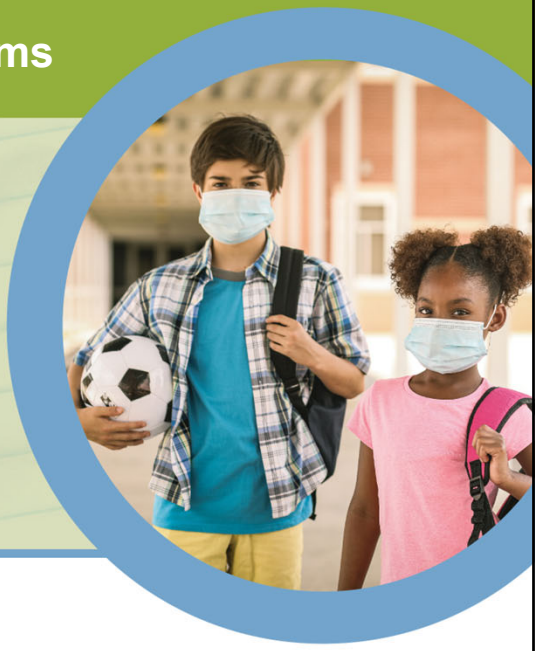
#EachChildOurFuture

Community Schools and Federal Programs



Office of Federal Programs

October 19, 2022

Ohio Department of Education

1

Agenda

- Introduction
- ED STEPS
- Fiscal Processes and Timeline
- Programs
- Questions

Ohio Department of Education 2

2

Presenters

Morgan Brown
Assistant Director, Office of Federal Programs

Jim Comeaux
Assistant Director, Office of Federal Programs

Dr. Diane Neal
Assistant Director, Office of Federal Programs

Rachel Hand
Program Administrator, Office of Federal Programs

3

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).

4

A0

Office of Community Schools

The Office of Community Schools provides support and assistance to sponsors of community schools in the state of Ohio. Sponsors, in turn, provide support and assistance to their schools.

5

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.

6

Slide 5

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Author, 2022-10-14T15:07:13.697

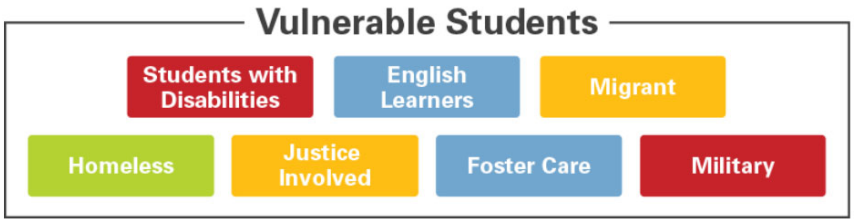
A0 0 The Office of Community Schools provides support and assistance to Sponsors not the schools. Sponsors provide the support and assistance to their schools.
Author, 2022-10-17T17:49:04.415

What is the purpose?

ESEA Grant:	Purpose of Grant:
Title I, Part A:	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 II, Part A: Supporting Effective Instruction	Strengthen the quality and effectiveness of teachers, principals and other school leaders.
Title III: Language Instruction for English Learners and Immigrant Students	Improve the English language proficiency and academic achievement of English learners, including activities that increase the knowledge and skills of teachers who serve English learners.
Title IV, Part A: Student Support and Academic Enrichment	Improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Title V, Part B:	Provides supplemental funding to support eligible rural districts that do not have the capacity to compete for federal competitive grants and receive smaller allocations in Federal entitlement funds.

7

Who are Vulnerable Students?



Vulnerable Children and Youth are students who often encounter challenges in receiving a quality and equitable education. Vulnerable youth may face many barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions. Students are not vulnerable but made vulnerable through their unique circumstances.

8

Serving All Students

- In Ohio, we have launched a new system called EDSTEPS.
- EDSTEPS is made up of three main components:
  - One Needs Assessment
  - One Plan
  - One Funding Application

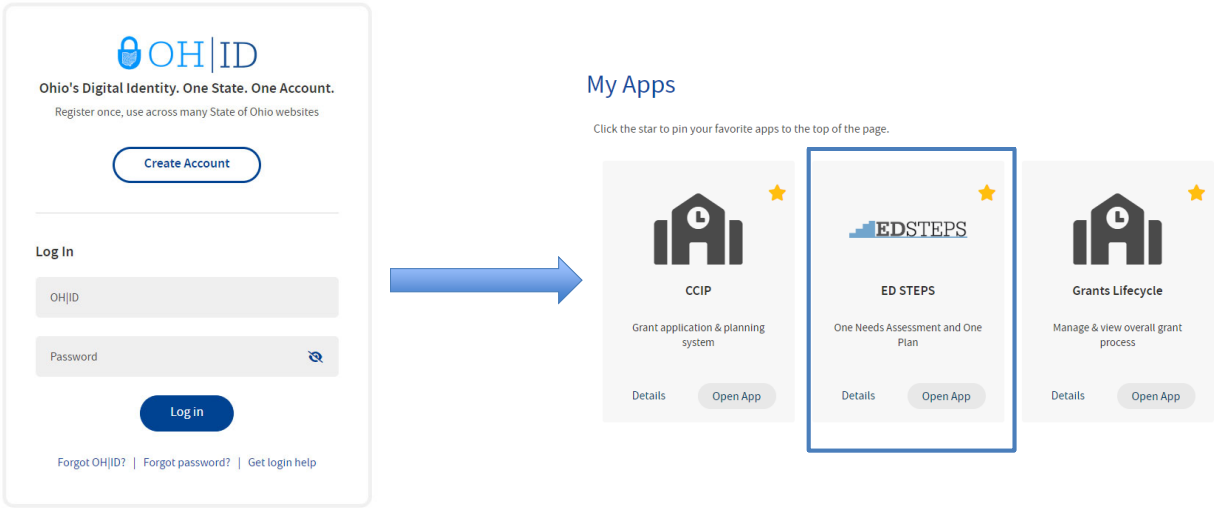
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Agenda

- Introduction
- **ED STEPS**
- Fiscal Processes and Timeline
- Programs
- Questions

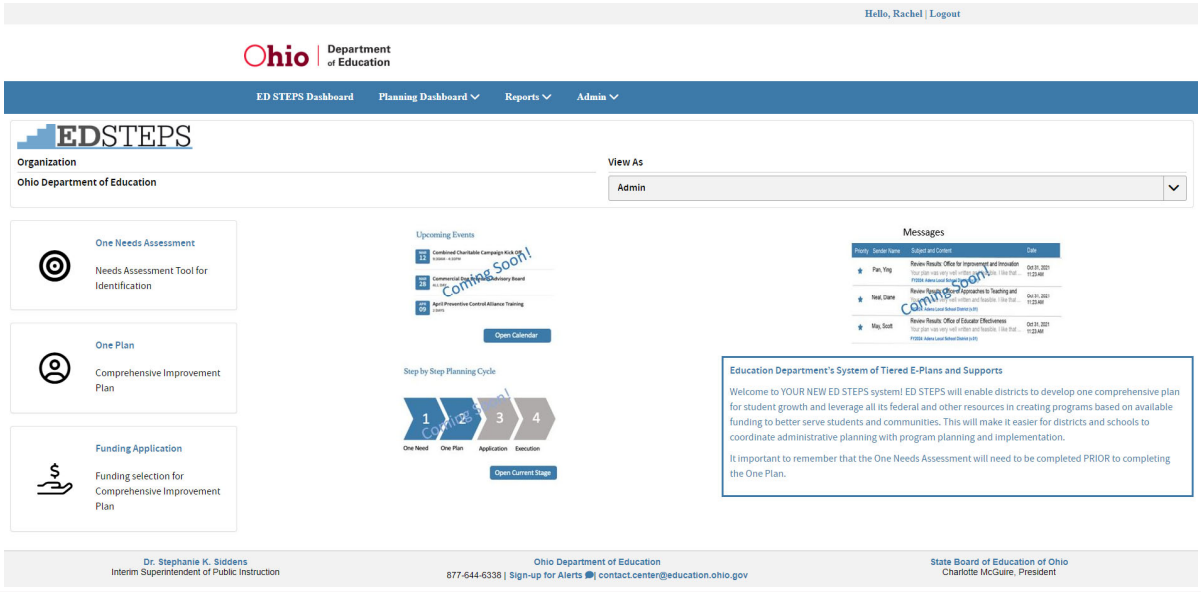
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ED STEPS Navigation



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ED STEPS Dashboard



12

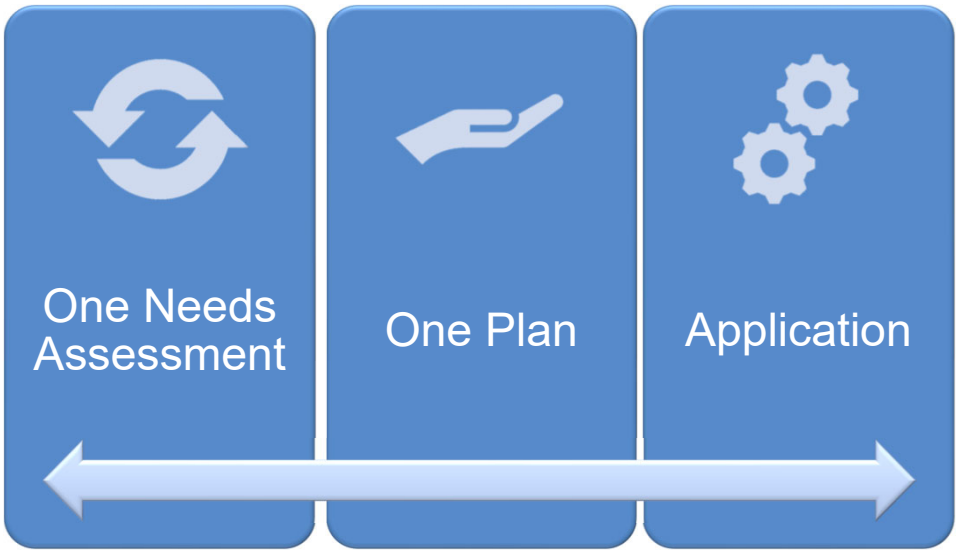
System Access

- Roles:
  - –Data Entry – Decision Framework
  - –Data Entry Planning CCIP
  - –Data Entry Funding CCIP

Speak with your OEDS Administrator to ensure you have the proper roles assigned. For a full listing of roles, please go to this link.

13

ED STEPS: Comprehensive Improvement Cycle



14

ED STEPS and Improvement Cycles

Supporting Implementation: Stakeholders and teams within the district create communication loops and meeting norms that foster discussion and a positive culture.

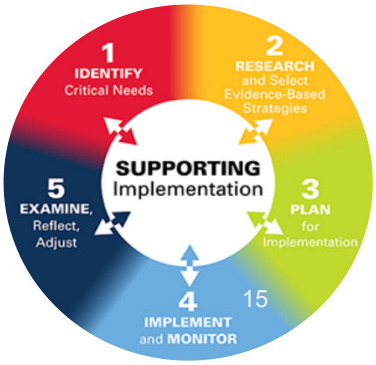
1. One Needs Assessment - Teacher, building, and district teams work with stakeholders to review data and identify critical needs and root causes.

2. ONA and One Plan - Teams analyze critical needs and root causes to prioritize areas of focus and select SMART goals and research evidence-based strategies.

3. **One Plan** - Teams remove barriers, identify resources (local, state and federal **funding**) and consider ways to document and share adult and student measures for implementation and monitoring.

4. Teams implement **One Plan** strategies and action steps. Adult and student data are collected via evidence gathering and progress **monitoring**.

5. Teams examine, reflect and adjust support structures, as well as adult and student measures. This informs the next cycle.



