General Updates



November – December 2019

Title I Building Level Grant

Title I – Non - Competitive Supplemental Grant

One Needs Assessment

Discussion Topics

Discussion Topics

Nonpublic Guidance

Compliance

Fiscal Practices

Title I - Building Level Grant



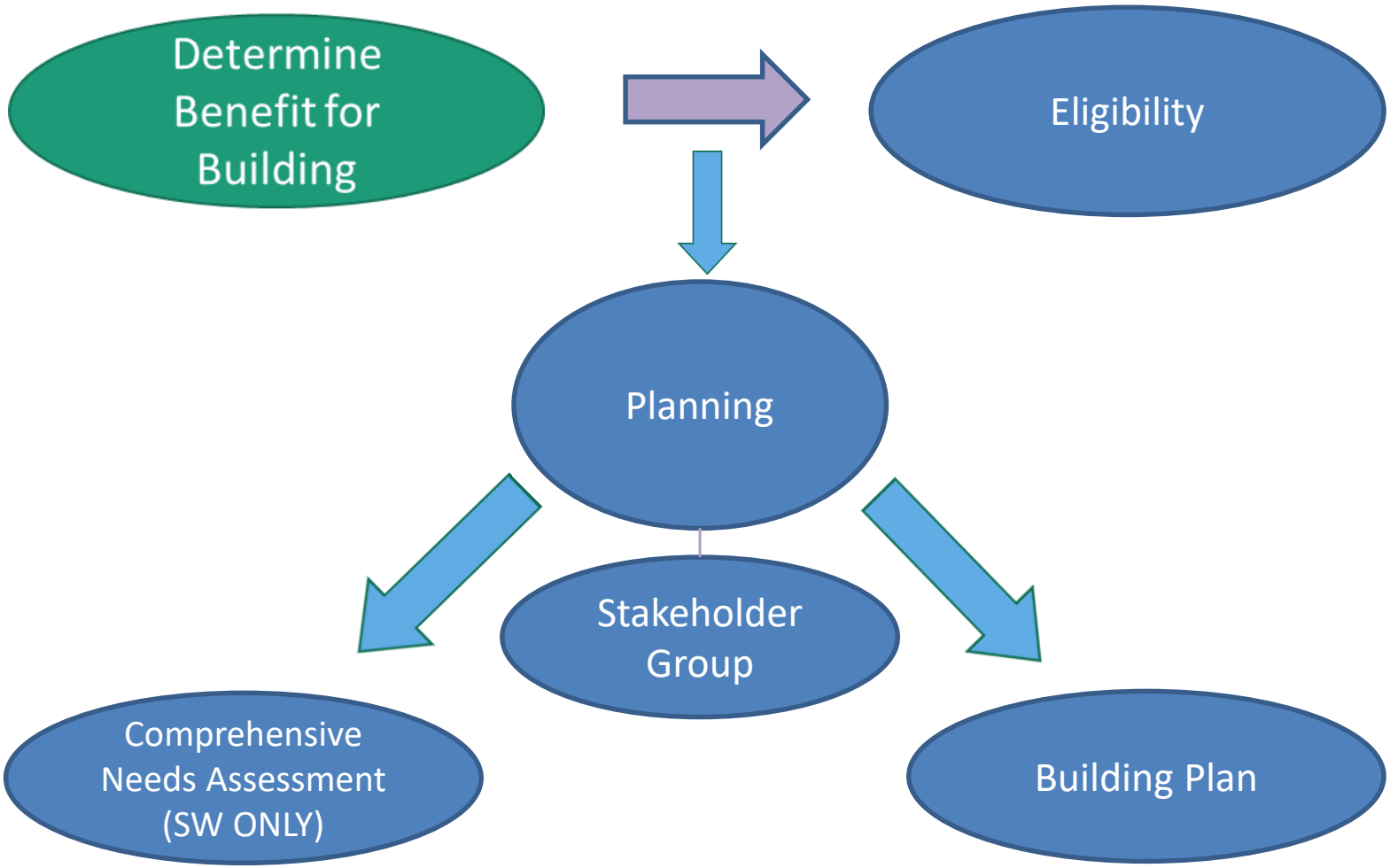
November – December 2019

What is a Title I Targeted Assistance Program or Schoolwide Program?

- Supplemental Services
- Ensure all students have fair, equal and significant opportunities to obtain high-quality education.
- Focus on improving the academic achievement of low-achieving students.

Targeted Assistance Schools	Schoolwide Program Schools
• Services must be targeted to specific at-risk students. • Only "served" students may participate in Title I-funded activities. • Use of funds is limited to specific Title I rules. • Must be 35 percent or above district free and reduced lunch percentage to qualify.	• All students may participate in Title I funded activities. • Maximizes flexibility in using funds. • Focus is on whole-school reform targeting achievement of lowest-achieving students. • Waiver – Must be approved and meet criteria • Schoolwide plan based on comprehensive needs assessment. • Must be 40 percent or above on free and reduced lunch percentage to qualify.

Requirements to Become Schoolwide / Targeted Assistance



Program Focus

Professional Development

Evidence Based

Parent Involvement

Effective Instruction and Program

- Evidence based and strengthens the core academic program of the school
- Professional Development
- Provided by properly licensed and trained professional staff
- Parent Involvement

Budgeting Requirements

Fiscal

- Separated by Operational Unit(s)
- Each building has a Title I budget
- Proper alignment of object codes and purpose codes

District Set Asides

- Parent Involvement – *Required over $500,000 Original Allocation*
- Homeless Students – *Required at least one PPA*
- Non-Public Equitable Services – *Required and taken off the top*
- District Managed Initiatives – *Optional*

District Managed Initiatives

- May only be provided to Title I Buildings in the District
- Must provide evidence of distribution to buildings for services
- Provided for ease of fiscal management
  - *Examples are district-wide preschool, summer and after-school transportation, summer school.*

District Managed Initiatives and Set Asides

- State Limit of 30% Without Justification
- 30% includes all set asides
- District Managed Initiatives Form submitted with funding application.
- Applications cannot be final approved without the form approved and on file at ODE.

Title I – Non-Competitive Supplemental Grant



November – December 2019

Who Receives the Grant

- Carve out from Title I for School Improvement Buildings
- Left over funds from School Quality Improvement Grant
- Priority, Focus, and Warning Buildings
  - Non-recipient of competitive grant
  - FY 19 School Labels

Intent and Purpose

- *Support High Quality Sustainable School Improvement Activities that increase student achievement and address identified needs of the building.*

Allowable Uses of Fund

Allowable Activities	Description
Indirect Support Services	Job-embedded, non-academic supports that include but are not limited to job embedded data coaches and/or professional development for social and emotional learning, trauma-informed instruction, data analysis services and other purchased services.
High Quality Professional Development	Examples of allowable High-Quality Professional Development purchased services include college credits for sustained professional development of staff, job-embedded professional development coaches, consultants, training/software/licenses, stipends, substitute teachers to allow for Professional Development, travel mileage/meeting expenses to allow for Professional Development and other purchased services.

Allowable Uses of Fund

Allowable Activities	Description
Family/Community Activities	Activities must be sustainable and involve staff in the training to build capacity to engage with the families of students. Activities include but are not limited to sustained parenting skills training, sustained family literacy training, and family/community resource coordinator to create a sustainable structure for engaging with families and the community.
Supplies and Capital Outlay	The maximum recommended amount is 15 percent of the allocation. The Description of Supplies and Capital Outlay must be included in the budget details page and aligned with activities. Supplies and capital outlay, including instructional materials for students, are allowable.

Unallowable Use of Funds

Unallowable Activities	Description
Direct Support Services	Includes but is not limited to face-to-face interaction with students or families, such as counseling, consultation, tutoring, instruction or assessment of students.
Direct Instruction of Students	Includes but is not limited to whole group, small group or one-on-one instruction provided by a teacher, tutor or other adult staff.

