Can we do this?

New Coordinators Training



December 2020

Presenter

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Todays Agenda

- ✓ Critical Questions to Ask With All Federal Funds When Considering Activities.
- ✓ Purpose and Intent of the Consolidated Grants.
- ✓ Resources
- ✓ Questions

Critical Questions Process



Critical Questions Process



Something can be charged to a specific cost objective.

Critical Questions Process

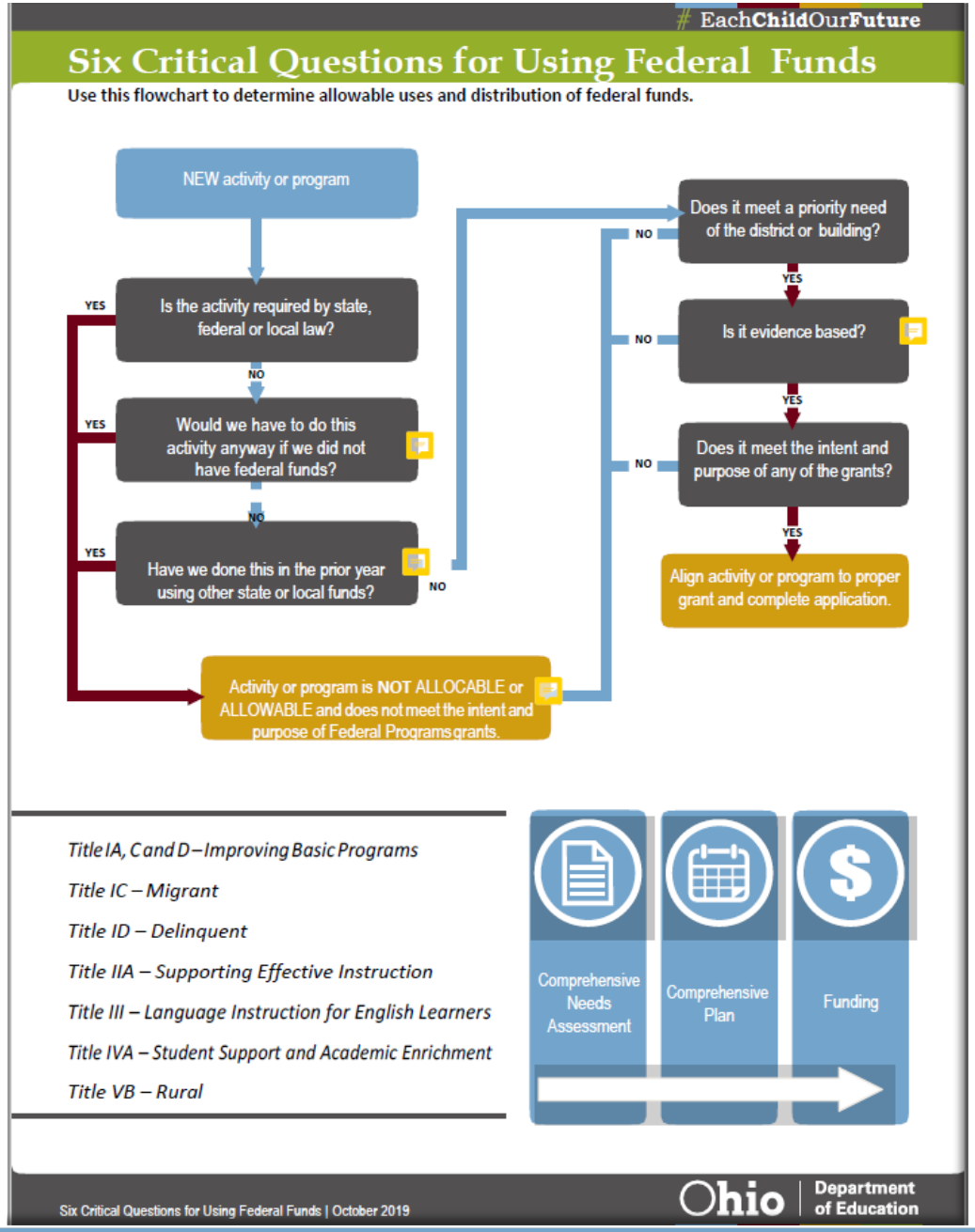


Refers to a cost that is permissible.

Critical Questions Process



All federal consolidated grants have a specific intent and purpose.