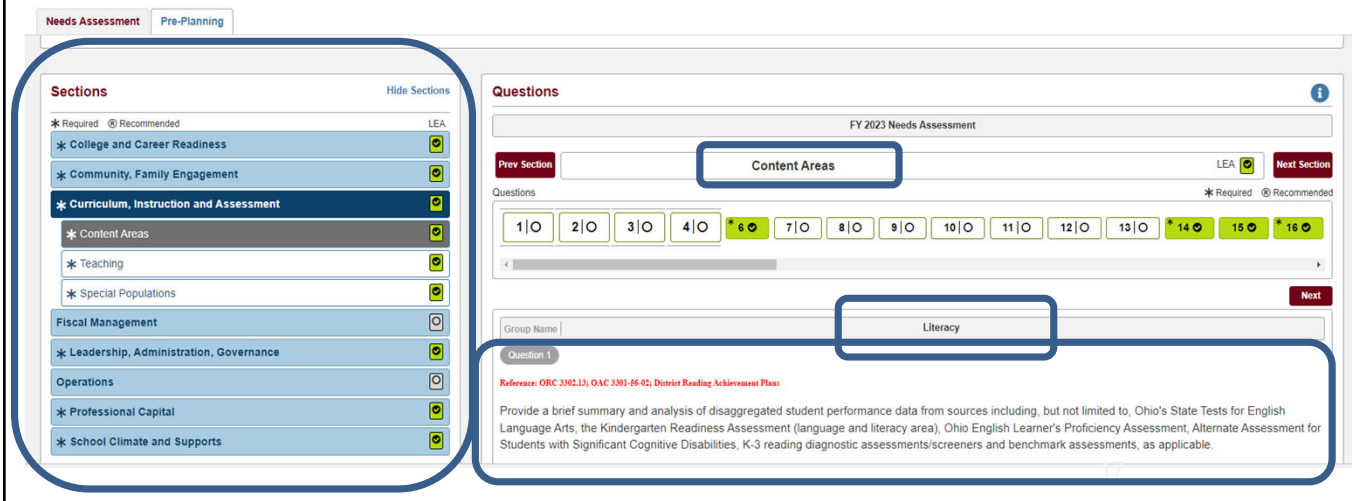
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One Needs Assessment

- A comprehensive, data driven tool to enable districts to focus on high-impact priority needs
  - –Priority need- needs identified by an organization that when addressed have the potential to improve the system and symptoms identified in a root cause analysis
- Determines the SMART goals and strategy areas for One Plan

16

One Needs Assessment



17

One Needs Assessment: Priority Needs

Needs Assessment | Pre-Planning

SMART Goal Area (From Priority Need)	Root Cause(s)	Primary Strategy Area (Section)	Additional Strategy Areas	Send To Planning Tool
Career-Technical Education	This coming school year, the district will be partnering with Van Wert County for career training for our students in 9-10. This will include a program called YouScience (grades 5-12). Students will be participating in county events to expose the students to careers available in Van Wert County. Currently we do this in grades 11-12 with Mercer County. Expanding the program will have a positive impact as it will get the students thinking about careers and training at an earlier age and also expose them to another set of careers.	Curriculum, Instruction and Assessment	Select Improvements	☐
Engagement	Families don't understand new curriculum and terms like SEL and the Science of Reading. Families are not aware of current graduation requirements and options.	Community, Family Engagement	Select Improvements	☐
English Language Arts	Through BLT meetings and data analysis, it has been determined that we need to train our teachers to use our ELA programs with fidelity. This school year the district is implementing a new ELA program and the teachers are spending the summer in training. The teachers will be meeting weekly to have data meetings and to work collaboratively in developing curriculum to support our students.	Curriculum, Instruction and Assessment	Select Improvements	☑
Graduation	Students are not graduating at the rate they once did. Attendance and drop-out issues are caused by a lack of student engagement. Students don't see themselves as college ready. They don't understand the requirements of the work world. The coursework doesn't align to their career goals. They don't see the purpose of some of the required courses.	College and Career Readiness	× School Climate and Supports × Community, Family Engagement	☑
Mathematics	Math Scores have remained consistent and have not improved. Teachers will be trained to break down skills. An intervention period will be added to the school day to provide additional small group instruction	Curriculum, Instruction and Assessment	× Professional Capital	☑

18

One Plan

- Create a three-year plan to address root causes through SMART goals, strategies, student and adult measures with action steps

- What are you planning on doing for the next three-years?
- How are you planning to use your fiscal resources?
- How are you going to monitor your progress?

19

Example One Plan

- Through templates in the system create something like this:

Plan Information

1. Goal #1 of 4
   - 1.1. Root Cause Analysis
     test
   - 1.2. SMART Goal Statement
     By **06/25/2025** we will improve the performance of **All Students, Middle School, All Grades** students at/in **Chardon Local** to **decrease -10.00 occurrences out of 100** in **Discipline** using **EMIS Discipline Rates**.
   - 1.3. Student Measures
     - 1.3.1. Student Measure #1
       Every **Month, Discipline - Suspensions and In-School Suspensions** of **All Students** will be measured, with a final improvement of **decrease 20.00 occurrences** at the end of the plan.

07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023	02/28/2023	03/31/2023
04/30/2023	05/31/2023	06/30/2023	07/31/2023	08/31/2023	09/30/2023	10/31/2023	11/30/2023	12/31/2023
01/31/2024	02/29/2024	03/31/2024	04/30/2024	05/31/2024	06/30/2024	07/31/2024	08/31/2024	09/30/2024
10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025

     - 1.3.1. Student Measure #2
       Every **365 days, Attendance - District Capacity Assessment** of **Low-Economic Status Students** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

07/01/2023	06/30/2024	06/30/2025

   - 1.4. Strategies and Actions
     - 1.4.1. Strategy #1: Community, Family Engagement
       - 1.4.1.1. Strategy Level: Level 1
       - 1.4.1.2. Description:
         A family-centered intervention that is delivered as an enhancement to pre-kindergarten programs serving children living in low-income neighborhoods. It helps the important adults in young children's lives - parents and teachers - build a strong early foundation that gives children living under stressful conditions the greatest opportunity for healthy development.
       - 1.4.1.3. Action Steps
         - 1.4.1.3.1. Plan Year: 2023, Action Completion: 07/30/2024
           Each building will have an implementation plan for PBIS.
           Participants:
           - Staff

20

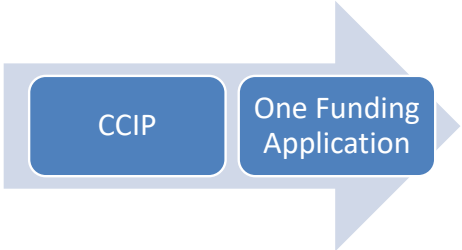
Funding Application

- Applying for entitlement or competitive funding to help support programs and initiatives identified in the plan
  - –Entitlement grants- funds provided to subgrantees that are based on a formula as prescribed in legislation or regulation
  - –Competitive grants- funds provided to subgrantees based on project need and reviews. Competitive grants can be awarded based on a variety of criteria as established by the grant administrator.

21

Transition from the CCIP

- Next step with ED STEPS is transitioning funding applications from the CCIP into our new system
- One Funding Application will be linked on the ED STPES dashboard



22

ED STEPS Cohorts

- Community schools are assigned a cohort to complete their three-year planning
  - –Funding applications are completed every year
- New community schools have options available to them during the first year of operation
  - –New community school timeline
  - –Checklist

23

EDSTEPS Cohorts and Three-Year Planning

Starting in:	Group:	School Years Included in Three Year Plan					
		2020	2021	2022	2023	2024	2025
Jan. 2020	Pilot	←	—	—	→		
Jan. 2021	Cohort 1		←	—	—	→	
Jan. 2022	Cohort 2			←	—	—	→
Jan. 2023	Cohort 3				←	—	→

24

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25

Federal Allocations for Community Schools

Eligibility requirements based on census poverty estimates, which aren't provided for community schools.

Ohio Department of Education uses the EMIS Level 2 FLICS (Federal Low Income Counts System) Report to make these determinations

26

New Community Schools vs. Existing Community Schools

- Community schools that were open during the prior school year will receive an allocation at the beginning of the school year based upon their adjusted poverty counts from the end of the prior school year

27

New Community Schools vs. Existing Community Schools

New community schools will not receive an allocation until their economically disadvantaged student population has been verified through the FLICS report, and reallocation of Title I takes place in December or January.

28

Role of FLICS

- Using EMIS data from the FD record, 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 DOR and reallocated to the community school
- Funding deduction is not a 1 to 1 ratio

29

Role of FLICS

Community schools

- The community schools confirm that all of their reported students are showing up in FLICS with "Y" under the allocated column.
- Any students who have "N" in the allocated column are either ineligible for funding at this particular time, or there may be flags placed on that SSID within SOES.

30

Adjusted Poverty Counts

- Process of determining the community school's proportionate share of the census poverty students identified in resident school districts.

- Final adjusted poverty count is used in the Title I funding formula, not the raw count of students in FLICS.

31

ESEA 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.

32

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

33

Failure to Meet the Requirement

The Ohio Department of Education must reduce the amount of funds under the covered programs in any fiscal year in the exact proportion* by which the district fails to maintain effort by falling below 90 percent of either ***the combined fiscal effort per student*** or ***aggregate expenditures***.

*The Department ***uses the measure most favorable*** to the district.

34

Waiver to Maintenance of Effort

1. Exceptional or uncontrollable circumstances, or a change in the organizational structure
2. Precipitous decline in financial resources

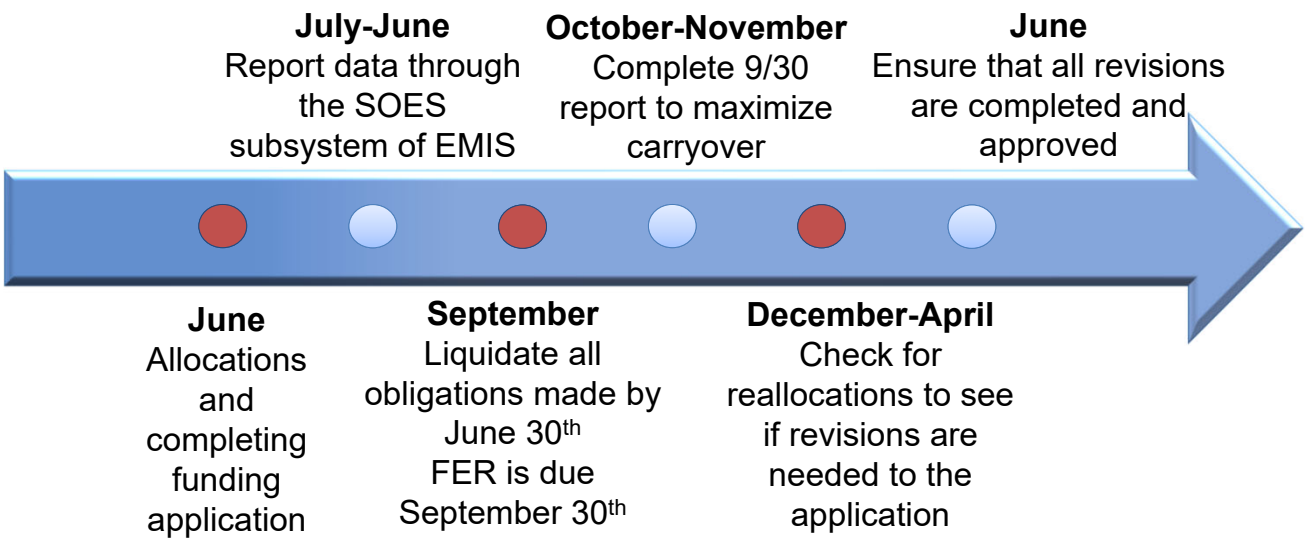
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Supplement Not Supplant

- Federal funds must enhance, add to ad supplement services and programs that are officed with state and local funds
  - –Should NOT be replacing local resources with federal funds
- Note: Supplement, Not Supplant compliance is different for Title I-A

36

Basic Fiscal Timeline



37

Substantially Approved Date (SAD)

- Date in which a subgrantee is legally allowed to begin obligating grant funds
  - –Financial obligating means orders placed for property and services, contracts and subawards made, and similar transactions that require payment
    - 2 CFR 200.1
- Occurs when an application is moved to authorized representative approved status

38

Drawing Down Funds- PCR's

- Project Cash Requests
  - –Submitted after incurring an allowable expenditure under the grant
  - –Funds requested must be for allowable uses
- For instructions on how to submit please click HERE.

