WELCOME

Federal Programs Overview
For New Coordinators

Aaron Conn- Senior Federal Programs Manager, Office of Federal Programs

Ohio Department of Education & Workforce

FEDERAL PROGRAMS
NEW COORDINATOR WEBINAR

Office of Federal Programs Role

Overview of Federal Entitlement Grant Programs

- ESEA
- Purpose and Intent for Each Grant

Nonpublic Equitable Services

Timelines and Year at a Glance

Systems for ESEA Grants

Consolidated Application

Compliance Monitoring

Resources and Support

IN THE CHAT

Feel free to share your years of experience in education as well as your years in the current role of overseeing Federal Programs! (Feel free to add your title as well, we know educators wear *a lot* of hats!)

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OFFICE OF FEDERAL PROGRAMS

- The Office of Federal Programs (OFP) is an office within the Ohio Department of Education and Workforce (DEW).
- OFP manages the Elementary and Secondary Education Act (ESEA) Title grant awards as well as many other federal awards and requirements.
- OFP ensures the DEW meets all requirements of these federal education awards, including but not limited to liaising with the United States Department of Education, Local Education Agency (LEA) allocations, training and technical assistance, subrecipient monitoring, and reporting.
- The Office of Federal Programs mission is to leverage federal resources to support our customers' federal programming from grant concept to closeout.

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FEDERAL PROGRAMS SUPPORTS

The Office of Federal Programs supports districts and schools throughout the year to manage their ESEA grants. The following are some helpful ways that Federal Programs communicates with Ohio's districts and schools:

- **Federal Programs Specialist:** Each LEA is assigned a federal programs specialist who will support them with their consolidated ESEA grants. The Federal Programs Specialist is listed as the Consolidated Contact in the CCIP Address Book.
- **CCIP Document Library:** The CCIP Document Library contains guidance documents for districts and schools pertaining to the ESEA grants and other federal programs.
- **CCIP History Log Comments:** The Office of Federal Programs sends history log comments within the CCIP Consolidated application. These notes alert the district to items that need to be addressed in their plans or consolidated ESEA grants as well as changes in the application status.
- **CCIP Notes:** CCIP notes are sent out to inform districts and schools of broad updates that impact districts and schools regarding the ESEA grants and other federal programs. CCIP Notes may cover new changes in the systems, funding alerts, information that has been sent to the state agency from the Unites States Department of Education, etc. CCIP notes are maintained in the CCIP Document Library.
- **ED STEPS Supports:** The Office of Federal Programs works collaboratively to support the Department's ED STEPS process and system. OFP reviews the district and Title Schoolwide plans within the ED STEPS system.
- **Federal Programs Trainings:** The Office of Federal Programs offers a variety of trainings throughout the year on ESEA grants, emergency grants, systems, and more. Open office hours are held the second Thursday of each month with a different topic related to federal grants.

FEDERAL PROGRAMS - IMPORTANT RESOURCES

Below are links to important Federal Programs resources. If you have any questions, please reach out to your Federal Programs Specialist from the CCIP Address Book or contact federalprograms@education.ohio.gov.

- Federal Programs Website
- Federal Programs Trainings
- ESEA Resource Guide
- ED STEPS Website





Elementary and Secondary Education Act

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

- The nation's national education law and longstanding commitment to equal opportunity for all students.
- Originally passed in 1964.
- Reauthorized in 2002 as No Child Left Behind (NCLB).
- Reauthorized in 2015 as the Every Student Succeeds Act (ESSA).

IN THE CHAT…

- With which federal grant are you *MOST* familiar?
- With which would you say you are *LEAST* Familiar?

