#EachChildOurFuture

Who are Vulnerable Youth? What is Required in ESEA



Karen Auble
Office of Federal Programs

Ohio Department of Education

Who are Vulnerable Youth?

Students who are at risk of not receiving a high-quality equitable education.

Students who may face barriers such as traumatization, high mobility and behavioral and health conditions.

ESSA identifies certain at-risk groups for reporting purposes.

Vulnerable Youth Resources



http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Vulnerable-Youth

Challenges to Educational Stability

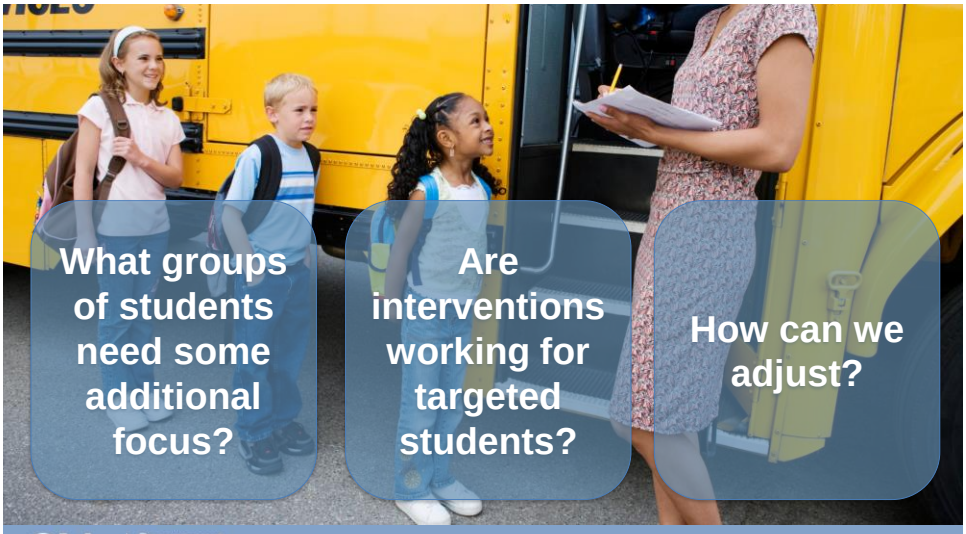
Administrative

- Transportation
- Enrollment
- Academic Credit

Program

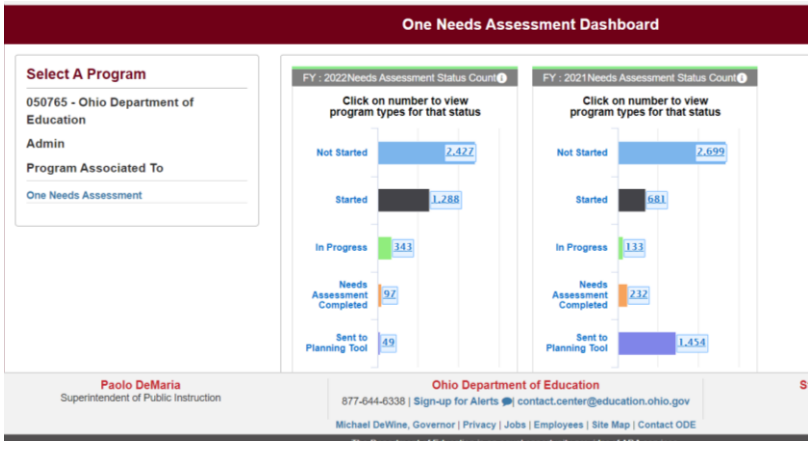
- Family Engagement
- School Climate
- Appropriate Interventions

Working Within Existing Frameworks



Ohio | Department of Education

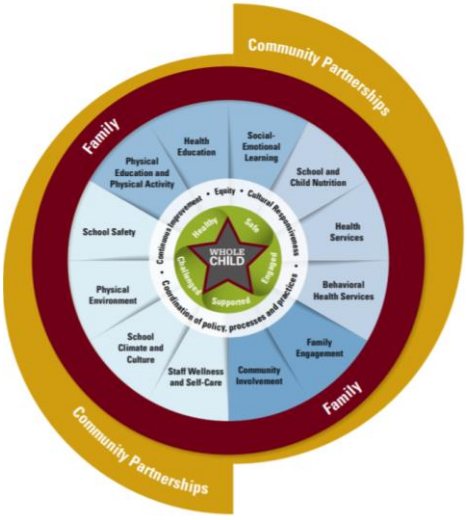
One Needs Assessment



- http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Federal-Programs/EDSTEPS/One-Needs-Assessment

