New Community School Training



August 2021

Today's Presenters

Hearcel Craig

Education Program Specialist, Office of Federal Programs

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Education Program Specialist, Office of Federal Programs

Morgan Brown

Assistant Director, Office of Federal Programs

Today's Discussion

1. Introduction
2. Can we do this?
3. Next Steps – Systems Access
4. Navigation to Consolidated Application
5. Timeline and Checklist
6. Helpful Resources
7. Questions and Answers
8. Meet Your Consultant

Introduction



Office of Federal Programs

The Office of Federal Programs provides leadership and technical assistance to customers on the requirements and uses of funds under the Elementary and Secondary Education Act (ESEA), currently authorized as the Every Student Succeeds Act (ESSA).

Federal Funding

- The Elementary and Secondary Education Act (ESEA) was signed into law in 1965. It is currently authorized under the Every Student Succeeds Act (ESSA).
- Grants in ESEA help the school's vulnerable students and support the school's continuous improvement plan.
- Federal funding is "supplemental" to state and local funds.

Why This Meeting?

- Within ESEA, new community schools must receive their federal funds within five months of opening.
- Also within ESEA, there is a requirement that schools complete a comprehensive needs assessment and plan.
- The Office of Federal Programs wants to support new community schools as they receive their funds and design their plan.

Objectives of Today

- Learn the basics of federal funding, including the purpose and some allowable uses for the federal entitlement grants.
  - ESEA Grants that are part of the Consolidated Application include Titles I-A, I-C, I-D, II-A, III, IV-A, V-B
- Learn how to access and submit your funding application
- Learn about available resources and next steps for the Office of Federal Programs

Can I Do This?



Today's 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

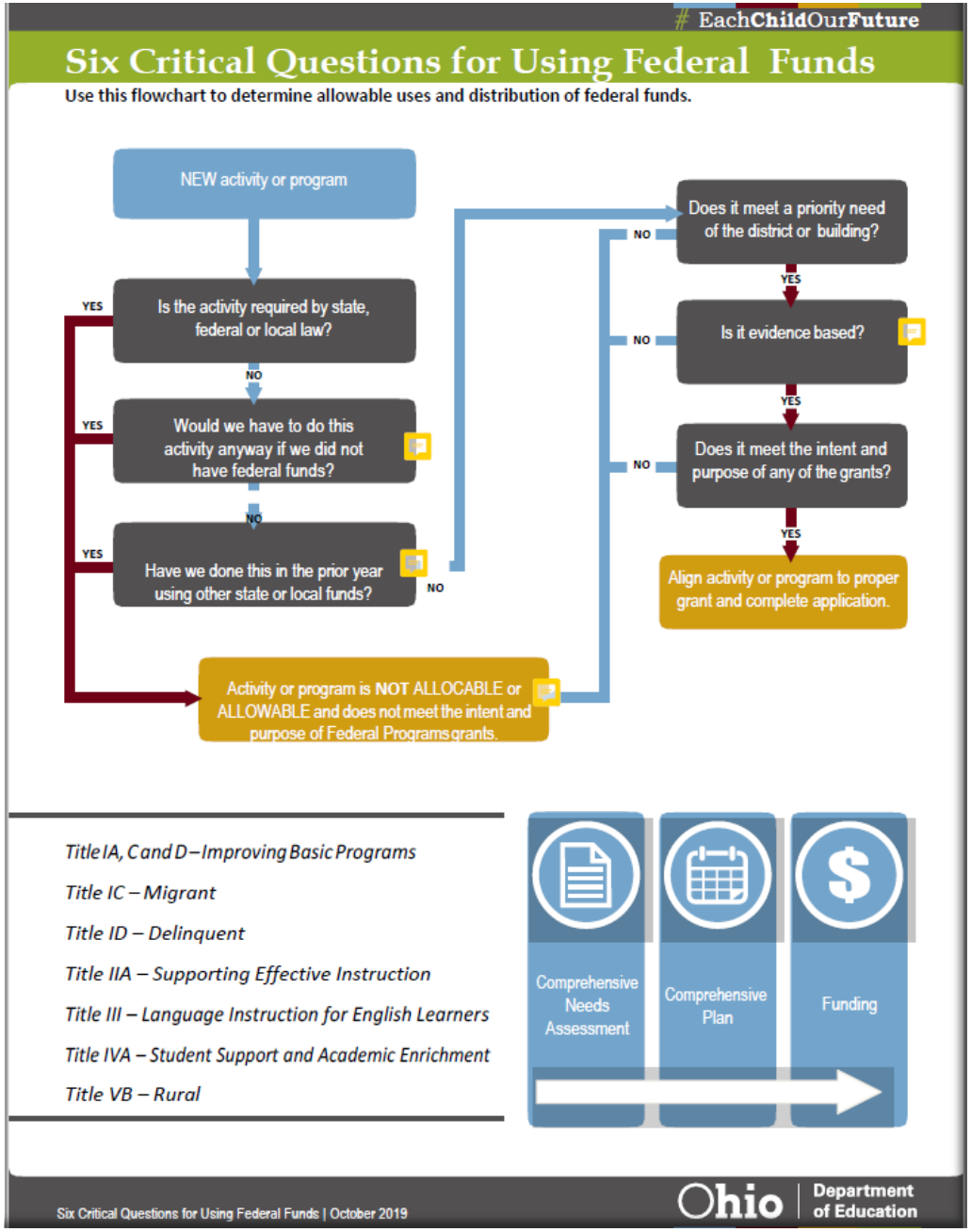


Refers to a cost that is permissible.

