Funding the Plan: Updates FY23 Funding Application



Federal Programs Open Office Hours: June 2022

Today's Topics

- Updates for Funding Application Pages
- Common Pitfalls
- Fiscal Resources
- Calculating FTE
- Understanding Building Eligibility Page

Title I and IIA Changes

- Title I:
  - –No Changes to Title I FY23 Application
- Title IIA:
  - –Class Size Reduction New Requirement
  - –Professional Development Textbox

FTEs Paid With Title II-A Funds Instruction (Class Size Reduction)

Properly Licensed Teachers

Properly Licensed Special Education Teachers (must meet specific criteria, please check with federal programs consultant)

The LEA assures that it meets the State Operating Standard 3301-35-05 (A)(3): required teacher/student ratios for class size (at least one full-time equivalent teacher to 25 students for both grades K-4 and K-12 district-wide) before supplementing with federal funds. Note: The district must also maintain the same level of effort with state and local funds before being able to supplement with federal funds, even if the district ratio is less than 25:1. The LEA also assures that the Class Size Reduction Model meets level of evidence as described in evidence based flow-chart and is monitored for effectiveness. Class Size Reduction - Recommended Decision-Making Flow Chart (state.oh.us)

Enter grade level(s) and school(s) where Class Size Reduction Teacher(s) is(are) placed

Staff hired for class size reduction must be determined to be an effective teacher by the LEA. Please provide a description of what criteria the district has used to determine that the class size reduction teacher or teachers are effective and how they will monitor to assure they maintain effectiveness rating. Examples could be evaluation results, state test results, student growth averages, etc.

Title III, IV-A, and V-B

- Title III:
  - –Assurance for PD – Added Federal
- Title IV-A
  - –Needs Assessment Section
  - –Technology Amount Textbox Added
- Title V-B
  - –Assurance Added to Page

III. Activities to Support the Effective Use of Technology (Sec. 4109)

SPECIAL RULE: A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).

☐ P	☐ NP	a. Purchase of educational technology infrastructure, including devices, equipment, and software applications to address readiness shortfalls; carrying out blended learning projects which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases (maximum of 15% of Title IV-A technology budget). May not include expenditures related to significant construction or renovation facilities.
☐ P	☑ NP	b. Ongoing professional development (at least 85% of funds used under section 4109 may be used to support a variety of sustained professional development) activities for teachers, principals, other school leaders or involved personnel in the effective use of educational technology
☐ P	☐ NP	c. Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators
☐ P	☐ NP	d. Personalized learning to optimize instructional approaches
☐ P	☐ NP	e. Open licensed education resources (e.g., digital learning, online courses)
☐ P	☐ NP	f. Implementing blended learning strategies
☑ P	☐ NP	g. Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning (e.g., personalized or job-embedded professional development)

Enter the amount of funds used for activity "a. - Purchase of educational technology infrastructure, including devices, equipment, and software applications to address readiness shortfalls; carrying out blended learning projects which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases". A maximum of 15% of the funds budgeted for Sec. 4109 - Effective Use of Technology can be used for this purpose.

Non-Competitive SI and EOEC

- Title I Non-Competitive SI
  - –Evidence Based Strategies
  - –Additional Descriptive Text Boxes Required for Application
  - –School Allocation Page Similar Now to EOEC
- EOEC
  - –Reorganization of Allowable Activities

IDEA and ECSE

- IDEA and ECSE
  - –No Changes this year

Common Pitfalls

- Calculating FTE's
- Salary Staff versus Purchased Services Staff
- Title III Districts in a Consortium
- Plan Relationships
- Building Eligibility

Calculating FTE's

- Number of Days for a Full-Time Teacher X Regular Work Day.
  - –185 Days X 7.25 hours (7 hours 15 minutes)

Divide by Number of Days of Part-Time Staff X Hrs. Per Day.

100 Days X 4 hours per day

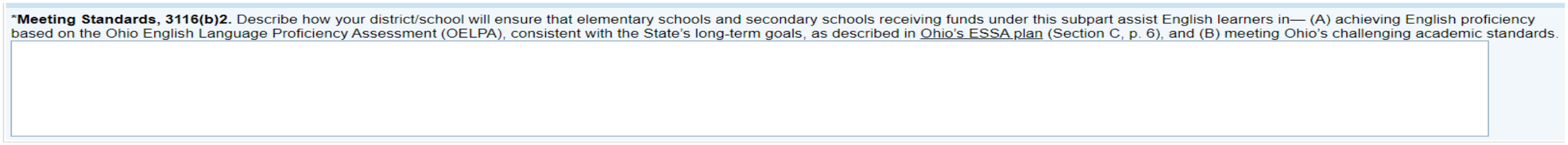
400 hours / 1,341.25 hours = .298 or .30 FTE