Ohio | Department of Education

Whole Child Framework



http://education.ohio.gov/Topics/Student-Supports/Ohio-Supports-the-Whole-Child

Vulnerable Youth Under ESEA

- Title I-A
- Title I-C
- Title I-D
- Title II-A
- Title III-EL
- Title III-Immigrant
- Title IV-A
- Title V-B



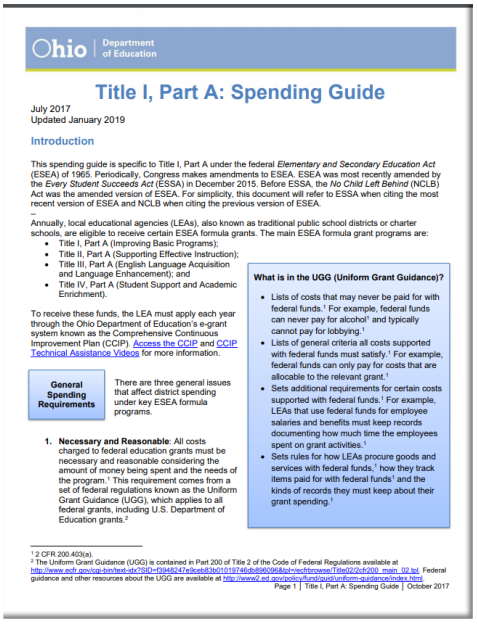
Title I-A: Academic Achievement for the Disadvantaged

Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I-A Set-Aside*

- Before allocating Title I-A funds to schools, schools and districts must reserve some Title I funds for the following vulnerable populations:
  - Supporting homeless students
  - Supporting neglected and delinquent students
- A district or school may reserve funds for:
  - Foster care transportation

* A comprehensive list of set-asides is available through ODE or USDOE



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.

Annually, local educational agencies (LEAs), also known as traditional public school districts or charter schools, are eligible to receive certain ESEA formula grants. The main ESEA formula grant programs are:

- 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.

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[2] and typically cannot pay for lobbying.[1]
- Lists of general criteria all costs supported with federal funds must satisfy.[1] For example, federal funds can only pay for costs that are allocable to the relevant grant.[1]
- Sets additional requirements for certain costs supported with federal funds.[1] For example, LEAs that use federal funds for employee salaries and benefits must keep records documenting how much time the employees spent on grant activities.[1]
- Sets rules for how LEAs procure goods and services with federal funds,[1] how they track items paid for with federal funds[1] and the kinds of records they must keep about their grant spending.[1]

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]

[1] 2 CFR 200.403(a).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3948247e9beb83b01019746db890396&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

Page 1 | Title I, Part A: Spending Guide | October 2017

Title I Spending Guide

CLICK HERE

Title I-C: Migrant Education

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Title I-D Neglected and Delinquent

Title I, Part D serves approximately 15,000 youth in Ohio each year who reside, short- or long-term, in local or state institutions.

- Subpart 1 – State Agency Programs
- Subpart 2 – Local Agency Programs
  - Institutions for Neglected Children
  - Institutions for Delinquent Children

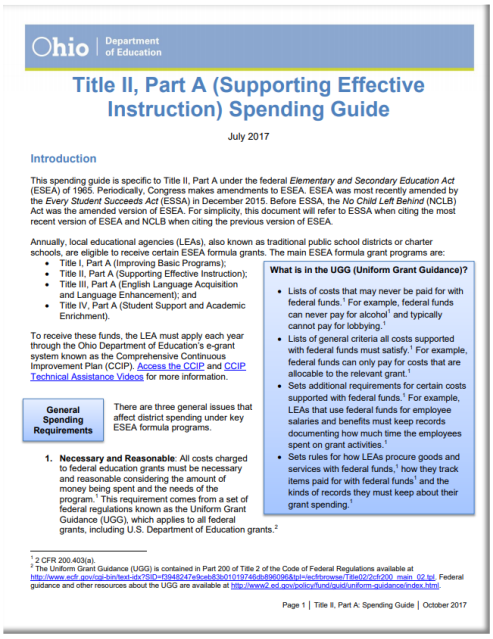
Ohio | Department of Education

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.