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

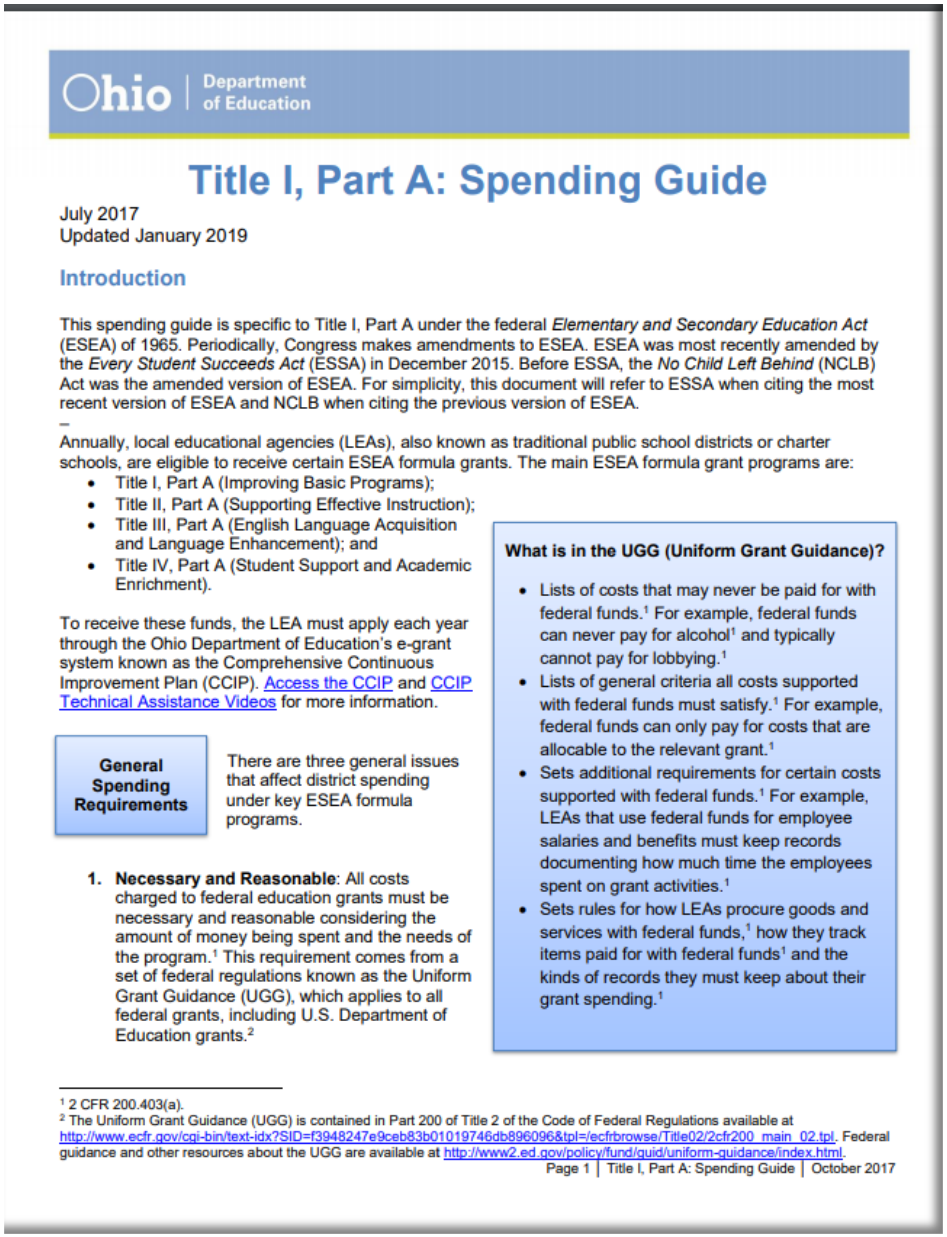
- **Title I:** A, C and D
- **Title II:** A
- **Title III**
- **Title IV:** A
- **Title V:** B

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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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

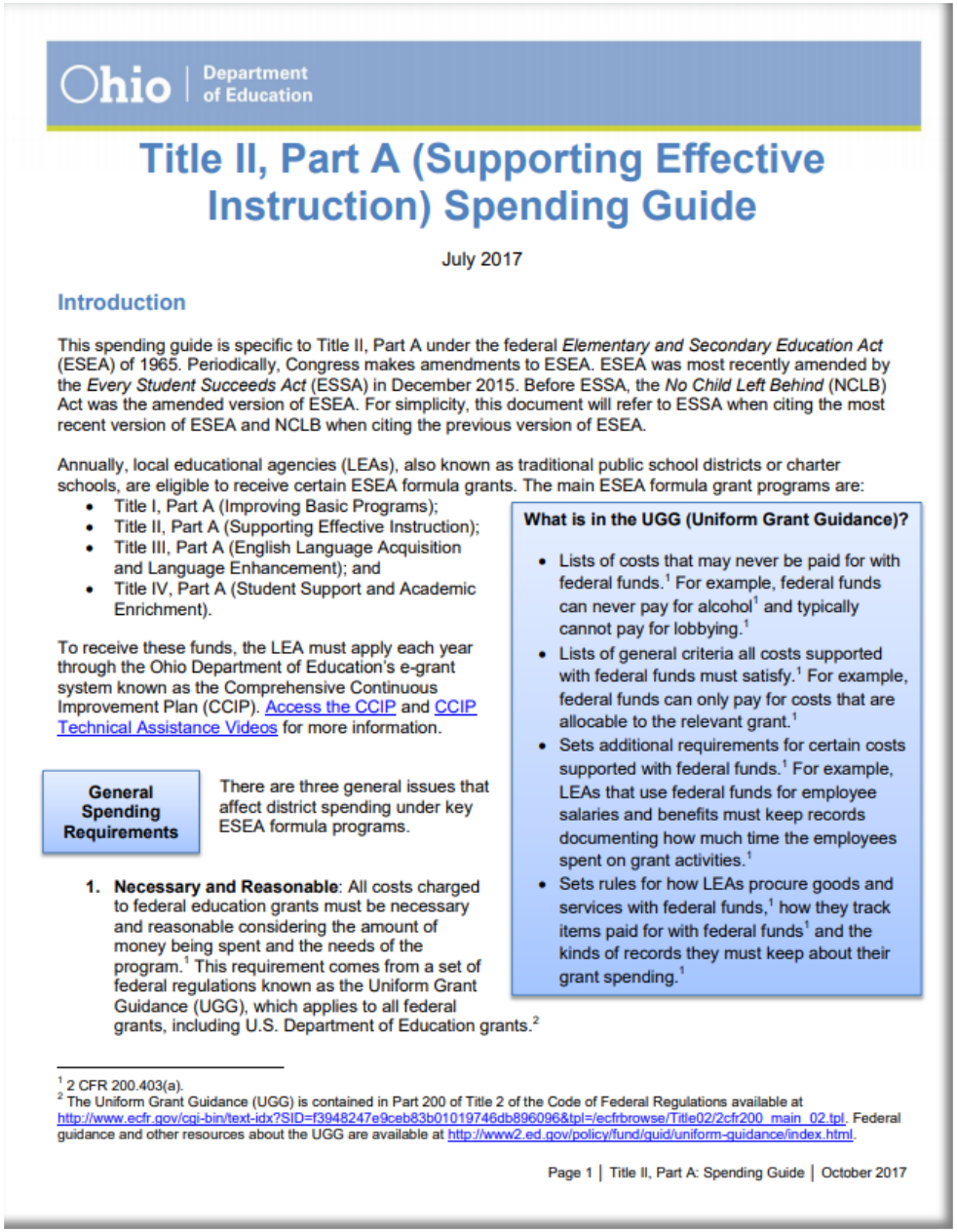
CLICK HERE

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

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Title II Spending Guide

CLICK HERE

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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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 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

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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

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?