39

Final Expenditure Report

- Report that is completed at the end of a grant period
- It is required to show how grants funds were expended during the grant period
  - –Any unused funds, if permitted, move forward for the next fiscal year
- If submitted late, it will increase the risk of an audit finding

40

9/30 Report

- Required for a local educational agencies that need to provide expenditure information for selected programs
  - –Not all LEAs are required to submit this report
- If you are required, it will show up under the drop-down menu for Funding Applications

41

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- Introduction
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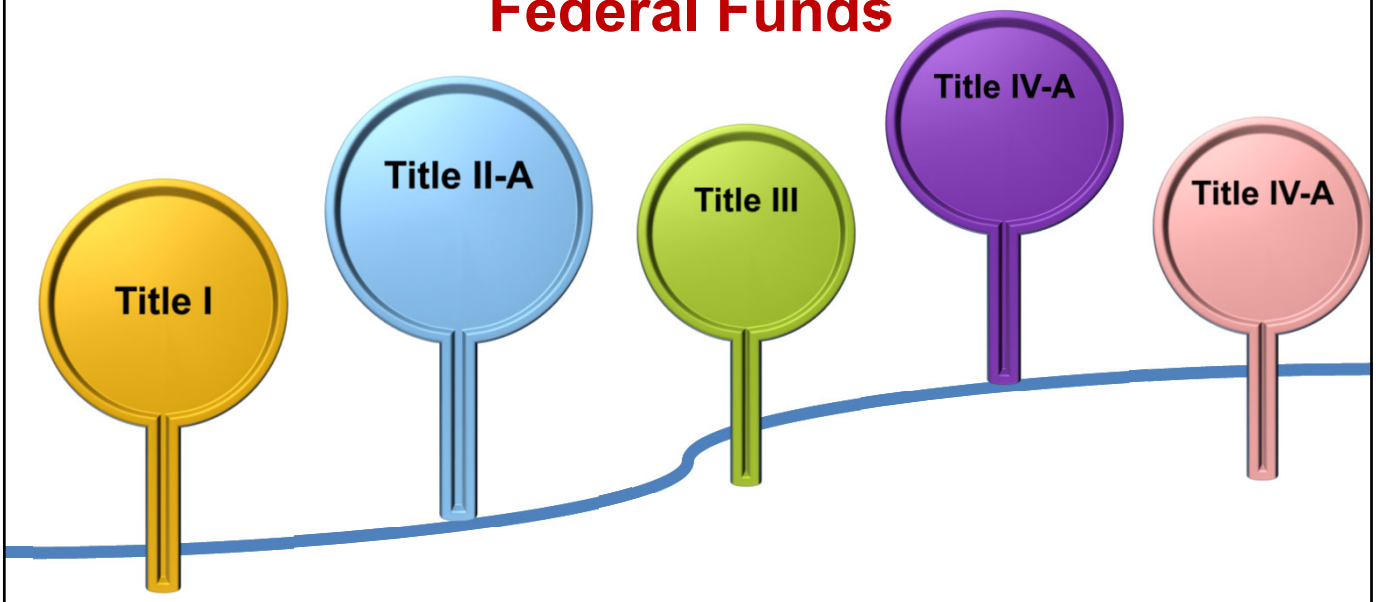
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Welcome to Federal Programs



43

Federal Funds



44

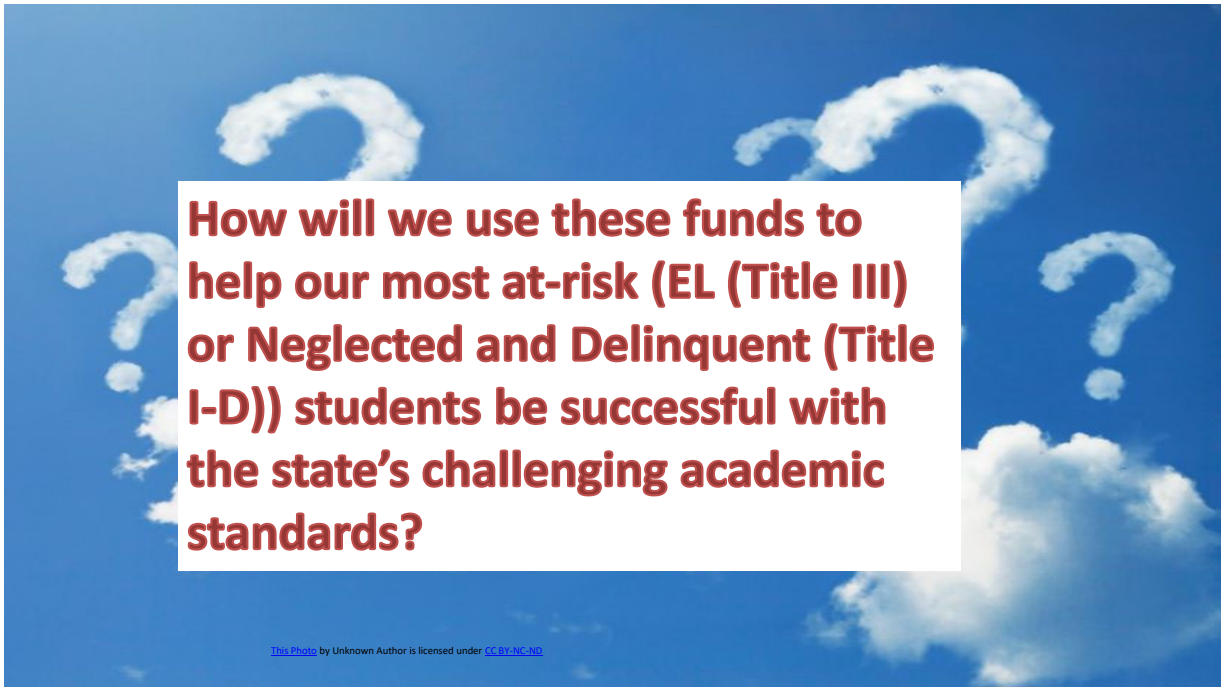
Title I: A, C and D and N

Provide all children significant opportunity to receive a fair, equitable and high-quality education

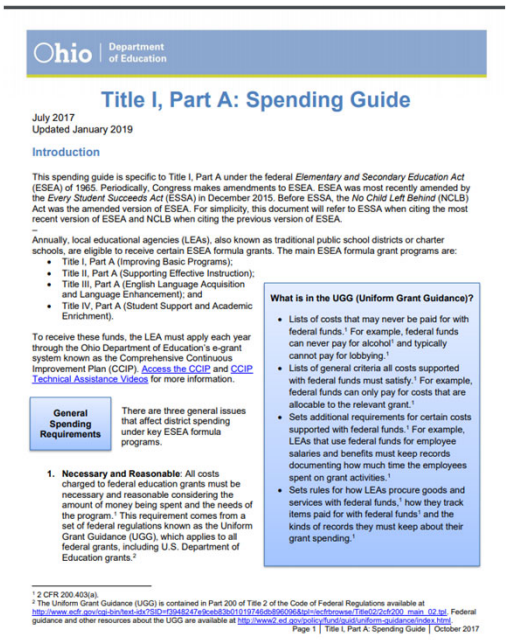
Close educational achievement gaps

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

45



46



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.

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=f3948247e9cebf3b01019746db896096&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

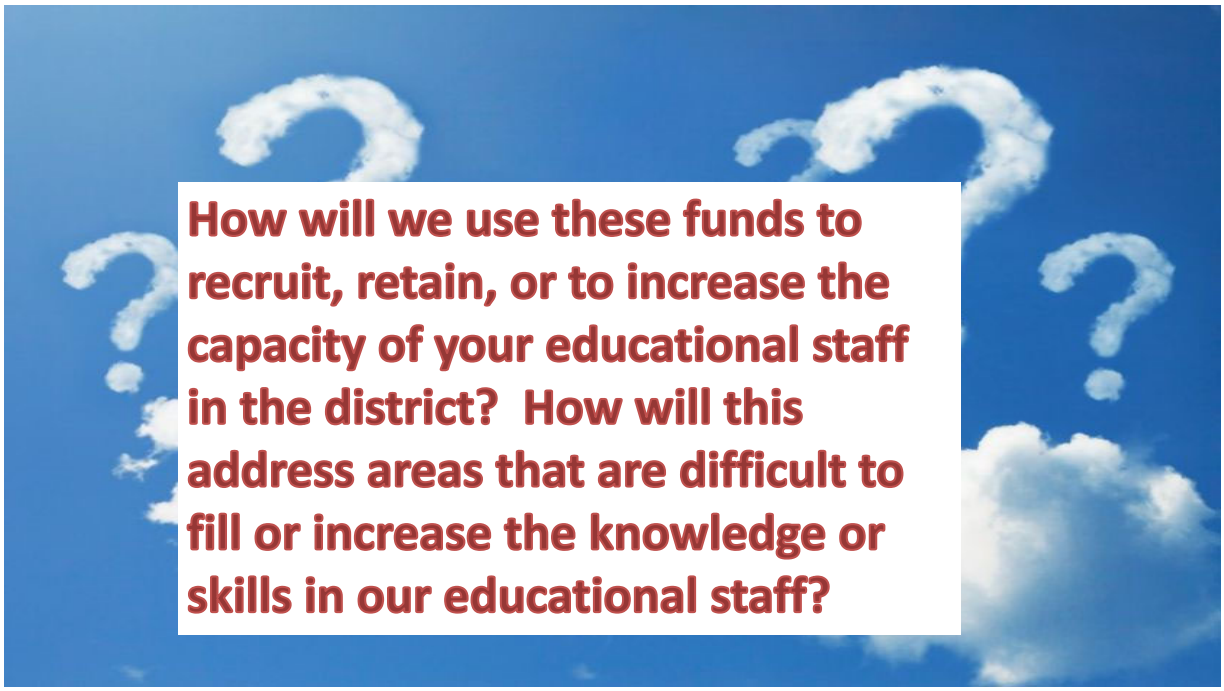
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Title II: A

- Increase student achievement
- Improve the quality and effectiveness of teachers, principals and other school leaders
- Recruiting, hiring and training effective teachers and other school leaders
- Class size reduction

