



ESEA Title I, Part A Targeting Step 1

Step 1

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Navigation for Step 1

- To select a check box or radio button, place the cursor over the check box or button and press the left mouse button.
- To use a drop-down list, place the cursor over the down arrow and highlight the desired selection.
- To enter information in a text box, place the cursor in the text area and click the left mouse button.
- Press the [Save Page](#) button before clicking a tab to go to another page.
- Press the [Save Page](#) button, before the session timeout clock (top right and lower left of screen) reaches zero.

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NEW - General Warning: Read before completing targeting pages! If a district has no Title I allocation of its own at the top of the Allocations page under the Funding Tab of the NCLB Consolidated section, *do not* complete *any* Targeting pages. A district without a Title I allocation may REAP-Flex funds into Title I for the purpose of operating a program, but *must not* complete the Targeting pages.

Low-Income Data Source

- Select the check box for the data source – such as participation in the National School Lunch Program (free and/or reduced-price lunch applications) – that the district is using to determine each eligible attendance area.
 - Data must be relevant to the determination of concentrations of economic deprivation of children from low-income families. Free/reduced lunch is usually the only one of the listed sources available at the school level.
 - Data sources must be applied uniformly to each attendance area and to the district as a whole, or to each grade-span grouping.
- For the data source checked, indicate the month and year the data was collected.
 - Use the drop-down list to select the month.
 - Select the Year text box and enter the four-digit year. Enter the year in YYYY format. The page will not save if only two digits are entered (i.e., '14' for 2014) and an error message will display.
- If the district has any schools using the Community Eligibility Provision (CEP), a box for this data source will be automatically checked. It cannot be changed by the district. If the box is unchecked, the district does not have any eligible schools or has chosen not use this option. In this case, the box cannot be checked by the district. The data source for this is from the previous school year.
 - If this data source is checked, the district will be allowed to select the CEP option for schools listed in the Attendance Center area at the bottom of the page.
 - If all of the schools in the district are not using the CEP, then the district will have to select one other data source from the initial list: Free/Reduced Lunch Program, TANF, U.S. Census, etc.
 - For those schools using the CEP, use only the exact number of direct certification students your district received from the Office of Public Instruction (OPI). This number is placed in the #Public Low Income column. *Do not* multiply this number by the 1.6 multiplier. The E-grants program will automatically do this if the district has selected the CEP option for an individual school. Percentages will be capped at 100 percent, and the number after the 1.6 multiplier is applied will not exceed the enrollment number.

Documentation of data source(s) must be kept in the applicant's Title I records for audit documentation.

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Enrollment Options Step 1

- Select the option to be used to determine percentages of low-income children. The option chosen in this step will affect results of the remaining targeting steps.
 - If the Enrollment option is selected, count only those students who are actually enrolled in each attendance center.
 - If the Residing option is selected, include all children enrolled in public and nonpublic schools as well as students with disabilities and homeless children where applicable who reside within the attendance center boundaries.
- The applicant may select a different option at any time before submission of the application to the OPI to determine the impact of each method. However, the page must be *saved* each time a choice is modified in order to trigger changes in the remaining targeting steps.

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Attendance Center

- The names and school codes of all the district's schools are automatically listed, based on the data provided by the district that is currently available on the OPI database.
- The data in this column *cannot* be changed on the screen. If changes are required, contact the OPI Title I Program at 406-444-5660.
- If an attendance center has closed, enrollment should be recorded as 0.

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Select Category Step 1

This column is relevant for only those districts that use same or similar grade spans in the ranking process in Step 3.

- Districts that use same or similar grade spans in the ranking process should note:
 - The system initially selects the category using the grades from the "Grade Span" column.
 - The category may be changed to group the district's schools more appropriately by using the drop-down listing. For example, a district has three K-3 schools and three grade 4-6 schools. To create a separate ranking group for the K-3 schools, change their category from elementary to lower elementary. To group the grade 4-6 schools, change their category from elementary to upper elementary.
- Press the **Save Page** button if any categories are modified. Failure to save the page may result in inaccurate rankings in Step 4.
- Category designations may be changed at any time before submission of the completed application to the OPI in order to determine the impact of different groupings. However, the page must be *saved* each time categories are modified in order to trigger changes in the remaining targeting steps.