Availability

- Budget within 45 days of receipt for Substantially Approved Date
- Spend funds for FY 20 school year
- Funds Expire Sept. 30, 2021.
- 100% Carryover
- Routine Spending Checks will be provided to assist with spending of funds.

Assurances

- Complete Budget and Budget Details page in CCIP
- Implement Ohio Improvement Process (OIP)
- Complete School Improvement Components in Plan
- Align Activities in grant to building needs assessment
- Use only evidence-based practices
- Use properly licensed providers

Assurances

- Ensure providers have access to district and building level data.
- Expend funds according to School Improvement components and building plans
- Ensure funds will only be used to build the capacity of the building, staff, and community to address identified needs.
- Ensure funds are not used to provide any direct student services.

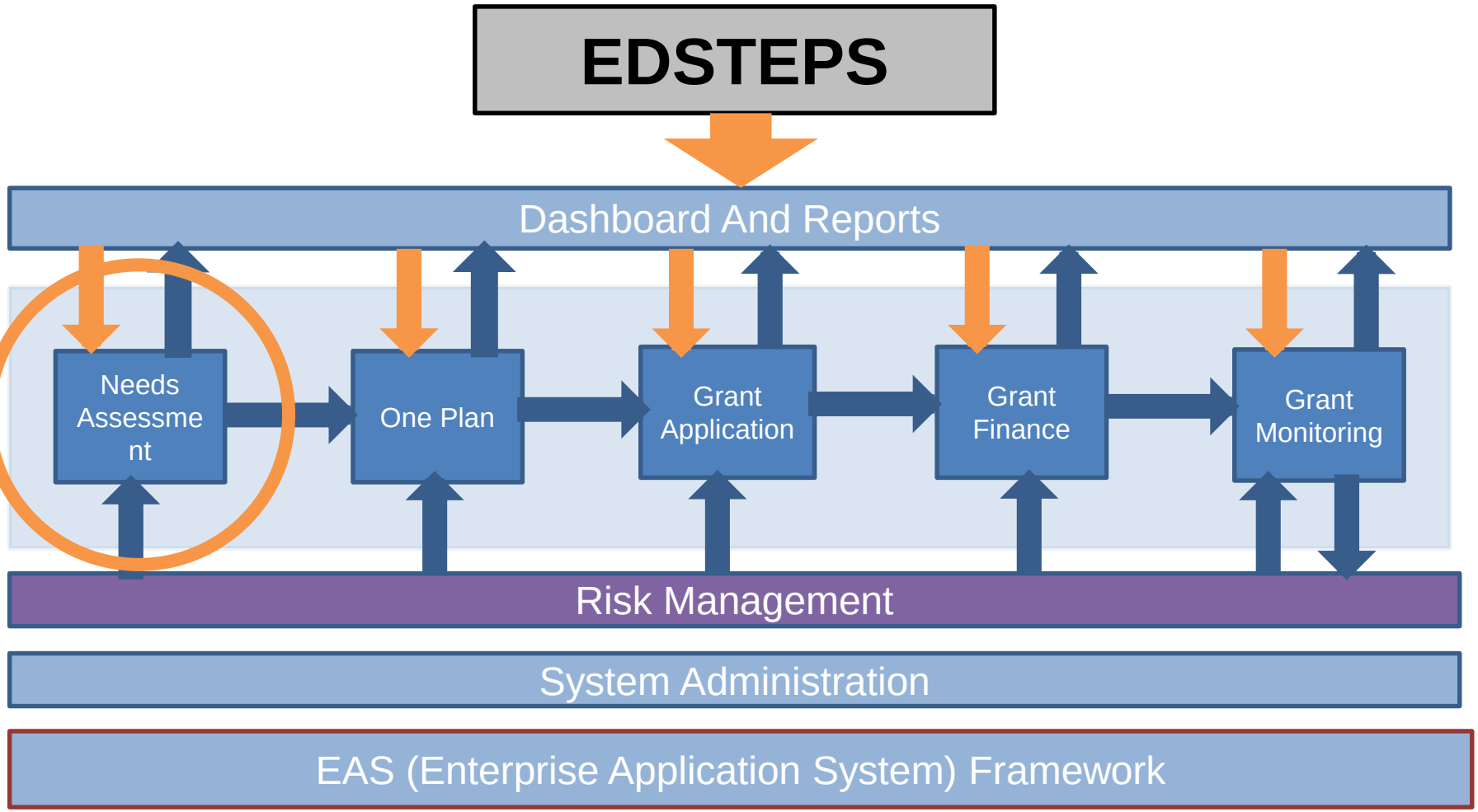
#EachChildOurFuture

One Needs, One Plan



November – December 2019

Ohio Department of Education


EDSTEPS
Dashboard And Reports
Needs Assessment
One Plan
Grant Application
Grant Finance
Grant Monitoring
Risk Management
System Administration
EAS (Enterprise Application System) Framework

Two Ways to Complete a Needs Assessment

One Needs Assessment

CCIP Planning Tool Comprehensive Needs Assessment

One Needs Assessment



Current Decision Framework

- Data Driven
- Focusing on a few high impact items
- Creating a plan to send to the CCIP

One Needs Assessment

- Data Driven
- **Comprehensive**
- Focusing on a few high impact items
- Creating a plan to send to the CCIP

One Needs Assessment

- Pilot Districts – Required
- Intense, ADC, Moderate D/F Districts will complete with SST – optional
- All other districts – optional

College and Career Readiness

Community/Family Engagement

Curriculum, Instruction and Assessment

Fiscal Management

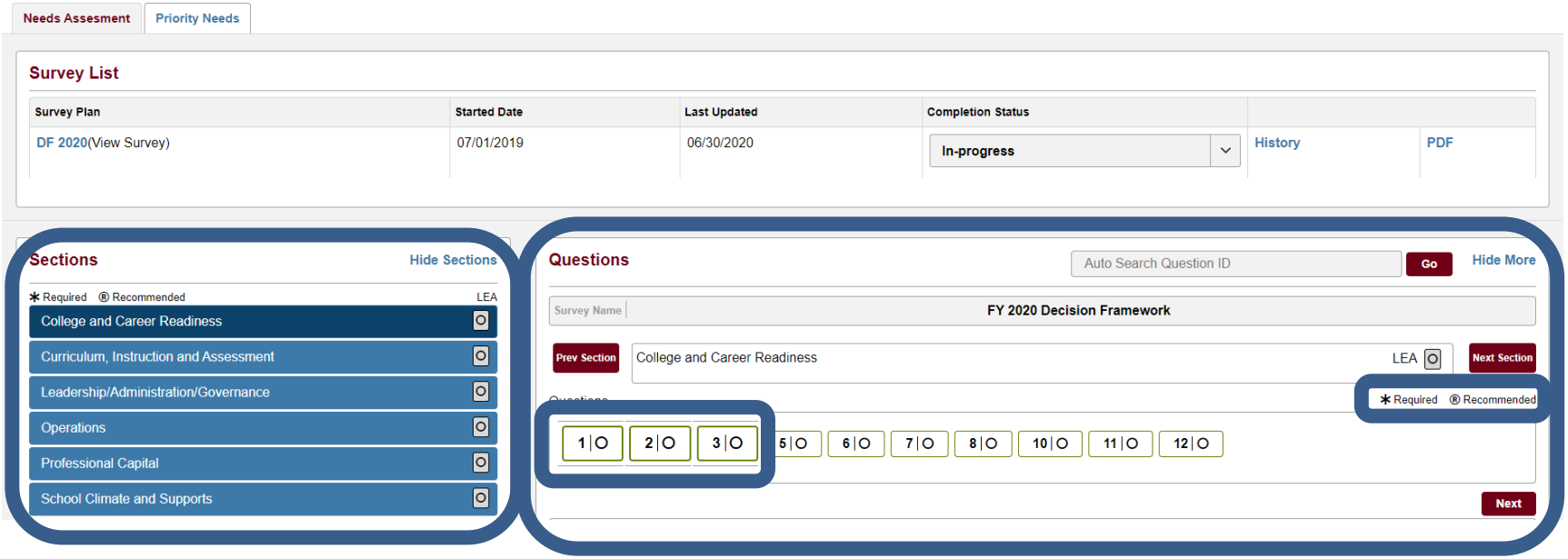
Sections

Sections

- Leadership/Administration/ Governance
- Operations
- Professional Capital
- School Climate and Supports