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

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

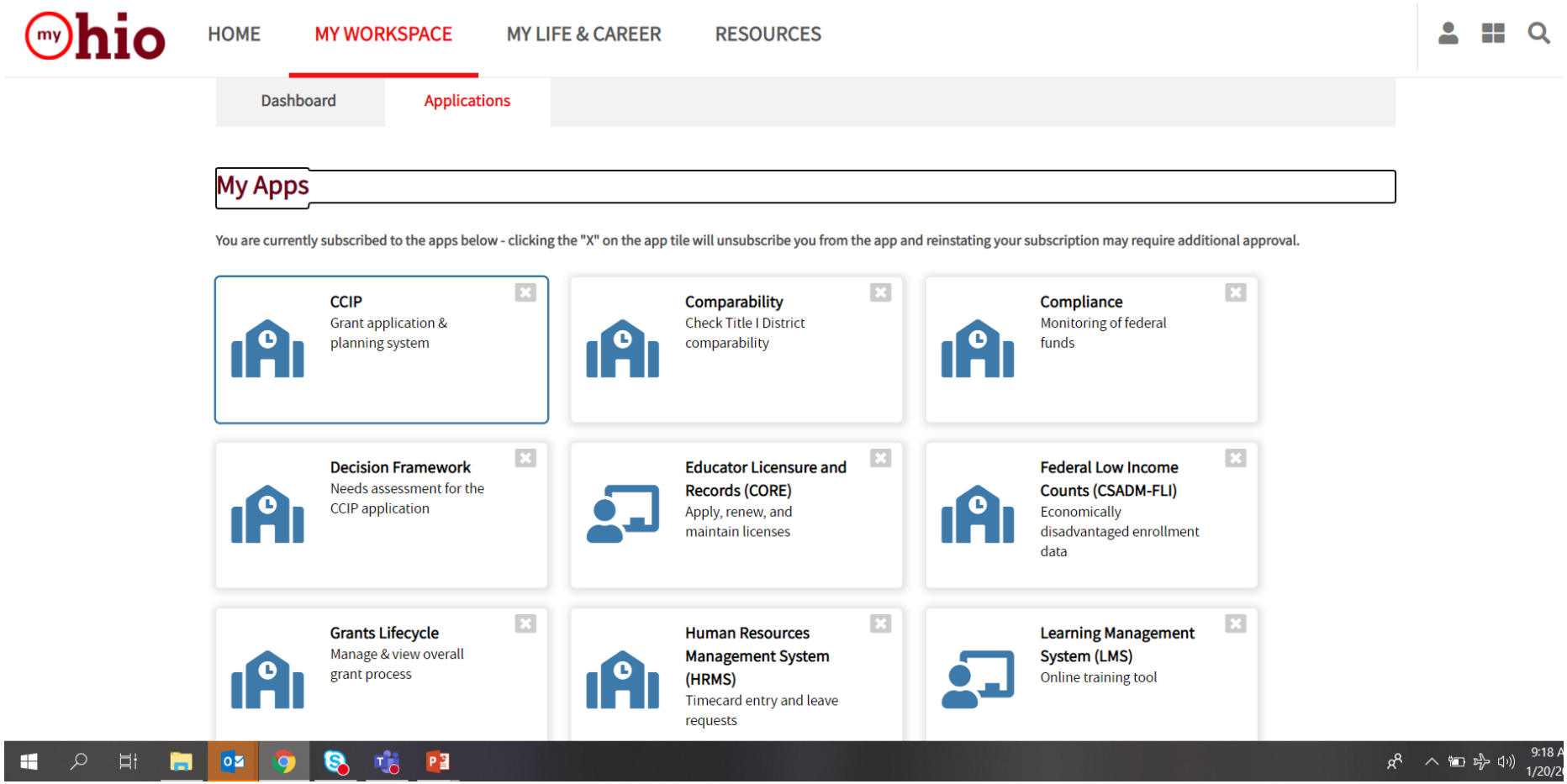
Questions?



