data is necessary to determine school eligibility if the LEA chooses to use in options b, c, d or e in item number 8 below. If the LEA chooses to use its own poverty data, the LEA will need to enter total enrollment data (or use the SEA provided enrollment data, if it is accurate) and the total number of low-income children (based on the new poverty data). If an LEA using its own data chooses to use options b, c, d or e in to determine school eligibility, the LEA will need to calculate the LEA's total average poverty and/or the average poverty by grade span using the new data. An LEAs average poverty is calculated by dividing the total number of low-income children in the entire district by the total enrollment of children in the entire district. LEAs can calculate a grade span poverty average by dividing the total number of low-income children in the entire grade span by the total enrollment of children in the grade span.
4. LEAs should begin the analysis by ranking all of its schools based on percent of poverty (based on the source of poverty chosen).
5. After the LEA has ranked all of its schools by percent of poverty the LEA must first serve its schools, in rank order of poverty, with 75% poverty or above.
6. The LEA may then either continue with a LEA-wide ranking or it may rank its remaining schools by grade span.
7. LEAs may choose among the following options to determine which schools to serve:
 - a. Serve all schools with poverty rates equal to or above 35%
 - b. Serve all schools equal to or above the LEAs total average poverty rate
 - c. Serve all schools in a grade span equal to or above the LEAs total average poverty rate
 - d. Serve all schools in a grade span equal to or above the average poverty rate of that grade span
 - e. Serve all schools with a poverty rate equal to or above X% as determined by the LEA
NOTE: poverty rate must be equal to or above the LEA's total average poverty or 35%

LEA Consolidated Grant Application Guidance

(whichever is lower) if using a district wide ranking, or if ranking by grade span, equal to or above the average rate of that grade span or 35% (whichever is lower).

- f. Other (i.e. LEAs may choose different thresholds of eligibility for different grade spans)
8. LEAs should then designate each school with one of the following classifications
 - a. Targeted Assistance
 - b. Schoolwide
 - c. Not eligible*
 - d. Eligible but not receiving service

***LEAs with non-traditional schools within their LEA boundaries with non-transient populations (i.e. statewide schools, county-wide schools, ILCs) may NOT automatically classify these schools as “Not eligible”.** If the non-traditional school falls within the LEAs threshold for Title I eligibility and the LEA chooses to “skip” the school, the LEA must provide the required evidence in questions B.1 or B.2 in Section 3.2 of the application. There are a few important points to keep in mind when answering B.1 or B.2 in Section 3.2 for these schools. First, schools with less than 100 students do not need to demonstrate comparability. Second, Section 1120A(c)(5)(B) of the ESEA allows an LEA to exclude state and local funds expended for the excess cost of providing services to children with disabilities as determined by the LEAs. Thus, to demonstrate comparability for non-traditional schools with 100 or more students an LEA could calculate how many teachers the LEA would need to allocate to the school if it were not a school that served children with disabilities. If an LEA has a school listed with a transient population, the LEA should provide this as the justification for skipping the school in B.1 or B.2 in Section 3.2 of the application.

Reminders:

1. LEAs with less than 1,000 students or with only one school per grade span are not required to rank their schools.
2. LEAs must use the same measure of poverty for all schools.
3. ALL schools with poverty rates above 75 percent MUST be served (unless the LEA has submitted evidence required in number 5 below for “skipping” schools).
4. 40% or greater poverty is required to operate a schoolwide program unless a waiver has been obtained by the Delaware Department of Education.
5. LEAs must serve schools with higher poverty rates before serving those with lower poverty rates (either in total or by grade span). LEAs must provide a written explanation if the LEA is electing not to serve or “Skipping” an eligible school that has a higher percentage of children from low income families than a school that is being served. The explanation must include evidence that 1) the school meets the requirements of comparability (unless the school has less than 100 students), and 2) the school is receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements. LEAs will be asked to provide the above information under questions B.1 and B.2 in Section 3.2.

6. If an LEA serves any schools below 35 percent poverty, the LEA must allocate to all its participating schools an amount for each low-income child in each participating school that is at least 125 percent of the LEA's allocation per low-income child. For additional guidance on how to conduct these calculations, see pages 6 and 18 of US Ed's Non-regulatory guidance on Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocations of Title I Funds to Those Areas and Schools.

3.2 Title I Data Questions

Question A.1 What source of data was used to determine the Title I Status of the LEA's schools? (Please note the LEA must use the same data set for all schools)

- DEDOE provided % free and reduced lunch data (09-10 Sept 30 Data)
- DEDOE provided % expanded poverty data (09-10 Sept 30 Data)
- New LEA provided data (NOTE: LEAs may use this option if they are experiencing feeder pattern changes or if they have access to more timely poverty data)

Please indicate the source of poverty data you used to determine the Title I Status of your schools. LEAs may choose to provide their own poverty data if they have new schools, are experiencing feeder pattern changes or if they have access to more timely poverty data.

Question A.2 If new LEA-provided data was used, please explain why this method was chosen and how the poverty data was obtained.

If applicable, please explain why new LEA provided poverty data was used to determine the Title I status of schools. For example, an LEA could explain that it is currently experiencing feeder pattern changes based on new schools opening or new grade configurations in schools which would impact the poverty percentages for the upcoming school year. In this case, an LEA may choose to use poverty estimates which would be more aligned with the new feeder pattern configurations.

Question B.1 Is the LEA serving all schools with poverty rates of 75 percent and above (based on the data source chosen above)? If no, please provide a brief explanation as to 1) why the school was skipped and how the school meets the comparability requirements and 2) is the skipped school receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements?

If an LEA chooses not to serve a school with a poverty rate of 75 percent or above with Title I funds, the LEA must provide a written justification of items 1 and 2 as requested.

Question B.2 Is the LEA electing not to serve or "Skipping" any other eligible schools that have a higher percentage of children from low-income families than the schools that are being served? If yes, please provide a brief explanation as to 1) why the school was skipped and how the school meets the comparability requirements and 2) is the skipped school receiving supplemental funds from other state and local sources that either meets or exceeds the amount that would have been

LEA Consolidated Grant Application Guidance

provided with Title I, Part A funds AND is being spent in accordance with the Targeted Assistance or Schoolwide program requirements?

If an LEA chooses to serve an eligible school with a lower poverty percentage over a school with a higher poverty percentage this is considered “skipping”. The LEA must provide a written justification of items 1 and 2 as requested.

Question C.1 What is the LEA’s threshold for serving schools (or schools within a grade span) with Title I funds?

- Serving all schools with poverty rates equal to or above 35%
- Serving all schools equal to or above the LEAs total average poverty rate
- Serving all schools in a grade span equal to or above the LEAs total average poverty rate
- Serving all schools in a grade span equal to or above the average poverty rate of that grade span
- Serving all schools with a poverty rate equal to or above X% as determined by the LEA (NOTE: poverty rate must be equal to or above the LEA’s total average poverty if using a district wide ranking, or if ranking by grade span, equal to or above the average rate of that grade span) (Please see C-2 below)
- Other (Please explain in C-3 below)

Please indicate the threshold the LEA used to determine which schools it would serve with Title I funds from the list of options provided. If another method was chosen, please select “other” and explain the method in question C.3.

Question C.2 If "Serving all schools with a poverty rate equal to or above X% as determined by the LEA" was selected in C-1 above, what is the % threshold the LEA is using to serve schools with Title I funds.