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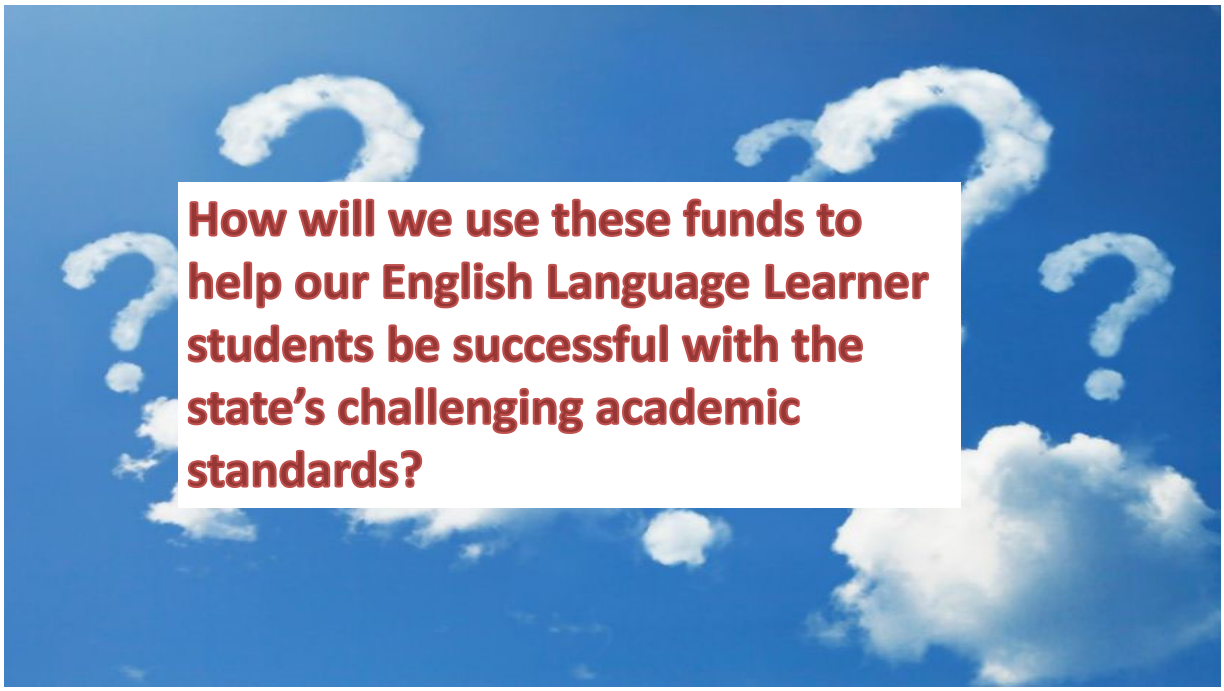


49

Title III: English Learners and Immigrant Students

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

50



51

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)]

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

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Chantelle Carter
Nonpublic Ombudsman
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ODE Website

Title III Webpage

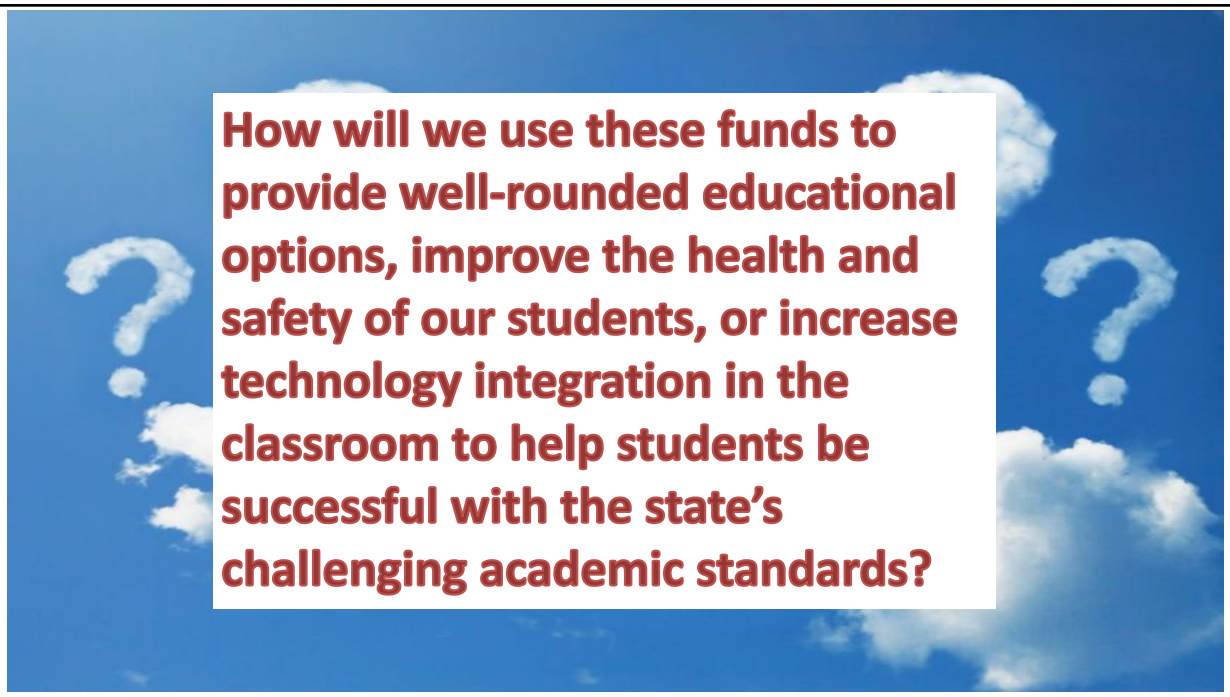
52

Title IV, Part A

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

- Provide all students 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

53

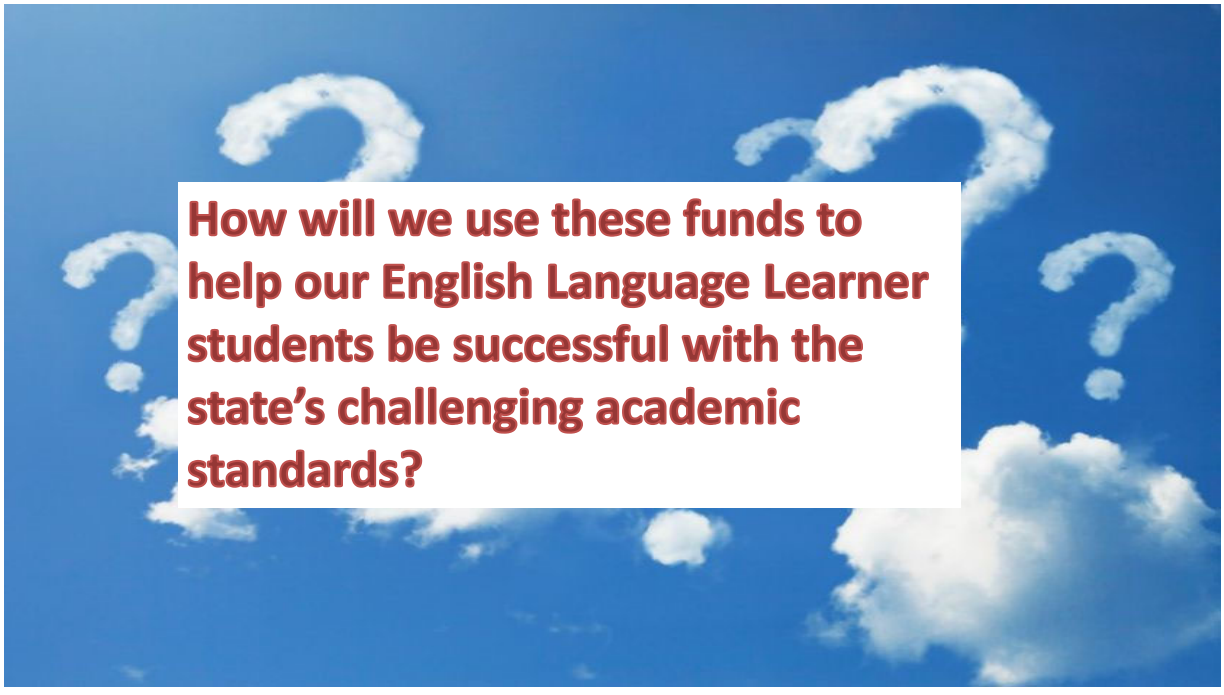


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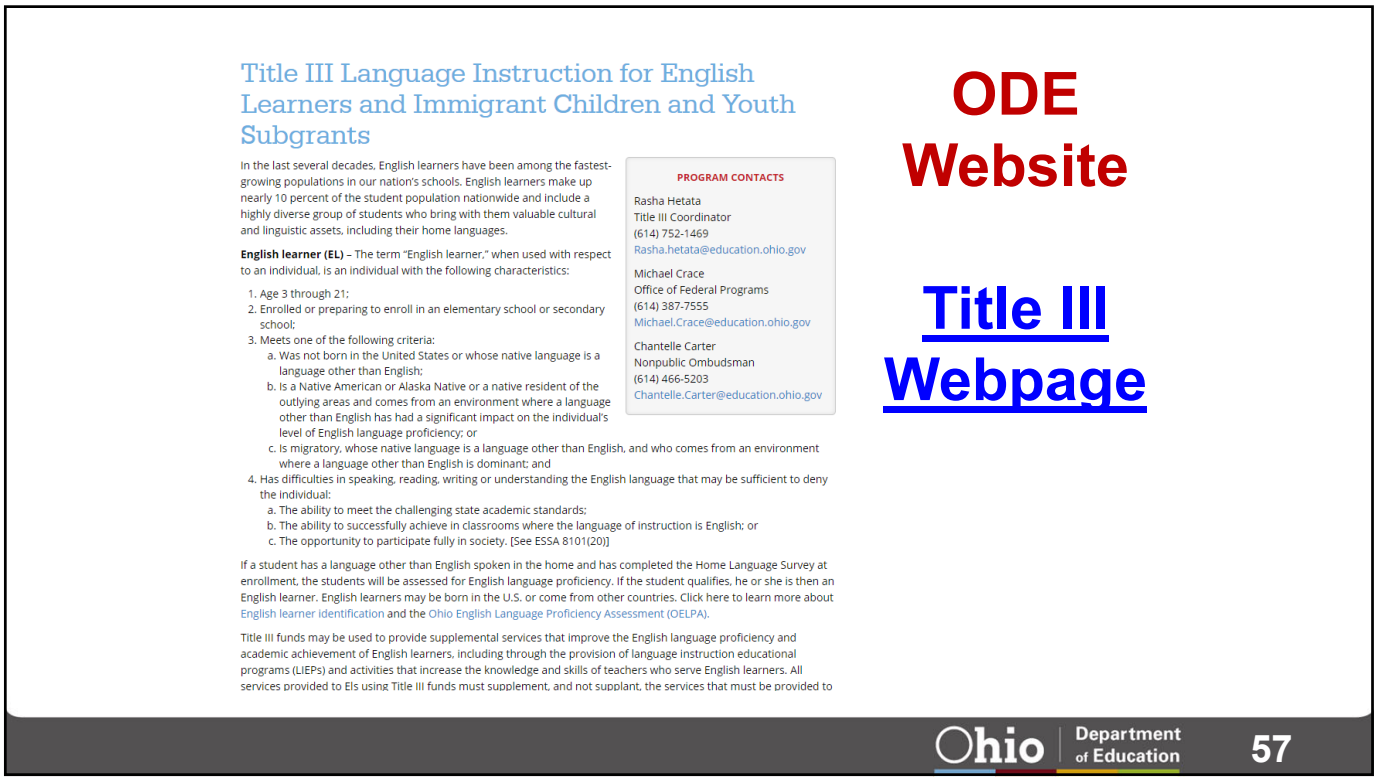
Title III: English Learners and Immigrant Students