Salary Versus Purchased Services

- Depends on Who is Directly Paying the Staff Member.
  - –If District is paying then budget in salaries and fringes
  - –If staff member is getting paid by an ESC, Management Company, Other District, - Not the District in which they are providing the service – Budget in Purchased Services.
- Coaches Usually Should be Budgeted in PD

Title III Consortium

- If You Belong to a Consortium Must Complete 3 Sections on Budget Details Page.
  - –Do Not Budget the Funds
  - –Completed Meeting Standards, Professional Development, and Parent Engagement Sections
  - –Signified with an asterisk (*) in front of the section

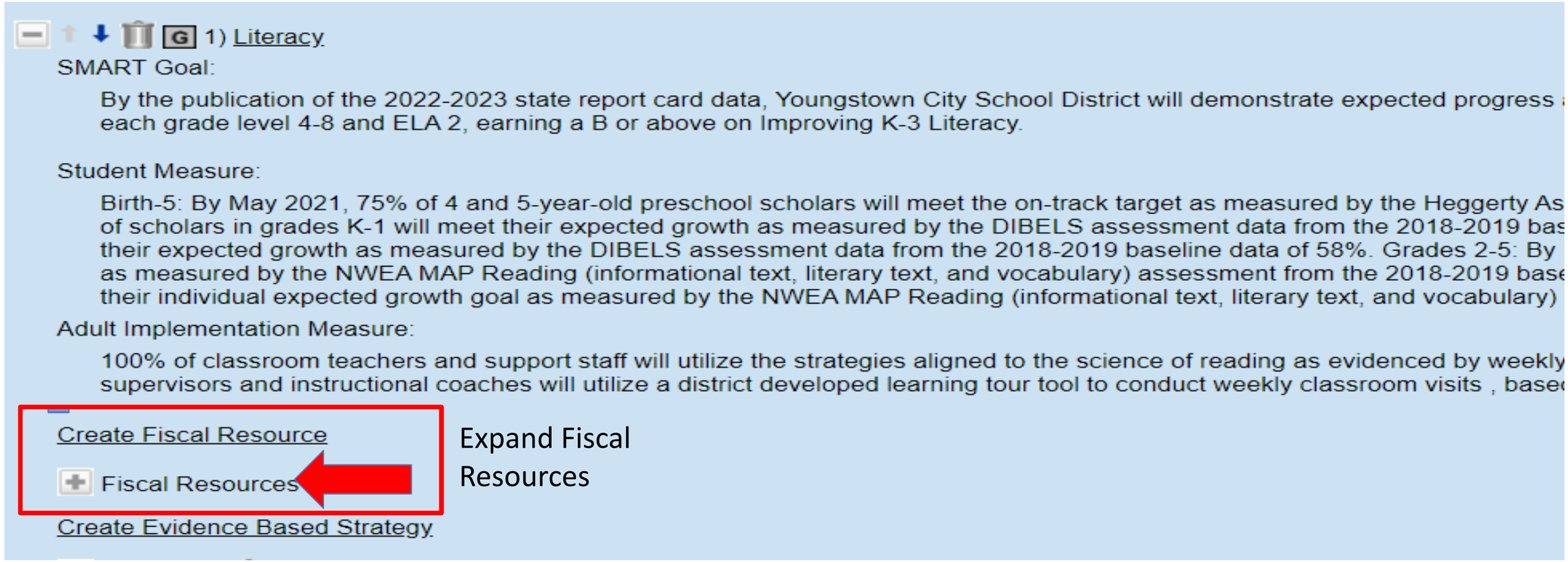

*Meeting Standards, 3116(b)2. Describe how your district/school will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in— (A) achieving English proficiency based on the Ohio English Language Proficiency Assessment (OELPA), consistent with the State's long-term goals, as described in Ohio's ESSA plan (Section C, p. 6), and (B) meeting Ohio's challenging academic standards.

Plan Relationships

- If you did your plan in New EDSTEPs system, ignore warning.
- If your plan is in Planning Tool then you need to Create Plan Relationships
  - –Applies to Cohort 1 and Pilot Districts