If applicable, please provide the % of poverty the LEA is using as its threshold for serving schools with Title I funds.

Question C.3 If "Other" was selected in C-1 above, please explain the LEA's threshold for serving schools with Title I funds.

If the LEA chooses to use a method other than the first five listed in C. 1, the LEA must provide an explanation of the threshold(s) used to determine which schools to serve with Title I funds. For example, an LEA may choose to have different poverty thresholds for different grade spans.

Section 3.3 – Title I Private School Data

Identify private schools using the following Directions and reminders:

Directions:

1. LEAs must select, from a DDOE provided pick list, all of the private schools that have children who attend these private schools but reside within the LEAs public school attendance areas.

LEA Consolidated Grant Application Guidance

2. LEAs must list whether the private school will be served with Title I funds in the status column. In order to determine the status of a private school, LEAs must have completed the following steps:
 - a. Annually, LEAs must contact officials of private schools with children who reside in the LEA regardless of whether the private school they attend is located within the LEA and explain the intent of Title I and the roles of public and private school officials and provide opportunities for private school officials to ask questions.
 - b. LEAs must consult with private school officials interested in participating in the Title I program and mutually plan and design the program for the following school year.
 - c. LEAs must collect signed affirmation of consultation forms from officials from each private school.
 - d. After appropriate meaningful consultations have occurred, LEAs will know which private schools will receive Title I services and which will not.
3. LEAs must then list the grade spans in which the participating private schools serve.
4. LEAs must then list the number of low-income children and the number of educationally deprived children attending each of the participating private schools. An LEA will obtain this information by working in coordination with the private school officials to obtain the best available poverty data on private school children residing in their eligible public school attendance areas.

Reminders:

1. LEAs that elect not to serve (“skip”) an eligible public school must provide Title I services to the private school children who reside in the “skipped” public school attendance area. See section B-19 non-regulatory guidance, Title I Services to Eligible Private School Children, October 17, 2003. Available: <http://www.ed.gov/programs/titleiparta/psguidance.doc>
2. LEAs that elect not to serve (“skip”) one or more higher-ranked public school attendance areas in order to serve additional lower-ranked public school attendance areas are not required to serve private school students residing in the attendance areas of the additional schools. See section B-19 non-regulatory guidance, Title I Services to Eligible Private School Children, October 17, 2003. Available: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Section 3.4 - Title I Schoolwide and Targeted Assistance Program Requirements

Question A.1: This question should only be completed by LEAs operating Title I Schoolwide programs. If all LEA Title I programs are Targeted Assistance, please move to Question B. Explain how the LEA will ensure the Schoolwide program meets the 10 Requirements of Schoolwide Programs. (See the "Additional Resources" for this section.)

The “Additional Resources” noted above are as follows:

LEAs operating schoolwide programs must explain how the programs meet each of the following ten (10) required components of schoolwide programs:

1. Conduct a comprehensive needs assessment of the entire school.
2. Employ schoolwide reform strategies that:

LEA Consolidated Grant Application Guidance

- provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthens the core academic program,
 - increases the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and helps provide an enriched and accelerated curriculum, and
 - includes strategies for meeting the educational needs of historically underserved populations.
 - includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the State of Delaware’s standards who are members of target populations of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services,
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies, and
 - the integration of vocational and technical education programs.
 - address how the school will determine if such needs of the children have been met.
 - are consistent with, and are designed to implement, State and local improvement plans, if any.
3. Provide instruction by highly qualified teachers.
 4. Provide high-quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet Delaware’s Learning Standards.
 5. Employ strategies to attract high-quality, highly qualified teachers to high-need schools.
 6. Employ strategies to increase parental involvement, such as family literary services.
 7. Develop plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordinate and integrate Federal, State, and local services and programs, including ESEA Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Question A.2: Describe how each school operating a Schoolwide program will annually evaluate the implementation of, and results achieved by, the Schoolwide program to determine

whether the program was effective. Explain how the school will revise its plan as necessary based on the results of the evaluation to ensure continuous improvement of student achievement.

In other words, how will the LEA use the 'progress updates' within school plans to

- 1) determine whether or not Title I schoolwide schools are improving the percentage of children meeting or exceeding standards in reading and mathematics
- 2) determine whether or not Title I schoolwide schools are also narrowing the achievement gap(s)
- 3) assist schools in adjusting their plans to ensure 1) and 2) above are accomplished

Question B.1: This question should only be completed by LEAs operating Targeted Assistance programs

Explain the LEA's procedures for identifying Title I Targeted Assistance program participants. The procedures must be uniformly applied for all students at a grade level in the LEA.

Additional Guidance below excerpted from, Archived Information: Targeted Assistance Schools. Available: http://www2.ed.gov/legislation/ESEA/Title_I/target.html

Who is Eligible for Part A Services?

One of the primary differences between schoolwide program schools and targeted assistance schools is the requirement that the latter may use Title I, Part A funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Targeted assistance schools, therefore, may not provide services to all children in the school or in particular grades.

Schools play the key role in selecting children to participate in Part A programs. No longer is there a requirement for a districtwide needs assessment in which children are selected on the basis of uniform criteria across the LEA as a whole. Rather, as described below, an LEA establishes multiple, educationally related, objective criteria to determine which children are eligible to participate in Part A. Each targeted assistance school may supplement these criteria and selects, from among its eligible children, those who are in greatest need for Part A assistance.

- Children eligible for Part A services must be from the following populations:
 - Children not older than age 21 who are entitled to a free public education through grade 12.
 - Children who are not yet at a grade level where the LEA provides free public education, yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting.
- **Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards.**
 - **A targeted assistance school** generally identifies eligible children within the school on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school.
 - Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for Part A services on the same basis as other children that are selected for services. **Thus, schools are no longer required to demonstrate that the needs of LEP students**

stem from educational deprivation and not solely from their limited English proficiency. Similarly, schools are no longer required to demonstrate that the needs of children with disabilities stem from educational deprivation and not solely from their disabilities.

- Children from preschool through grade two must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.

Certain children are considered at risk of failing to meet the State's student performance standards and are thus eligible for Part A services by virtue of their status:

- Children who participated in a Head Start or Even Start program at any time in the two preceding years.
 - Children who received services under a program for youth who are neglected, delinquent, or at risk of dropping out under Part D of Title I (or its predecessor authority) at any time in the two preceding years.
 - Children in a local institution for neglected or delinquent children or attending a community day program.
 - Homeless children attending any school in the LEA.
- **From the universe of eligible children in a targeted assistance school, the school selects those children who have the greatest need for special assistance to receive Part A services.** Because it is likely that a school will not have sufficient Part A resources to provide services to all eligible children, the school must obviously make some informed choices concerning which children to serve. These choices are difficult because they inevitably result in some children being selected before other children who may also have significant needs. School staff, in consultation with the LEA and based on a review of all the information available about the performance of eligible children, must use their best professional judgment in making these choices. It is not so simple as merely selecting a cut-off score on an assessment measure. School staff will necessarily need to balance the needs of different populations. For example, most schools will likely need to concentrate Part A resources in certain grades or in certain subjects to the exclusion of children in the grades or subjects not being served. Similarly, a school may decide that some children who are homeless have greater needs because, for instance, homeless children may likely face problems of attendance and homework completion due to recurrent moves and, therefore, may be at greater risk of failure than some other children who are not faced with the disruption associated with homelessness. Furthermore, schools and LEAs that focus strongly on family literacy, for example, may add the additional educationally-related criterion of the educational level of parents when selecting those children who are most in need of Part A assistance from the eligible pool of students to be served.
- Other target populations, such as children with disabilities and LEP children, present similar choices. Those children are now eligible for Part A services on the same basis as other eligible children. However, they are also entitled to non-Part A services required by law because of their disability or their limited proficiency in English. A school may decide that the non-Part A services those children are receiving are sufficient to enable them to meet the State's challenging standards. However, children with disabilities or

limited-English proficiency who are performing more poorly than other Title I-eligible children, even with the benefit of the non-Title I services they receive, may still be among those in greatest need and thus should receive Part A services also.