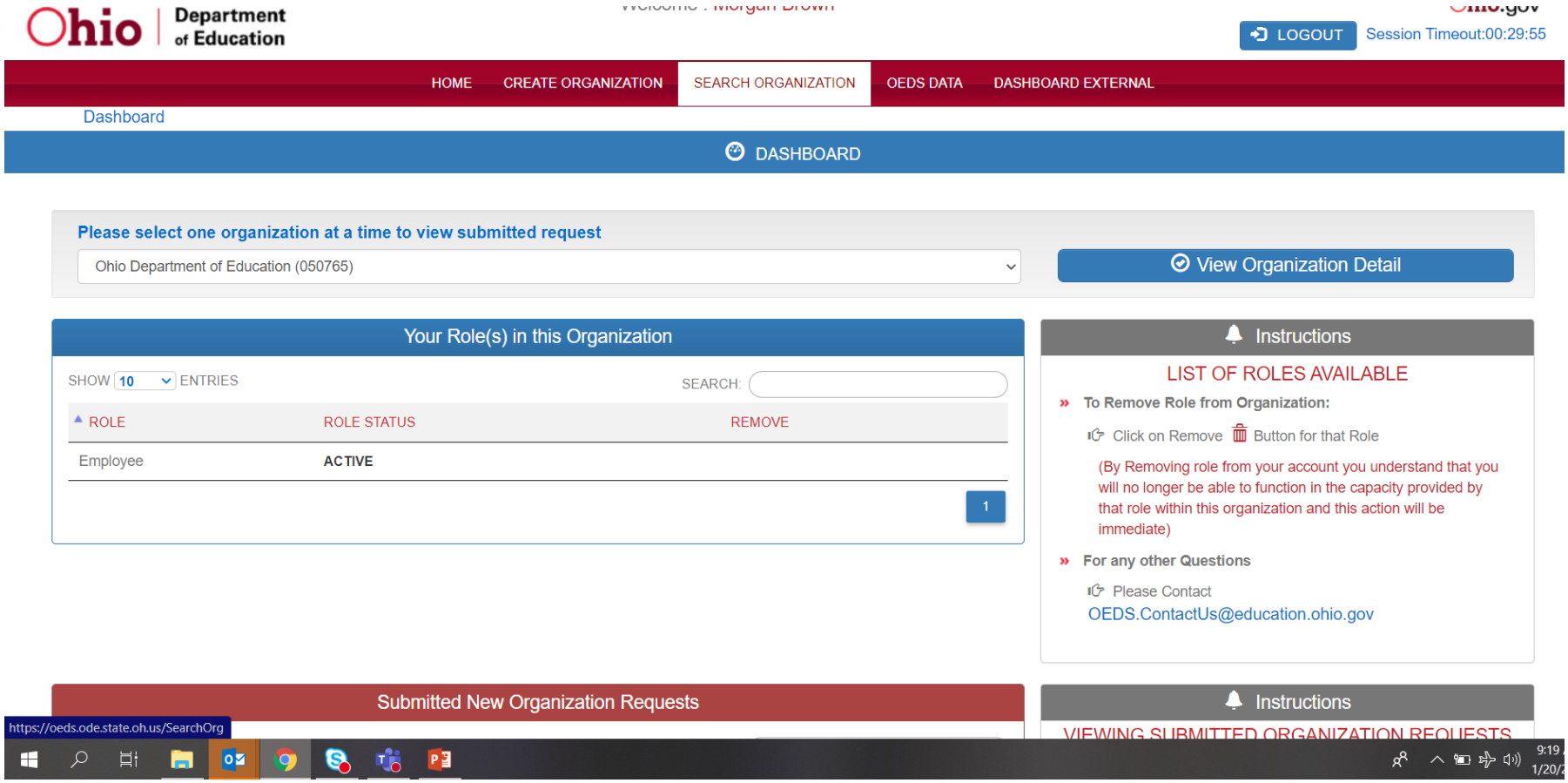
Five Minute Break



Next Steps – System Access



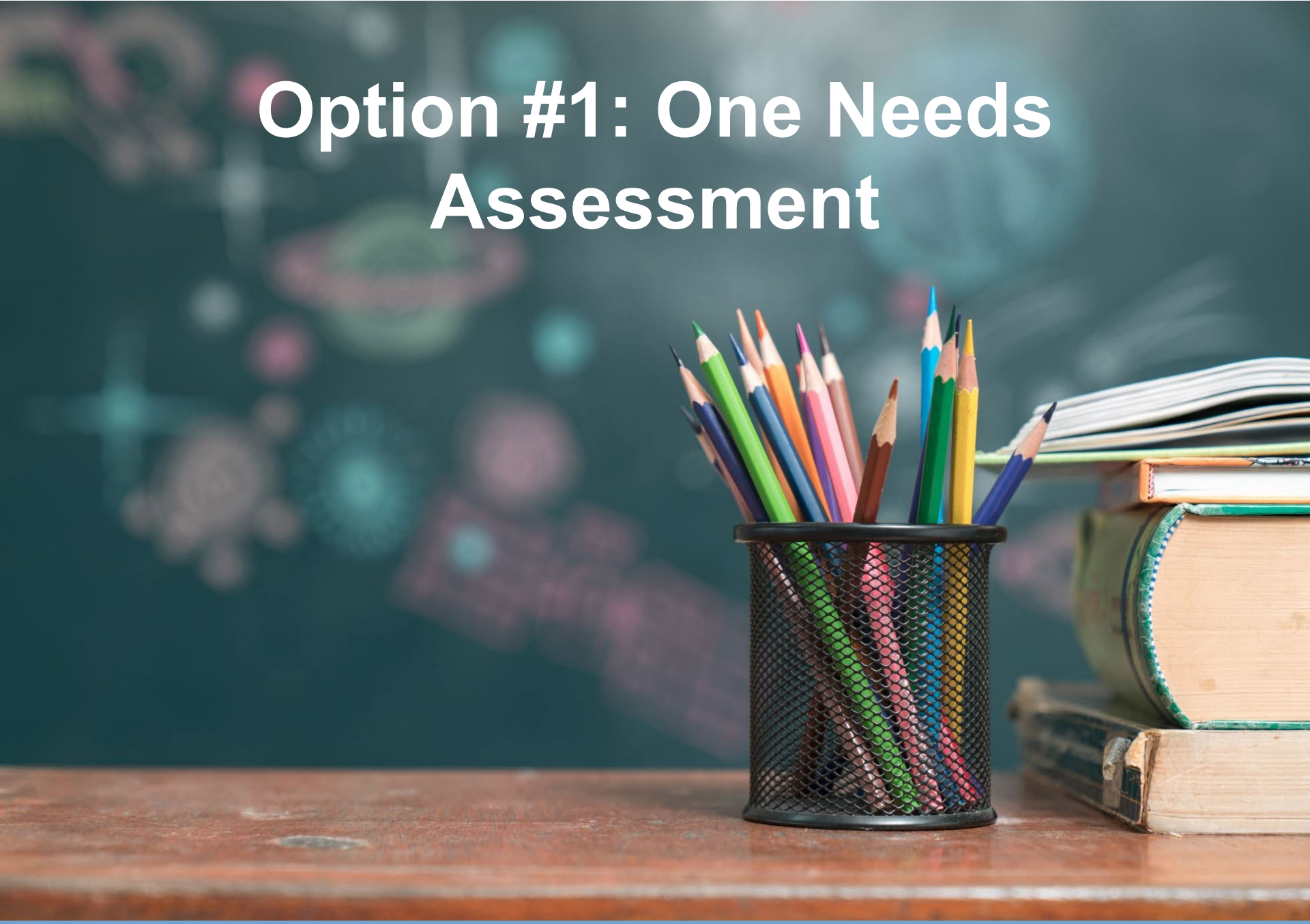
Next Steps – System Access



New Community Schools

- Two options for assessing needs and planning to receive federal funds.
  - –One Needs Assessment
  - –New Community School Checklist

Option #1: One Needs Assessment



One Needs Assessment

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

College and Career Readiness

Community & Family Engagement

Curriculum, Instruction & Assessment

Fiscal Management

Sections

Sections

- Leadership, Administration, & Governance
- Operations
- Professional Capital
- School Climate & Supports