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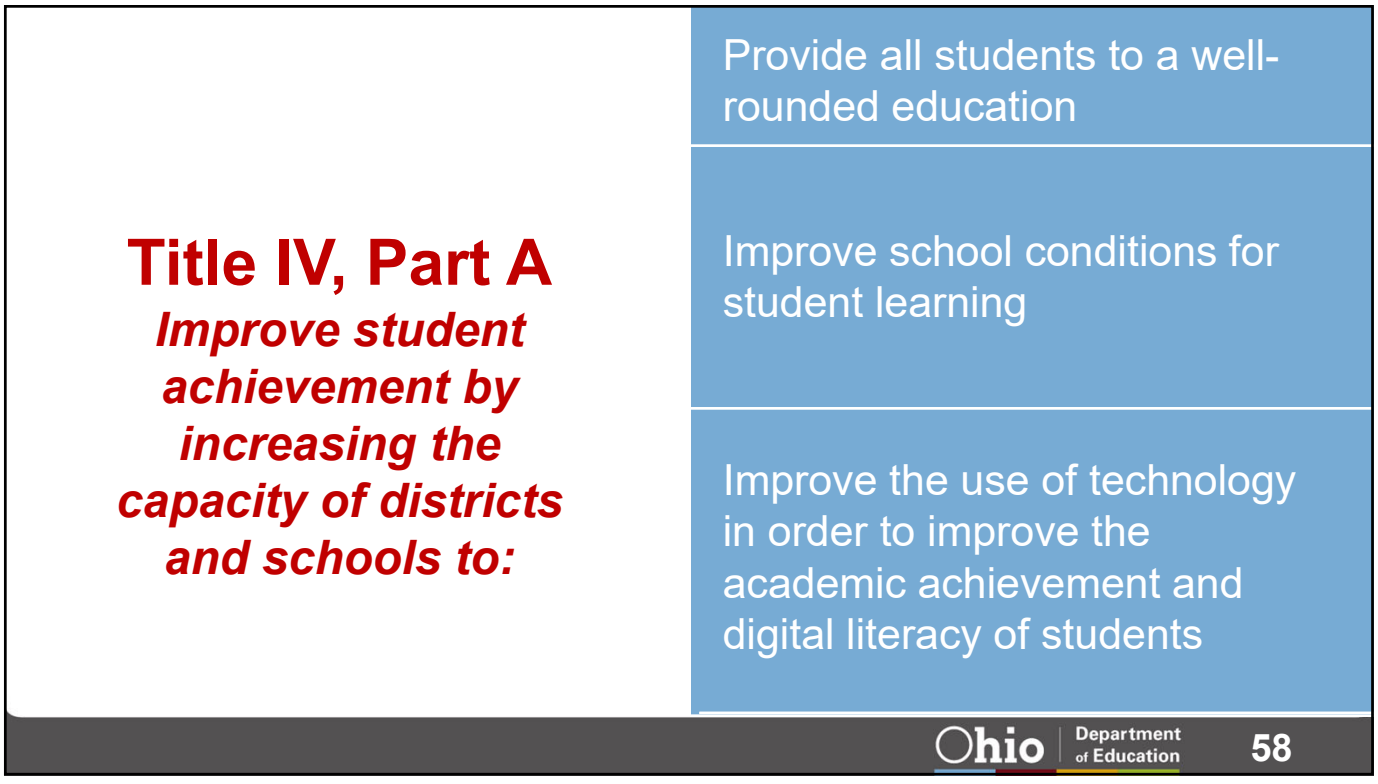
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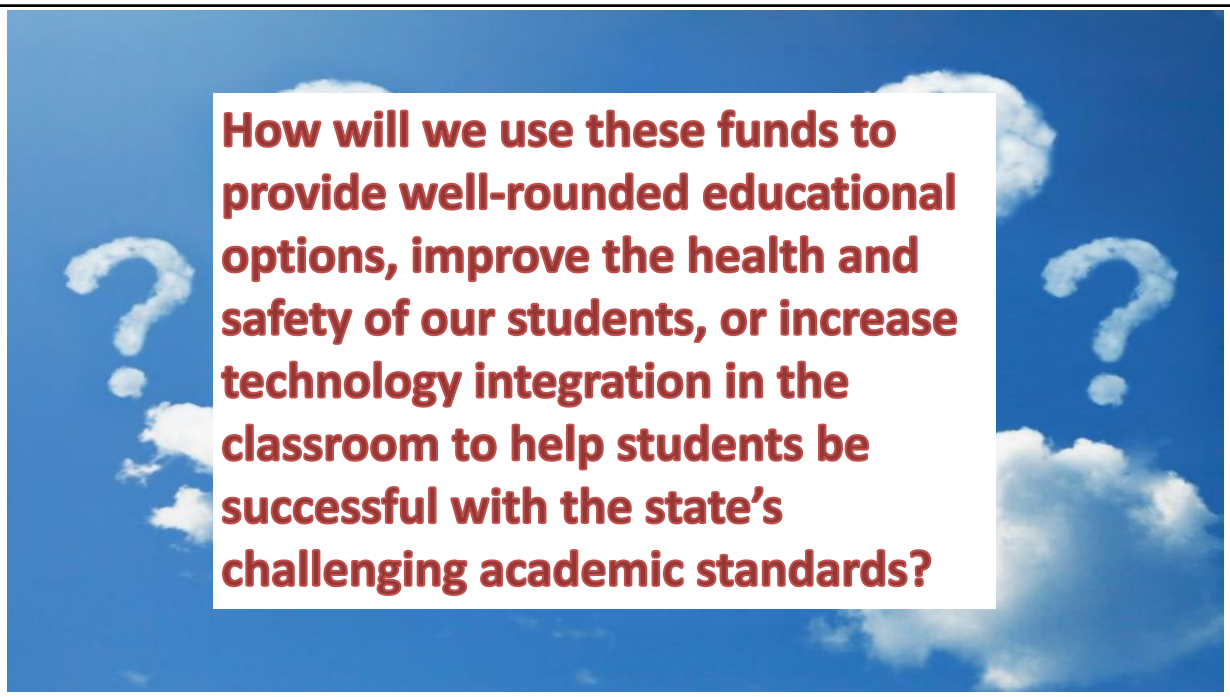
56


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)]
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
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
ODE Website
Title III Webpage
Ohio Department of Education
57

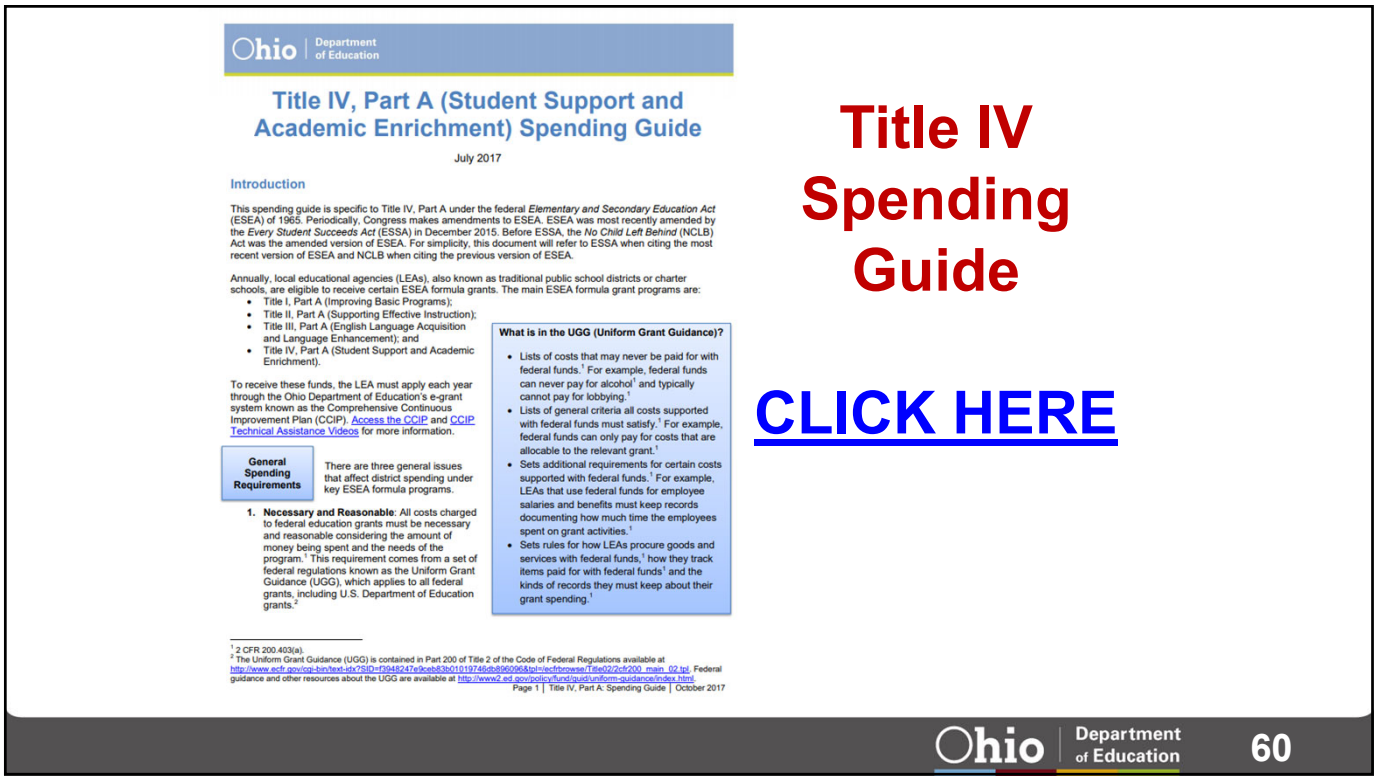
57


Title IV, Part A
Improve student achievement by increasing the capacity of districts and schools to:
Provide all students 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
Ohio Department of Education
58

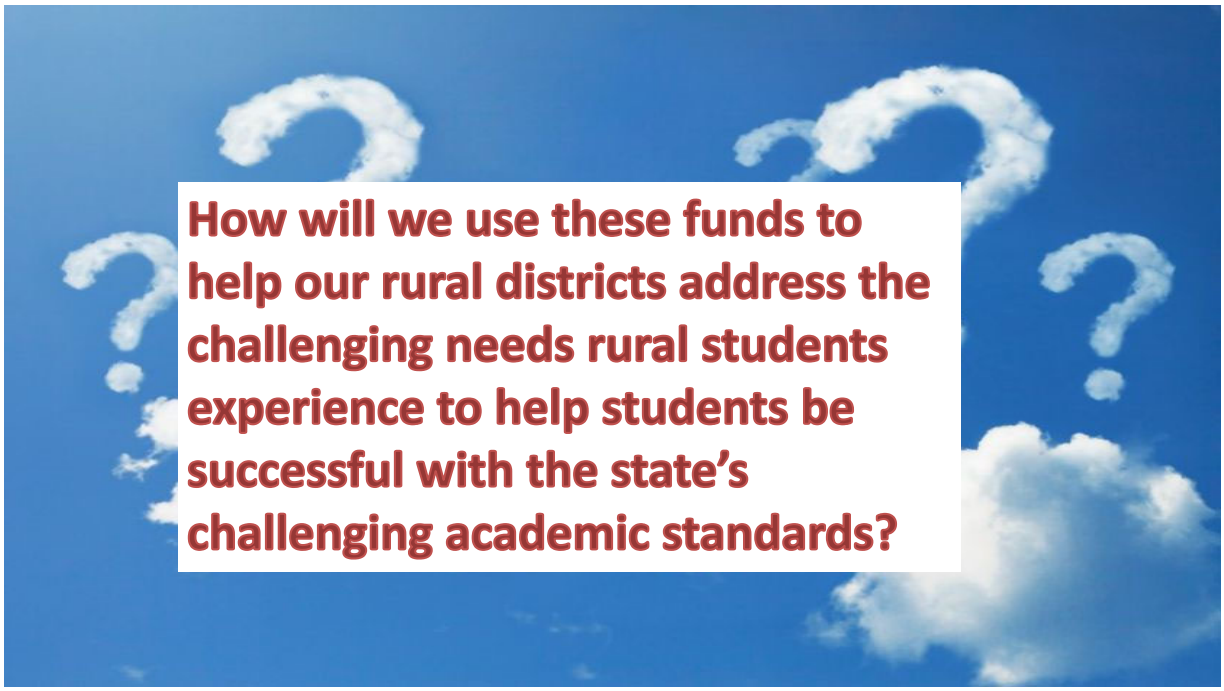
58


How will we use these funds to provide well-rounded educational options, improve the health and safety of our students, or increase technology integration in the classroom to help students be successful with the state's challenging academic standards?
Ohio Department of Education
59

59


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=f3948247e9ceb83b0101974fdb896096&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
Ohio Department of Education
60

60



61

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.