Available in the CCIP Document Library

CLICK HERE

Critical Question #1

Is the activity required by state, federal or local law?

- Examples (IEP, Properly Licensed, Safety, etc.)
- Exceptions (TGRG / PBIS)
- Bargaining Unit Agreement

Critical Question #2

What would we do if we did not have federal funds for this activity?

- Community expectations
- Other funds available
- Decision is neutral of federal funds

Critical Question #3

Have we done this in previous years using other funds?

- –Would this be a supplant?
- –Would it meet the exception rule?

*Does not apply to Title IA

Critical Question #4

Does it meet a priority need of the district/building?

- What data is used to determine the need?
- Is it in the needs assessment?
- Is it in the strategic / improvement plan?

Critical Question #5

Is it evidence-based?

- What level of evidence is it?
- How will we evaluate if it is working?
- What is the timeline?

Critical Question #6

Does it meet the intent and purpose of any of the grants?

- What need is the activity targeted to meet?
- Who is the activity targeted towards?

Intent and Purpose

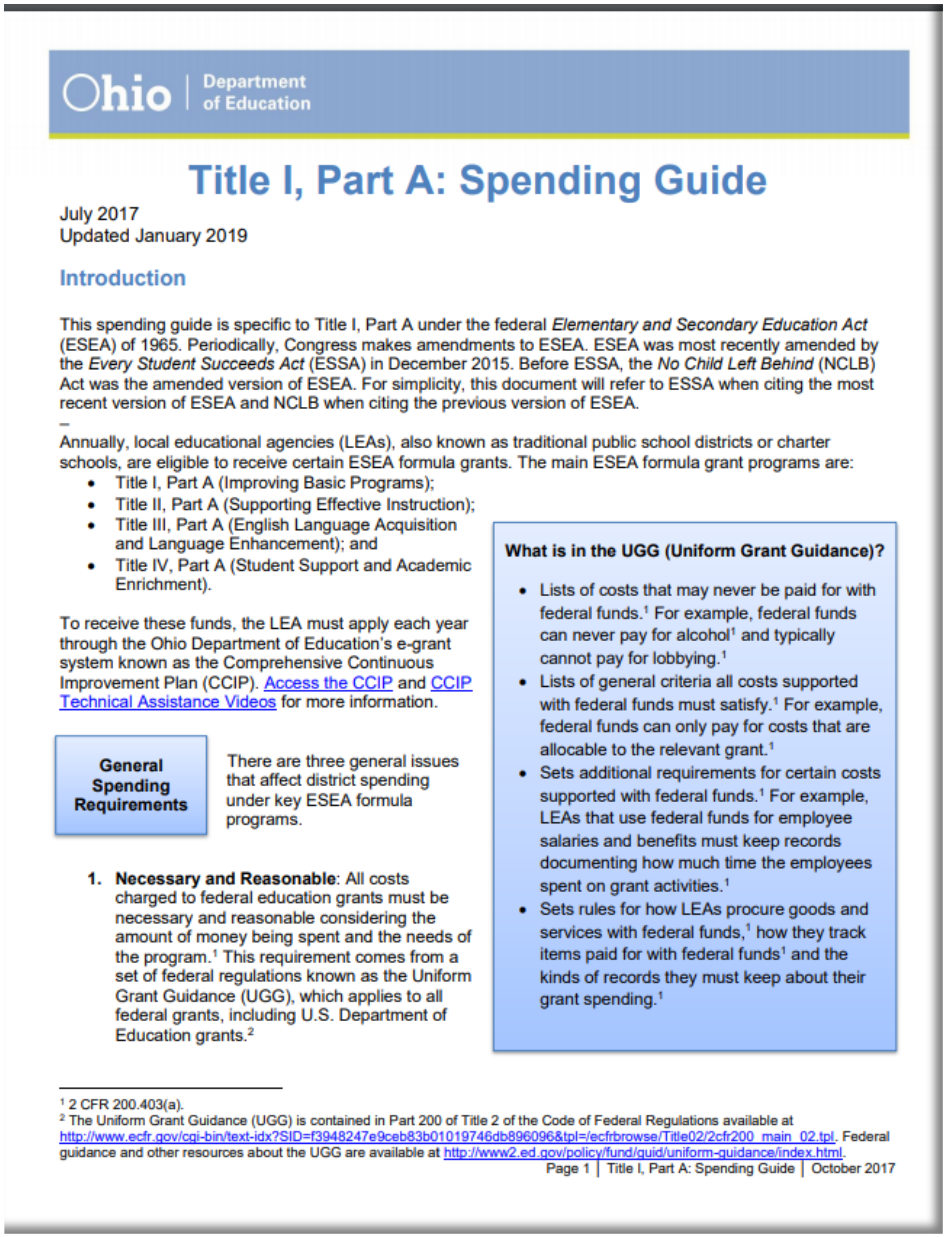
- **Title I:** A, C and D
- **Title II:** A
- **Title III**
- **Title IV:** A
- **Title V:** B