ESEA CONSOLIDATED GRANTS

- Title I, Part A: Improving Basic Programs
- Title I, Part C: Migrant Education Program
- Title I, Part D & N: Prevention and Intervention Programs For Children And Youth Who Are Neglected, Delinquent, Or At-Risk
- Title II: Supporting Effective Instruction
- Title III: Language Instruction for English Learners and Immigrant Students
- Title IV: Student Support and Academic Enrichment
- Title V: Rural Education Initiative



Needs Assessment and Plan

COMPREHENSIVE NEEDS ASSESSMENT AND PLAN

- ESEA requires a needs assessment, plan, and funding application for an LEA to receive these entitlement grants.
- In Ohio, we have a comprehensive needs assessment, planning and funding process called ED STEPS.
  - **E**ducation **D**epartment's **S**ystem of **T**iered **E**-**P**lans and **S**upports

ED STEPS

ED STEPS is made up of three main components:

- One Needs Assessment
- One Plan
  - Each LEA is assigned to a cohort that will complete the needs assessment and planning process **every 3 years.**
- Funding Application
  - Funding applications are submitted **annually.**
- ED STEPS Webpage

ED STEPS: NEEDS AND PLANNING

- Review data and update needs assessment
- Set goals and develop strategies and steps
- Determine which funds to use



Intent and Purpose

Comprehensive Intent and Purpose

ESSA Grant:	Purpose of Grant:
Title I, Part A: Improving Basic Programs	Provide 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: Rural Education Initiative	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.

ESEA FORMULA-BASED GRANTS

Grant	Title I-A	Title I-C	Title I-D	Title II-A	Title III-A	Title IV-A	Title V-B
Purpose	Ensure all children meet state's academic standards	Help migratory students receive necessary supports and academic meet state's academic standards	Improve educational services to services in neglected or delinquent facilities to meet the State's academic standards	Strengthen the quality and effectiveness of teachers, principals and other school leaders	Help English learners and immigrant students attain English language proficiency and meet challenging State academic standards	Provide all students with a well-rounded education, improve conditions for learning, and improve use of technology	Support rural districts and improve programs to meet the State's academic standards
Recipients	LEAs, including Traditional School Districts, Community Schools, and Independent STEM schools	SEA discretion on how to support migrant student education; in Ohio, subawards go to LEAs and ESCs in areas with identified migrant students	*Subpart 1:* State facilities to support neglected and delinquent students; *Subpart 2:* LEAs with a facility in their attendance area	LEAs, including Traditional School Districts, Community Schools, and Independent STEM schools	*English Learner:* LEAs with identified English Learner students; *Immigrant:* LEAs with a significant number and growth of immigrant student population	LEAs, including Traditional School Districts, Community Schools, and Independent STEM schools	*Rural Low-Income Schools (RLIS):* Rural LEAs with more than 20 percent poverty; *Small Rural School Achievement (SRSA):* Rural LEAs with less than 600 students
Funding Calculation/ Formula to Subrecipients	Primarily census poverty data, formulas for four grants that make up Title I-A: Basic, Concentration, Targeted Assistance, and Education Finance Incentive Grant (EFIG)	Per pupil amount based on number of migrant students to eligible LEAs and ESCs, support to OMEC for identification, recruitment, data, and state support	Per pupil amount based on student counts in facilities.	Number of children ages 5-17 and the number of low-income children within the LEA attendance area	*English Learner:* Per pupil amount based on number of EL students in LEA; *Immigrant:* For LEAs that meet criteria, per pupil amount based on number of Immigrant students	Proportional amount based on LEA's prior year Title I-A award	*RLIS:* For LEAs that meet the criteria, amount based on Average Daily Membership (ADM) in LEA; *SRSA:* USED calculates based on ADM above 50, with a base amount of $20,000 and a maximum of $60,000
Special Considerations	School-based grant requiring additional steps for rank order, eligibility and intradistrict (school-based) allocations	Migrant student academic programming often occurs in summer due to agricultural season	Additional coordination requirements with the facility to ensure students are supported in academic needs and transitions	Except in case of class-size reduction with clear evidence, should not be used for direct instruction, rather for supports to teachers, principles and school leaders	LEAs with an Title III EL award below $10,000 must join a consortium	Minimum award to LEAs of $10,000; LEAs $30,000 or more must spend 20% in well-rounded education, 20% in safety, and a portion in technology	SRSA application directly to USED; Some LEAs eligible to receive both RLIS and SRSA must choose one

TITLE I-A

Improving Basic Programs

Provide 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.