Question B.2: Explain how the LEA has 1) given primary consideration to using Title I Targeted Assistance program funds to provide extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; 2) helped provide an accelerated, high-quality curriculum, including applied learning; and 3) minimized removing children from the regular classroom during regular school hours for instruction.

Additional Guidance below excerpted from, Archived Information: Targeted Assistance Schools. Available: http://www2.ed.gov/legislation/ESEA/Title_I/target.html
Instructional Strategies and Models

Instructional strategies and models in a targeted assistance school must focus on enabling participating students to meet the State's student performance standards. The selection of instructional models to use in a targeted assistance school will be made by each school based on the needs of participating students. Although extended time strategies are strongly encouraged, other strategies such as in-class models and collaborative teaching among Part A and regular classroom teachers can also benefit participating children. Given that the students who will be participating in targeted assistance programs are those who are failing, or most at risk of failing, to meet the challenging standards, thoughtful consideration to program design is essential.

Question B.3: Explain how the LEA will ensure that personnel providing Targeted Assistance services are integrated into the regular school program and overall school planning, professional development and improvement efforts.

Additional Guidance below excerpted from, Archived Information: Targeted Assistance Schools. Available: http://www2.ed.gov/legislation/ESEA/Title_I/target.html
Assignment of Personnel

To promote the integration of Part A staff and participants into the regular school program and overall school planning and improvement efforts, Part A-paid personnel may--

- Assume limited duties that are assigned to similar personnel paid with other funds, including duties beyond classroom instruction or that do not benefit Part A participants, as long as the amount of time spent on the limited duties is the same proportion of total work time as that for similar personnel at the same school.
- Participate in general professional development and school planning activities.
- Collaboratively teach with regular classroom teachers if the collaborative teaching directly benefits participating children.

The purpose of this provision is to involve Part a staff in shared responsibilities to promote a coherent and well-coordinated program for participants. The provision is not meant to result in Part A staff being assigned a disproportionate share of special duties at a school. In assigning Part A staff to such duties, a school and LEA should ensure that the Part A program is not harmed.

Section 3.5 - Children with Disabilities under IDEA (CEIS Services)

Question A.1: For LEAs providing Comprehensive Early Intervening Services (CEIS) under IDEA, explain how the LEA will develop and implement its CEIS system to provide coordinated, early intervening services for students in grades K-12 who are not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment. (20 U.S.C. §1413(f) and 34 C.F.R. §226).

Under 34 CFR §300.646(b)(2), if a State identifies significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the LEA must use the maximum amount (15 percent) of funds allowable for comprehensive CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were “significantly overidentified.” A district may also voluntarily choose to use 15% for CEIS purposes as well.

CEIS must be used for students who are not yet identified as having disabilities. So any activities, supports or materials that are identified for CEIS cannot be used for children who are already identified with a disability as the purpose of these dollars are to prevent more children from being identified. If some of these services will be used for students with disabilities, it will be necessary to indicate this (you may split a staff person or activity across both CEIS and IDEA).

How is the 15% calculated?

Funds awarded to an LEA under both sections 611 and 619 of the IDEA must be included when calculating the 15 percent. An LEA may not reduce the amount it uses for this calculation by any other amount required by the IDEA. For example, an LEA may not deduct funds for equitable services for students parentally-placed in private schools before calculating the 15 percent. An LEA that is required to use funds for comprehensive CEIS because of significant disproportionality must use 15 percent of the total Part B funds awarded to the LEA. An LEA that is not identified as having significant disproportionality but chooses to use Part B funds for CEIS may use up to 15 percent of the total amount, less any funds reduced by the LEA pursuant to 34 CFR §300.205. See 34 CFR §300.226(a).

Allowable Uses for Funds

EIS funds may be used for the following (this list is not inclusive of all potential uses):

1. To develop and implement coordinated, early intervening services, which may included interagency financing structures
2. Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software
3. Providing education and behavioral evaluations, services, and supports, including scientifically based literacy instructions

<http://www.ed.gov/policy/speced/guid/idea/ceis-guidance.doc>

Question A.2: Please check one:

- CEIS is required
- CEIS is voluntary

Item 3.5 in the consolidated application displays as follows:



The toggle only allows you to choose CEIS is required or CEIS is voluntary. You ONLY check that it is required if you were told as part of the determination that you must use CEIS funds. If you are not required to use CEIS, you may choose to volunteer to use 15% of your IDEA funds for CEIS. If you volunteer to use CEIS you must answer the question and you must use 15% of your IDEA funds for the purposes of CEIS. If you are not going to use CEIS, then write either N/A or a statement that indicates you are not using it. You DO NOT have to answer the question if you are not using CEIS.

The amount of CEIS is automatically calculated in the budget section (4.0). See Section 4.0: Budget for additional guidance.

Section 3.6 - Services and Programs for Homeless Students and Youth

Please contact the DOE McKinney-Vento Homeless Children and Youth program manager for guidance related to Section 3.6.

Question A.1: A child or youth who is homeless is automatically eligible to receive Title I services. ESEA requires that LEAs reserve a portion of their Title I, Part A funds as necessary to provide services to homeless students and youth attending non-Title I participating schools. Services provided must be comparable to those provided to students in Title I participating schools.

Specify:

- the amount of Title I, Part A funds that have been reserved, how the amount was determined,
- the projected types of costs and services that these funds would support, and
- an approximate number of homeless students and youth the LEA expect to assist with these Title I reserved funds.

Section 3.7 - Title II, Part A, Highly Qualified Teachers (HQT) and Highly Qualified Paraprofessionals (HQP)

Sections A&B: Content Areas of Need Within Schools

If your district or charter school does not have 100% HQT classes in the 2010-2011 school year, answer questions A-1 to B-2.

If your district or charter school had 100% HQT classes in the 2010-2011 school year, answer question B-3.

The questions in THIS SECTION are about the ESEA content areas of need within individual schools in a district or the charter school. Under ESEA, the core academic content areas are:

- English
- Reading/language arts
- Mathematics
- Science
- Foreign Languages
- Arts (defined in Delaware as music and art)
- History
- Civics/government
- Economics
- Geography

Elementary school teachers meet the HQT requirement as elementary generalists.

The ESEA legislation partitions social studies into four discrete fields. Delaware considers social studies a core content area and teachers of social studies classes must meet the highly qualified teacher requirement.

Question A.1: What are the ESEA content areas of need within the schools of your district or in the charter school? That is, which ESEA content areas have the largest number of classes not taught by highly qualified teachers and in which schools are these classes? Use the most recent HQT data in answering the questions in this section. Be specific in your response

1. Districts and charter schools that have not yet met the 100% HQT classes requirement will respond to this question
2. Question A-1 focuses on the content areas of need within *specific schools*. Thus, the analyses will be at the school level.
 - a. Districts and charter schools with more than one school will analyze the HQT data *for each school that did not have 100% HQT classes*.
 - b. Districts and charter schools with one school will analyze the HQT data for that school.