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- 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).

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Title IV Spending Guide

CLICK HERE

62



63

Title I Part A

Elementary Secondary Education Act 1960

To help those students most at-risk of meeting the state's challenging academic standards

ESEA SEC. 1001. STATEMENT OF PURPOSE. The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps

Ohio Department of Education 64

64

Title I Program

- Purpose is to
  - meet the needs of low performing students,
  - hold state and local educational agencies accountable,
  - allow greater flexibility for schools
  - provide increased opportunities for professional development and
  - provide increased opportunities for parental involvement.

65

Allowable Uses of Title I Funds

- Provide staffing for program
- Provide professional development for staff
- Engage parents in their child's education
- Provide evidence-based intervention activities
- Provide programs to address whole-child needs
- Instructional Supplies and Equipment for program

66

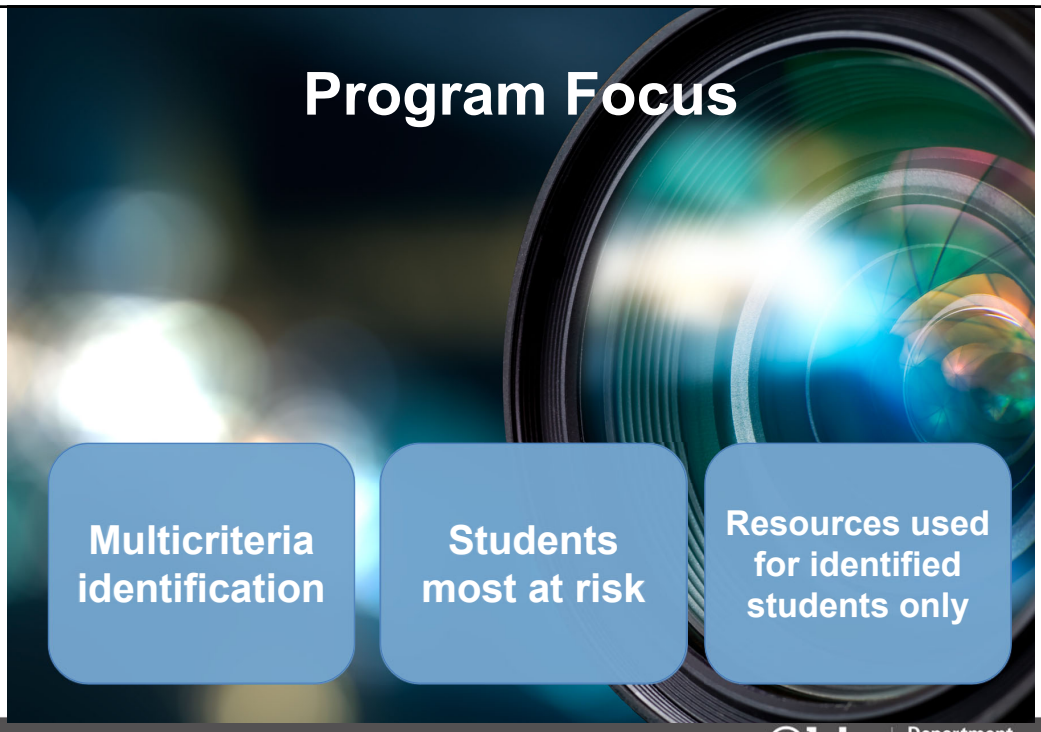
Targeted Assistance Schools	Schoolwide Program Schools
• Services must be targeted to specific at-risk students. • Only "served" students may participate in Title I-funded activities. • Use of funds is limited to specific Title I rules. • Must be 35 percent or above district free and reduced lunch percentage 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. • Schoolwide plan based on comprehensive needs assessment. • Must be 40 percent or above on free and reduced lunch percentage to qualify.

67

What is a Title I Targeted Assistance Program?

- Supplemental Services
- Select Group of Eligible Students
- Reading, Math or Other Title I Eligible Service

68



69

Title I Targeted Assistance Program - Public

Public District

- Building Poverty Level 35 percent or more or
- Greater than or equal to **district** poverty percentage

70

Targeted Assistance Program Multicriteria Selection

- Provides the most accurate reflection of a student's academic and developmental ability
- **Minimum of two criteria must be used to determine student placement at all levels**
- Each criterion must be objective and educationally related

71

Targeted Assistance Program Multicriteria Selection

- Criteria do not need to be the same for all grades
- Should be ***consistent* within each grade**
- In a multiple attendance area the criteria may vary from school to school (including nonpublic)

72

Multicriteria List

MASTER LIST OF ELIGIBLE TITLE I STUDENTS
(TARGETED ASSISTANCE SCHOOLS ONLY)

District Name _____
School _____
Subject _____
Grade _____
Criteria Cutoff Score _____

Student Name	Teacher Name	Criteria: Achievement Test (MAP)	Most Recent Reading Grade	Teacher Checklist		Total Points	Served (+) OR Not Served (-)	Reason for Exclusion
		Points assigned to each criterion: 20	10	10				
Emily	M. Simpson	15	10	10		35	+	
Tim	M. Simpson	20	0	10		30	+	
Alyssa	M. Simpson	10	10	10		30	-	Parent refusal
John	M. Simpson	15	0	10		25	+	
Total Number of Eligible Students								
Total Number of Participants								

1. List each criterion used for selection.
2. Enter the points assigned to each criterion.
3. Enter the students' names, teachers' name, and the points earned on each criterion; do not leave any box empty.
4. Indicate whether or not the child will receive services (+ or -).
5. If a child is not served, indicate the reason for exclusion.
6. Enter the total number of eligible students.
7. Enter the total number of participating students.

73

Targeted Assistance Delivery Models



74

Title I Schoolwide Program



75

Schoolwide Program

- ✓ Provide opportunities for all children, including each of the subgroups of students.
- ✓ Use methods and instructional strategies that strengthen the academic program in the school.
- ✓ Address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging academic state standards.
- ✓Improve students' skills outside the academic subject areas Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies

76

Schoolwide Program

- ✓ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with IDEA-B
- ✓ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction
- ✓ Supplies, equipment, fees, required instructional materials for Title I supported program
- ✓ Transportation to and from expanded learning opportunities including before/after school programs and summer school programs

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77

Becoming a Schoolwide Building



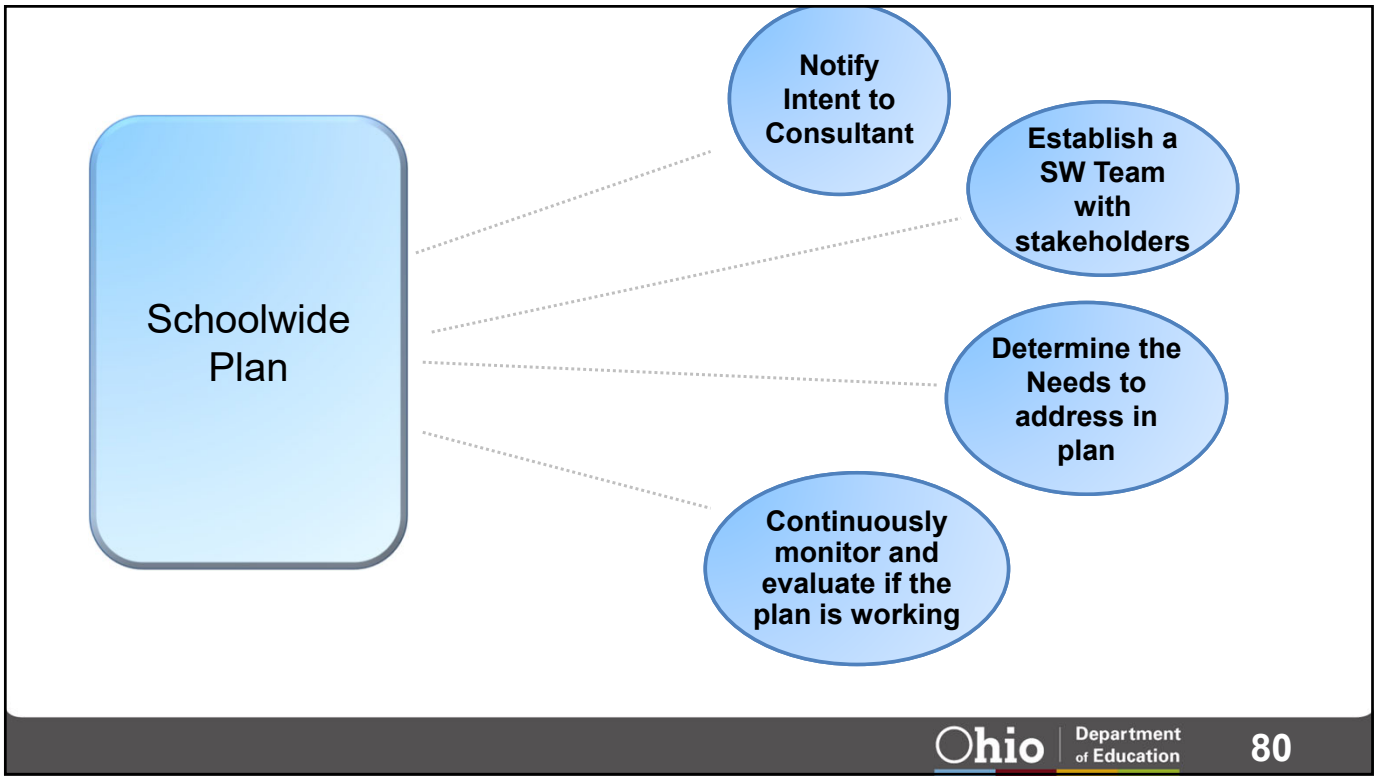
- SW Plan and Program Requirements
- SW Waiver Option

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78


Planning for Schoolwide Program
Comprehensive Needs Assessment
Comprehensive Schoolwide Plan
Evaluate the Schoolwide Plan
Ohio Department of Education
79

79


Schoolwide Plan
Notify Intent to Consultant
Establish a SW Team with stakeholders
Determine the Needs to address in plan
Continuously monitor and evaluate if the plan is working
Ohio Department of Education
80

80

Schoolwide Requirements

- Professional Development
- Transition – Kdg. MS, and HS
- School Reform
- Licensed or Qualified Staff

Ohio Department of Education 81

81

Annual Evaluation:
Determine if the plan is working or note – Does anything need to be revised



Ohio Department of Education 82

82

ESSA Schoolwide Waiver

Schools must:

- Complete the planning requirements outlined in ESSA section 1114(b)
- Provide a justification for implementing a particular schoolwide model
- Give assurance that the school will provide academic supports for at-risk students.