Title I

- ***Provide all children*** significant opportunity to receive a fair, equitable and high-quality education
- Close educational achievement gaps

- **Example:** Supplemental instruction or supports above what the district would provide if it did not receive Title I funds.

ESEA SEC. 1001. STATEMENT OF PURPOSE.



Ohio | Department of Education

Title I, Part A: Spending Guide

July 2017
Updated January 2019

Introduction

This spending guide is specific to Title I, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

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- Title I, Part A (Improving Basic Programs);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition and Language Enhancement); and
- Title IV, Part A (Student Support and Academic Enrichment).

To receive these funds, the LEA must apply each year through the Ohio Department of Education's e-grant system known as the Comprehensive Continuous Improvement Plan (CCIP). Access the CCIP and CCIP Technical Assistance Videos for more information.

General Spending Requirements

There are three general issues that affect district spending under key ESEA formula programs.

1. **Necessary and Reasonable**: All costs charged to federal education grants must be necessary and reasonable considering the amount of money being spent and the needs of the program.[1] This requirement comes from a set of federal regulations known as the Uniform Grant Guidance (UGG), which applies to all federal grants, including U.S. Department of Education grants.[2]

What is in the UGG (Uniform Grant Guidance)?

- Lists of costs that may never be paid for with federal funds.[1] For example, federal funds can never pay for alcohol[1] and typically cannot pay for lobbying.[1]
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Title I Spending Guide

