

# Office of Federal Programs Resource Guide



Basics of the Elementary and Secondary  
Education Act Programs

2024



**Department of  
Education &  
Workforce**

October 2024

The Office of Federal Programs (OFP) supports a variety of customers ranging from new to veteran district superintendents, school treasurers, federal program coordinators, state and national organizations, elected officials, parents and students. The level of understanding federal education programs and the types of services requested varies across stakeholders.

Some people require a thorough knowledge of the details to comply with federal laws and regulations. For those who need detailed guidance, we recommend reviewing our Comprehensive Continuous Improvement Plan (CCIP) [Document Library](#) to search for the specific topic of relevance. On the other hand, some people may only want a basic understanding of federal programs or a high-level summary of the information. This document should help, regardless of the level of information desired.

OFP is committed to supporting all customers and adding value to their federal programming experience. We are continuously seeking to improve on the following processes:

- streamlining and updating the relevant federal guidance and supporting materials;
- reviewing federal requirements and identifying potential flexibilities;
- helping educational organizations spend federal resources appropriately and efficiently;
- supporting stakeholders with their implementation and compliance with federal laws and regulations;
- Identifying best practices and models of success;
- breaking down programmatic siloes and reducing administrative burdens; and
- improving collaboration and communications.

We hope this document provides the reader with a high-level overview of the Elementary and Secondary Education Act (ESEA) programs. It includes general information on the law and regulations, grant information, general uses of funds, compliance information, accountability procedures and more. For those who require more details, there are useful links to access more comprehensive guidance materials after each topic.

Thank you for your interest in federal education programs and your commitment to high achievement for all students.

Sincerely,



Jeremy Marks  
Administrator, Office of Federal Programs

# Office of Federal Programs Resource Guide

**Special Note:** The Ohio Department of Education and Workforce (DEW) Office of Federal Programs (OFP) administers many, but not all, grants under the ESEA. The ESEA was originally signed into law in 1965. Since that time, the legislation has been reauthorized six times, most recently in 2015 when the law was reauthorized as the [Every Student Succeeds Act \(ESSA\)](#).

More information on the ESEA can be found on the [OFP website](#).

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# Title I, Part A Improving Basic Programs

Basic information on Title I, Part A can be found below. For more detailed information, please see the [OFP Title I, Part A website](#) and the [United States Department of Education \(USDOE\) Title I, Part A website](#).

## PURPOSE

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and at a minimum, reach proficiency on challenging state academic achievement standards and assessments. Eligible entities receive Title I funds based primarily on U.S. Census data of low-income students; however, services are provided to students identified as having the greatest need for assistance and most at risk of failing challenging state academic achievement standards.

## FUNDING FORMULAS

Title I, Part A funds are made up of four statutory formulas that are based primarily on United States Census poverty estimates and the cost of education in each state:

1. Basic Grants provide funds to districts in which the number of children counted in the formula is at least 10 and exceeds 2 percent of district's school-age population;
2. Concentration Grants flow to districts where the number of children counted in the formula exceeds 6,500 or 15 percent of the total school-age population;
3. Targeted Grants based on the same data used for Basic and Concentration grants, except that the data are weighted so that districts with higher numbers or higher percentages of children from low-income families receive more funds. Targeted grants flow to local education agencies where the number of school children counted in the formula (without application of the formula weights) is at least 10 and at least 5 percent of the district's school-age population; and
4. Education Finance Incentive Grants funds are distributed to states based on factors that measure a state's effort to provide financial support for education compared to its relative wealth, as measured by its per-capita income, and the degree to which education expenditures among districts within the state are equalized.

## ALLOCATIONS TO DISTRICTS

Ohio provides Title I, Part A funds (allocations) to all Local Educational Agencies (LEAs), including traditional school districts and community schools. DEW receives predetermined allocations for traditional districts based on the federal formula. DEW adjusts the allocations for: state administration (1 percent); School Improvement Sub A (4 percent); modifications for the neglected and delinquent youth program; and adjustments for community (charter) school allocations. The community school allocations are determined based on enrollment data submitted to the Educational Management Information System (EMIS).