Examples of Needs

Core Improvement Areas	Needs
 College and Career Readiness	• Career Connections • Early Warning System • Graduation • Postsecondary
 Curriculum, Instruction and Assessment	• Instruction • Literacy • Mathematics • Special Populations • Standards Alignment


Needs Assesment
Priority Needs
Survey List
Survey Plan
Started Date
Last Updated
Completion Status
DF 2020(View Survey)
07/01/2019
06/30/2020
In-progress
History
PDF
Sections
Hide Sections
Required Recommended LEA
College and Career Readiness
Curriculum, Instruction and Assessment
Leadership/Administration/Governance
Operations
Professional Capital
School Climate and Supports
Questions
Auto Search Question ID
Go
Hide More
Survey Name
FY 2020 Decision Framework
Prev Section
College and Career Readiness
LEA
Next Section
Required Recommended
1 2 3 5 6 7 8 10 11 12
Next

Question 2 ID: Question

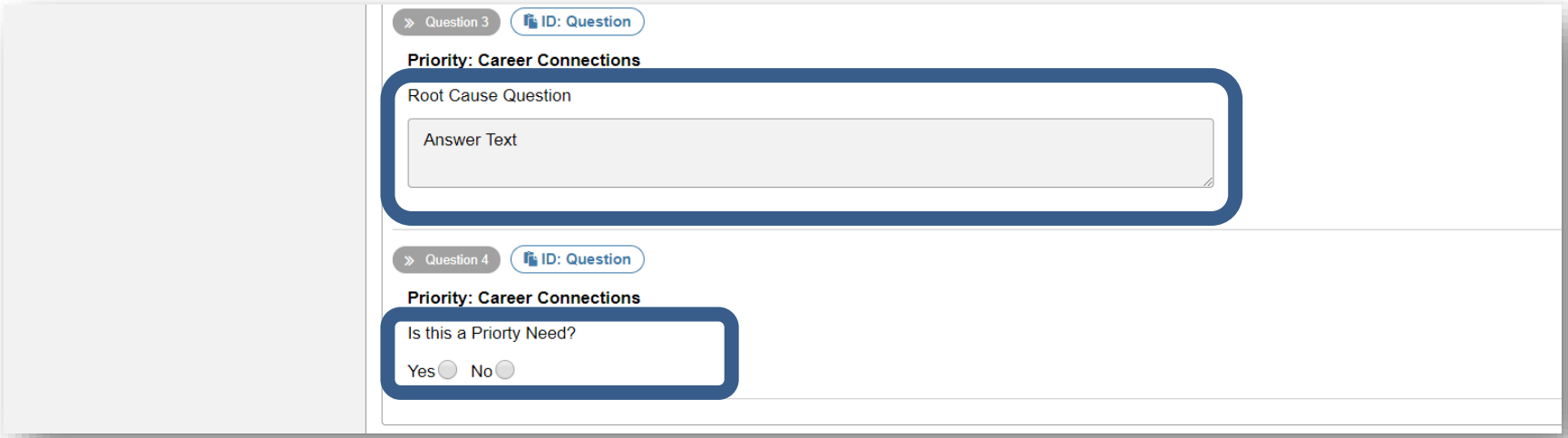
Priority: Career Connections

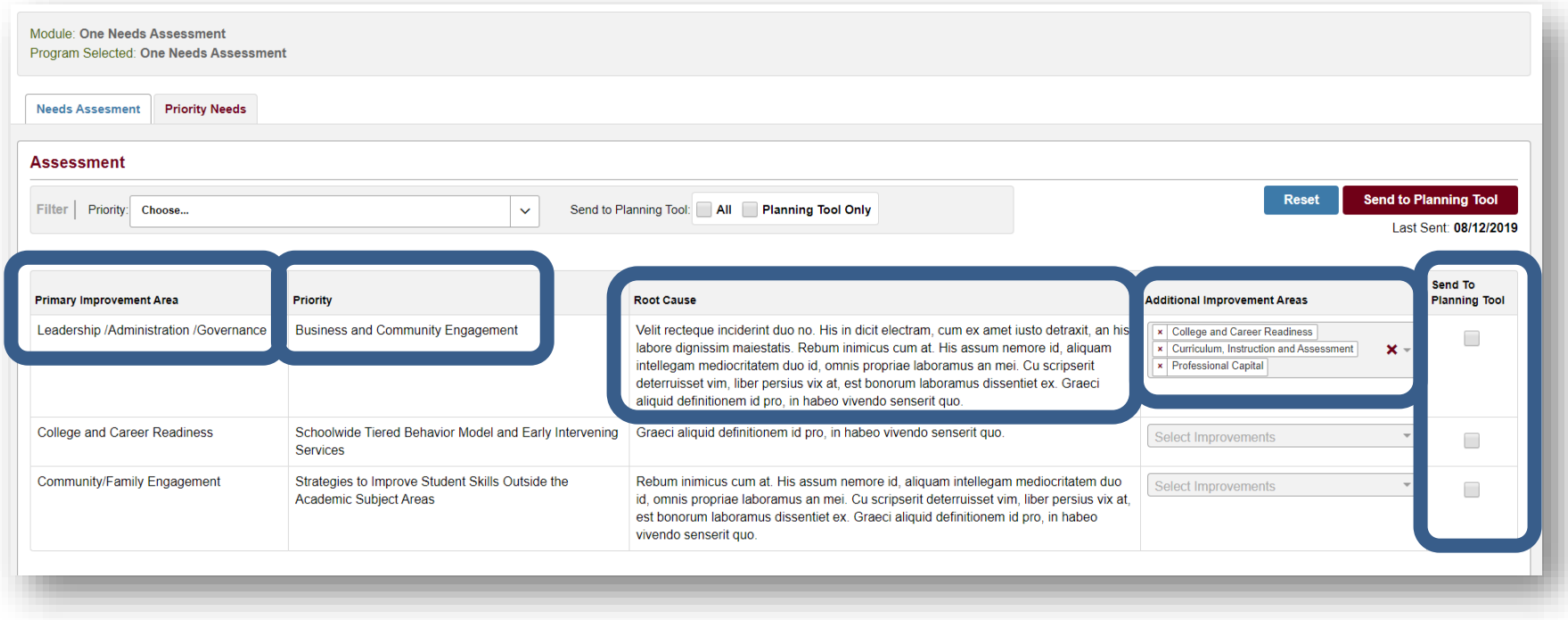
How are you identifying students that are at-risk of dropping out? How many students are identiified, and do they have a success plan? How many students dropped out last year? (note: required by law)

Question 3 ID: Question

Priority: Career Connections

Root Cause Question


Question 3
ID: Question
Priority: Career Connections
Root Cause Question
Answer Text
Question 4
ID: Question
Priority: Career Connections
Is this a Priorty Need?
Yes
No