Examples of Priority Needs



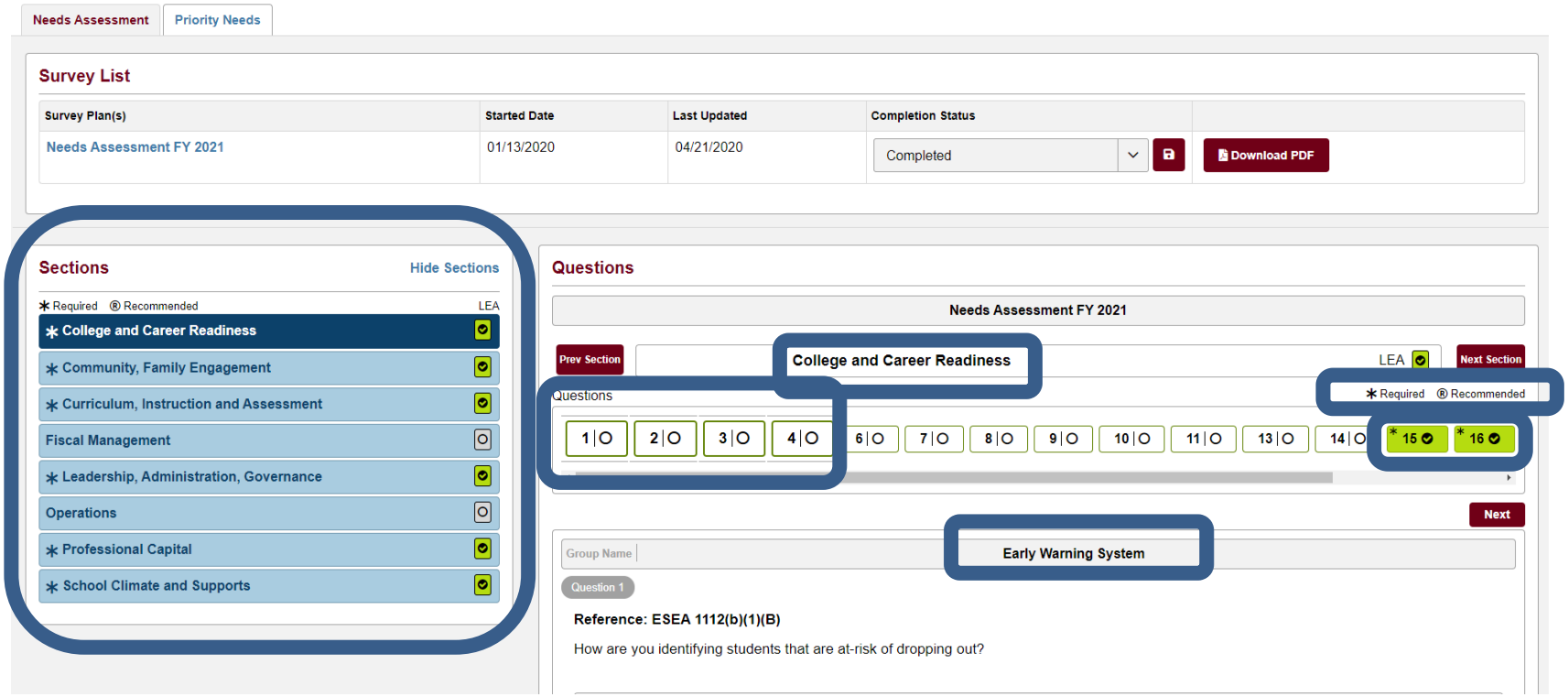
College and Career Readiness

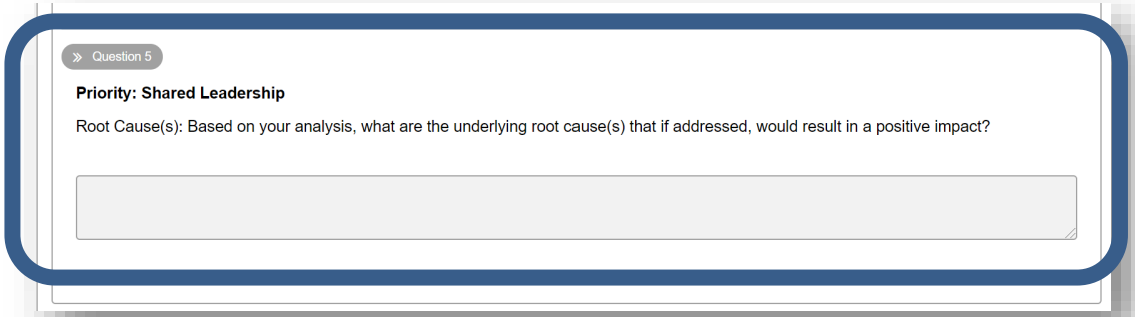
- Career Connections
- Early Warning System
- Graduation
- Postsecondary