Once the state provides districts with their federal allocations, the districts target their funds (i.e. Title I funds) to the individual schools. For Title I, the schools with the highest percentages of children from low-income families receive funds. Unless a participating school is operating a Title I schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Districts also must use Title I funds to provide equitable services to eligible children enrolled in private schools.

Allocation Timelines: DEW provides districts with estimated allocations each spring. Districts complete their consolidated planning and funding applications in the Comprehensive Continuous Improvement Plan (CCIP) before July 1, allowing them to establish the legal authority to obligate funds as of July 1. Because new community schools open each year, DEW is required to complete a reallocation process during the fiscal year.

## **PERIOD OF AVAILABILITY**

Allocations are loaded in early June and available on July 1 each year. In general, districts should expend their grant funds within the 12-month state fiscal year in which the funds are awarded, but some grants allow for a percentage of their allocations to be extended from one year to the next (see Carryover below). Generally, federal education funds must be obligated within a 27-month period.

Carryover: Without a waiver, ESEA Title I Part A allows school districts to carry over, from year to year, no more than 15 percent of their allocation amount. Districts may request a carryover waiver once every three years during the fiscal year in which there were excess funds. Most other formula-based federal title grants (e.g. Title I Part D, Title II Part A, Title III, and Title VI Part A allow for 100 percent carryover. On the other hand, there are ESEA competitive federal grants (e.g. Title IV 21<sup>st</sup> Century and Title VII Homeless) that many not allow carryover.

Expiring Funds Report (Formerly 9/30 Report): To help LEAs protect funds that are in jeopardy of lapsing (not spent in the allowable timeframe or exceeding the carryover limit), DEW developed a reporting process that allows a district to report any of its expenses and obligations from the district's substantially approved date (typically July 1) until September 30. This allows for the obligations until September 30 to be paid using the oldest funds available.

## **TARGETED ASSISTANCE PROGRAM**

Targeted assistance programs are supplemental Title I services provided to a select group of eligible children who are identified by districts or schools as failing or most at risk of failing to meet the state's reading and mathematics standards. Children must be ranked and served from highest to lowest risk using multiple educationally related criteria. Schools are eligible to operate Title I programs if the school's poverty is above 35 percent or the district-wide poverty average. Targeted assistance programs must offer supplemental services beyond what is offered in the required curriculum. Typical services include additional instruction or tutoring; professional development on Title I programs to administrators, teachers and parents; additional books and other supplies; additional equipment and increased parental involvement activities.

## **SCHOOLWIDE PROGRAM**

A Title I schoolwide program may serve all students in a school, rather than providing separate services as required under the targeted assistance program. A schoolwide program allows the school significant flexibilities as it considers all students to be Title I-eligible students and all teachers to be Title I teachers. To be eligible to be a schoolwide program 40 percent or more of the students must be identified as low-income unless the school is granted a waiver by the state. A school must complete a comprehensive one-year planning process or receive permission from the Office of Federal Programs before operating a schoolwide program. More information can be found in the [OFP Schoolwide Program Guidance](#).

## REQUIRED USES OF FUNDS

Districts provide the majority of the Title I funds to eligible schools in rank order based on the number of low-income students in the school. However, before the district allocates funds to Title I served buildings, there are district-level allowable or required set-asides, including:

- Districts are required to set aside 1 percent of their Title I allocation (if over \$500,000) for parental involvement (95 percent of the 1 percent must go to the Title I served schools for their use);
- Districts are required to set aside a minimum of 1 Per Pupil Amount (PPA) for services for students experiencing homelessness;
- Districts are required to provide Title I nonpublic equitable services to eligible students. The equitable services amount is calculated by multiplying the number of low-income nonpublic school students living in the Title I-funded attendance area in the grade levels of the Title I-funded school by the corresponding Title I served school's Per Pupil Amount.