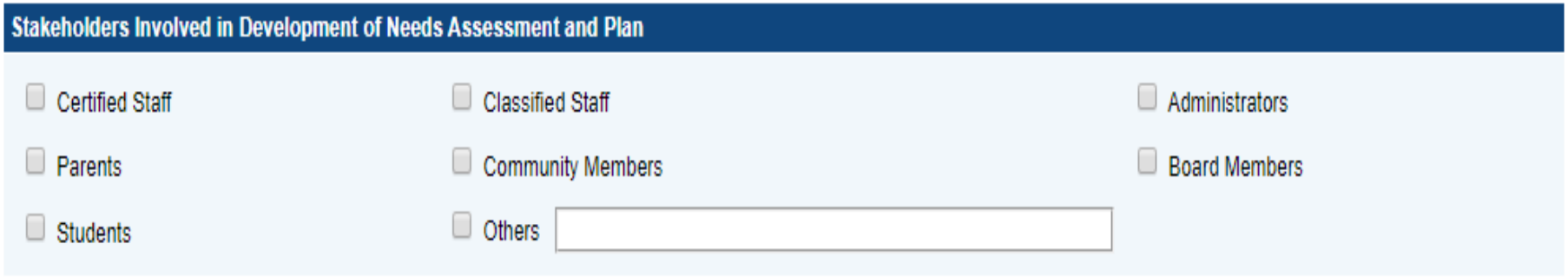

Module: One Needs Assessment
Program Selected: One Needs Assessment
Needs Assesment
Priority Needs
Assessment
Filter
Priority:
Choose...
Send to Planning Tool:
All
Planning Tool Only
Reset
Send to Planning Tool
Last Sent: 08/12/2019
Primary Improvement Area
Priority
Root Cause
Additional Improvement Areas
Send To Planning Tool
Leadership /Administration /Governance
Business and Community Engagement
Velit recteque inciderint duo no. His in dicit electram, cum ex amet iusto detraxit, an his labore dignissim maiestatis. Rebum inimicus cum at. His assum nemore id, aliquam intellegam mediocritatem duo id, omnis propriae laboramus an mei. Cu scripserit deterruisset vim, liber persius vix at, est bonorum laboramus dissentiet ex. Graeci aliquid definitionem id pro, in habeo vivendo senserit quo.
College and Career Readiness
Curriculum, Instruction and Assessment
Professional Capital
College and Career Readiness
Schoolwide Tiered Behavior Model and Early Intervening Services
Graeci aliquid definitionem id pro, in habeo vivendo senserit quo.
Select Improvements
Community/Family Engagement
Strategies to Improve Student Skills Outside the Academic Subject Areas
Rebum inimicus cum at. His assum nemore id, aliquam intellegam mediocritatem duo id, omnis propriae laboramus an mei. Cu scripserit deterruisset vim, liber persius vix at, est bonorum laboramus dissentiet ex. Graeci aliquid definitionem id pro, in habeo vivendo senserit quo.
Select Improvements

CCIP: Moving Things Forward into the Planning Tool



Priority needs will move to the CCIP

One Needs Assessment



One Needs Assessment

College and Career Readiness

Improvement Area: College Career Readiness

Priority Need: Career Connections

Root Cause: We have limited opportunities for our students to experience a variety of careers. Our specialized populations also have the challenges associated with their specialized areas. We need to develop a system from grades 2-7 for career introduction and experiences so that these experiences become an integral part of our curriculum and instruction. Embedding such activities within our unit plans for ELA, Science and SS would increase opportunities as well as allow us to be proactive with our specialized populations. Planning in advance for the experience and the supports would create greater success. For grades 7-11, we need to expand opportunities for students to gain first-hand experience on fields they have demonstrated an interest in beginning with exploratory at the middle school level to greater immersion activities in the 10-12 grade levels. Developing greater connections within our business community is essential for this. Finally, we need a staff member to help with the coordination and organization of this across the district. This staff member must be able to work with our curriculum staff and business community.

Additional Improvement Areas: Community Family Engagement; Curriculum, Instruction and Assessment; Professional Capital

CCIP Planning Tool Needs Assessment



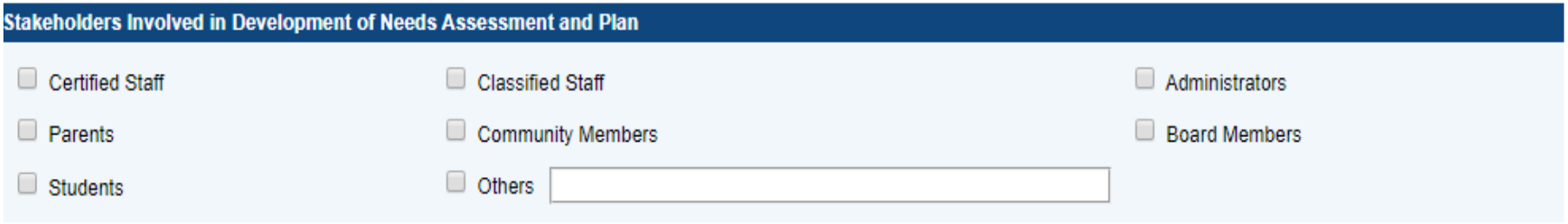
Planning Tool Needs Assessment

- Any district that does not complete the One Needs Assessment and sends results to the CCIP, must complete a comprehensive needs assessment in the CCIP planning tool.
- Districts with SW Title I buildings must also provide a needs assessment for the building plans as well.

Planning Tool Needs Assessment

- Provide district relevant data
- Identify the district's priority needs (SMART GOALS)
- Identify needs for each improvement area (Eight Buckets)

Comprehensive Needs Assessment



Comprehensive Needs Assessment

Relevant Data Points

Add relevant data points for the needs assessment to provide district/building level data to support priority needs and improvement areas in the needs assessment. Data points would include report card data, district assessments and universal screeners, discipline, attendance, drop-out rates, course completion, retention, transient or mobility rate. Other data staff, student, community, and parent surveys, fiscal information (if needed), transportation information such as average cost, technology and building needs, etc. Data provided should be relevant to the SMART goals, action steps and strategies for the plan.

Check Spelling

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Comprehensive Needs Assessment

Needs Statements

Priority Need Statements

Sample: The district needs to improve its graduation rate by aligning its curriculum to Ohio's learning standards and by providing principal oversite and feedback with professional development that supports classroom instruction.

Check Spelling

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Professional Capital

Examples: Staffing, Equity, Recruiting, Retaining, Staff Supports such as mentoring, etc., PD, Materials.

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Review Process

Districts will transition to a three-year planning cycle.

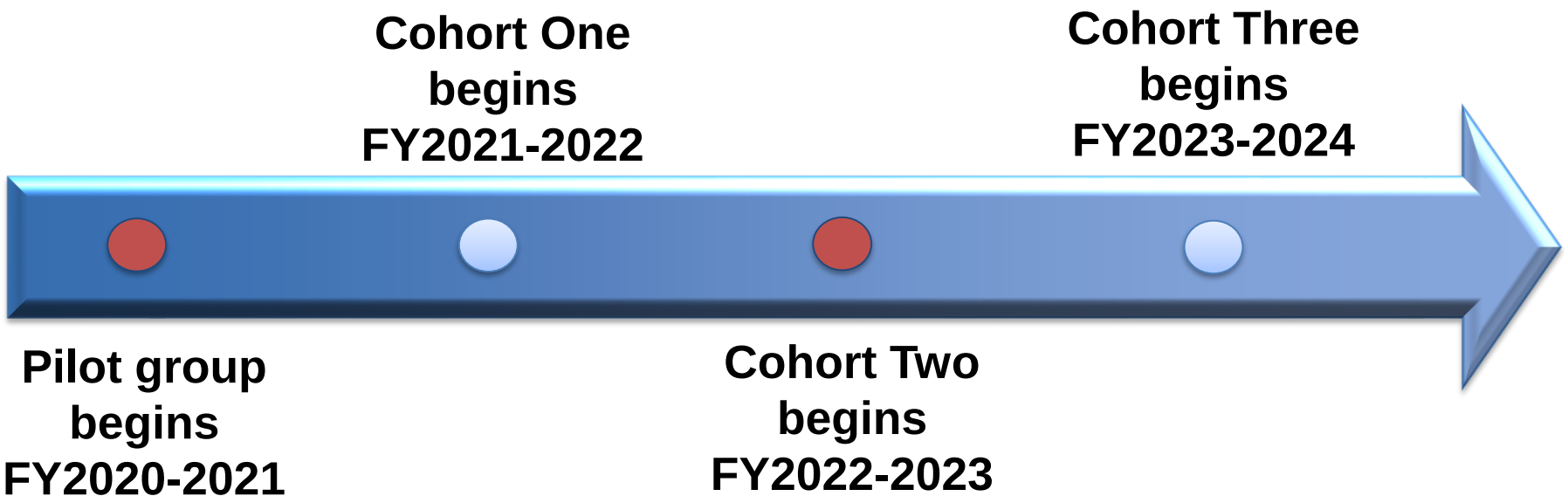
All districts will be assigned to a cohort for review.