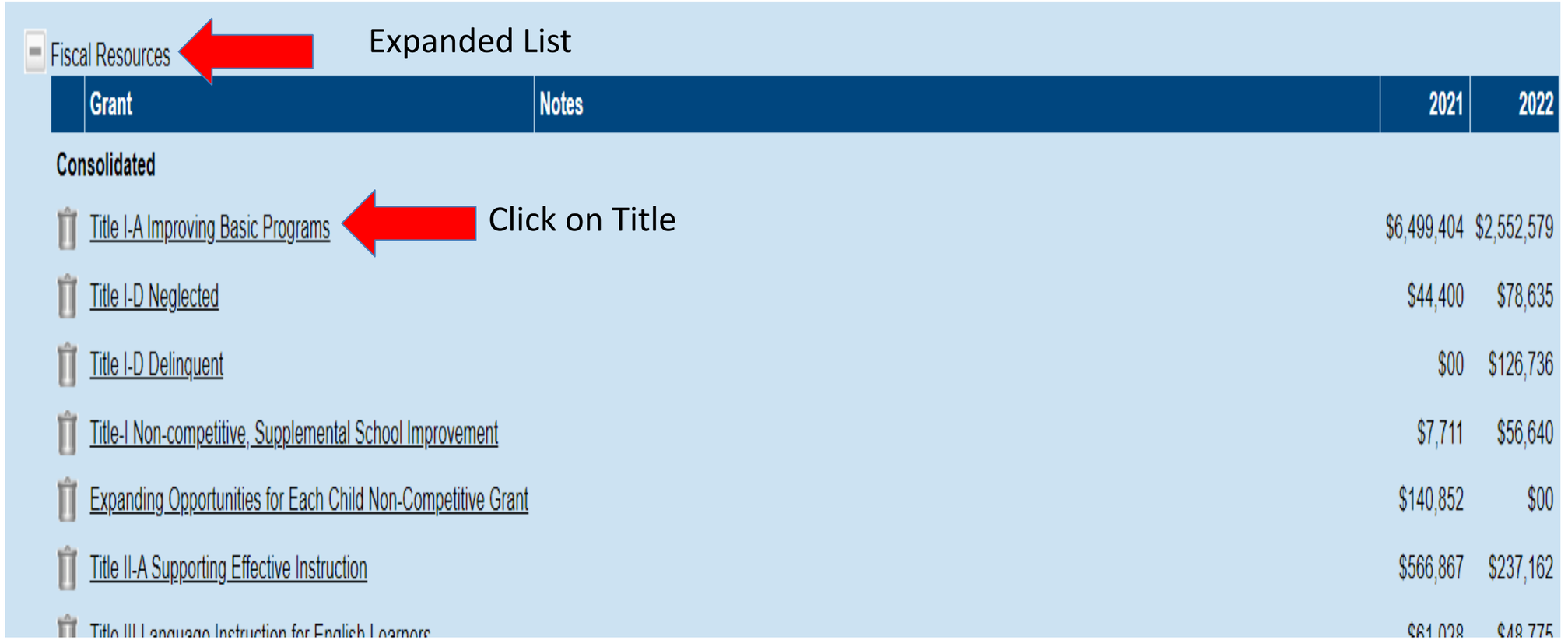
Creating Plan Relationship in Planning Tool

- Go to Planning Tool and District Plan



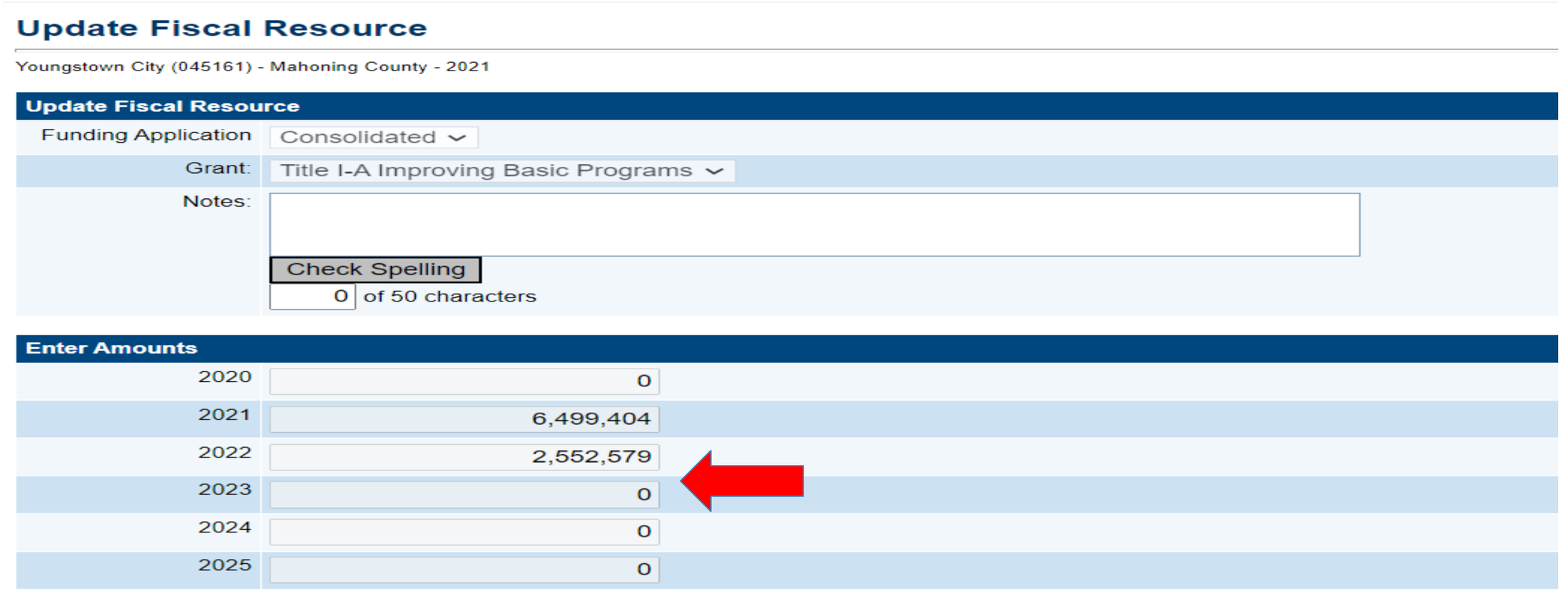
Creating Plan Relationship in Planning Tool