- Changing the category may cause a *warning* message to display, indicating that the category selected does not match the default (expected) value of the grade spans. If this warning displays, verify that the categories are accurate as selected and correct, or proceed, as appropriate.

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Grade Span Step 1

- The displayed grade ranges are used only to set the category in the Select Category column and *cannot* be changed on the screen.
- No corrections are necessary to complete and submit the NCLB application.

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Feeder Pattern Used Step 1

- Check this box for a middle school or high school *only* if low-income numbers appear to be underreported and a feeder pattern has been used to qualify the school.
- Feeder pattern calculations must be maintained at the district for audit documentation.
- For information on calculating low income numbers by using a feeder pattern, see question 10 of the Title I guidance at <http://www.ed.gov/programs/titleiparta/wdag.doc>.

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Grandfather Step 1

- Check this box for any schools that are:
 - Not eligible this year but will be served through the “grandfather” provision described in Section 1113(b)(1)(C) of the NCLB legislation. See <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113> for more information. This method allows districts to designate and serve a school attendance area or school that is not eligible this year but that was eligible and served in the preceding fiscal year, but only for one additional fiscal year.
- Include the reasons for selecting the grandfather option in the comments box on the Targeting Step 4 Web page.

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Homeless Enrollment Step 1

- Enter the number of identified homeless children.
 - The McKinney-Vento Homeless Assistance Act (Pub. L. No. 107-110) defines the term homeless person as one who lacks a fixed, regular, and adequate nighttime residence and who has a primary nighttime residence that is:
 - a shelter/transitional housing, welfare motel;
 - the streets, cars, abandoned buildings, campgrounds, etc.;

- an institution that provides a temporary residence for individuals intended to be institutionalized;
- a residence with substandard living conditions (not fit for human habitation: no electricity, no heat, no running water, no windows/doors, holes in the roof/floor, no way to cook/store food); and
- two or more families living together in crowded or undesirable living conditions, (doubling/tripling-up) because they have no place of their own to live where they can safely and healthfully meet their basic needs in privacy and with dignity.

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Public Enrollment Step 1

- If the district selected enrollment as the basis for ranking schools, enter the actual *enrollments* for each school as of the date specified on this Web page for the selected low-income data sources.
- If the district selected residing as the basis for ranking schools, enter the number of children *residing* in each attendance area. Include all children who, by reason of age, are eligible to attend that school:
 - all children enrolled in public schools;
 - all children enrolled in private schools;
 - students with disabilities who reside within the attendance center boundaries, regardless of where they are enrolled;
 - homeless children who reside within the attendance center boundaries, regardless of where they are enrolled.
- As you enter data, remember to **Save Page** frequently in order to avoid losing data.

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Nonpublic Enrollment Step 1

- Enter the number of children residing in each attendance area who are enrolled in private/nonpublic schools *that will participate in Title I*.

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Public Number Low Income Step 1

- Enter the number of public school children from low-income families determined by the count from the data source(s) indicated on this Web page.
- For those schools using the CEP, use only the exact number of direct certification students your district received from the OPI. This number is placed in the #Public Low Income

column. *Do not* multiply this number by the 1.6 multiplier. The E-grants program will automatically do this if the district has selected the CEP option for an individual school.

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Nonpublic Number Low Income (for private/nonpublic participating schools)

Step 1

- Enter the number of private/nonpublic school children from low-income families determined by the count from the data source indicated on this Web page or from comparable measures.
- Steps to follow to obtain data for nonpublic enrollment and nonpublic low income:
 - Obtain listing of all local district students attending nonpublic schools that will participate. List must include addresses to verify residency and to place students in the appropriate attendance areas. Use the list to determine the nonpublic enrollment for each attendance area.
 - From the list, identify nonpublic students that qualify for free or reduced lunches. If free/reduced data is not available, comparable poverty measures may be used. Use this information to determine the number of nonpublic, low-income students in participating private/nonpublic schools residing in each attendance area.
 - If the private/nonpublic participating school has a meals program and it is using the CEP option, the district will need to take the number of students on direct certification and multiply that by the 1.6 factor to get the #Nonpublic Low Income number. This will be a manual calculation. The number cannot exceed 100 percent or the enrollment of the private/nonpublic school.
- For more information on obtaining private school data, see [Generating Funds for Services to Eligible Private School Children](#) below.