Only Districts in the Pilot Group Will Be Required in FY 21

Review Process

- Districts will complete plans in March
- Plans will be reviewed between March and June
- Multiple offices will review plans at the same time
- Office of Federal Programs will review funding applications beginning July 1.

Transitioning to Cohorts



** Pilot group will roll into Cohort 3

Benefits

1. Only complete every three years. For this year it would only be the Pilot.
2. Utilizes input from multiple sources to assist districts with plans.
3. Triggers in the system will notify districts of crucial areas to examine
4. Components from planning tool are embedded in the needs assessment, thus eliminating the need to link plans to components.

Feedback:

https://bit.ly/2N4DK6J

(Case sensitive)



Break

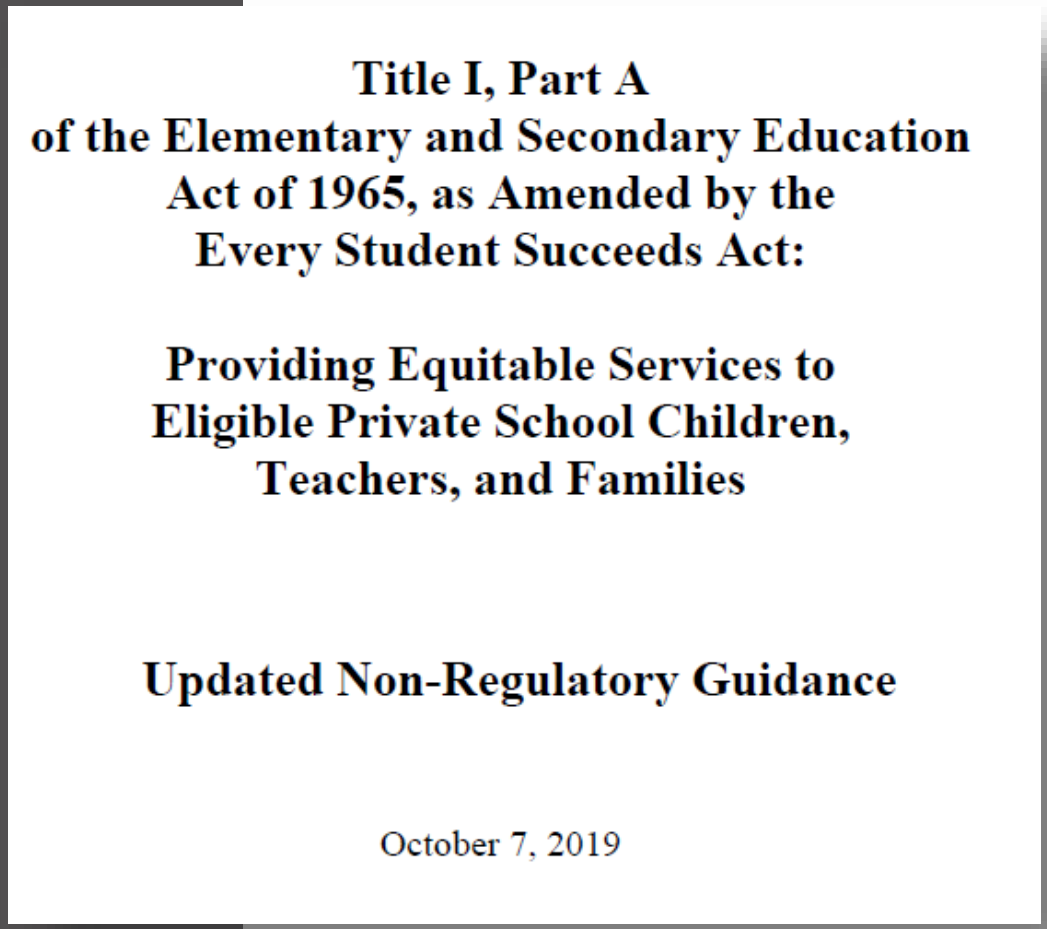


Nonpublic Guidance

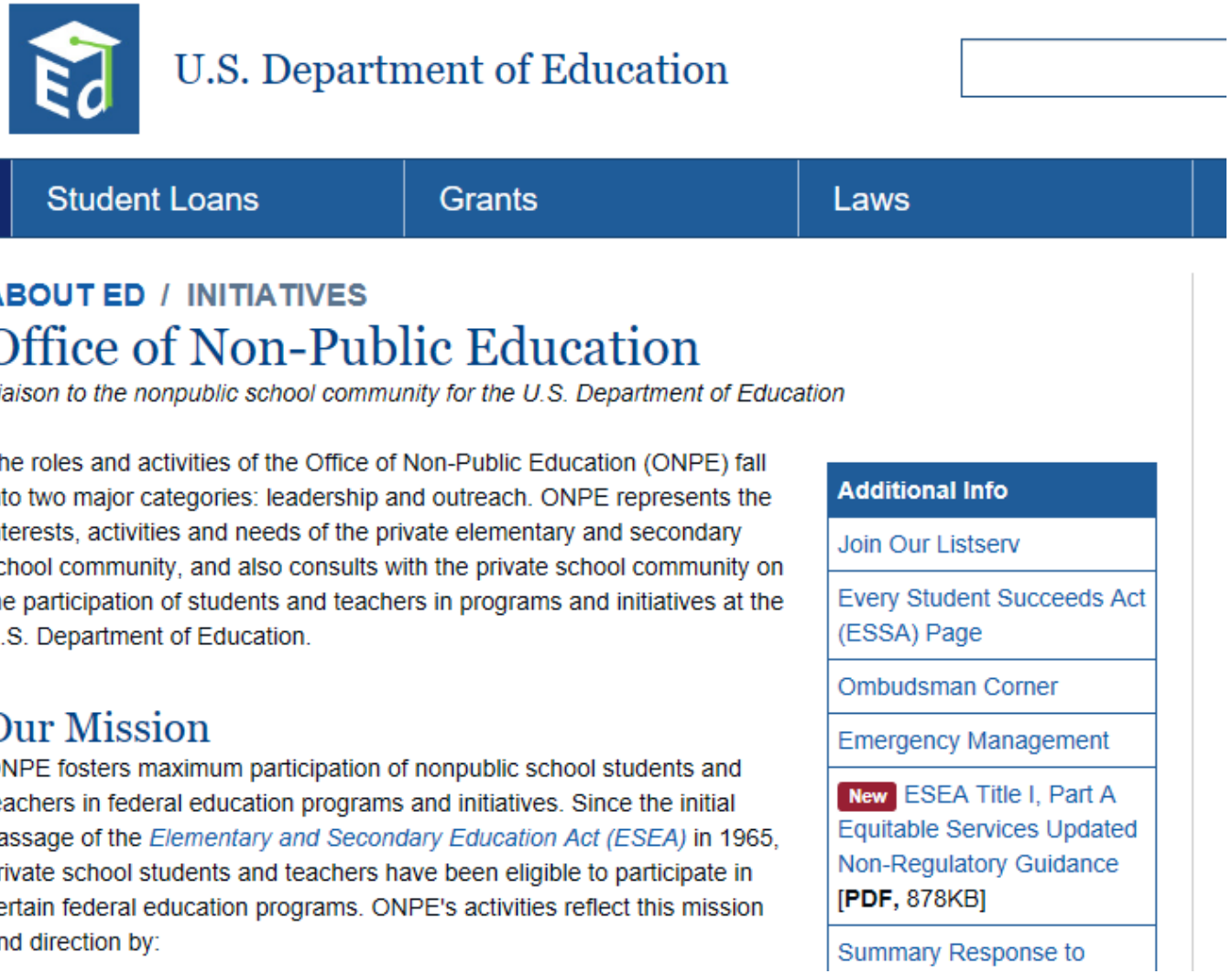


November – December 2019

Title I Nonpublic Equitable Services



Where do I find the Guidance?