LEA Consolidated Grant Application Guidance

3. The ESEA content areas are listed in Section A. This question is asking you to identify the content areas with the greatest number of non-HQT classes for each school, including those taught by special education teachers. These are the content areas of need.
4. Thus, for this question, the intent is to identify content areas of need within each school.

Question A.2: In your district or charter school, what factors contribute to the identified ESEA content areas with the largest number of classes not taught by highly qualified teachers within the identified schools? Or, put another way, what are the reasons why these specific content areas in these specific schools are taught more frequently than other areas or in other schools by teachers who are not yet highly qualified?

Use the HQT data and the last available kicker list to assist you in your analyses. For example, some content areas may have more uncertified or not fully certified teachers; whereas for other content areas, the reasons center on the demonstration of subject matter competence.

1. Districts and charter schools that have not yet met the 100% HQT classes requirement will respond to this question.
2. This question builds on the identification of content areas of need in Question A-1 and is asking you to identify reasons or explanations why these content areas in the identified schools are taught more frequently by non-HQTs than other content areas.
3. Look at the HQT data and the last available kicker list for the school(s) in your district/charter school that did not have 100% HQT classes.
4. You may find that certification is an issue or that teachers have not passed Praxis II or do not have sufficient academic course work to be HQ (highly qualified) for their scheduled classes. The final HQT kicker list can provide some information about why a class is not considered HQ.

Question B.1: Based on your analysis, what actions/strategies is your district/charter school taking (and/or planning to take) to increase the number of classes taught by highly qualified teachers in the identified ESEA content area of need within the identified schools? The response is to be specific to the content areas identified within the identified schools.

1. Districts and charter schools that have not yet met the 100% HQT classes requirement will respond to this question.
2. You have identified the content areas of need within the school(s) and reasons why these content areas of need exist in the specific school(s).
3. Now, you will describe actions or strategies that your district or charter school is taking or is planning to take to increase the number of HQT classes in the content areas of need within the identified school(s), such as,
 - a. Developing university-to-district “pipelines” by partnering with college programs with a proven track record of success
 - b. Building a student-teacher placement program with local and out-of-state universities to ensure that new talent is tested/screened prior to hire
 - c. Improving new teacher induction/mentoring program

- d. Providing targeted professional development and ongoing coaching for specific content areas.
4. Your response is to be specific to the content areas of need within the identified schools.

Question B.2: Why does the district/charter school believe that the actions/strategies described in B.1 will result in increasing the number of classes taught by highly qualified teachers in the identified ESEA content areas of need within the identified schools?

Cite specific evidence, reasons, and/or past experiences relative to increasing HQT classes in the specific content areas within the specific schools.

1. Districts and charter schools that have not yet met the 100% HQT classes requirement will respond to this question.
2. This question is asking why you believe that your actions or strategies will be successful in increasing the number of HQT classes in the content areas of need within the identified school(s).
3. For example, have you had success in the past with the actions or strategies? Have you seen the action or strategy be successful in another district or charter school?
4. Be specific with your response. A non-specific response is, “We have had success with Praxis II support in the past.” A specific response is, “We have paid for tutors to coach teachers preparing for the Praxis II test and have provided copies of the ETS Study Guides. Last year, we had 15 teachers prepare for the test in this way and 14 were successful. We also reimbursed the 14 teachers for the cost of the Praxis II test.”

Question B.3: If your district/charter school had 100% HQT classes last year, what specific steps, actions, and decisions did you make to meet this goal? How do you plan to maintain 100% HQT classes?

1. Districts and charter schools that have met the 100% HQT classes requirement will respond to Question B-3.
2. This question asks for specific actions that you took to meet the 100% HQT classes goal and for your plans to maintain 100% HQT classes.
3. Be specific with your response. A non-specific response is, “We will continue to do what we have done in the past.” A specific response is, “We hire only teachers who are HQ and assign teachers within their certification/HQT area.”

Section C: Meeting the 100% HQT Classes Requirement and Title I Hiring Requirements

Question C.1: The ESEA requirement is that all classes of core academic content areas were to be taught by highly qualified teachers by the end of the 2005-2006 school year.

If your district/charter school has not yet met this requirement for 2 consecutive years (2009-2010), respond to this question:

What specific actions/strategies has your district/charter school taken (or plans to take) to meet the 100% HQT classes requirement?

Be certain to address all initiatives, including:

- Praxis II support for teachers (describe all forms of support)
- Teacher assignment/reassignment
- Hiring practices for new teachers, such as
 - Building partnerships with state-approved alternative-route providers such as Delaware Teaching Fellows and Teach for America, which require Praxis II during pre-service training
 - Building partnerships with state-approved HQT university providers, such as UD's STEM Residency, which requires Praxis II during residency year
 - Utilizing the state's central website (currently teachdelaware.com) to broaden recruitment efforts by posting all open positions and maximizing this resource.
- District collaboration with school leaders to ensure each teacher's plan for meeting the 100% HQT classes requirement is supported and monitored.

1. Districts and charter schools that have not yet met the 100% HQT classes requirement for 2 consecutive years will respond to this question.
2. The focus of this question is meeting the 100% HQT classes requirement and spans all schools in your district or charter school.
3. In this question, describe the LEA/charter school's plan to meet the 100% HQT objective and to address the issues that prevented it from meeting this 100% HQT classes requirement. Include specific actions or strategies that your district/charter school will take.
4. Some suggestions are given within this question. Be specific in your response. A non-specific response is, "We have been successful in the past and will continue to offer support to our teachers." A specific response is, "We plan to reassign teachers to classes for which they are HQ, and will hire only teachers who come to us with full certification and HQ status in the content area for which they are applying."
5. Also, make certain that your actions/strategies will result in increasing the number of HQT classes. Actions/strategies must address assisting teachers to be fully certified for their scheduled classes and/or assisting teachers to meet the subject matter competence requirement and/or reassigning teachers to classes for which they will be HQ and/or hiring practices. You may include additional actions or strategies to meet the 100% HQT classes requirement.

Question C.2: If you have teachers who are not yet highly qualified for their scheduled classes, describe the process for developing the plan with the teachers; the available options for meeting the HQT requirement; the responsibility of the district/charter, including support for the teacher and monitoring; and the responsibility of the teacher, including consequences for not following the plan.