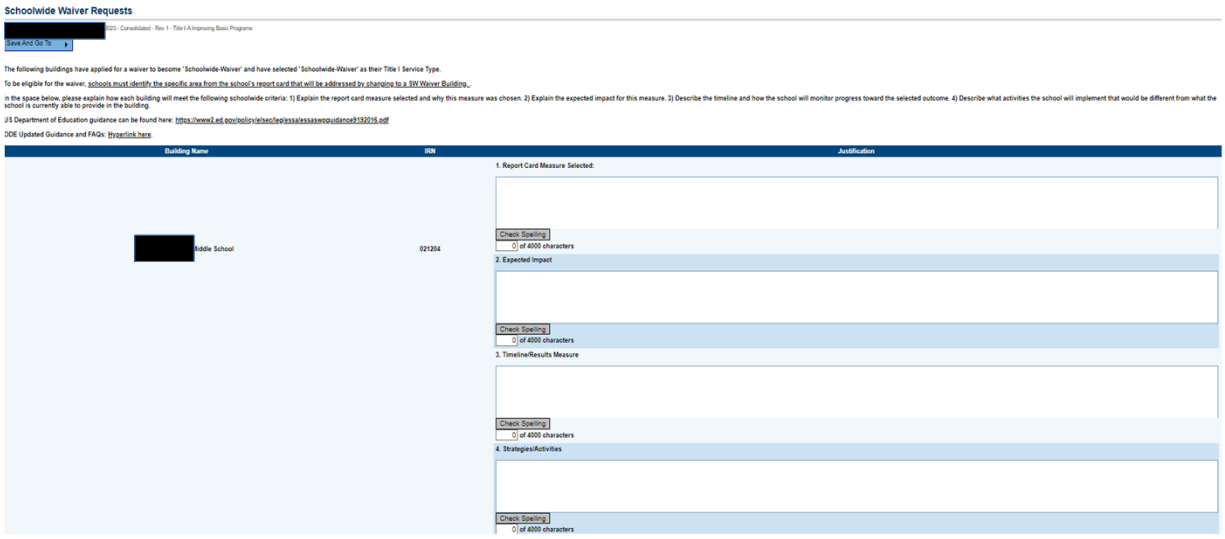
83

Schoolwide Waiver Application

- Included in funding application on building eligibility page
- Application includes justification and program description
- Expected outcome for implementing SW program required
- Must complete a SW plan in EDSTEPs
- Must be eligible for targeted assistance program.

84

Schoolwide Waiver Application


Schoolwide Waiver Requests

[redacted] FY23 - Consolidated - Rev 1 - Title I-A Improving Basic Programs

Save And Go To

The following buildings have applied for a waiver to become 'Schoolwide-Waiver' and have selected 'Schoolwide-Waiver' as their Title I Service Type.

To be eligible for the waiver, schools must identify the specific area from the school's report card that will be addressed by changing to a SW Waiver Building.

In the space below, please explain how each building will meet the following schoolwide criteria: 1) Explain the report card measure selected and why this measure was chosen. 2) Explain the expected impact for this measure. 3) Describe the timeline and how the school will monitor progress toward the selected outcome. 4) Describe what activities the school will implement that would be different from what the school is currently able to provide in the building.

JS Department of Education guidance can be found here: https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance8192016.pdf

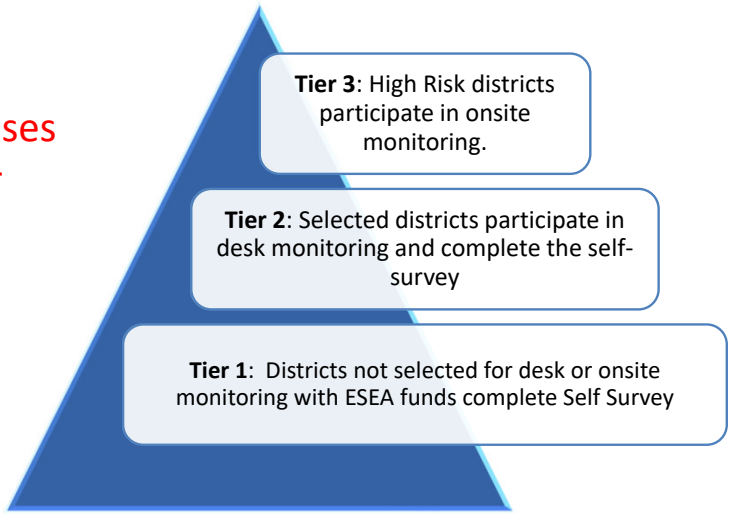
DDE Updated Guidance and FAQs: Hyperlink here

Building Name	IRN	Justification
[redacted] Middle School	021204	1. Report Card Measure Selected: Check Spelling 0 of 4000 characters 2. Expected Impact Check Spelling 0 of 4000 characters 3. Timeline/Results Measure Check Spelling 0 of 4000 characters 4. Strategies/Activities Check Spelling 0 of 4000 characters

85

Compliance Background

Federal Programs uses a three-tier monitoring system



86

Additional Reviews

- Follow-Up Desk Reviews
- Progressive Enforcements
- Formal Complaints – Not included in monitoring process.

87

What are Follow-Up Desk Reviews?

Follow-Up Desk Reviews:

- Districts that had an issue in previous year's monitoring.
- Only for Desk Review or On-Sites
- To demonstrate that the correction has been carried over into district practice the following year.
- Often Districts can not provide evidence until the following year.

88

Progressive Enforcement

- Second Year of Same Issue begins progressive enforcement progress.
- Work with agency to develop processes needed to address “why issue continues”
- Progressive Enforcement Steps Included
- District submits evidence when system opens.
- One month to respond with evidence.

89



90

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
- FY2023: 17 factors

91

Consolidated ESEA Monitoring Risk Factors

Office of Federal Programs
Monitoring Risk Factors and Scores FY23

1. New federal program coordinator at the district level, or the listed Federal Programs Coordinator is also listed as the Superintendent or Treasurer.

10	Less than 1 year or contact information not provided on CCIP Consolidated Application - Contacts page
5	1 to 3 years, or Federal Programs Coordinator is also listed as Superintendent or Treasurer.
0	4 to 5 years
-5	6+ years

2. Noncompliance in ESEA programs for the preceding year. (Applied only to the previously monitored districts, based on number of monitoring issues).

15	Above 9
10	3-9
5	1-3
-5	No findings

FY 23 Monitoring Risk Factors

92

FY 23 Consolidated ESEA Breakdown

- 30 On-Sites
- 60 Desk Reviews
- 41 Modified Desk Reviews
- 800 Self-Surveys

93



94

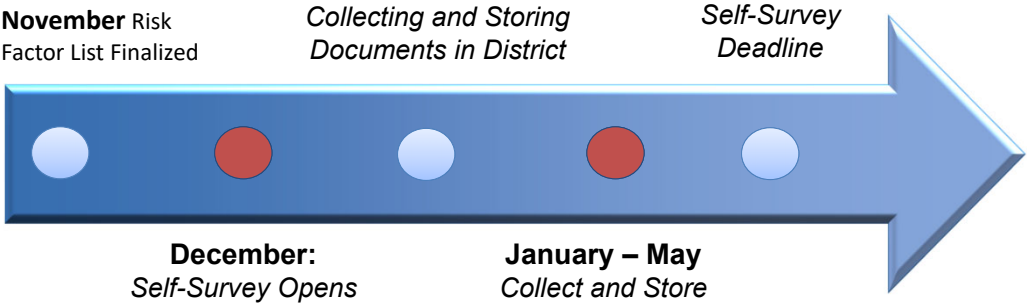
Self-Survey Timeline

District Completes and Checks Items

October – November Risk Factor List Finalized

December - January
Determine System for Collecting and Storing Documents in District

June 30th:
Self-Survey Deadline



December:
Self-Survey Opens

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

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95

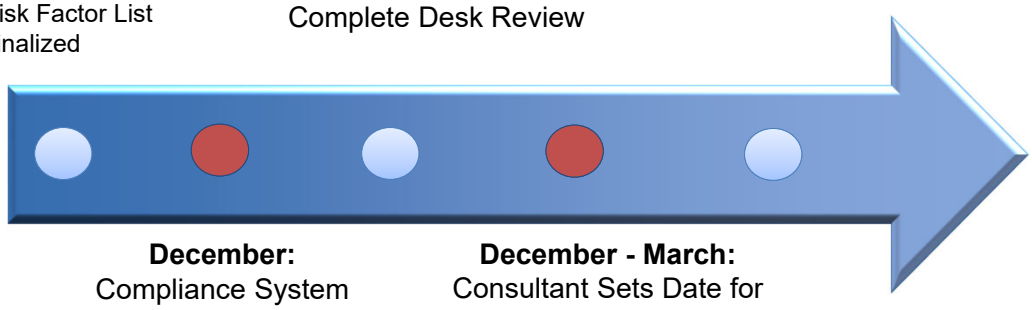
Desk Review Timeline

Consultant Directed

October – November
Risk Factor List Finalized

December - January
Work with Consultant to Complete Desk Review

June 30th
Complete Self-Survey



December:
Compliance System Opens. District Notified

December - March:
Consultant Sets Date for Desk Review and Checks Items
CAPS due within 30 days

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96

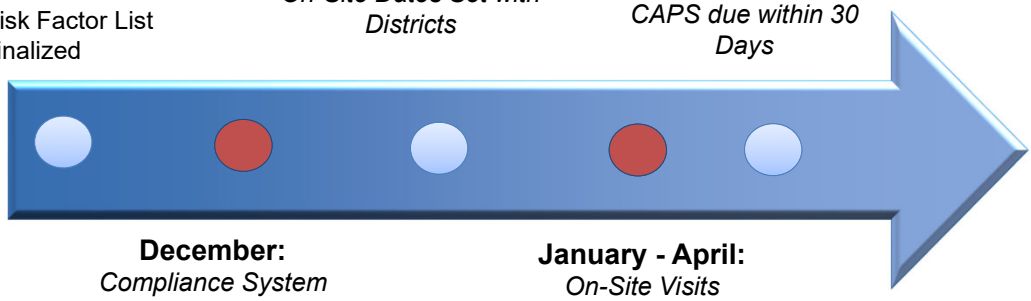
On-Site Timeline

Consultant Directed

October – November
Risk Factor List Finalized

December- January:
On-Site Dates Set with Districts

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



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

January - April:
On-Site Visits Conducted

97

Proposed Follow-Up Desk Review Timeline

November – Beg. Of December
Work with Consultant to Review Item on Follow-Up Desk Review

January 30th
Consultant Completes Follow-Up Desk Reviews



November:
Compliance System Opens for Follow-Up Desk Reviews.

November - January:
Provide Evidence for Follow-Up Desk Review by Beginning of January

98



99

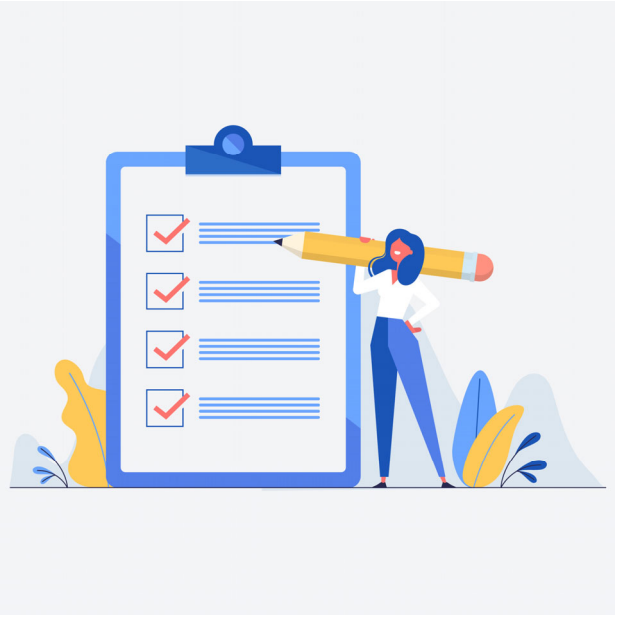
Purpose of Monitoring

- OPPORTUNITIES FOR SUPPORT
- IDENTIFY AREAS FOR GROWTH
- CLARIFIES REQUIREMENTS OF PROGRAMS
- PROVIDE CONSISTENCY

100

Completing a Self-Survey

- A self-survey is completed by the district only. There is no upload of documents or comments added. It is self-monitoring of the district's practices and processes with ESEA programs.
  - Review Questions and Required Evidence for Each Item in Survey
  - Meet with Team to Determine Responsibilities for Collecting Evidence
  - Determine Method of Evidence Collection and Storing of Evidence
  - In Monitoring System, check off items in each section as completed
  - Needs to be Completed by June 30th –



101

Preparing for a Desk or On-Site

1. Determine Who Needs to be Involved in the On-Site
2. Distribute Questions and Required Evidence List
3. Create a timeline for preparation

102

Get Organized

Create a system for gathering evidence annually.