A.

Consultation

A. Consultation

*"An LEA **must consult with appropriate private school officials** during the design and development of the LEA's Title I program.*

*The goal of consultation is agreement between the LEA and appropriate private school officials on how to **provide equitable and effective programs for eligible private school children.** (ESEA section 1117(b)(1)).”*

Consultation: NEW Topics

- Administrative costs
- Indirect costs
- Services and activities for teachers of participating private school children
- Family engagement activities
- Any funds available for carryover
- Transfer of funds

A. Consultation

- Increased emphasis on the consultation process
- Should be timely, meaningful and ongoing
- Completed Consultation Guide in nonpublic data system does not meet compliance for documentation of compliance

B.

Equitable Services Allocations and Notice, Timeframe for Obligations and Administrative and Other Expenditures

"The ESEA requires an LEA to:

- *Ensure that its **expenditures for equitable services** are equal to the proportion of funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend private schools; and*

B-8 Pooling Options

- Pooling within a district
- **NEW:** Pooling across districts

B-11: Low Income Determination

- Five ways to determine low income as determined by consultation

- Comparable data from a different source includes eligibility for a means-tested tuition scholarship program

B-15: Low Income Counts

- Low income counts for non-participating nonpublic schools should be included in the equitable services calculation

B-23

- Districts are required to consult with nonpublic schools ***before*** a transfer
  - Equitable services must be recalculated
  - District responsibility

B-27 and 28: Carryover

"If an LEA is providing equitable services as required and meeting the obligation of funds requirement in ESEA section 1117(a)(4)(B), it generally ***should not have any, and certainly not significant, carryover****."*

B-31: Deadlines

- Purpose is to prevent delay in services and ensure equitable service obligation is met

- Established in consultation

B-37: Administrative Costs and Third Party Contracts

- Portion of the contract that is administrative costs must be identified

C.

Delivery of Equitable Services

“An LEA must provide equitable services to the extent consistent with the number of eligible children identified under ESEA section 1115(c) in the school district served by an LEA who are enrolled in private elementary and secondary schools. (ESEA section 1117(a)(1)(A)).”

C-8: Schoolwide Model

"An LEA could not realistically operate a schoolwide program, which is designed to upgrade the entire educational program in a school, in a private school."

C-12: Program Design

- Responsibility is on the public district
- May not be delegated to the private school
- After meaningful consultation

C-14: Supplement, Not Supplant

- Services must meet the needs of identified children, not the overall needs of the school

- Services may not replace the education provided to all children

C-15-17: Services

- Instructional services provided by public school employees or third-party contractors
- Expanded learning time, including before-and after-school programs
- One-on-one tutoring
- Summer school programs
- Family literacy programs
- Counseling programs
- Mentoring programs
- Computer-assisted instruction
- Home tutoring
- Instruction using take-home computers
- Any combination of the previous services.

C-26: Reimbursement

- Private school officials have no authority to obligate or receive funds

- No Title I funds may be paid to a nonpublic school even as a reimbursement

C-28: Contracts with Religious Organizations

- *"An LEA may enter into a contract with a religious organization to provide equitable services on the same basis as any other private entity."*

- Services must be ***"secular, neutral, and nonideological"***

C-29: Independent Contractor

- *"whether a contractor is independent of a private school in the provision of equitable services depends on the extent to which the contractor has administrative or fiscal direction and control over the private school"*

C-32-33: Proper Licensure of Teachers with a Third Party Provider and Paraprofessionals

- State law determines

- *"An LEA would apply any qualification requirements to a contract for equitable services that it applies to a contract for services for public school students."*

D.

Program Evaluation and Modification

*"An LEA must **annually evaluate the Title I equitable services** it provides to determine the progress being made in meeting participating students' academic needs.*
(ESEA section 1117(a)(1)(A), (b)(1)(D))"

E.

State Ombudsman

"To help ensure equitable services and other benefits for eligible private school children, teachers and other educational personnel, and families, an SEA must designate an ombudsman to ***monitor and enforce ESEA equitable services requirements*** *under both Title I and Title VIII.*
(ESEA sections 1117(a)(3)(B) and 8501(a)(3)(B)).”

Chantelle Carter, Nonpublic Ombudsman

Chantelle.Carter@education.ohio.gov

937-631-3786

F.

Complaints, State Provision of Equitable Services and Bypass

“A private school official shall have the right to file a complaint with the SEA when the official deems that the LEA has not engaged in consultation that was meaningful and timely, has not given due consideration to the views of the private school official, or has not made a decision that treats the private school students equitably.
(ESEA section 1117(b)(6)(A)).”

Compliance



November – December 2019

Compliance Tiers

Federal Programs uses a three tier monitoring system

1. Self-Survey
2. Desk Review
3. Onsite Review

The Risk Factors

- Every year, the Department identifies a set of risk factors and scores
- May be subject to change as federal requirements/expectations change
- FY2019: 14 factors
- Anticipate the same for FY2020

