

Title I Non-Competitive Supplemental School Improvement



FY24 Grant Funding Guidance

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**Department of
Education &
Workforce**

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Title I Non-Competitive Supplemental School Improvement Grant

FY24 GRANT FUNDING GUIDANCE

REVISED JANUARY 2024

This document serves as guidance for districts and community schools that implement programs with Title I Non-Competitive, Supplemental School Improvement (TI NC SSI) funds, which live within the Comprehensive Continuous Improvement Plan's (CCIP) Consolidated application. Districts and community schools receive these funds in a non-competitive manner.

Introduction:

Federal Title I, Part A funds are awarded to local educational agencies (LEAs), which are traditional school districts and community schools in Ohio. In Section 1003 of the Every Student Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), state education agencies are required to set aside 7 percent of the Title I, Part A award to support schools identified for improvement. In Ohio, these schools are known as Priority, Warning and Focus schools.

Over the next year or so, the Department of Education and Workforce (Department) will begin transitioning to new identification label names that better align to the federal ESSA. Priority will transition to Comprehensive Support or Improvement (or CSI), Focus will transition to Targeted Support and Improvement (or TSI) and Warning will transition to Additional Targeted Support and Improvement (or ATSI).

However, during this transition period, the identification names will be reported as the following:

- Priority (CSI)
- Focus (TSI)
- Warning (ATSI)

Eligibility:

To receive the Title I Non-Competitive, Supplemental School Improvement funds, the LEA must have at least one (1) Priority (CSI), Focus (TSI) or Warning (ATSI) school based on the identification status from the 2018-2019 school year. Additional funds were awarded to newly identified Priority (CSI) schools based on identifications released in June 2023 based on 2022 Report Card data. The additional funds appeared in the CCIP in September 2023.

Intent and Purpose:

School Improvement formula funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the needs of identified schools.

Fiscal Year 2024 Calculation:

Allocations are based on the identification of the buildings within a LEA. Priority (CSI), Focus (TSI) and Warning (ATSI) buildings receive a tiered allocation amount. The allocations are awarded in increasing amounts from Focus (TSI), Warning (ATSI), and Priority (CSI). The table below outlines the anticipated allocations amounts for each school identification. Please remember that the federal allocations are preliminary estimates and local educational agencies (LEAs) may need to make revisions throughout the year.

The total district amount is calculated based on the number of Priority (CSI) (both 2018 and 2022), Focus (TSI) (2018) and/or Warning (ATSI) (2018) buildings within the district. The total allocation amount is awarded at the district level. The district can budget funds among their identified buildings.

TABLE OF BUILDING IDENTIFICATIONS:

Building Identification Status	State Award Year 2024 Allocation
Priority (CSI)	\$66,316.29
Warning (ATSI)	\$49,737.22
Focus (TSI)	\$43,105.59

Table of Building Identifications 1

For example, if an LEA has one Priority (CSI), Warning (ATSI) and one Focus (TSI) building, the total allocation for the LEA is \$159,159.10.

Example Calculation: \$66,316.29 (Priority [CSI]) + \$49,737.22 (Warning [ATSI]) + \$43,105.59 (TSI [Warning]) = \$159,159.10 Total Allocation

The LEA can then distribute the funds to the identified buildings with the greatest need and that require more funds to accomplish activities aligned to their School Improvement Plans. NOTE: If a LEA decides to not allocate funds to an identified building, the CCIP application will require an explanation as to why the LEA determined that the building does not require the funds.

ESSA prioritizes a focused approach to improvement in rural, low-income areas. As such, districts identified as “rural” per [Ohio’s district typology](#) receive an additional allocation of \$10,000 per identified building.

Allowable Activities:

The Title I Non-Competitive, Supplemental School Improvement application requires the completion of a budget. Budgeted activities must be consistent with the improvement planning embedded in the identified school's One Plan. Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). ESSA Level 4 evidence-based strategies are not allowable. This grant can only fund activities, strategies or interventions that demonstrate a statistically significant effect on improving student outcomes. See pages 6-7 for additional information on ESSA levels of evidence including resources for identifying ESSA levels of evidence.

All expenditure(s) must be reasonable, allowable, and necessary. Use good common sense when making expenditure and obligation decisions. The following charts contain examples of allowable and unallowable uses of funds. The activities listed below are not exhaustive but serve as a list of ideas that may assist in school improvement planning. The allowable activities examples are not intended to be requirements or limit the uses of funds. Other uses of funds that are consistent with Title I Non-Competitive Supplemental School Improvement requirements are permissible.