Annually, local educational agencies (LEAs), also known as traditional public school districts or charter schools, are eligible to receive certain ESEA formula grants. The main ESEA formula grant programs are:

- 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]
- Lists of general criteria all costs supported with federal funds must satisfy.[1] For example, federal funds can only pay for costs that are allocable to the relevant grant.[1]
- Sets additional requirements for certain costs supported with federal funds.[1] For example, LEAs that use federal funds for employee salaries and benefits must keep records documenting how much time the employees spent on grant activities.[1]
- Sets rules for how LEAs procure goods and services with federal funds,[1] how they track items paid for with federal funds[1] and the kinds of records they must keep about their grant spending.[1]

[1] 2 CFR 200.403(a).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3948247e9cebf83b01019746db896096&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

Page 1 | Title II, Part A: Spending Guide | October 2017

Title II Spending Guide

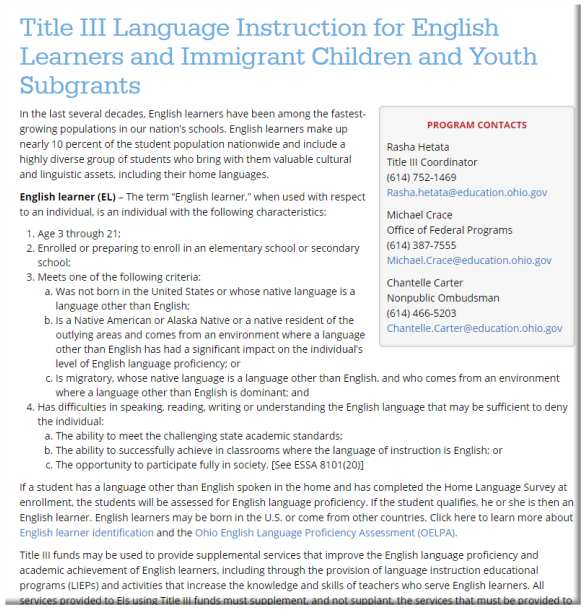
CLICK HERE

Title III: English learners

Purpose:

- To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
- To assist teachers, principals and other school leaders in establishing, implementing, and sustaining effective language instruction educational programs
- To promote parental, family, and community participation

Ohio | Department of Education



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

Rasha Hetata
Title III Coordinator
(614) 752-1469
Rasha.hetata@education.ohio.gov

Michael Crace
Office of Federal Programs
(614) 387-7555
Michael.Crace@education.ohio.gov

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 III: Immigrant

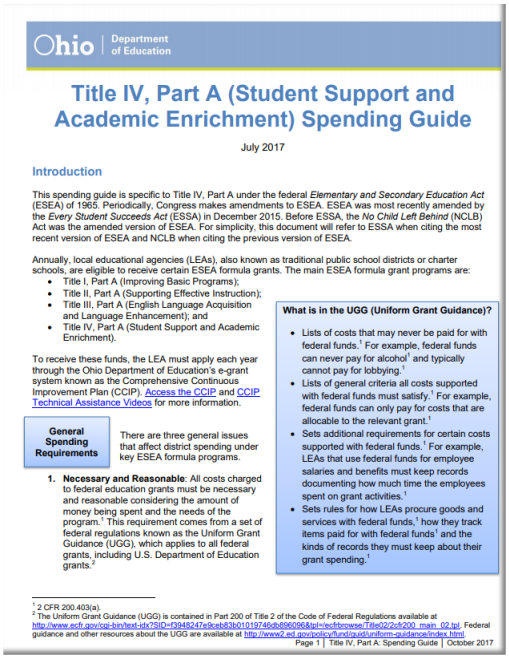
Title III Immigrant Student Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as all students.

Title IV-A: Student Support and Academic Enrichment

Title IV-A provides funding to improve students' academic achievement by increasing school district capacity to:

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

Ohio | Department of Education



Ohio | Department of Education

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

July 2017

Introduction

This spending guide is specific to Title IV, 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.