Press the [Save Page](#) before proceeding to Next Step, other pages or programs in the application. Failure to save each page as it is completed will result in data loss.

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Generating Funds for Services to Eligible Private School Children

Section 1113(c); or *Federal Register*, 7/3/95, 200.28

In identifying and ranking eligible public school attendance areas, an LEA generally should, if possible, take into consideration data on the number of children from low-income families who reside in each area but who attend private schools. For an LEA to include numbers of such children, however, would require adequate poverty data on private school children throughout the LEA. Because obtaining these data for the entire LEA may be extremely difficult, an LEA may identify and rank its eligible school attendance areas on the basis of children from low-income families attending public schools only.

Because generation of funds and eligibility of private school children for services are dependent upon residence in a participating public school attendance area, an LEA must share the results of its selection process with private school officials early in the consultation process. Other information that generally should be provided in the consultation process includes the following data on each participating area: grade span, enrollment, the number of low-income public and private school children residing in the area and, as soon as available, the per-pupil allocation of each public school participating area.

Under section 1113(c) of Title I, an LEA must allocate funds to a participating public school attendance area or school on the basis of the total number of children from low-income families including low-income children attending private schools. Thus, the LEA, in consultation with the private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort.

Collecting Poverty Data on Private School Children

An LEA may use the following methods to obtain poverty data on private school children.

1. Data from the same source. An LEA may use poverty data from the same source for both public and private school children, e.g., free and reduced-price lunch data.
2. Comparable data. An LEA may use poverty data for private school children that are from a different source than the data it uses for public school children as long as the income level for both sources is generally the same. For example, the LEA uses free or reduced-price lunch data but private school children do not participate in the free lunch program; however, private school officials are able to provide the LEA a count of children who would be eligible for free or reduced-priced lunches using other sources of poverty data such as a survey of parents of Temporary Assistance for Needy Families (TANF).

Some LEAs conduct a survey that requests comparable data on the low-income families whose children attend private schools. The only information necessary for the LEA to include for private school children is (1) address, (2) grade level of each child, and (3) income level of parents. An LEA is not required to have the names of the families.

Example: Surveys yielding good data have some common characteristics. The survey itself is simple and understood by parents, including parents with limited knowledge of English. Letters of explanation are sent to principals and meetings are held with them to explain the necessity and importance of the survey. Principals are encouraged to meet with the parents, then distribute the surveys. After a period of time has lapsed, during which time the surveys should have been received, the principals begin to follow-up with those parents who have not returned them. Parents are assured that the completed individual survey forms will be kept in confidence at the private school.

Example: One school district finds that sensitive data such as income level are most easily collected when the families providing the data feel that their privacy is being protected. For this reason they use only a number system to identify the families and do not require any names on

the form. Each principal is given a copy of the form and instructed to number the forms and keep a log. They inform parents that their names will only be rematched to the numbers if they do not return the form (i.e., in order to contact them). Printed at the bottom of the form is “This form has been numbered to protect your privacy. Once we receive the information requested, any correlation of this number to your family’s name will be kept in strict confidence.”

3. Extrapolation from a representative sample of actual data. An LEA may extrapolate the number of low-income private school children from actual data on a representative sample of private school children. The representative sample size should be large enough to reasonably conclude that the poverty estimate is accurate.

An extrapolation example is given below.

EXTRAPOLATION

Public School Attendance Areas 1	Number Of Private School Children Residing In Each Attendance Area 2	Number Of Private School Children On Returned Surveys In Each Attendance Area (Poor & Non-Poor) 3	Number Of Poor Private School Children On Returned Surveys In Each Attendance Area 4	Extrapolated Number Of Poor Private School Children In Each Attendance Area 5
A	150	115	100	130.4
B	20	10	4	8
C	30	20	2	3
D	35	10	5	17.5

Column 5 = Column 2 ÷ Column 3 × Column 4

4. Correlation of sources of poverty data. An LEA may obtain the number of poor private school children by correlating sources of data--that is, by determining the proportional relationship between two sources of public school data and applying that ratio to a known source of data in the private schools. For example, TANF in public schools is to free and reduced-price lunch in public school as TANF in private schools is to X (correlated free and reduced-price lunch in private schools).

$$\frac{\text{TANF public}}{\text{Free and reduced-price lunch}} = \frac{\text{TANF private}}{X}$$

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