1. Districts and charter schools that have not yet met the 100% HQT classes requirement will respond to this question.
2. This question asks you about:
 - a. how you develop plans for teachers who are not yet HQ
 - b. options available for becoming HQ

LEA Consolidated Grant Application Guidance

- c. responsibilities of the district/charter school in developing the plan, including the support provided to teachers and monitoring teachers' progress in completing the plan
 - d. responsibilities of the teachers
 - e. consequences for teachers who do not follow the plan.
3. Make certain that you provide a complete response to this question.
 4. The intent of the plan is to make certain that the teachers become HQ for their scheduled classes *as soon as possible*. Thus, an option such as earning a master's degree does not meet the criterion of "as soon as possible."
 5. When developing plans, keep in mind the three parts of the highly qualified teacher requirement:
 - Bachelor's degree; AND
 - Full state certification in the subject(s) taught; AND
 - Demonstration of subject matter competence.
 6. Thus, some teachers' plans might address only certification requirements, or only subject matter competence, or both certification requirements and subject matter competence.
 7. With the exception of those teachers in alternate routes to certification, teachers must hold a standard certificate (full state certification) that matches their teaching assignment(s). If teachers do not have a standard certificate that matches the subject(s) taught, districts/charter schools will include certification requirements in developing the HQT plan for these teachers.
 8. Most certificates require a passing score on the appropriate Praxis II test. Teachers may need to complete requirements in addition to Praxis II for the standard certificate.
 9. Keep in mind that it takes up to eight weeks for DOE to receive Praxis II scores from ETS. Thus, results from a March testing date will not be at DOE before the close of the Teacher Quality Survey, March 31.
 10. Teachers who have not demonstrated subject matter competence in the subject(s) taught will require a plan to assist them to become HQ.
 - a. In the plan, make certain to consider the options for demonstrating subject matter competence. The teacher must be able to complete the plan by the end of the HQT data collection, March 31.
 - b. *New elementary school teachers* (including elementary special education teachers, bilingual teachers, gifted and talented teachers, and ESOL teachers who teach the elementary curriculum) are those with less than one full year of teaching experience recognized in PHRST. These teachers have one option: Praxis II.
 - c. *Elementary school teachers with at least one full year of teaching experience* recognized in PHRST have these options:
 - I. Praxis II; OR
 - II. HOUSSE (a combination of academic course work in the elementary curriculum, pedagogy course work, professional development, and years of experience). HOUSSE is a US Department of Education acronym for High Objective Uniform State Standard of Evaluation. Teachers must have a minimum of 18 semester credit hours of *academic* course work. Within these credit hours, teachers must have at least one course in reading/language arts, and science, and social studies, and mathematics.

LEA Consolidated Grant Application Guidance

- III. Course work for HOUSSE is appropriate if the teacher could complete the course work and obtain official transcripts by the end of the HQT data collection, March 31.
 - d. *All new middle and high school teachers* (including special education teachers, bilingual teachers, gifted and talented teachers, and ESOL teachers who teach content, as well as *new art, music, and world language teachers at any grade level*) are those with less than one full year of teaching experience recognized in PHRST. Their options are:
 - I. Praxis II, OR
 - II. an *academic* major (or equivalent: 30 semester credit hours), OR
 - III. A graduate degree in the *academic* content area taught.
 - IV. Course work for the equivalent of an *academic* major is appropriate if the teacher could complete the course work and obtain official transcripts by the end of the HQT data collection, March 31.
 - e. *Experienced middle and high school teachers* (including special education teachers, bilingual teachers, gifted and talented teachers, and ESOL teachers who teach content, as well as art, music, and world language teachers) are those with at least one full year of teaching experience recognized in PHRST. Their options are:
 - I. Praxis II in the academic content area taught, OR
 - II. An *academic* major (or equivalent: 30 semester credit hours) in the academic content area taught, OR
 - III. HOUSSE (a combination of academic course work, pedagogy course work, professional development, and years of experience). Teachers must have a minimum of 18 semester credit hours in *academic* course work in the subject taught.
 - IV. Course work for HOUSSE is appropriate if the teacher could complete the course work and obtain official transcripts by the end of the HQT data collection, March 31.
11. *In your response to Question C-2, be certain to describe the process for developing the plans; options available to the teachers; responsibilities of the district/charter and teachers; support provided to teachers; monitoring progress on completing the plan; and any consequences for teachers who do not follow the plan.*

Question C.3: The ESEA/Title I requirement is that all teachers hired after the first day of the 2002 – 2003 school year were to be highly qualified at the time of hire if they were to be placed in a Title I school-wide school or a program supported with Title I funds.

All districts and charter schools, please respond to this question. Describe how your district/charter school assures that it meets this federal requirement. Be specific in your response.

1. This question is asking how your district or charter school assures that all teachers hired after the first day of the 2002 –2003 school year were HQ at the time of hire if they were teaching in a school or program supported by Title I funds.
2. Although all teachers of the core academic content areas were to be HQ by the end of the 2005 - 2006 school year and thus districts/charters ought to be hiring only highly qualified teachers, this question is asking about your hiring practices starting in 2002 – 2003.
3. This question is applicable to districts/charters that receive schools Title I funds.

4. Again, this question is asking for a specific response.

Question D and E: Equity Data

Who responds to which questions?

If your district or charter school has not yet met the 100% HQT classes requirement, answer questions D-1 to E-1.

To answer these questions, refer to the most recent HQT class analyses by these student characteristics:

English language learners (ELL)
Students with disabilities (SWD)
Race/ethnicity
Low income.

You will see an overall analysis for each student characteristic and an analysis by school for each student characteristic.

Question D.1: Which student sub-groups, if any, show a disparity in access to classes taught by highly qualified teachers? That is, which student sub-groups are assigned at a higher rate to classes not taught by highly qualified teachers and in which schools are these classes?

Use the most recent HQT data in answering the questions in this section. Be specific in your response.

1. Question D-1 focuses on student access to classes taught by highly qualified teachers. You will focus on the school-level data to determine if there are disparities within *specific schools*. Thus, your analyses will be at the school level.
2. Districts and charter schools with more than one school will analyze the HQT data for each school that does not yet have 100% HQT classes.
3. Districts and charter schools with one school will analyze the HQT data for that school.
4. The disaggregated analyses focus on four student sub-groups or characteristics:
 - a. Students with disabilities
 - b. English language learners
 - c. Low income status
 - d. Race/ethnicity.
5. Thus, for this question, the intent is to identify any disparities relative to equal access to HQT classes within schools. Again be specific in your response.

Question D.2: In your district or charter school, what factors contribute to the disparities in student access to classes taught by highly qualified teachers within the identified schools? Or, put another way, what are the reasons why these student sub-groups in these specific schools are taught more frequently by teachers who are not yet highly qualified?

LEA Consolidated Grant Application Guidance

1. This question builds on your identification of disparities in student access to HQT classes from Question D-1 and is asking you to identify reasons or factors why the students in these sub-groups in the identified schools have less access to HQT classes (or, are taught more frequently by non-HQTs).
2. Be certain to consider how your district/charter school schedules teachers and students to classes within the identified schools.

Question D.3: Based on your analysis, what actions/strategies is your district/charter school taking (and/or planning to take) to increase the access of student sub-groups to classes taught by highly qualified teachers in the schools that have the largest disparities? The response is to be specific to the identified student sub-group disparities within the identified schools.

1. You have identified disparities, if any, in student access to HQT classes within schools and reasons why these disparities exist in the specific schools.
2. Now, you will describe specific actions or strategies that your district or charter school is taking or plans to take to decrease the disparities in student access to HQT classes within the identified schools, such as
 - a. Establishing new educator career paths linked to evaluation so teacher leader positions are available in high-need schools
 - Developing a process to ensure that professional development is high impact
3. Your response is to be specific to the identified disparities within the identified schools. Be clear and detailed in your response.

Question E.1: Why does the district/charter school believe that the actions/strategies described in D.3 will result in increasing the access of student sub-groups to classes taught by highly qualified teachers within the identified schools?

Cite specific evidence, reasons, and/or past experiences relative to increasing student sub-group access to HQT classes within the identified schools.