When exploring activities, begin by reviewing the goals, strategies and activities identified in the improvement plan of the school's One Plan and consider aligned and connected activities. The Department recommends that LEAs and schools work with their State Support Team (SST) and Educational Service Centers (ESCs) to assist with improvement planning and identifying grant-related activities.

TABLE OF ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
Category 1: Professional Development	Purchased services for: <ul style="list-style-type: none"> • Training • Speakers • Stipend(s) for professional development
Category 2: Family and Community Engagement	<ul style="list-style-type: none"> • Materials/supplies for meetings and activities • Hiring a new Family and Community Engagement Coordinator
Category 3: Student Achievement	<ul style="list-style-type: none"> • Summer school activities, tutoring, supplemental instruction, counseling, etc. • Interventions to address learning loss such as tailored acceleration, high-quality intensive tutoring and summer bridge programs (outside of core instruction) • Interventions to focus on improved literacy
Category 4: District-Level Supports and Initiatives	<p>Note: District-level initiatives must support the implementation of the improvement plans of identified buildings</p> <ul style="list-style-type: none"> • District-level initiatives require Department pre-approval. Please reach out to the Department at School_Improvement@education.ohio.gov to request pre-approval. • Analysis of assessment data like a district-wide dashboard using assessment specialists • Leadership, resources and guidance • Building and maintaining a cadre of high-quality substitute teachers, including through partnerships with teacher preparation programs
Category 5: Graduation and Pathways	<ul style="list-style-type: none"> • Providing college and career pathways that integrate enrollment, support and success in rigorous academic coursework, career and technical education • Work-based learning and student support services
Category 6: Hiring New Positions	<ul style="list-style-type: none"> • Coaches or specialists to provide job-embedded training, classroom observations and embedded support or feedback designed to strengthen the implementation of sustainable improvement strategies • Additional staff to support implementation of new instructional models, students' mental health needs and the implementation of whole child supports • Note: A job description may be requested during the application review process

Activity Category	Example(s) of Allowable Activities
Category 7: School-based Wellness Programs	<ul style="list-style-type: none"> • Establishing school-based wellness teams comprised of representatives from administration, teachers, counselors, nursing and support staff • Increasing availability of mental health services • Creating a trauma-informed school environment that addresses needs of students and staff experiencing symptoms of traumatic stress • Leveraging tools that allow teachers to understand and cultivate students’ social and emotional development by measuring school climate, integrating trauma informed learning into instructional practices and design, providing whole child supports and reducing school exclusions
Category 8: Differentiated Learning	<ul style="list-style-type: none"> • Implementing an integrated multi-tiered system of supports (MTSS) framework • Establishing early warning indicator (EWI) systems to promote targeted and timely engagement strategies in response to data • For example, a LEA may use these funds to implement interventions such as high-quality mentor programs, access to instructional coaches, and professional development opportunities to help educators and staff build more equitable and inclusive approaches to discipline or content area supports in career and technical education (CTE), science, technology, engineering, and math (STEM), special education, and bilingual education. • Activities supported with these funds must be consistent with a school’s support and improvement plan.
Category 9: Other	<p>The Department can assist in evaluating the allowability of activities. Please email School_Improvement@education.ohio.gov for assistance.</p>

Title I Allowable Activities Table 2

TABLE OF UNALLOWABLE ACTIVITIES:

Examples of Unallowable Activities

Unallowable A	Unallowable B
<ul style="list-style-type: none"> Purchasing of incentives/prizes for students (outside of the Title I Guidelines) 	<ul style="list-style-type: none"> Capital expenses such as land for a building, building repair or renovation
<ul style="list-style-type: none"> Food 	<ul style="list-style-type: none"> Supplanted activities
<ul style="list-style-type: none"> Vehicle purchases and transportation 	<ul style="list-style-type: none"> Using more than 30% of funds for supplies and capital outlay (total between the two categories)

Table of Unallowable Activities 3

ESSA Levels of Evidence:

ESSA requires the use of evidence-based strategies to support students. There are four levels of evidence-based strategies, however, TI NC SSI funds only allows Levels 1 through 3. Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). The following chart defines the four ESSA tiers of evidence. When considering grant activities, ESSA evidence-based databases such as the [What Works Clearinghouse](#) and the [Ohio Evidence-Based Clearinghouse](#) may assist in identifying the ESSA evidence tier.