–Print Out a PDF of the Questions and Required Evidence



–Will they be electronic or hard copy files



–Organize around funds and requirements

103

Get Organized



–Utilize forms that can be updated annually



–Maintain records for minimum of 7 years



–Applies to self-survey, desk, and on-site reviews.

104

Desk Review - Updated

- Desk Review – Changed to Questionnaire Survey
  - –3-5 Questions per section
  - –Some document upload
    - Federally Funded Staff
    - Fiscal Records
- District Describes Programs or Processes in Survey

105

Desk Review - Updated

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  - –3-5 Questions per section
  - –Some document upload
    - Federally Funded Staff
    - Fiscal Records
- District Describes Programs or Processes in Survey

106

What to Expect for Desk Review

- Consultant will schedule a time to have comments and documents available for review.
- Virtual meeting set to review responses and documents uploaded
- Consultant will review documents and comments after virtual meeting
- Consultant will meet with district to review any issues or technical assistance items identified
- District submits an action plan within 30 days if any issues are identified.

107

What is an On-Site Review

- A team comes to the school.
- Documents need to be provided prior to visit
- Team meets with principal, treasurer, Title I staff, parents
- Tour of the building
- Review of personnel files
- Voucher packets pulled for expenditures
- Looking for physical evidence of programming



108

Preparing for an On-Site

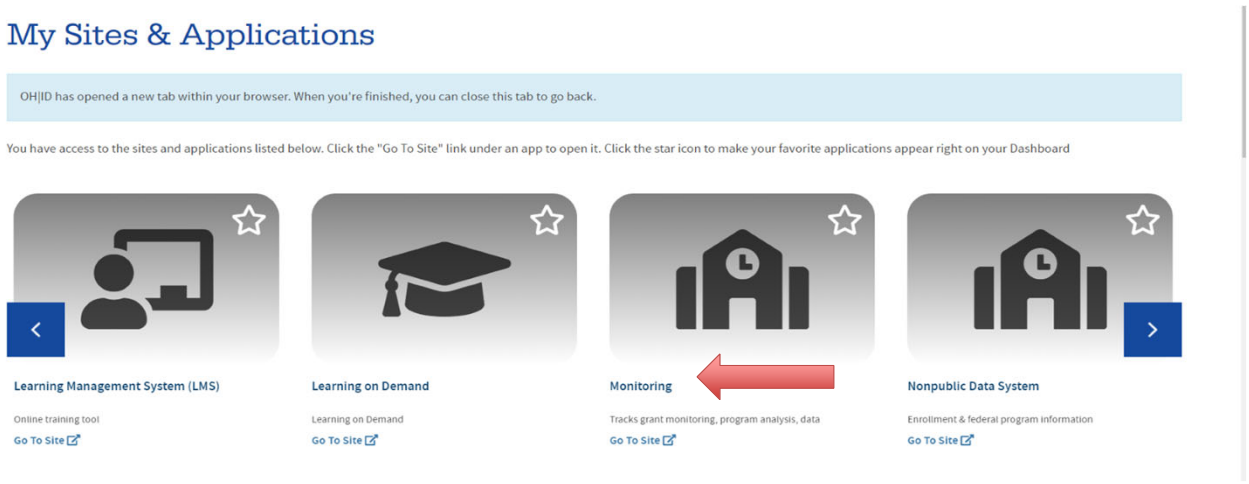
- Provide Documents prior to visit
  - Federally Funded Spreadsheet – Complete and Submit
  - Evidence-Based Strategies – Complete and Submit
  - Payroll Records – ACCRT Fiscal Document and Fiscal Ledger – Detailed Budled Fiscal Document - Upload
  - Building Budgets – Detailed Budsum Fiscal Document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

109



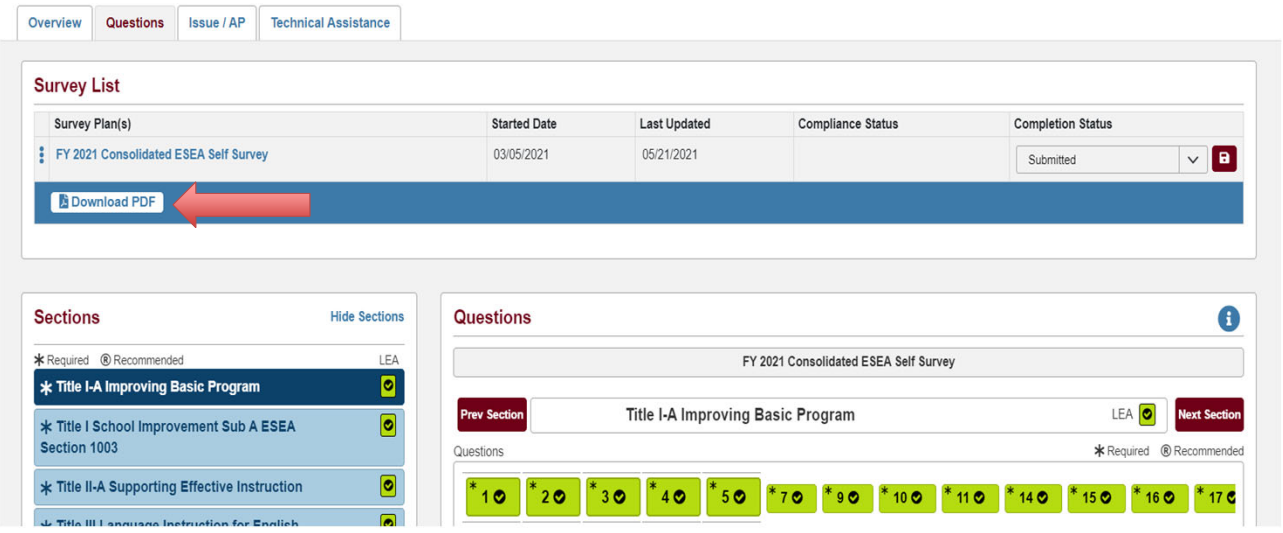
110

Access Through OH/ID



111

Questions Tab



112

Technical Assistance vs Issue

Description	Technical Assistance	Issue
Determination	Minor concern. District usually has evidence, but missing an item in evidence	Concern that requires an action. No evidence, not an allowable activity, missing major elements in evidence
Support	Consultation is provided	Consultation is Provided
District Action	Discuss changes that need to be made with consultant and how best to achieve. Documented in system with technical assistance note.	Consultant makes recommendations in system. District must provide a corrective action plan in the system within 30 days.
New Evidence Required	No further actions needed	Must upload evidence demonstrating compliance end date
Next Year's Survey Consequence	No effect on next year's survey list	Automatically has a follow-up desk review on item identified.

113

What to Remember About Monitoring?

- Do your Self-Survey
- Spend your Money
- Collect Your Evidence Routinely

- A district may ask what they "did wrong" to get monitored
  - Nothing, monitoring is a part of the process
  - Not punitive, here to help

114

We are here for you!

- Office of Federal Programs
  - –federalprograms@education.ohio.gov
  - –EDSTEPS@education.ohio.gov
  - –Federal programs consultant
- Office of Community Schools
  - –Community.Schools@education.ohio.gov
- Office of School Sponsorship
  - –SchoolSponsorship@education.ohio.gov

115

Program Spending Guides

A0

- ESEA Resource Guide Updated 2022
- ODE Guidance on ESEA Supplement Not Supplant July 2019
- ODE Title I Spending Guidance Updated 2019
- ODE Title IIA Spending Guidance 2017
- ODE Title IVA Spending Guidance 2017
- Six Critical Questions - Updated November 2020

116

Slide 116

A0 We need to update this to include more/different items
Author, 2022-09-01T15:17:47.190

Other Resources

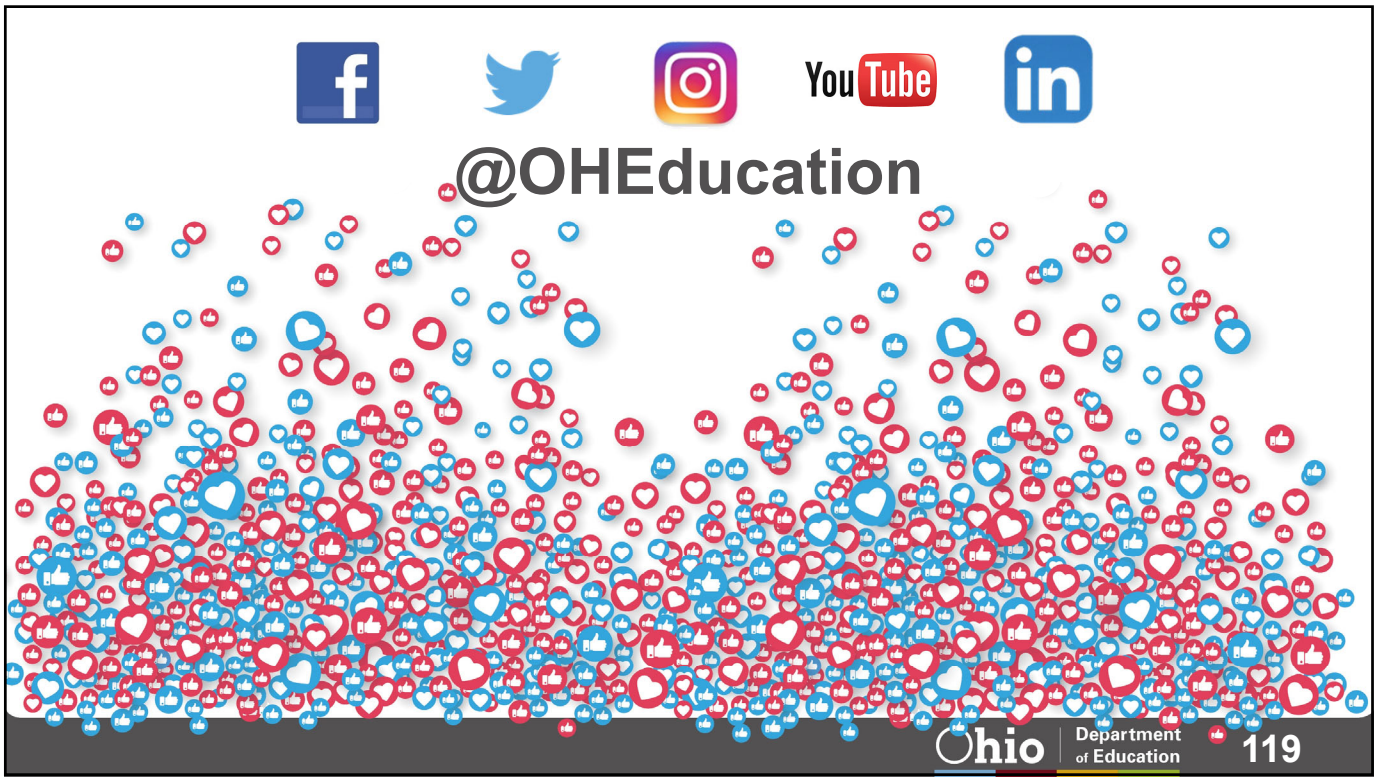
- Office of Federal Programs Website
- Office of Community Schools Website
- ED STEPS Website
- Office of Federal Programs Timeline
- Grants Manual
- Uniform Grant Guidance

117

Questions?



118


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119

119


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120

120