1. This question is asking why you believe that your actions or strategies will be successful in decreasing disparities in student access to HQT classes within the identified schools; in other words, assuring that all children have access to classes taught by highly qualified teachers.
2. For example, have you had success in the past with the actions or strategies? Have you seen that the action or strategy was successful in another district or charter school?
3. Be specific with your response; provide details.

Section F: Student Access to Classes Taught by Experienced Highly Qualified Teachers

All districts and charter schools, please answer these questions

Question F.1: Do the district/charter school data show differences in the percent of HQT classes by the teachers' years of experience? Experienced teachers have three or more years of teaching experience. Refer to the most recent HQT data.

LEA Consolidated Grant Application Guidance

1. Refer to the HQT data. The table that you will use is a cross-tabulation of teachers' years of experience (less than three years; three or more years) and if their classes are highly qualified (that is, the teacher meets the highly qualified requirement for the content of the classes taught). The data are in percentages.

In the example below, we see that 64.4% of the classes taught by teachers with less than three years of teaching experience are considered highly qualified compared to 91.2% of the classes taught by teachers with three or more years of teaching experience.

Experience	Pct_HQT_Classes
<3	64.4
3+	91.2

2. This question focuses on any differences between the HQT status of the class and teachers' years of experience. For example, are the teachers that have fewer years of experience more or less likely to have their classes be considered highly qualified than the experienced teachers?

Question F.2: If differences exist, what actions/strategies is the district/charter school taking (or planning to take) to make certain that all students have access to experienced highly qualified teachers?

1. If you have found differences in your analysis, to what extent does your district/charter school consider teacher experience *and* HQT status in assigning teachers and students to classes?
2. Are less experienced teachers assigned to classes for which they are not HQ more frequently than more experienced teachers?
3. In what ways does your district or charter school make certain that *all* students have equal access to classes taught by experienced, highly qualified teachers?

Section G: Meeting the 100% Highly Qualified Requirement for Title I Instructional Paraeducators

The ESEA/Title I requires that all instructional paraprofessionals in schoolwide programs and in programs supported with Title I funds (such as in a targeted assistance school) meet the highly qualified requirement, either:

- Completed at least two years of study at an institution of higher education, OR
- Obtained an associate's or higher degree, OR
- Passed the ParaPro test.

LEA Consolidated Grant Application Guidance

Please be aware that all non-highly qualified instructional paraeducators working in schoolwide schools (or in a program supported with Title I funds in a targeted assistance school) must be re-assigned to either a non-Title I school OR to a program not supported with Title I funds in a targeted assistance Title I school OR be reassigned as a service paraeducator until they become highly qualified.

Question G.1: How does the district/ charter school assure that it meets this federal requirement? Be specific in your response.

As a reminder, all instructional paraeducators in a school that receives Title I funds must meet the Title I requirements at the time of hire; either:

- Have completed at least two years of study at an institution of higher education, OR
- Have obtained an associate’s or higher degree, OR
- Have met a rigorous standard of quality, and can demonstrate through a formal State or local academic assessment knowledge of, and the ability to assist in instructing, reading/language arts, writing, and mathematics, or reading readiness, writing readiness, and mathematics readiness. (In Delaware, this is the ParaPro test.)

Instructional paraeducators who work in a Title I school but do not meet the Title I requirement must be reassigned immediately to a position for which they are qualified or be released from employment.

The Title I requirement applies to all Title I instructional paraeducators: regular education, special education, and library/media.

Below is the process DOE will undertake each year to verify paraeducator compliance with Title I regulations.

<p>First business day of April – May 15,</p>	<p>DE DOE runs Title I paraeducator reports for each district and charter school and on the first business day of April e-mails the reports to districts and charter schools.</p> <p>On or before May 15, the districts/charter schools either must notify non-HQ paraeducators that their employment will be terminated at the end of the school year OR reassign the non-HQ paraeducators to a position for which they are qualified.</p>
<p>Second week of June</p>	<p>DE DOE runs a Title I paraeducator report. If the data show that any paraeducators were not reassigned or let go as of the second week of June and not all Title I paraeducators in Title I schools are HQ, DOE will place conditions on the Title I funds in the district’s/charter school’s Consolidated Application submitted in July or August 2011 (FY 12 funds).</p>

LEA Consolidated Grant Application Guidance

First business day of August (August)	DEDOE runs a Title I paraeducator report for each district and charter school.
First week of August	DEDOE e-mails the reports to districts and charter schools and notifies the districts/charters of the following corrective action.
Before the first day of school †	The district/charter school must assure that all Title I instructional paraeducators are HQ. The district or charter can reassign any Title I paraeducators that are not HQ before the first day of school to a placement for which they are qualified or must release the paraeducator from employment.
September 15 th (or school day closest to September 15)	DEDOE runs another Title I paraeducator report for each district and charter school. If any district/charter school did not have 100% HQ paraeducators by the second week of June and not all Title I paraeducators are HQ by September 15, the DOE will <u>maintain</u> the conditions on the district's/charter school's Title I funding. If the district/charter school had 100% HQ Title I instructional paraeducators on or before the second week of June, but the September 15th data run shows that the 100% has not been maintained; the DE DOE will <u>place</u> conditions on the Title I funds. A small amount will be released and districts and charters will receive the balance when all Title I paraeducators are HQ.

† Delaware does not have a standard school calendar. Districts and charter schools establish their own calendar but must meet statutory requirements for the number of teacher and student days.

Section 3.8 - Title II, Part A Plan, Professional Development

Please contact the DOE Title II, Part A, Professional Development program manager for guidance related to Section 3.8.

Question A.1: Describe how district and school professional development needs are determined, which data are analyzed, and who is involved in the needs-assessment process. List the names, position, and school assignment of teachers involved in the needs assessment process.

1. This question focuses on the process of determining the LEA's professional development and hiring needs of both the teaching staff and principals in order to provide all students the opportunity to meet challenging state content and academic achievement standards.

LEA Consolidated Grant Application Guidance

2. The ESEA requires that teachers, principals, and other staff at individual schools, including teachers participating in programs under part A of Title I, be engaged in the process.
 - a. How the LEA chooses to involve staff at individual schools is their choice (e.g., through surveys, focus groups, and other means of collecting data)
3. Multiple sources of data should be considered, such as formative and summative achievement data, information about numbers of teachers (disaggregated by subject taught and grade level) who lack full teacher certification or licensure, walkthrough data, and teacher self-evaluations, *et cetera*.
4. The needs assessment should identify professional development and hiring strategies for eliminating the achievement gap that separates low-income and minority students from other students, such as
 - a. Aligning professional development to specific skill and role expectations
 - b. Prioritizing participation in high-impact professional development trainings
 - c. Providing incentives to encourage highly effective teachers and/or principals to move to high-need classes or schools

Please be aware the LEA must target its use of Title II, Part A funds to schools that (a) have the lowest proportion of highly qualified teachers, (b) have the largest average class size, or (c) are identified for school improvement under Section 1116(b) of Title I, Part A [Section 2122(b)(3)]

Question A.2: State the average number of hours each teacher is expected to participate in professional development and describe how that professional development is structured (i.e., All teachers will participate in a content area PLC for 90 minutes every other week, a grade-level PLC for 90 minutes every other week, and at least one 60 minute large-group LFS training session each month.).

Question A.3: Describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to DPAS II evaluations, DCAS, and LEA and School Success Plans.