TABLE OF ESSA TIERS OF EVIDENCE

ESSA Tier of Evidence	Description
Level 1: Strong Evidence	<ul style="list-style-type: none"> Well designed and well implemented experimental study Significant favorable effect on relevant outcome No overriding negative effects from causal studies Large, multisite sample* Overlaps with population
Level 2: Moderate Evidence	<ul style="list-style-type: none"> Well designed and well implemented quasi-experimental design (QED) or randomized controlled trials (RCT) with high attrition Significant favorable effect on relevant outcome No overriding negative effects from causal studies Large, multisite sample Overlaps with population

ESSA Tier of Evidence	Description
Level 3: Promising Evidence	<ul style="list-style-type: none"> Well designed and well implemented correlational study or well-designed and implemented RCT or QED without a large/multisite sample Statistical controls for selection bias Significant favorable effect on relevant outcome No overriding negative effects from causal studies
Level 4: Demonstrates Rationale	<ul style="list-style-type: none"> Well specified logic model An effort to study the effects is or soon to be under way Note: This level is unallowable for these funds

Table of ESSA Tiers of Evidence 4

* A large sample is 350 or more students, or 50 or more groups with 10 or more students. A multisite sample is more than one site, and a site is a local education agency, locality, or state. Multiple studies can be combined to meet the large and multisite sample requirement as long as all studies meet the other requirements and examine the effects of an intervention on the same outcome domain.

Other Levels of Evidence Resources:

Ohio does not endorse or require the use of any specific evidence-based clearinghouse; districts may use the clearinghouses or stand-alone research reviews they find most useful in terms of content and usability. Existing clearinghouses and stand-alone research reviews include, but are not limited to the following list:

- [Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 \(ESEA\)](#)
- [Pennsylvania Evidence Resource Center](#)
- [Identifying Evidence-based Programs – Mississippi Department of Education](#)
- [Evidence for ESSA](#)

Actions Required:

While the funding is allocated at the district level, these funds must be spent at the building level of the identified buildings or on district-wide initiatives (see Allowable Uses table for additional information). Districts and community schools must complete the Title I Non-Competitive Supplemental School Improvement application within the CCIP Consolidated Funding Application. The TI NC SSI application includes a district-level budget grid, budget details page and school allocations page. Budget revisions should be implemented in accordance with [Budget Revision Requirements](#).

New to the FY24 CCIP application, LEAs may upload building-level budgets for each building that receives TI NC SSI funds. Budget grids should align to the below format:

TABLE OF BUDGET GRID:

Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Purpose Code							
Instruction							\$0
Support Services							\$0
Prof Development							\$0
Family/Community							\$0
Facilities							\$0
Transportation							\$0
Indirect Cost							\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TI NC SS Budget Grid Table 5

Timeline:

Districts are encouraged to submit their Title I Non-Competitive, Supplemental School Improvement applications and budgets in Authorized Representative Approved status within 30 calendar days of receipt of the award to establish a substantially approved date. The [substantially approved date](#) is the earliest date to which obligations can be charged to the grant for allowable expenses.

Unlike general funds, federal funds will expire if they are not obligated and liquidated within the period of availability. These TI NC SSI funds are provided for FY24. They should be budgeted and obligated within the CCIP by June 30, 2024 and liquidated by September 30, 2024.

On July 1, 2024, grantees will have access to submit [Final Expenditure Reports \(FERs\)](#) in the CCIP. The FER can be submitted once all outstanding obligations are finalized for an application. FERs are due no later than September 30, 2024. The Department encourages districts to spend the funds within the allocation year (FY24). **Carryover of these funds into the subsequent year (FY25) is unlikely.**

Assurances:

Districts and schools relinquish the rights to Title-I Non-Competitive, Supplemental School Improvement funds for the remainder of the fiscal year for failing to meet these assurances. The district or community school must assure it will:

- Ensure that each school the Local Education Agency proposes to serve with this funding will receive all of the state and local funds it would have received in the absence of this funding (supplement, not supplant);

- Spend allocated funds at the appropriate school and on allowable expenses at that school;
- Implement the Ohio Improvement Process (OIP) or a similar continuous improvement cycle, such as ED STEPS;
- Align Title I Non-Competitive, Supplemental School Improvement fund expenditures to the Building Needs Assessment;
- Ensure only evidence-based practices and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan;
- Ensure the providers have access to district- and building-level data as requested by the service provider and to teachers and other district/school personnel as needed;
- Expend funds in accordance with the school improvement components of the building plan and required interventions;
- Ensure Title I Non-Competitive, Supplemental School Improvement funds are used to build the capacity of the building staff and community to address identified needs and, if used for direct student services, the providers are properly licensed; and
- Understand Title I Non-Competitive, Supplemental School Improvement funds may be denied and/or the state may request the district reimburse the Title I Non-Competitive, Supplemental School Improvement funds for failing to meet the assurances.