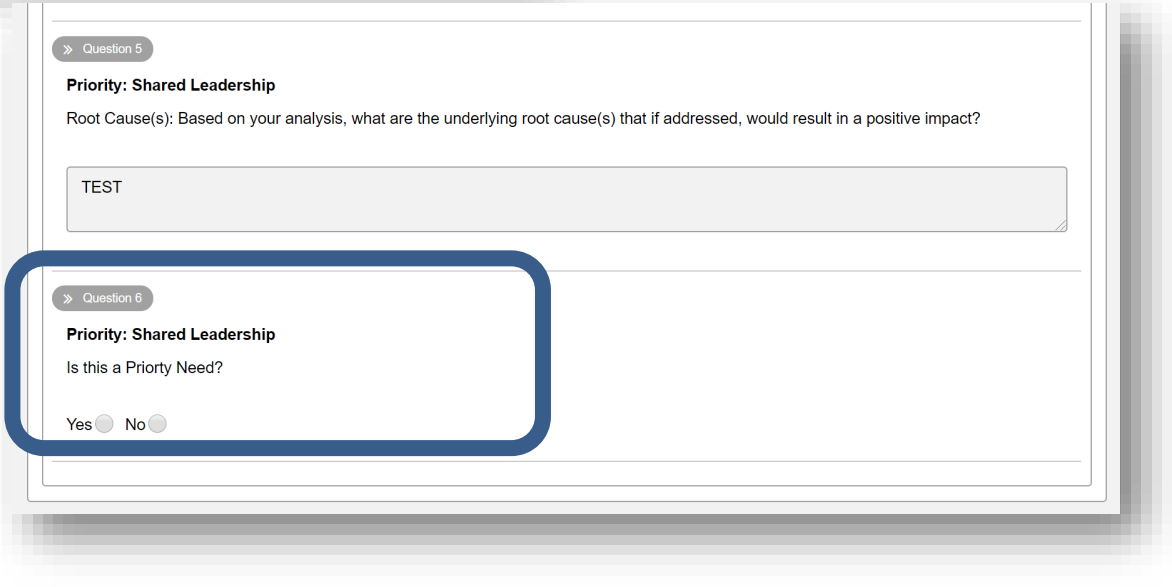


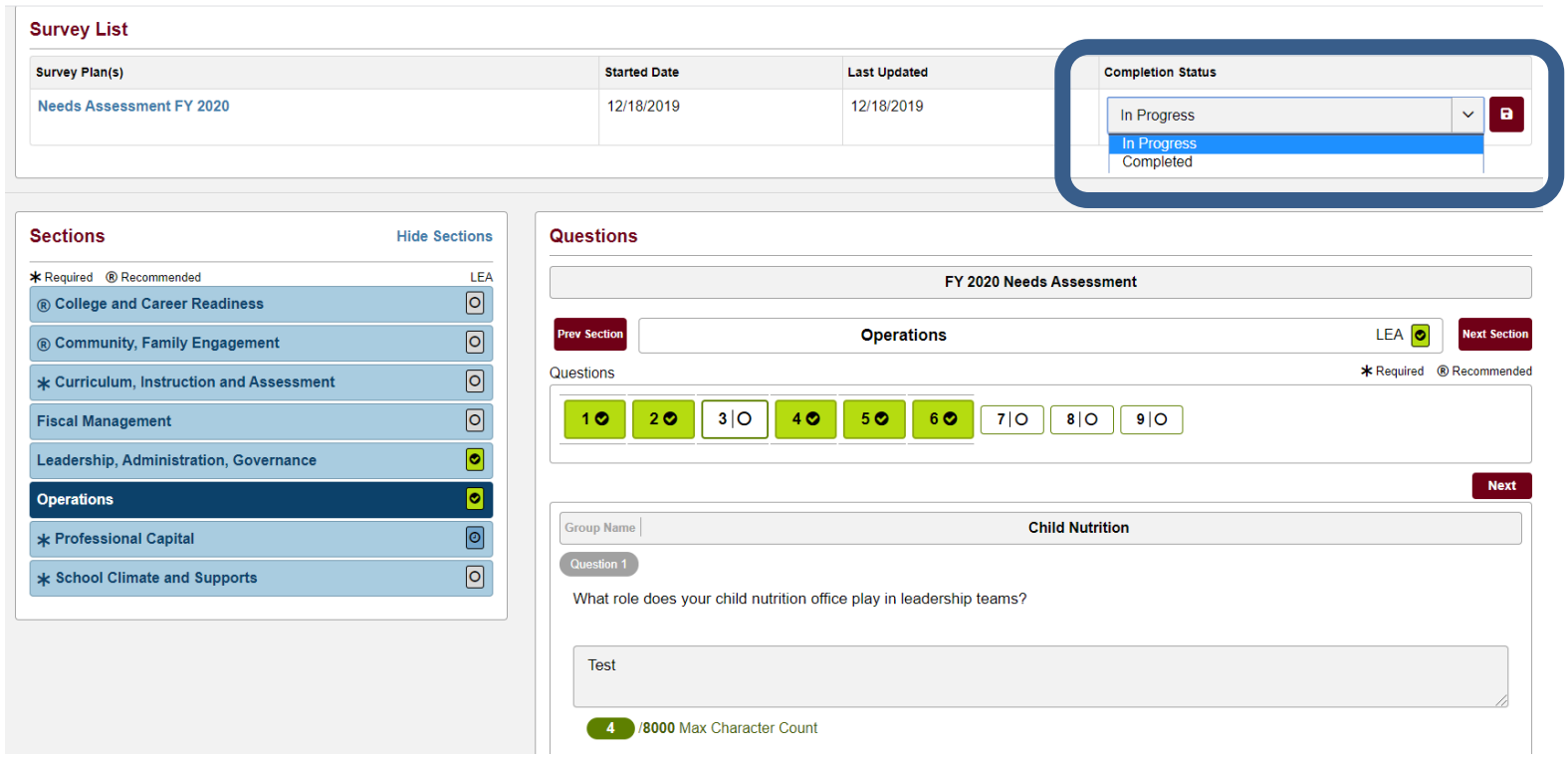
Curriculum, Instruction and Assessment

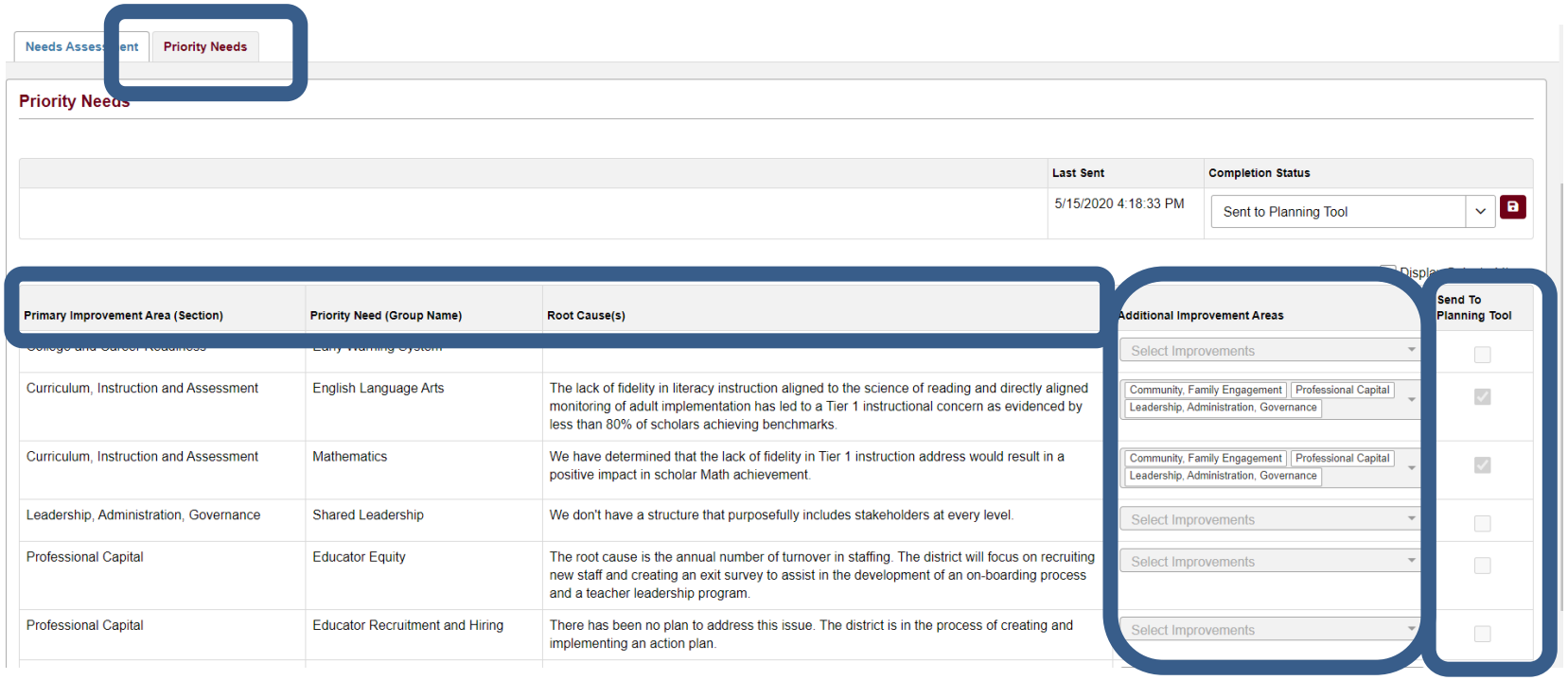
- Instruction
- Literacy
- Mathematics
- Student with Disabilities
- Standards Alignment


Needs Assessment
Priority Needs
Survey List
Survey Plan(s)
Started Date
Last Updated
Completion Status
Needs Assessment FY 2021
01/13/2020
04/21/2020
Completed
Download PDF
Sections
Hide Sections
Required
Recommended
LEA
College and Career Readiness
Community, Family Engagement
Curriculum, Instruction and Assessment
Fiscal Management
Leadership, Administration, Governance
Operations
Professional Capital
School Climate and Supports
Questions
Needs Assessment FY 2021
Prev Section
College and Career Readiness
LEA
Next Section
Questions
Required
Recommended
1
2
3
4
6
7
8
9
10
11
13
14
15
16
Next
Group Name
Early Warning System
Question 1
Reference: ESEA 1112(b)(1)(B)
How are you identifying students that are at-risk of dropping out?


Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?


Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
TEST
Question 6
Priority: Shared Leadership
Is this a Priorty Need?
Yes
No


Survey List
Survey Plan(s)
Started Date
Last Updated
Completion Status
Needs Assessment FY 2020
12/18/2019
12/18/2019
In Progress
In Progress
Completed
Sections
Hide Sections
Required
Recommended
LEA
College and Career Readiness
Community, Family Engagement
Curriculum, Instruction and Assessment
Fiscal Management
Leadership, Administration, Governance
Operations
Professional Capital
School Climate and Supports
Questions
FY 2020 Needs Assessment
Prev Section
Operations
LEA
Next Section
Questions
Required
Recommended
1
2
3
4
5
6
7
8
9
Next
Group Name
Child Nutrition
Question 1
What role does your child nutrition office play in leadership teams?
Test
4
/8000 Max Character Count


Needs Assessment
Priority Needs
Priority Needs
Last Sent
Completion Status
5/15/2020 4:18:33 PM
Sent to Planning Tool
Primary Improvement Area (Section)
Priority Need (Group Name)
Root Cause(s)
Additional Improvement Areas
Send To Planning Tool
Select Improvements
Curriculum, Instruction and Assessment
English Language Arts
The lack of fidelity in literacy instruction aligned to the science of reading and directly aligned monitoring of adult implementation has led to a Tier 1 instructional concern as evidenced by less than 80% of scholars achieving benchmarks.
Community, Family Engagement
Professional Capital
Leadership, Administration, Governance
Curriculum, Instruction and Assessment
Mathematics
We have determined that the lack of fidelity in Tier 1 instruction address would result in a positive impact in scholar Math achievement.
Community, Family Engagement
Professional Capital
Leadership, Administration, Governance
Leadership, Administration, Governance
Shared Leadership
We don't have a structure that purposefully includes stakeholders at every level.
Select Improvements
Professional Capital
Educator Equity
The root cause is the annual number of turnover in staffing. The district will focus on recruiting new staff and creating an exit survey to assist in the development of an on-boarding process and a teacher leadership program.
Select Improvements
Professional Capital
Educator Recruitment and Hiring
There has been no plan to address this issue. The district is in the process of creating and implementing an action plan.
Select Improvements

Setting Up Your Plan

One Needs Assessment → One Plan (CCIP)

Priority Needs → Goals

Improvement Areas → Strategies

Option #2: New Community School Checklist



Ohio Department of Education

New Community School Checklist

One Needs Assessment:

1. ESEA 1112(a)(1)(A): How are you involving internal and external stakeholders in the development of your plan? Stakeholders may include: certified staff, classified staff, administrators, parents, community members, board members, students etc.