Annually, local educational agencies (LEAs), also known as traditional public school districts or charter schools, are eligible to receive certain ESEA formula grants. The main ESEA formula grant programs are:

- 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]
- Lists of general criteria all costs supported with federal funds must satisfy.[1] For example, federal funds can only pay for costs that are allocable to the relevant grant.[1]
- Sets additional requirements for certain costs supported with federal funds.[1] For example, LEAs that use federal funds for employee salaries and benefits must keep records documenting how much time the employees spent on grant activities.[1]
- Sets rules for how LEAs procure goods and services with federal funds,[1] how they track items paid for with federal funds[1] and the kinds of records they must keep about their grant spending.[1]

[1] 2 CFR 200.403(a).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3948247e9ceb83b01019746db896096&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

Page 1 | Title IV, Part A: Spending Guide | October 2017

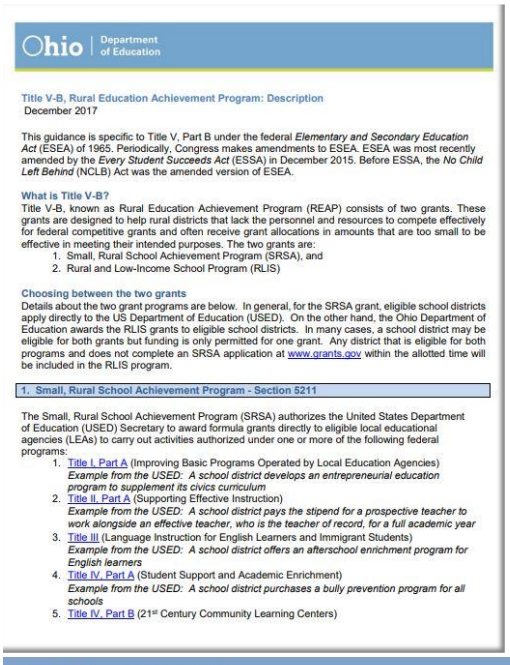
Title IV Spending Guide

CLICK HERE

Title V-B: Rural Education Achievement Program

The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

Ohio | Department of Education



Ohio | Department of Education

Title V-B, Rural Education Achievement Program: Description
December 2017

This guidance is specific to Title V, Part B 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.

What is Title V-B?
Title V-B, known as Rural Education Achievement Program (REAP) consists of two grants. These grants are designed to help rural districts that lack the personnel and resources to compete effectively for federal competitive grants and often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes. The two grants are:

1. Small, Rural School Achievement Program (SRSA), and
2. Rural and Low-Income School Program (RLIS)

Choosing between the two grants
Details about the two grant programs are below. In general, for the SRSA grant, eligible school districts apply directly to the US Department of Education (USED). On the other hand, the Ohio Department of Education awards the RLIS grants to eligible school districts. In many cases, a school district may be eligible for both grants but funding is only permitted for one grant. Any district that is eligible for both programs and does not complete an SRSA application at www.grants.gov within the allotted time will be included in the RLIS program.

1. Small, Rural School Achievement Program - Section 5211

The Small, Rural School Achievement Program (SRSA) authorizes the United States Department of Education (USED) Secretary to award formula grants directly to eligible local educational agencies (LEAs) to carry out activities authorized under one or more of the following federal programs:

1. Title I, Part A (Improving Basic Programs Operated by Local Education Agencies)
   Example from the USED: A school district develops an entrepreneurial education program to supplement its civics curriculum
2. Title II, Part A (Supporting Effective Instruction)
   Example from the USED: A school district pays the stipend for a prospective teacher to work alongside an effective teacher, who is the teacher of record, for a full academic year
3. Title III (Language Instruction for English Learners and Immigrant Students)
   Example from the USED: A school district offers an afterschool enrichment program for English learners
4. Title IV, Part A (Student Support and Academic Enrichment)
   Example from the USED: A school district purchases a bully prevention program for all schools
5. Title IV, Part B (21st Century Community Learning Centers)