## ALLOWABLE USES OF FUNDS (NOT A COMPLETE LIST)

Title I funds should be supplemental in nature and be reasonable and necessary. They should be provided in accordance with Title I purposes and requirements. Below are a few examples of allowable costs. A comprehensive list of Title I, Part A allowable uses can be found in the Title I, Part A spending guide referenced above.

- Employee salaries and benefits (must maintain appropriate time and effort distribution records if employee has duties other than Title I);
- Supplemental supplies, educational materials and equipment that are reasonable, necessary and specific to Title I purposes. The Ohio Department of Education and Workforce recommends districts spend no more than 10 percent of their allocation on supplies and equipment (combined);
- Travel and conferences that are reasonable and necessary and specific to the Title I program, not the general needs of the district or school;
- Light refreshments for parent meetings/trainings;
- Indirect costs;
- Costs that are reasonable and necessary to accomplish the intent and purposes of the grant.

## EXAMPLE USES OF FUNDS

- Create systems to identify and train highly effective teachers to serve as instructional leaders;
- Modify the school schedule for collaboration (extended school day or year);
- Establish intensive, year-long teacher training in a schoolwide Title I elementary school. Train teachers to use a new reading curriculum that aggressively works on improving students' language skills and vocabulary;
- Provide new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements;
- Use longitudinal data systems to drive continuous improvement efforts focused on improving achievement in Title I schools;
- Strengthen and expand early childhood education by providing resources to align a district-wide Title I PreK program with state early learning standards and state content standards for

- grades K-3;
- Provide professional development to teachers in Title I targeted assistance programs focusing on the use of data to inform and improve instruction for students served by Title I. Professional development in a targeted assistance school is limited to the Title I staff and those teachers who have students in their rooms served by Title I;
- Use reading or mathematics coaches to provide professional development to teachers in Title I schoolwide programs;
- Establish or expand fiscally sustainable extended-learning opportunities for Title I-eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year;
- Contract with quality providers to offer supplemental tutoring support to low-performing students.

### **PROHIBITED USES OF FUNDS (NOT A COMPLETE LIST)**

Below are a few examples of unallowable costs. A comprehensive list of allowable and unallowable costs when using federal funds is available from the Office of Management and Budget [Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards](#). Additional requirements can be found in [the Education Department General Administrative Regulations \(EDGAR\)](#).

Some examples of unallowable costs include:

- Alcoholic beverages;
- Entertainment, recreation and social events;
- Donations;
- Employee service awards;
- Fines and penalties;
- Food and beverages (with certain exceptions);
- Fundraising activities;
- Gifts and monetary rewards (i.e., gift cards);
- Lobbying;
- Memberships in organizations that substantially engage in lobbying;
- Promotional items;
- Professional or individual liability insurance;
- Regular school day transportation.

## **Title I, Part C – Migrant Education**

The purpose of the Title I, Part C grant is to support high-quality education programs for migratory children and ensure that those children who move between states are not penalized in any way by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs, but also that those children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to state educational agencies, based on each state's per pupil expenditure for education and counts of eligible migratory children, ages 3 through 21, who live within the state.



More information is available on the [OFP Title I, Part C website](#) and the [USDOE Title I, Part C website](#).

## Title I, Part D – Neglected and Delinquent

The purpose of Title I, Part D is to support neglected or delinquent children and youth. Title I, Part D is made up of two subparts. Subpart 1 provides formula grants to State Educational Agencies (SEAs) for supplemental educational services to help provide educational continuity for children and youth in state-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment upon release. Funds are allocated by a formula to SEAs, which then make subgrants to the state agencies responsible for educating neglected or delinquent children and youth. To be eligible for state Neglected and Delinquent funds, juvenile institutions must provide 20 hours a week of instruction from non-federal funds and adult correctional institutions must provide 15 hours of instruction.