2. ESEA 1112(a)(1)(B)(i): How will the school help children served under ESEA meet the challenging State academic standards? How will the school help children served under ESEA meet the challenging State academic standards?

3. ESEA 1112(b)(1): How will student progress be measured?

4. ESEA 1112(b)(1)(A): How does the school ensure that the program of instruction is well-rounded?

5. ESEA 1112(b)(1)(B): How is the school identifying at-risk students who are not meeting academic standards?

New Community School Checklist

13. ESEA 1112(b)(12)(A)(B): If applicable, how will the school coordinate and provide career technical education opportunities and/or work-based learning opportunities?

14. ESEA 1112(b)(13): If applicable, how will the school use funds to provide gifted education and/or school library programs?

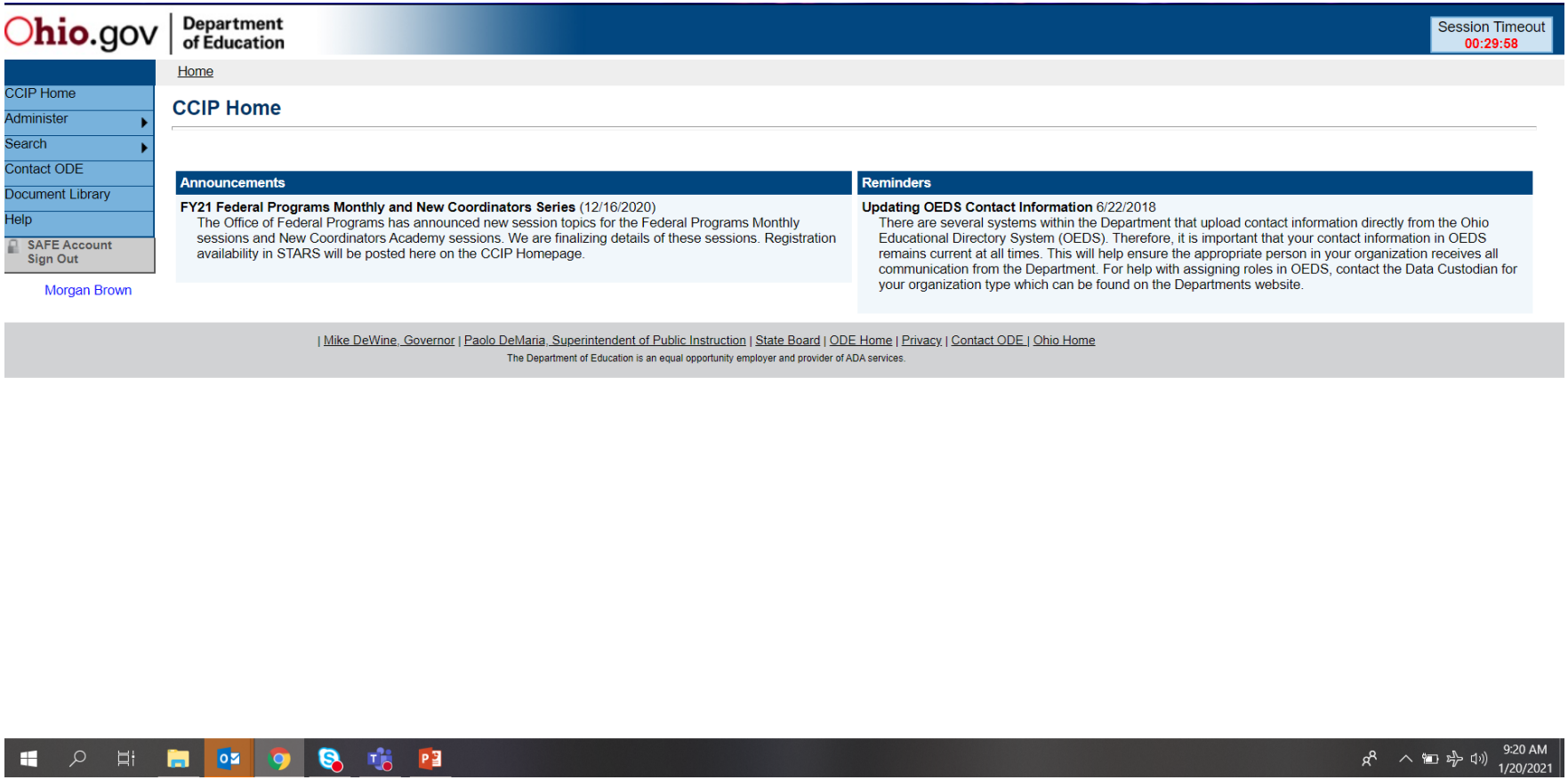
Assurances:

☐ New community school has completed a needs assessment leading to a well- developed plan as required by ESEA 1112.
☐ New community school will comply with General Assurances located in the CCIP (Link Here).
☐ New community school has submitted and completed a start-up plan to their sponsor.

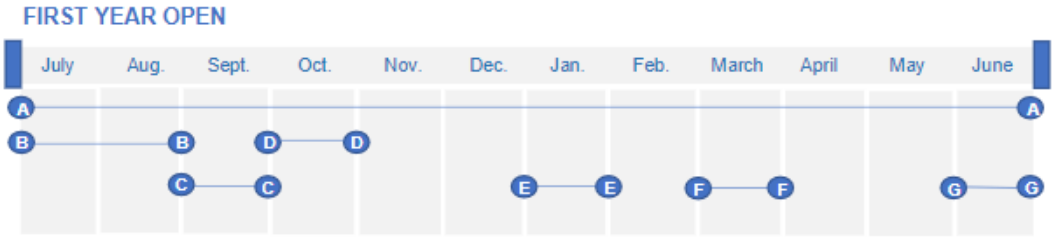
Action Items:

1. Consultant adds a history log note documenting that consultation occurred.
2. Following consultation, new community school adds a history log note that describes the comprehensive needs assessment and understanding of Title programs.
3. Upload completed checklist to the CCIP.

Navigation to the Consolidated Application



New Community School Timeline



A. JULY – JUNE

SOES: School Options Enrollment System (SOES) are subsystems of EMIS that drive funding for community schools. It is a Web application used by community schools and traditional public schools to enter data used to flow funds to community schools. Community school personnel enter data in the SOES system and traditional public school personnel review, verify or challenge that data.

B. JULY – AUGUST

The first week of July, the new community school will be assigned a One Plan cohort. By the end of July, an initial Office of Federal Programs communication is sent to new community schools and their sponsor.

Before the end of August, attend the Introduction to Federal Programs group training which includes the intent and purposes of the various grants.