Question B.1: List your **priority one** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question B.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning

LEA Consolidated Grant Application Guidance

- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question B.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question C.1: List your **priority two** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question C.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question C.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question D.1: List your **priority three** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also

LEA Consolidated Grant Application Guidance

describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question D.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question D.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question E.1: List your **priority four** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question E.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question E.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher

performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question FB.1: List your **priority five** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question F.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps
- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question F.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question G.1: List your **priority six** professional development activity. In addition, indicate the research basis for the activity (provide citation, key authors, or field of research). Also describe which teachers will be chosen/designated to participate in this professional development activity. List the sources of funds to support this activity.

Question G.2: Check all that apply to this activity

- Activity designed to improve student academic achievement and eliminate achievement gaps

LEA Consolidated Grant Application Guidance

- Activity designed to help teachers address the needs of students with different learning styles
- Activity designed to help teachers improve student behavior in the classroom
- Activity designed to help teachers involve parents in their child's education
- Activity designed to help teachers understand and use data and assessments to improve classroom practice and student learning
- Activity designed to help teachers effectively integrate technology into curriculum and instruction
- Activity designed to give principals instructional leadership skills

Question G.3: List the specific educator outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., Math teacher performance on DPAS II Component IV will improve from 95% effective to 85% highly effective and 15% effective. Evaluation: Formative = fall and spring walkthroughs; summative = spring DPAS II data).

List the specific student outcomes (measures and targets) intended as a result of this professional development. Describe how you will evaluate each outcome (i.e., DCAS Math proficiently for special education students will increase from x% to y% by June 2012. Evaluation: Formative = fall and winter DCAS data; Summative = spring DCAS data).

Question H.1: ESEA requires that LEAs failing to meet the 100% HQT goal and annual yearly progress for three consecutive years must enter into an agreement with the state on the use of the LEA's funds to meet these goals (Section 2141). If your LEA has not met 100% HQT and AYP requirements for three consecutive years, please answer the following statements: Describe how the LEA will target Title II, Part A funds to address issues specifically preventing the meeting of the HQT and AYP goals. Describe how professional development strategies and activities based on scientifically-based research will ensure both these goals will be met.

1. LEAs who have not met HQT and AYP goals for the last three consecutive years (2009, 2010, and 2011) will respond to this question.
2. This plan needs to include how teachers and principals were active participants in the development of this professional development plan.

Please be aware that as part of this agreement, part A, of Title I funds may not be used to fund any paraprofessionals once it has been determined that the LEA has not met the 100% HQT goal and annual yearly progress for three consecutive years. Exceptions include:

- a. Filling a vacancy created by the departure of another paraprofessional funded under Title I and the new paraprofessional satisfies the requirements of section 119©
- b. Hiring if a significant increase in enrollment has occurred or
- c. Hiring if there is an increased need for translators or assistance with parental involvement

Section 3.9 - Carl D. Perkins Career and Technical Education Act of 2006

Please contact your LEA's DOE Perkins program manager for guidance related to Section 3.9.

Question A.1: Explain how Perkins and/or other funds will be used to strengthen the academic and career and technical skills of students in CTE programs.

Question A.2: Explain how Perkins and/or other funds will be used to provide students with strong experience in and understanding of all aspects of an industry.

Question A.3: Explain how Perkins and/or other funds will be used to develop, improve, or expand the use of technology in CTE.

Question B.1: Explain how Perkins and/or other funds will be used for inservice and professional development for those involved in integrated CTE programs.

Question B.2: Explain how Perkins and/or other funds will be used to develop and implement evaluations of the CTE programs

Question B.3: Explain how Perkins and/or other funds will be used to initiate, improve, expand, and modernize quality CTE programs.

Question C.1: Explain how Perkins and/or other funds will be used to provide services and activities that are of sufficient size, scope, and quality to be effective

Question C.2: Explain how Perkins and/or other funds will be used to provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

Question C.3: Explain how Perkins and/or other funds will be used to foster enrollment of students (male or female) in pathways that are non-traditional for their gender

Question D.1: Explain how Perkins and/or other funds will be used to assist non-traditional students to complete the pathways in which they are enrolled

Question D.2: Explain how Perkins and/or other funds will be used to ensure that disproportionate enrollment by gender, race and ethnicity is not caused by any type of discrimination or "tracking".

Question D.3: How are federal and state funds being directed to ensure that all required Perkins targets are met? What specifically is being done to meet the targets that were not met this past year?

Section 4.0 – Budget

Reminders:

1. Please refer to the PDF document Requirements for Use of Federal and State Funds for information on the required use of funds, optional uses of funds and non-allowable uses of funds for federal programs contained in the consolidated application.
2. Budgeted items support the implementation of strategies in the Success Plan. Budgeted items are resources such as personnel, materials, professional development and contractual services. In order to input a budgeted item, it must be directly aligned to a strategy in the Success Plan.
3. Allocations to Salaries must include Full Time Equivalent (FTEs) information.
4. Items charged to Materials and Supplies / Capital Outlay must include sufficient detail for program manager approval.
 - a. Items charged to Materials and Supplies / Capital Outlay in CTE Programs must include sufficient detail, including the item(s); description; quantity; unit price; school and CTE program.
5. Professional Development allocations in CTE must include a specific description of CTE program and list activities.
6. Allowable uses for IDEA funds may include the following (this list is not inclusive of all potential uses):
 - For such support and direct services, including technical assistance, personnel preparation, and professional development and training
 - For providing positive behavioral interventions and supports
 - To meet personnel shortages as long as supplanting rules are observed
 - To support capacity building activities and improve the delivery of services to improve results for children with disabilities
 - To support paperwork reduction activities, including expanding the use of technology in the IEP process
 - To improve the use of technology in the classroom by children with disabilities to enhance learning
 - To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities
 - Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities
 - To support the development and provision of appropriate accommodations for children with disabilities
 - To provide technical assistance to schools and direct services, including supplemental educational as services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who

LEA Consolidated Grant Application Guidance

teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary Act of 1965.

7. LEAs required to allocate the maximum amount (15 percent) of funds allowable for Comprehensive Early Intervening Services (CEIS) under IDEA must describe how they will use the funds for CEIS. LEAs using funds for CEIS will automatically see their CEIS budget calculated in Section 4.0 when they designate the use of the funds in Section 3.5. LEAs must use these funds for children particularly, but not exclusively, in those groups that were “significantly overidentified.” A district may also voluntarily choose to use 15% for CEIS purposes as well.

LEAs can review the CEIS allocations by clicking on the drop down menu IDEA CEIS as shown below:

Summary			
	Total Grant	IDEA 6-21	Perkins
Allocation		90,110.34	15,000.00
Remaining		0.00	0.00

The following screen displays the allocation amount for CEIS:

	Total IDEA 6-21	CEIS	PPPS
Allocation	483309.55	80997.07	
Amount in Budget	462310.89	80000.00	0.00
Remaining	20998.66	997.07	

LEAs must indicate on the budget sheet how they will be using the CEIS. This can be done by filling in the following area noted below: Note: You can have a staff person or an activity divided between CEIS and the IDEA 6-21 calculation.