Under Subpart 2, the SEA is required to reserve funds from its Title I, Part A allocation based on the number of children in locally operated institutions for delinquent youth. Funds are then awarded to school districts with high proportions of youth in local correctional facilities to support dropout prevention programs for at-risk youths.

More information is available on the [OFP Title I, Part D website](#) and the [USDOE Title I, Part D website](#).

## Title II, Part A – Supporting Effective Instruction

The purpose of the Title II, Part A grant is to increase student academic achievement by improving the quality of teachers and principals by increasing the effectiveness of teachers and principals by holding local educational agencies and schools accountable for improvements in student academic achievement. Title II, Part A provides agencies with the flexibility to use these funds to create ways to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

More information is available on the [OFP Title II, Part A website](#) and the [USDOE Title II, Part A website](#).

## Title III – Language Instruction for English Learners and Immigrant Children and Youth

The purpose of Title III is to improve the education of English Learner children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards. The Title III Immigrant subgrant also provides enhanced instructional opportunities for immigrant children and youth.

More information is available on the [OFP Title III, Part A website](#) and the [USDOE Title III, Part A website](#).

## Title IV, Part A – Student Support and Academic Enrichment

The purpose of Title IV, Part A is to improve academic achievement by increasing the capacity of states, LEAs, schools and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

More information is available on the [OFP Title IV, Part A website](#) and the [USDOE Title IV, Part A website](#).

## Title V, Part B – Rural Education Achievement Program

The purpose of Title V, Part B is to provide financial assistance to rural districts to assist them in meeting the state’s challenging academic standards. Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements. Awards are issued annually to SEAs that then make subgrants to LEAs that meet the applicable requirements.

More information is available on the [OFP Title V, Part B website](#) and the [USDOE Title V, Part B website](#).

## Additional ESEA Grants

Additional ESEA grants are managed by other DEW offices. Some of the additional ESEA grants that may be available to your district or school are found below.

### **TITLE I – SCHOOL IMPROVEMENT (1003)**

School improvement funds are awarded to LEAs with at least one school that has been identified as a *Comprehensive Support and Improvement (CSI)*, *Targeted Support and Improvement (TSI)* or *Additional Targeted Support and Improvement (ATSI)* school. School improvement funds are awarded to implement sustainable, strategic school improvement strategies.

More information is available on the [DEW School Improvement Grants website](#) and the [USDOE Title I, Part A website](#).

## **TITLE I – DIRECT STUDENT SERVICES (EXPANDING OPPORTUNITIES FOR EACH CHILD GRANT)**

The Direct Student Services grant, known in Ohio as Expanding Opportunities for Each Child grant, is meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families. This grant's four focus areas of advanced coursework, career pathways, personalized learning, and credit recovery and academic acceleration services provide a unique opportunity for districts and community schools to create and expand programming.

*More information is available on the [DEW Expanding Opportunities for Each Child website](#).*

## **TITLE IV, PART B – 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS**

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad selection of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Current ESEA flexibility allows for a portion of the 21<sup>st</sup> Century funds to be used for academic enrichment activities during the school day in addition to non-school hours.

*More information is available on the [DEW 21<sup>st</sup> Century Community Learning Centers website](#) and the [USDOE Title IV, Part B website](#).*

## **TITLE VII, SUBTITLE B – EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

Formula grants are made to states based on the state's share of Title I, Part A funds. Among the provisions of this program is that funds support an office for coordination of the education of homeless children and youth in each state, which gathers comprehensive information about homeless children and youth and the impediments they must overcome to attend school regularly. These grants also help state educational agencies ensure that homeless children, including preschoolers and youth, have equal access to free and appropriate public education. States must review and revise laws and practices that impede such equal access. States must make competitive subgrants to local education agencies to facilitate the enrollment, attendance and success in school of homeless children and youth. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues. States also are required to have an approved plan for addressing problems associated with the enrollment, attendance and success of homeless children in school.