Title V-B Guide

CLICK HERE

Ohio | Department of Education

Funding Examples

	Title I-A *Basic Programs*	Title II-A *Instruction*	Title IV-A *Student Support & Academic Enrichment*
Provides supplemental funding to …	Meet the educational needs of students who need extra support in schools with high poverty.	Strengthen the quality and effectiveness of teachers, principals and other school leaders.	Provide a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement of all students.
Examples of allowable activities *Goal: increase students' interpersonal skills and resilience*	Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other **strategies to improve students' skills outside the academic subject areas.**	In-service **training in techniques and supports needed to help educators** understand when and how to refer students affected by trauma or students with or at risk of mental illness.	Programs or activities that **improve instructional practices for developing relationship-building skills**, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse.

Funding Examples

	Title I-A *Basic Programs*	Title II-A *Instruction*	Title IV-A *Student Support & Academic Enrichment*
Provides supplemental funding to …	Meet the educational needs of students who need extra support in schools with high poverty.	Strengthen the quality and effectiveness of teachers, principals and other school leaders.	Provide a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement of all students.
Examples of allowable activities *Goal: increase students' interpersonal skills and resilience*	Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other **strategies to improve students' skills outside the academic subject areas.**	In-service **training in techniques and supports needed to help educators** understand when and how to refer students affected by trauma or students with or at risk of mental illness.	Programs or activities that **improve instructional practices for developing relationship-building skills**, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse.

Ohio | Department of Education

Funding Examples

	Title I-A *Basic Programs*	Title II-A *Instruction*	Title IV-A *Student Support & Academic Enrichment*
Provides supplemental funding to …	Meet the educational needs of students who need extra support in schools with high poverty.	Strengthen the quality and effectiveness of teachers, principals and other school leaders.	Provide a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement of all students.
Examples of allowable activities *Goal: increase students' interpersonal skills and resilience*	Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other **strategies to improve students' skills outside the academic subject areas.**	In-service **training in techniques and supports needed to help educators** understand when and how to refer students affected by trauma or students with or at risk of mental illness.	Programs or activities that **improve instructional practices for developing relationship-building skills**, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse.

Federal Programs Contacts

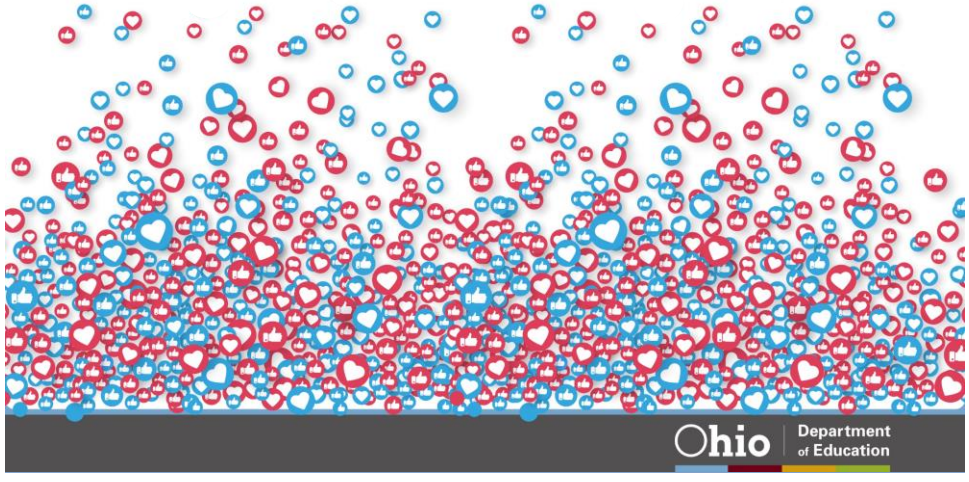
Grant	Email
Title I-C Migrant	Rasha.Hetata@education.ohio.gov
Title I-D Neglected/Delinquent	Karen.Auble@education.ohio.gov
Title II-A	Scott.May@education.ohio.gov
Title III Immigrant/English Learner	Rasha.Hetata@education.ohio.gov
Title IV-A Student Support and Academic Achievement	Lisa.Huckins@education.ohio.gov
Title V-B Rural	Amy.Hill@education.ohio.gov

Questions?



Ohio | Department of Education

@OHEducation



Ohio | Department of Education