Budgeted Items Description (Please be specific and detailed):
 Intervening Services Support - CEIS

Classification: Salaries / Employee Costs
Account: Pension Exempt Positions (including Substitutes and others)
Strategy: Comply with fiscal r

Program	Remaining	Allocation		Health Ins. \Non-Taxed Ben.		
		CEIS	PPPS	CEIS	PPPS	
IDEA 6-21:	-329901.50	175219.34	200000.00	0.00	0.00	0.00
IDEA 3-5:	112988.19	0.00				0.00
TITLE I:	185100.99	Public	Private	Public	Private	
		0.00	0.00	0.00	0.00	
TITLE II (PART A):	-122818.15	0.00				0.00

LEA Consolidated Grant Application Guidance

Once you have spent all of your CEIS dollars, the earlier chart will “zero” out under CEIS and the remaining column (for instance in this example you can see that \$997.07 is left to be spent).

Task Funding			
	Total IDEA 6-21	CEIS	PPPS
Allocation	483309.55	80997.07	
Amount in Budget	462310.89	80000.00	0.00
Remaining	20998.66	997.07	

[Back to Budgeted Item](#)

For more information on CEIS, please go to: <http://www.ed.gov/policy/speced/guid/idea/ceis-guidance.doc>

8. The US Office of Special Education Programs requires that a proportionate amount of IDEA funds be spent on eligible children under the IDEA who have been parentally placed in private schools. Please identify in the Activities section of the grant how the proportionate amount will be spent on equitable services for children who are parentally placed private school children. For example, an activity could be providing speech therapy for parentally placed private school children with the appropriate proportionate amount identified. Please remember that child find activities cannot be supported with the required proportionate amount for parentally placed private school children. The proportionate amount is used for the equitable services that are provided.
9. Subpart 1: Section 1418 of Title 1, Part D –Neglected and Delinquent requires state agencies (DSCYF and Adult Corrections) to reserve not less than 15 percent and not more than 30 percent of the amount they received under this subpart for any fiscal year to support transition services.

Section 5.0 – Financial Items

Section 5.1 – Maintenance of Effort

An LEA’s Maintenance of Effort calculations are automatically populated by clicking “Get Default Values”

Additional Guidance below Excerpted from, *Non-regulatory guidance, Title I Fiscal Issues: maintenance of effort; comparability; supplement, not supplant; carryover; consolidating funds in schoolwide programs; grantback requirements*. Revised (February 2008).

A. MAINTENANCE OF EFFORT

An LEA may receive its full allocation of Title I, Part A funds for any fiscal year only if the State educational agency (SEA) determines that the LEA has maintained its fiscal effort in accordance with section 9521 of ESEA.

Requirement

Section 9521 provides that an LEA may receive funds under Title I, Part A for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

In addition to Title I, Part A, the maintenance of effort (MOE) requirement of section 9521 apply to the following ESEA programs—

- Title I, Part B, Subpart 3, Even Start;
- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk;
- Title I, Part F, Comprehensive School Reform;
- Title II, Part A, Improving Teacher Quality State Grants;
- Title II, Part D, Educational Technology State Grants;
- Title III, Part A, English Acquisition State Grants;
- Title IV, Part A, Safe and Drug-Free Schools and Communities;
- Title IV, Part B, 21st Century Learning Centers; and
- Title VI, Part B, Subpart 2, Rural Education.

Failure to Meet the Requirement

If an LEA fails to meet the MOE requirement, the SEA must reduce the amount of funds allocated under the programs covered by the MOE requirement in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of either the combined fiscal effort per student or aggregate expenditures. In reducing an LEA’s allocation

because it failed to meet the MOE requirement, the SEA uses the measure most favorable to the LEA. *[Section 9521(b)(1)]*²

For a year in which an LEA failed to maintain effort, the expenditure amount an SEA uses for computing maintenance of effort in subsequent years will be 90 percent of the prior year amount rather than the actual expenditure amount. (See Example 1 on page 13.) *[Section 9521(b)(2)]*

Waiver

The Secretary may waive the MOE requirement if it is determined that such a waiver would be equitable due to—

- Exceptional or uncontrollable circumstances such as a natural disaster; or
- A precipitous decline in the financial resources of the LEA. *[Section 9521(c)]*

Expenditures to be included

In determining whether an LEA has maintained fiscal effort, an SEA must consider the LEA's expenditures from State and local funds for free public education. These include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities. *[34 CFR 299.5(d)(1)]*

Expenditures to be excluded

Expenditures for community services, capital outlay, debt service, or supplemental expenses made as a result of a Presidentially declared disaster are not to be included in the determination. In addition, any expenditures made from funds provided by the Federal government are excluded from the determination. *[34 CFR 299.5(d)(2)]*

"Preceding fiscal year"

For purposes of determining maintenance of effort, the “preceding fiscal year” is the Federal fiscal year, or the 12-month fiscal period most commonly used in a State for official reporting purposes, prior to the beginning of the Federal fiscal year in which funds are available. *[34 CFR 299.5(c)]*

Section 5.2 – Excess Cost for IDEA

An LEA's Excess Cost for IDEA calculations are automatically populated by clicking “Get Default Values”

² Unless otherwise noted citations with four digits reference the Elementary and Secondary Education Act of 1965, as reauthorized by the No Child Left Behind Act of 2001 (NCLB). Three-digits citations (beginning with 34 CFR) reference applicable regulations located in Title 34, Part 200 of the Code of Federal Regulations (CFR).

Please contact the DEDOE Education Associate for School Federal Funds for guidance related to section 5.2.

Section 5.3 – Excess Cost Questions

Please contact the DEDOE Education Associate for School Federal Funds for guidance related to section 5.3.

Section 5.4 - Consolidation Administrative Funds

- **The LEA is consolidating the following administrative funds:** [Select All]
 - Title I, Part A - Making High Poverty Schools Work
 - Title II, Part A - Teacher and Principal Training and Recruitment
 - Title III - Language Instruction for ELL and Immigrant Students

- **The LEA is not consolidating any administrative funds**

The appropriate box should be checked to indicate whether or not the district will be consolidating administrative funds for ESEA programs (Titles I, II, III). If the district is consolidating administrative funds, indicate which programs will be included. Administrative funds may not be consolidated for any other programs in this application.

Section 6.0 – Abstract

The Abstract is a brief, precise narrative summary of how this consolidated grant will impact the overall LEA plan for continuous improvement, including goals and objectives, and should include:

- Major program outcomes,
- The name(s) of school reform models, local innovations, and/or external supports,
- A brief description of activities supported by these funds,
- Time frames for implementation of these grant activities,
- The total amount of allocations, and
- The amount of funds requested, which must be equal to the total of funds requested on each summary budget page.

Example:

“The \$3,400,000 of funding provided by this application will be used to supplement and enhance the instructional program by addressing the special needs of educationally disadvantaged children and by providing instructional resources for all children. A major focus of the services will be reading and mathematics instruction. Staff will be provided professional development related to instruction, assessment, and curriculum development. Five thousand (5,000) students will participate in activities funded by this grant. The activities and services will be delivered by 16.4 FTE’s of instructional, administrative, and clerical staff.”

Section 7.0 - Certification of Compliance and Assurances

The Chief School Officer and Chief Financial Officer must review and sign this section electronically to officially certify their approval of the application. The Chief School Officer and any other personnel who may be responsible for activities or funds covered by these certifications must also read and understand each certification and all assurances listed in this section. The LEA must ensure that a printed copy of the completed, signed page (and the whole LEA Consolidated Grant Application when it is completely approved) is filed in the LEA central office for review upon request by state and federal officials and members of the public.