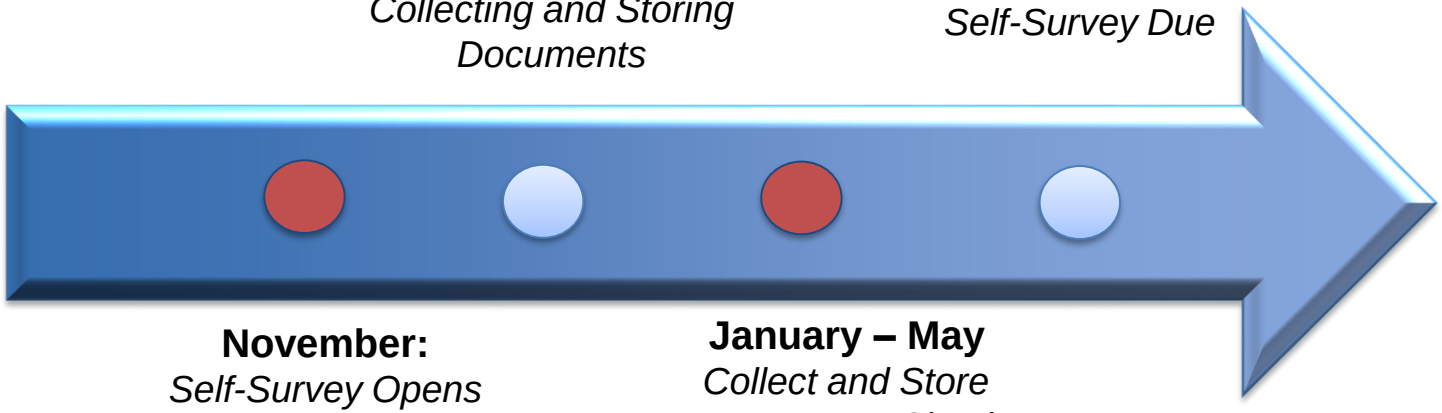
- Compliance Risk Factors FY 20

Self-Survey Timeline

District Completes and Checks Items

November- December
Determine System for Collecting and Storing Documents

May 31, 2020:
Self-Survey Due



November:
Self-Survey Opens

January – May
Collect and Store Documents, Check Off Items in System

* Download PDF of Compliance Questions and Evidence from Compliance System

Desk Review Timeline

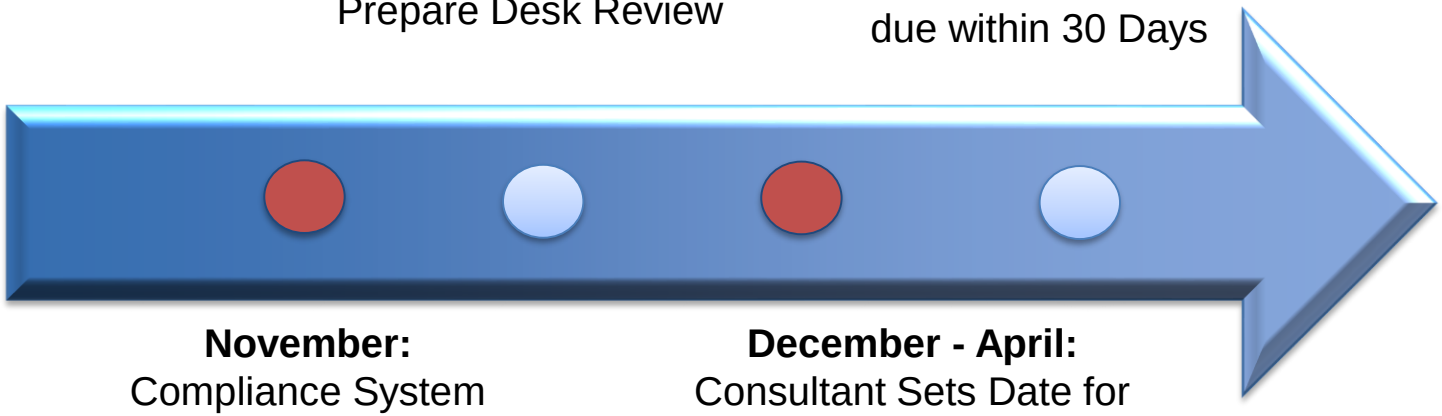
Consultant Directed

November:
Compliance System Opens. District Notified

December - January
Work with Consultant to Prepare Desk Review

December - April:
Consultant Sets Date for Desk Review and Checks Items

May 30, 2020
Consultant Completes Desk Reviews. CAPs due within 30 Days



Desk Survey Changes

- Shortened from On-Site Review
- Focus on programming, staffing, and fiscal documents
- Based on evidence provided additional evidence could be requested.

Desk Survey Changes

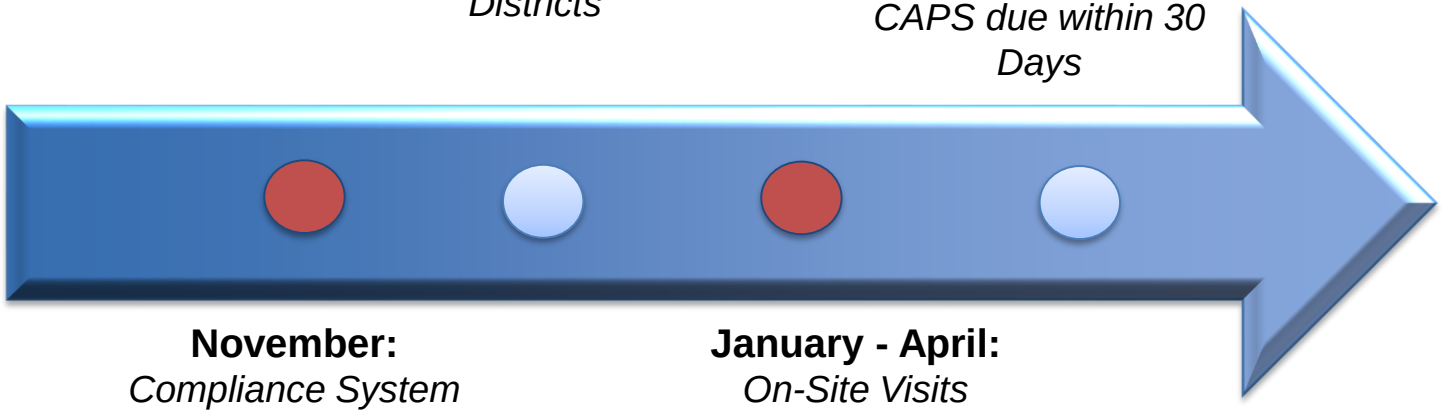
- Two Levels of Desk Surveys
  - Districts Complete Desk Survey due to Risk Factor Methodology
  - Districts with issues and technical assistance items from external monitoring visit.

On-Site Timeline

Consultant Directed

November - December:
On-Site Dates Set with Districts

January - May
Consultants Review Monitoring Outcome – CAPS due within 30 Days



November:
Compliance System Opens, Districts Notified of Cross-Office Monitoring

January - April:
On-Site Visits Conducted

Preparing for an On-Site

- Determine Who Needs to be Involved in the On-Site
- Provide Documents prior to visit
- Prepare Staff Involved with On-Site

Preparing for an On-Site

- Provide Documents prior to visit
  - Federally Funded Spreadsheet
  - Evidence-Based Strategies
  - Payroll Records – ACCRT Fiscal Document
  - Fiscal Ledger – Detailed Budled Fiscal Document
  - Building Budgets – Detailed Budsum Fiscal Document

“Look Fors” During On-Site

- Processes: Needs Assessment, Planning, and Budgeting
- Programming: Evidence, Coordination, Alignment and Articulation
- Alignment of Resources: Staffing, Strategies, Activities, and Grant Fund

Location of Documents

- Navigate to Compliance Site.
- PDF Questions
- Federally Funded Spreadsheet
- Evidence-based Strategies Worksheet
- Building Level Worksheet
- Non-Public Level Worksheet

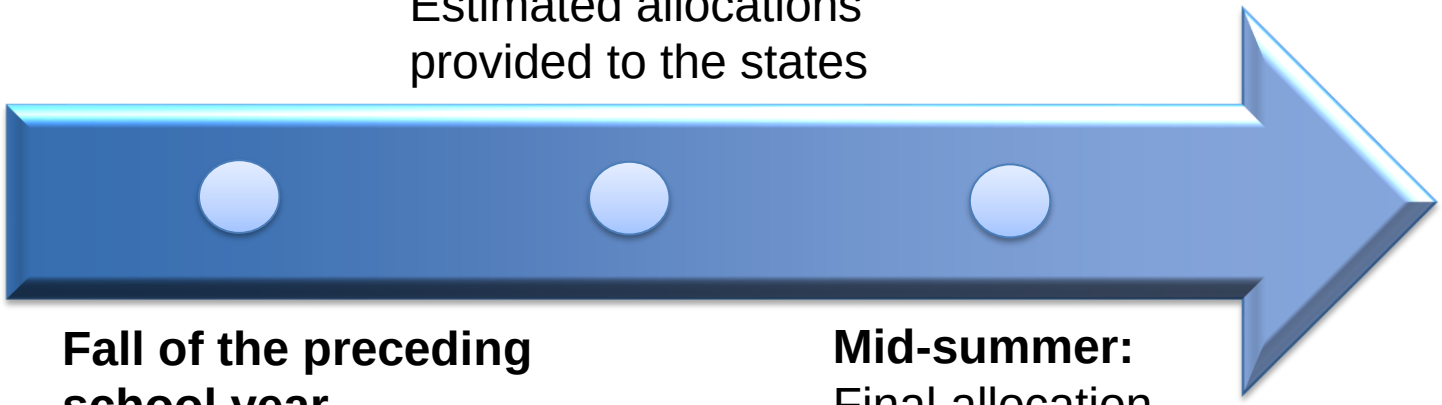
Fiscal Practices



November – December 2019

Timeline

Early Summer
Estimated allocations provided to the states



Fall of the preceding school year

Population data is provided by states

Mid-summer:
Final allocation amounts provided to the Department

Data Elements for Initial Allocation Amounts

- Initial allocation amounts are provided to the Department from the U.S. Department of Education
- 2017 U.S. Census Bureau estimates of the number of related children ages 5-17 in families living in poverty
- Total school age population
- Total resident population for each traditional school district