- Select the Fund in the List to Add the FY23 Amount



Creating Plan Relationship in Planning Tool

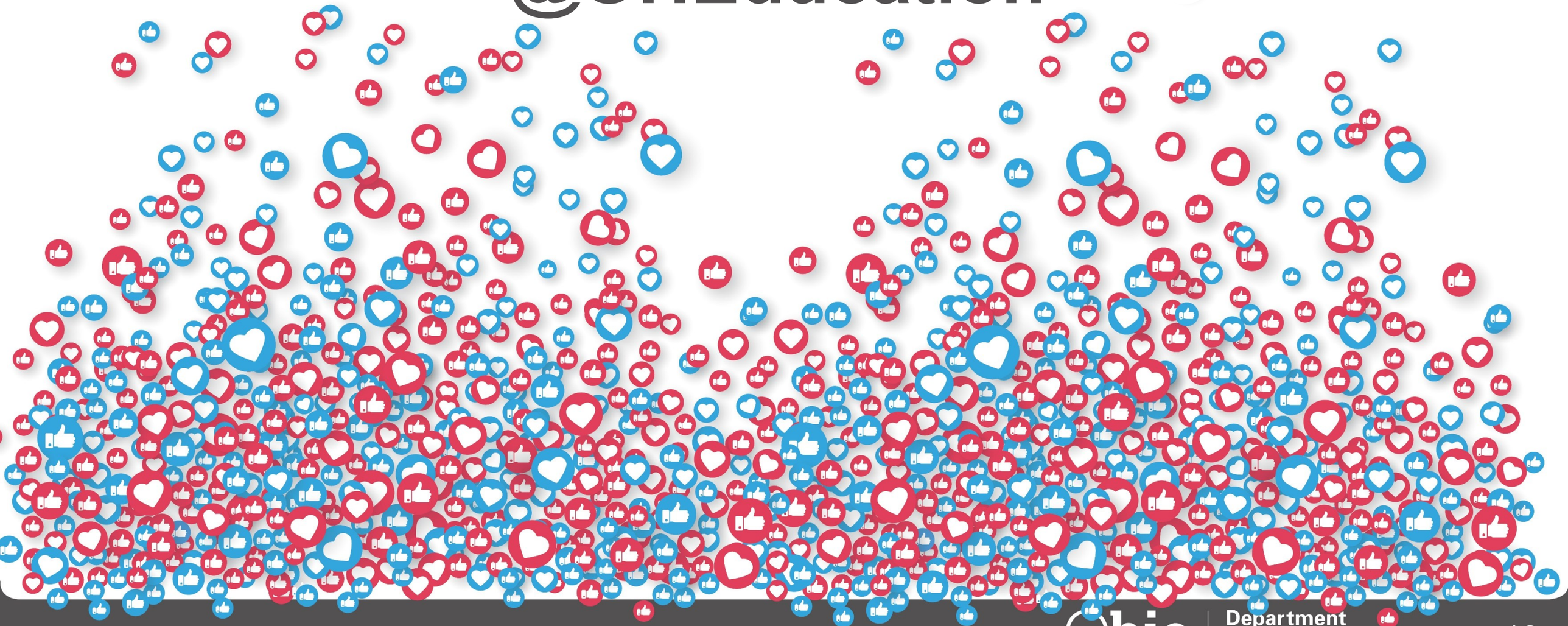
- Add Amount for FY23



Building Eligibility Page

- If It Doesn’t Change Eligibility or How Buildings Can be Sorted:
  - –Don’t Change
  - –Snapshot in Time
- Using FY19 Data
  - –May Use Data From Other Sources or Years.

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