*More information is available on the [DEW Students Experiencing Homelessness website](#) and the [USDOE Education for Homeless Children and Youths website](#).*

# **ESEA General Requirements**

## **PROPERLY LICENSED TEACHERS AND PARAPROFESSIONALS**

ESEA requires individuals paid out of federal funds to meet the state's licensure requirements. In

Ohio, a “properly certified or licensed teacher” has successfully completed all requirements for certification or licensure in the core academic subject of the teaching assignment and currently holds that corresponding license for the subject area, grade level and teaching population to whom the teacher provides instruction. Paraprofessionals must meet one of the following criteria:

- Have a designation of “ESEA qualified” on the educational aide permit;
- Have successfully completed at least two years of coursework at an accredited institution of higher education;
- Hold an associate degree or higher from an accredited institution of higher education;
- Or meet a rigorous standard of quality as demonstrated by attainment of a qualifying score on an academic assessment specified by the Department of Education and Workforce.

More information is available on the [DEW Teachers website](#).

## PRIVATE SCHOOL PARTICIPATION

Programs under ESEA, as well as other federal education laws, such as the Individuals with Disabilities Education Act (IDEA), require the equitable participation of nonpublic school students and educational personnel in the programs. As part of this process, districts are required to provide meaningful and timely consultation with nonpublic school administrators before submitting grant applications and before the district makes any decisions that affect the opportunity for eligible nonpublic school children, their teachers and their families to participate.

### *Nonpublic Ombudsman*

The Ohio Department of Education and Workforce has designated an ombudsman to monitor and enforce equitable services requirements under both Title I and Title VIII of the Elementary and Secondary Education Act (ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B)). For any nonpublic equitable service questions, please contact Chantelle Carter, Nonpublic Ombudsman, at [chantelle.carter@education.ohio.gov](mailto:chantelle.carter@education.ohio.gov).

## ESEA Fiscal Components

### COMPARABILITY

Comparability is a Title I fiscal requirement [ESEA, 1120A(c)] that is intended to demonstrate that a local school district is using Title I funds to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities under Title I-A. To be eligible to receive Title I funds, a district must use state and local funds to provide services in Title I schools that are at least comparable to services provided in non-Title I schools. If the district serves all its schools with Title I funds within a particular grade span, the district must use state and local funds to provide services that are substantially comparable in each school. Demonstrating comparability is a prerequisite for receiving Title I funds. Since Title I allocations are made annually, comparability also is an annual requirement. The Comparability Web-based system is located in the Ohio Identification (OH-ID) account or on the Consolidated funding application menu bar funding tab of the Comprehensive Continuous Improvement Plan (CCIP). The Web-based system allows a district to perform the necessary annual calculations to demonstrate that all its Title I schools are, in fact, comparable.

For more information, see OFP’s [Comparability guidance](#).

## MAINTENANCE OF EFFORT

Maintenance of Effort is an Elementary and Secondary Education Act (ESEA) fiscal requirement under Section 9521 that requires districts to demonstrate that the level of state and local funding remains relatively constant from year to year, so that districts receive their full ESEA grant allocations. A district's education expenditures from the general fund must be at least 90 percent of the immediately preceding year's amounts. It is the state's responsibility to make an annual determination as to whether a district has maintained fiscal effort.

For more information, see OFFP's [Maintenance of Effort Guidance](#).

## SUPPLEMENT, NOT SUPPLANT

Federal funds shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for authorized activities under certain ESEA programs including, but not limited to, Title I-A, Title I-C, Title II- A, Title III, Title VI-B Rural and IDEA-B. These funds shall be used to supplement, and not supplant, any other federal, state or local education funds. In general, federal funds must enhance, add to and supplement services and programs that are offered with state and local funds; federal funds may not be used to replace any services and programs that were offered, or would otherwise be offered, using state and local funds.

For more information, see OFFP's [Supplement, Not Supplant Guidance](#).