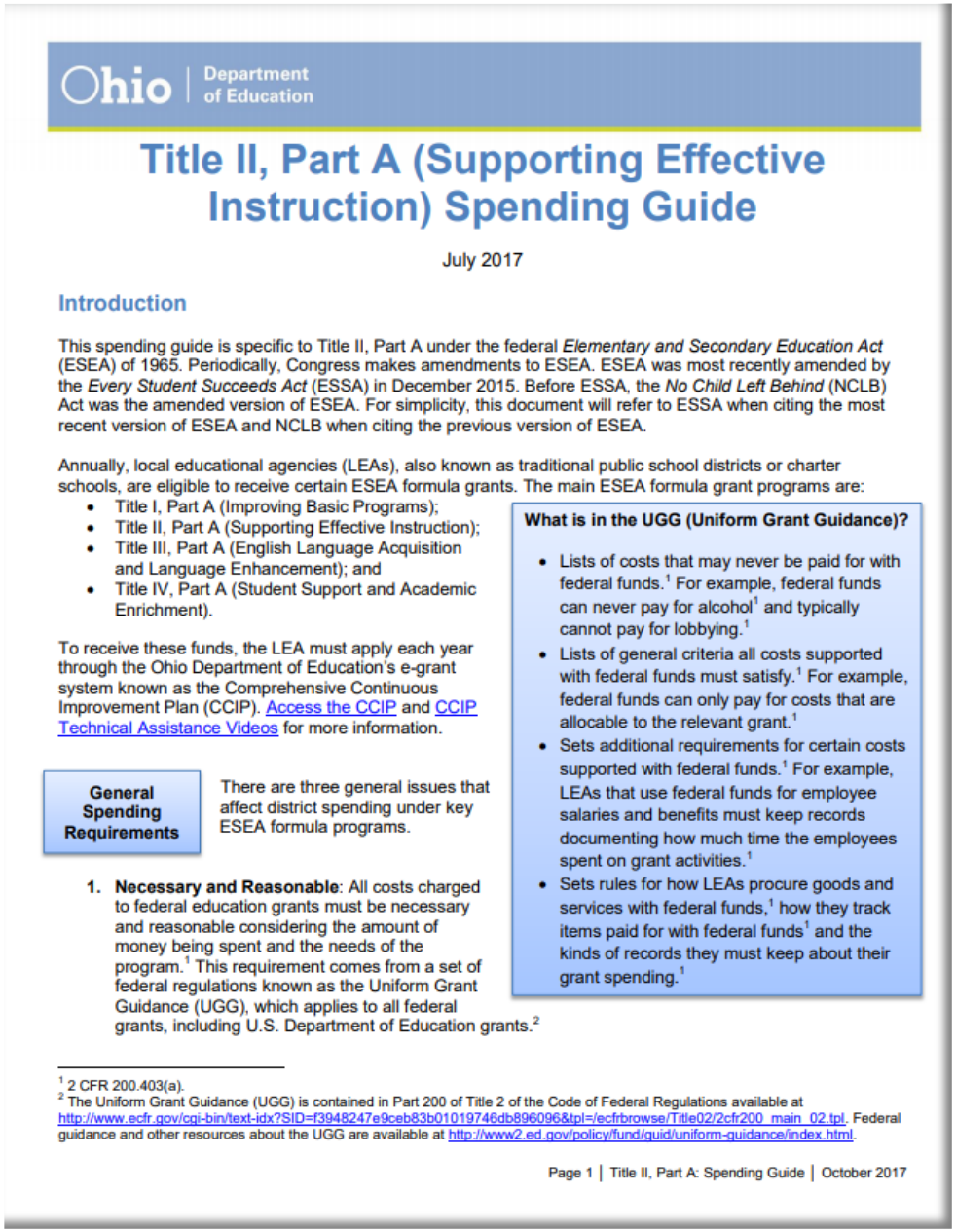
CLICK HERE

Title II, Part A

The purpose of this grant is to:

- Increase student achievement
- Improve quality and effectiveness of teachers, principals and other school leaders

– *ESEA Section 2001. Statement of Purpose*



Ohio | Department of Education

Title II, Part A (Supporting Effective Instruction) Spending Guide

July 2017

Introduction

This spending guide is specific to Title II, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

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Title II Spending Guide

CLICK HERE

Ohio | Department of Education

Title III: English Learners and Immigrant Students

- Help ensure English learners and immigrant students attain English proficiency
- Assist English learners and immigrant students to obtain high levels of academic success
- Assist teachers, principals and other school leaders with establishing and implementing effective language instruction

ESEA Section 3102. Statement of Purposes

Title III Language Instruction for English Learners and Immigrant Children and Youth Subgrants

In the last several decades, English learners have been among the fastest-growing populations in our nation's schools. English learners make up nearly 10 percent of the student population nationwide and include a highly diverse group of students who bring with them valuable cultural and linguistic assets, including their home languages.

English learner (EL) – The term "English learner," when used with respect to an individual, is an individual with the following characteristics:

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;
3. Meets one of the following criteria:
   a. Was not born in the United States or whose native language is a language other than English;
   b. Is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   c. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:
   a. The ability to meet the challenging state academic standards;
   b. The ability to successfully achieve in classrooms where the language of instruction is English; or
   c. The opportunity to participate fully in society. [See ESSA 8101(20)]

PROGRAM CONTACTS

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Chantelle Carter
Nonpublic Ombudsman
(614) 466-5203
Chantelle.Carter@education.ohio.gov

If a student has a language other than English spoken in the home and has completed the Home Language Survey at enrollment, the students will be assessed for English language proficiency. If the student qualifies, he or she is then an English learner. English learners may be born in the U.S. or come from other countries. Click here to learn more about English learner identification and the Ohio English Language Proficiency Assessment (OELPA).

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English learners, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve English learners. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to

ODE Website

Title III Webpage

Title IV, Part A

Improve student achievement by increasing the capacity of districts and schools to:

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

– *ESEA Section 4101 Statement of Purposes*

Ohio | Department of Education

Title IV, Part A (Student Support and Academic Enrichment) Spending Guide

July 2017

Introduction

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Title IV Spending Guide

CLICK HERE

Title V, Part B

- The purpose of this grant is to address the unique needs of rural school districts that frequently:
  - Lack the personnel and resources needed to compete for federal grants
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purpose.

ESEA Section 5202 Statement of Purpose

Resources

- ESEA Resource Guide Update - November 2020
- ODE Guidance on ESEA Supplement Not Supplant July 2019
- ODE Title I Spending Guidance 2017
- ODE Title IIA Spending Guidance 2017
- ODE Title IVA Spending Guidance 2017
- Six Critical Questions - Updated November 2020

POP QUIZ

Common questions…..