C. SEPTEMBER

September 30 - Deadline for community school opening (unless mission of the school is solely to serve dropouts). If contact is for drop-out recovery school, contract is valid for 12 months after it is signed and the school may open later in the school year.

D. OCTOBER

Economically disadvantaged community school student data comes from the School Options Enrollment System (SOES) in October to coincide with allocation deadlines of Title 1.

Traditional public school districts and community schools can view the Federal Low-Income report consisting of School Options Enrollment System data.This data is always viewable within EMIS as the Federal Low- Income Count (FLICS) level two report, and should be viewed in December. This report enables both the traditional districts and community schools to be aware of changes in the adjusted poverty counts of community school students that will affect the initial allocation in January and then preliminary allocation of Title I funds in June.

E. JANUARY

In January, funds are allocated to new community schools. This has to be done within five months of a new community school opening.

F. MARCH

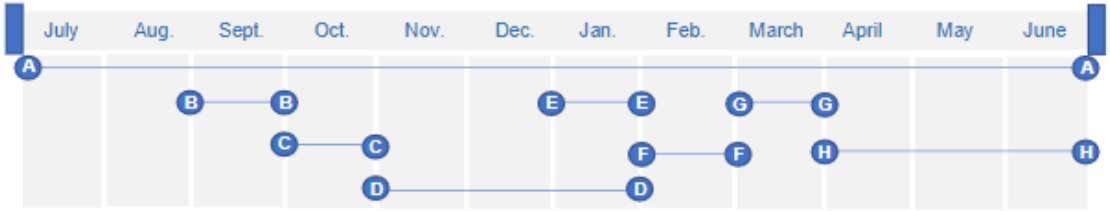
March 30 – Deadline to have first one-on-one Office of Federal Programs consultation to understand if the One Needs Assessment will be completed or checklist.

G. JUNE

June 30 – If needed a second, one-on-one consultation with an Office of Federal Program consultant should be completed along with the new community school checklist (if selected). This is also the deadline for new community schools to submit the basic information needed to approve their consolidated funding applications.

New Community School Timeline

SECOND YEAR OPEN



A. JULY – JUNE
SOES: School Options Enrollment System (SOES) are subsystems of EMIS that drive funding for community schools. It is a Web application used by community schools and traditional public schools to enter data used to flow funds to community schools. Community school personnel enter data in the SOES system and traditional public school personnel review, verify or challenge that data.

B. SEPTEMBER
During September, the Office of Federal Programs will do a training an introductory training on the ED STEPS process.

C. OCTOBER
Economically disadvantaged community school student data comes from the School Options Enrollment System (SOES) in October to coincide with allocation deadlines of Title 1.

Traditional public school districts and community schools can view the Federal Low-Income report consisting of School Options Enrollment System data.This data is always viewable within EMIS as the Federal Low- Income Count (FLICS) level two report, and should be viewed in December. This report enables both the traditional districts and community schools to be aware of changes in the adjusted poverty counts of community school students that will affect the initial allocation in January and then preliminary allocation of Title I funds in June.

D. NOVEMBER - JANUARY
Between November and January, the One Needs Assessment system opens to begin the three-year assessment.

E. JANUARY
By January 30 – The Office of Federal Programs holds a training on the development of a three-year plan.

F. FEBRUARY
February 28 – By this date, a one-on-one with a consultant should have occurred to check in on plan development.

G. MARCH
March 31 – During the cohort year, this is the submission date for the One Needs Assessment and One Plan.

H. APRIL – JUNE
After a One Needs Assessment and One Plan is submitted, the department does a cross-office review to support One Plans. Again by June 30th a consolidated funding application is due.

Helpful 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

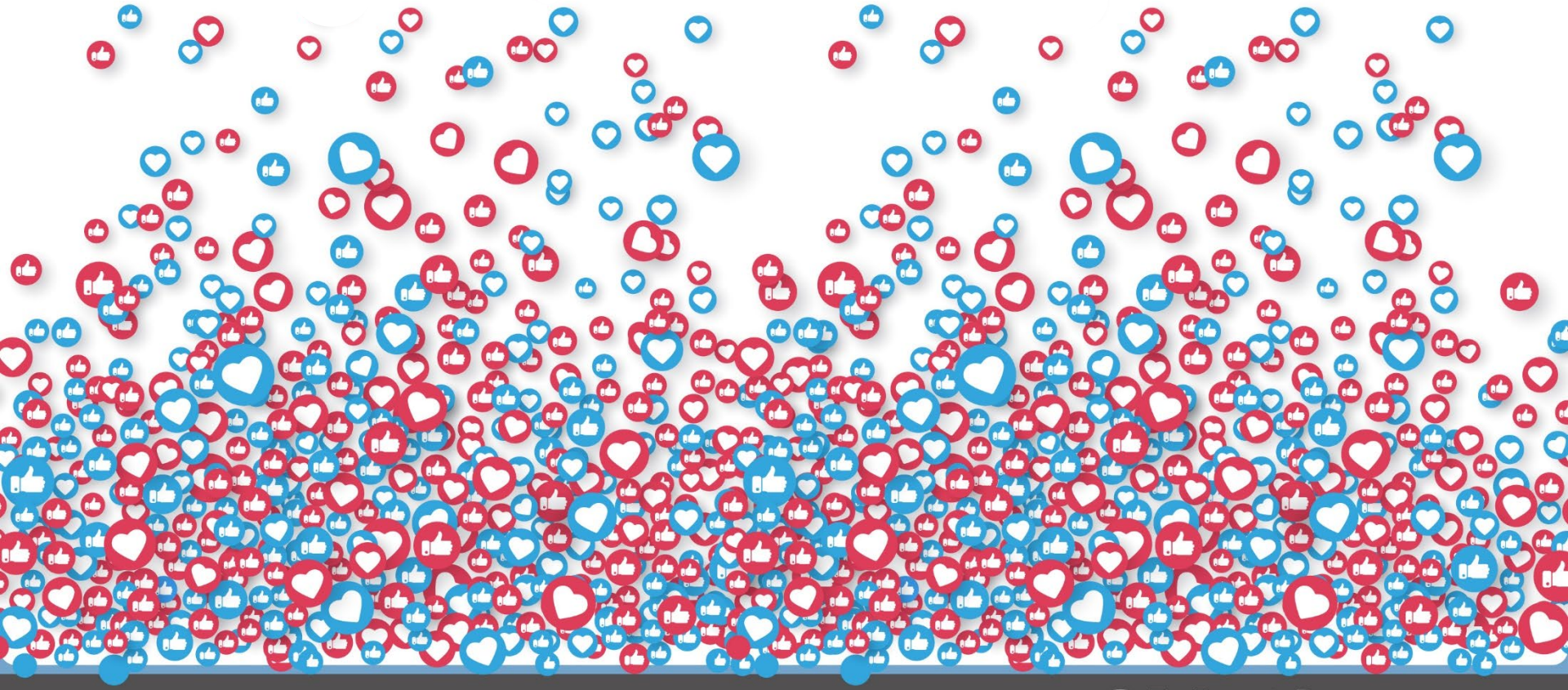
Questions?



Breakout Session: Meet Your Consultant



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Celebrate educators!

#OhioLovesTeachers