# Systems for Districts to Plan, Report and Budget

The Office of Federal Programs uses a variety of Web systems to award fund and monitor federal compliance. These systems can be accessed via the [Ohio Identification \(OH-ID\) system](#).

## COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

The [Comprehensive Continuous Improvement Plan \(CCIP\)](#) is a consolidated grants application and verification system that contains the funding application. The funding application contains the budget, budget details, nonpublic services and other related pages.

## ONE NEEDS ASSESSMENT

The [One Needs Assessment](#) is designed to get all users accustomed to identifying all their needs in a single location within a standardized timeline. The beta version of the One Needs Assessment component is intended to assist in the design and development of a final One Needs Assessment component to be part of the Education Department's System of Tiered E-Plans and Supports (ED STEPS) system.

## ONE PLAN

The [One Plan](#) is a systematic consolidated planning tool for educational entity operations, strategically aligned to funding and resources and focused on improving outcomes for all students.

## MONITORING

The [Monitoring web-based system](#) helps Local Education Agencies (LEAs) monitor whether they are meeting the legal requirements of ESEA and other federally funded programs. It is a tool for self-evaluation and compliance monitoring of any programs receiving federal funds.

## NONPUBLIC DATA SYSTEM

The [Nonpublic Data System](#) is a web-based system used to collect nonpublic student enrollment and federal program participation information for ESEA and the Individuals with Disabilities Education Act. ESEA and IDEA require equitable participation of nonpublic school students and education personnel with federal program services.

## COMPARABILITY

The [Comparability web-based system](#) (located in the SAFE Account or funding tab of the CCIP consolidated funding application menu bar) enables districts to perform the necessary annual calculations to demonstrate that all of their Title I schools are in, fact, comparable.

# Expenditure Information

The section below provides basic information on accounting principles and federal expenditures. It is not intended to serve as a comprehensive list of requirements. For more information, see the [DEW Office of Grants Management website](#), the [USDOE Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards website](#), and the [Education Department General Administrative Regulations \(EDGAR\) website](#).

## GENERAL COST PRINCIPLES

All costs charged to federal funds must be necessary, reasonable, allocable and allowable under the program criteria and supported by appropriate documentation. All employees who are paid with federal funds, in full or in part, must retain specific documentation to demonstrate the amount of time personnel spent on grant activities (Time and Effort records). A district must submit to and have an approved application in the CCIP system with the Office of Federal Programs to request federal funds (project cash request) to use federal funds for allowable district expenditures. Obligations (e.g., when a service occurs, order placed or contract is signed) for program costs must occur during the grant period and cash requests (funding requests) must be made during the grant period. A district request for funds (project cash request) must be for an immediate cash need and districts may not accrue interest on the federal funds. Below is a general description of the process:

1. The Ohio Department of Education and Workforce provides districts with preliminary allocation of federal funds in or around June (district allocations are often adjusted due to various factors).
  - The district submits an online budget application in the CCIP before July 1 that includes a budget and budget detail components, including how the district will use the funds for allowable activities and, according to their plans, for appropriate objects (i.e. salaries, supplies, etc.) and functions (instruction, administrative services, etc.).
  - If a district's allocation is adjusted in the year, the district must submit and have an approved budget revision to that allocation.

2. The district submits a Project Cash Request (PCR) for immediate cash needs or a cost incurred (obligation) for an allowable good or service aligned to their budget application (occurs throughout the year).
3. The Office of Grants Management approves the PCR and provides payment to the district (throughout the year).
4. Before Sept. 30, the district submits a Final Expenditure Report (FER) for any costs incurred over the year (July 1 through June 30). Under certain circumstances, the district may be approved to use federal funds for costs incurred over a summer extension (until Sept. 30) if those costs are allowable and were approved before June 30.

*If you have questions about ESEA grants or federal programs, please contact us at 614-466-4161 or [federalprograms@education.ohio.gov](mailto:federalprograms@education.ohio.gov).*