Can I buy incentives with Title funds?

Can I buy incentives with Title funds?

Yes….it MUST be reasonable and necessary

Gas Cards for homeless (must sign)
Small trinkets
Small increment gift cards (must sign)

What fund can I use to support Social and Emotional Learning (SEL) in the building/district?

a. Title I and II
b. Title I and IV
c. Title IV
d. Title I, II, IV

What fund can I use to support Social and Emotional Learning (SEL) in the building/district?

a. Title I and II
b. Title I and IV
c. Title IV
d. Title I, II, IV

Can I use Title I funds to pay for special education services?

Can I use Title I funds to pay for special education services?

No….IEP's are federal law and required to implement. Federal funds MUST be supplemental

Can you use the entire allocation of Title IV to purchase Chromebooks?

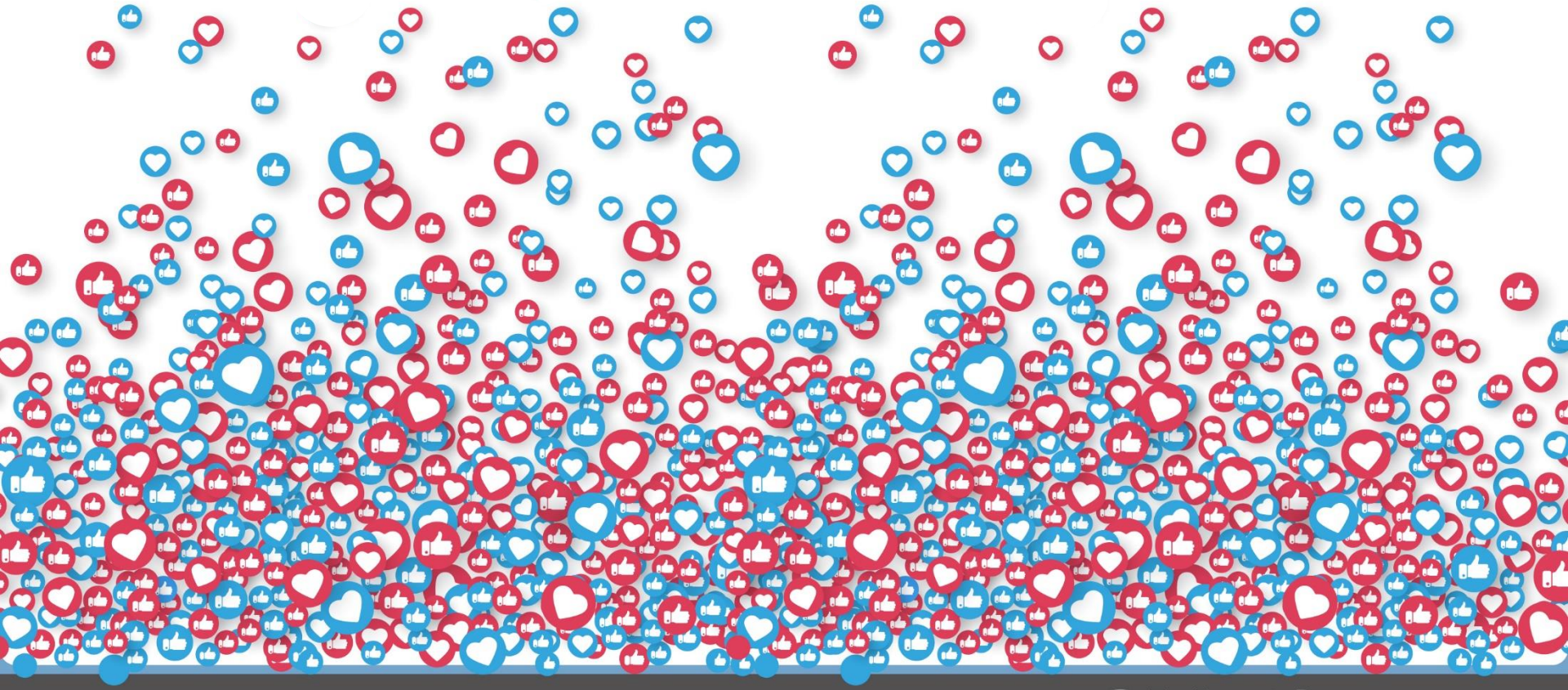
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Yes…but there is a 15% cap on all infrastructure and devices. A Chromebook is considered a device.

Questions?



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