Data Elements for Initial Allocation Amounts

- State per pupil expenditure data (PPE) from school year 2015-2016
- October 2018 Neglected, Delinquent, Foster, TANF
  - Neglected and Delinquent counts determined by the Ohio Department of Education
  - Foster and TANF counts determined by ODJFS
  - Children may be counted in one or more of these data elements

Role of Federal Low Income Count System (FLICS)

- Using EMIS, we determine which community school student(s) are Title I eligible and should be included in the funding formula
- Funding stream follows the student
- Funds are deducted from the public district of residence and reallocated to the community school
- Funding deduction is not a 1 to 1 ratio

Title II, Part A Allocations

Title II, Part A funding formula:

- 80 percent of the subsidy award provided using census poverty data

- 20 percent of the subsidy award provided using enrollment data

- ESSA eliminated hold harmless provision for Title II-A

Title IV, Part A Allocation

FFY19 preliminary allocation of $39,979,194.00

Allocated proportionally based upon previous fiscal year Title I data

Minimum award of $10,000

Supplement, Not Supplant- Title I Neutrality

- Title I school receives all the state and local funds it would otherwise receive if not receiving Title I funds.

- District does not take Title I status into consideration when allocating resources.

- Two standard methodologies, along with local choice, to demonstrate Title I neutrality

Supplement, Not Supplant – Additional Considerations

- One school → No need for methodology
- Only Title I schools → No need for methodology
- Grade span in only one school, or non-Title schools, or only Title schools → No need for methodology
- Other Title programs maintain “three presumptions” of *Supplement, Not Supplant*

Distribution of Funds

Methodologies

- Weighted Per Pupil
- Based on staffing and supplies
- Local methodology

Supplement, Not Supplant – Methodology Example (Weighted Student)

Category	Calculation	Count	Result
Allocation per student	$7,000	400	$2,800,000
Allocation per student from low income family	$250	200	$50,000
Allocation per English learner student	$500	100	$50,000
Allocation per student with a disability	$1,500	50	$75,000
Allocation per preschool student	$8,500	20	$170,000
TOTAL			$3,145,000

Supplement, Not Supplant – Methodology Example (Staffing and Supplies)

Category	Calculation	Count	Result
Principal (1 per school)	$120,000	1	$120,000
Librarian/Media Specialist (1 per school)	$65,000	1	$65,000
Guidance Counselors (2 per school)	$65,000	2	$130,000
Teachers (1 Teacher per 20 students)	$65,000	20	$1,300,000
Materials and supplies (per student)	$825	400	$330,000
TOTAL			$1,945,000

Maintenance of Effort

Districts must demonstrate that the level of state and local funding remains relatively constant year to year.

District's general fund expenditures must be at least **90 percent** of the prior year amounts.

State annually determines whether a district has maintained effort.

Maintenance of Effort

In addition to Title I, Part A the requirements of Section 8521 apply to:

- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
- Title II, Part A, Improving Teacher Quality
- Title III, Part A, English Acquisition
- Title IV, Part A, Student Support and Academic Enrichment Services
- Title IV, Part B, 21st Century Learning Centers
- Title V, Part B Subpart 2, Rural Education
- McKinney-Vento Homeless Assistance Program

Waiver to Maintenance of Effort

1. Exceptional or uncontrollable circumstances, or a change in the organizational structure

2. Precipitous decline in financial resources

Comparability

To be eligible to receive Title I funds, districts must use state and local funds to provide services in Title I schools **at least comparable** to services provided in non-Title I schools.

Questions?



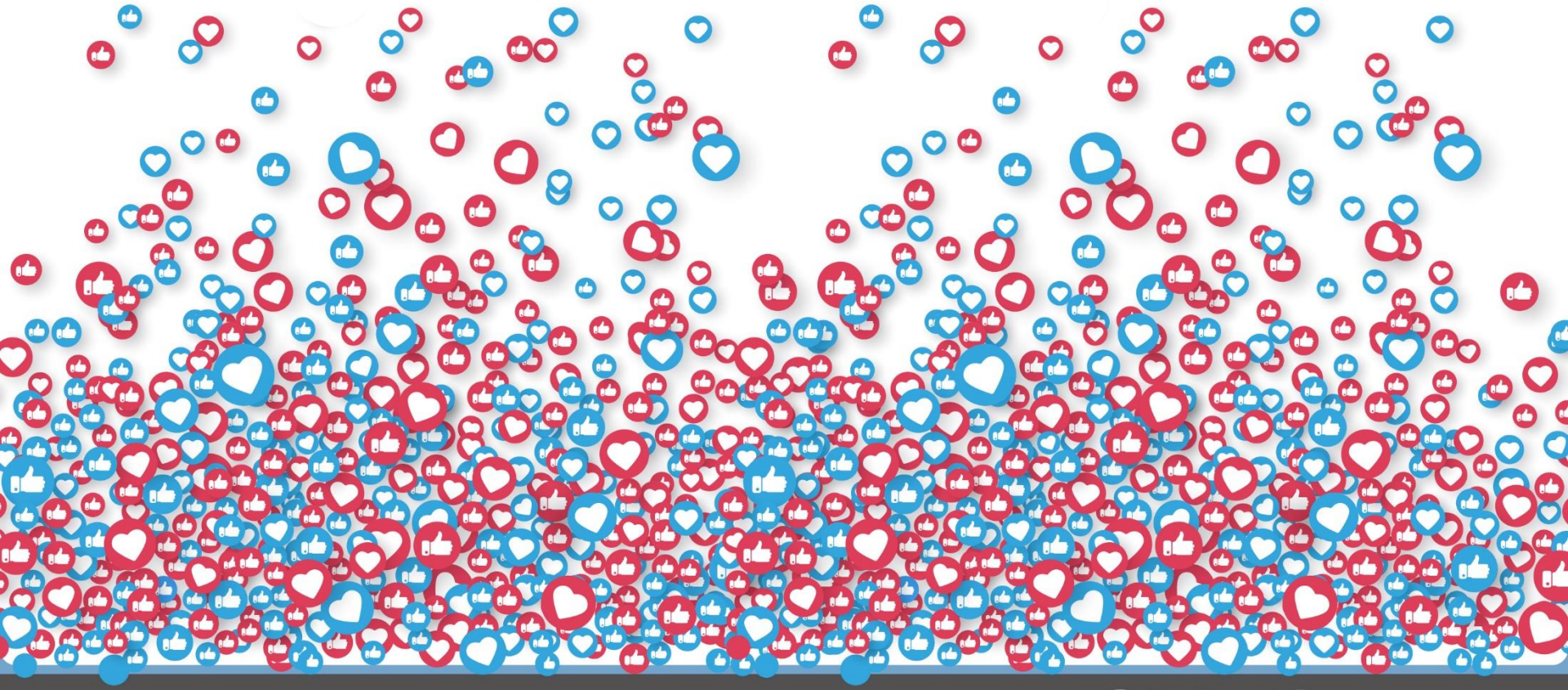
Thank You

- Thank you for attending.

- Please provide us feedback at:

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