- Supplemental Instruction
- Before and After School Programs
- Summer School Programs
- Whole Child Supports

TITLE I-C

Education of Migratory Children

Assist migrant children in overcoming:

- Disruptions to their education;
- Cultural and language barriers;
- Social isolation;
- Health related problems;
- Other factors that may inhibit their ability to do well in school.

TITLE I D & N

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-risk.

(1) To improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth

(2) To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

(3) To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

TITLE II-A

Supporting Effective Instruction

Strengthen the quality and effectiveness of teachers, principals and other school leaders.

- Professional Development to Improve Instruction
- Recruit and Retain Effective Teachers
- Reduce Class Size for Innovative Instructional Strategies

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.

- Acquisition of English Language
- Support for Academics
- Professional Development for Teachers Serving EL population
- Parent and Family Engagement Needs

TITLE IV-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.

- Well-Rounded Educational Opportunities
- Health and Safety Students
- Effective Use of Technology

TITLE V-B

Rural Education Initiative

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.

- Allowable Activities Under Title I-A, Title II-A, Title III, and Title V-B.
- Rural Low-Income Schools Program (RLIS)



Questions for Allowability

IMPORTANT QUESTIONS

1. Does the cost align to the **purpose and allowable uses** of the grant/title?

2. Is the cost **supplemental**?

3. Is the cost **aligned to the district's plan**?

4. Does the cost **meet uniform guidance requirements and associated grant assurances**?

5. Is the cost **reasonable and necessary**?

BREAK (5 MIN)



Equitable Services

EQUITABLE SERVICES

Chantelle Carter

Nonpublic Ombudsman

Chantelle.Carter@education.ohio.gov

- Consultation
- Title I Equitable Services
- Options for Title I Service Delivery
- Title II, III and IVA
- Title IIA, III and IVA Allowable Activities

WHAT ARE EQUITABLE SERVICES?



Public District responsibility



Public district is the fiscal agent and must maintain control of the funds



Primary intent is to improve academic achievement of children at risk of not meeting the state's academic standards



Services must meet an identified need, be secular and allowable under the grant

WHO SERVES THE STUDENTS



Title I – services FOLLOW the student – regardless of nonpublic school location.



Title II-A, III and IV-A equitable services must be provided to nonpublic schools located WITHIN your district bounds, regardless of where the children live.

CONSULTATION

Documentation of Consultation Required

- Needs of Private School Students and Teachers
- How & When Decisions are Made
- Amount of Funds Available for Services and How the Amount Is Determined
- How, where, when and by whom services are provided
- Pooling of Funds
- Size and Scope of Services
- Providing Services Directly or Via Another Entity

December → January → February → March → April → May → June → July → August → September → October → November

Timely and meaningful consultation must continue **throughout** the implementation and assessment of services and shall occur **before** the local education agency makes **any** decision that affects the opportunities to participate of eligible private school students, teachers, and other education personnel.



- Use of 3rd Party Provider and Written Explanation for Not Using 3rd Party Provider
- Assessment of Services
- Title I , Part A – Additional Topics: Method for Determining Number of Low-Income Students; Consolidation and Coordination of Title Funds for Services; Results of Consultation Agreement Must Be Transmitted to Ombudsman; Written Explanation for Disagreements

TITLE I EQUITABLE SERVICES

Does not matter where the nonpublic school is located

Must reside in Title I served attendance area

Must identify low-income students

SERVICE DELIVERY MODELS



Contract with Properly licensed District hired staff



Contract with Properly licensed nonpublic schoolteacher outside of their contracted hours



Contract with Properly licensed third-party provider



A Memorandum of Understanding (MOU) with the district where the nonpublic school sits

TITLE II-A, III AND IV-A SERVICES



Public District responsibility



Public must maintain control



Activities must be secular, cannot be a permanent improvement or be an overall benefit to the nonpublic school



Services must meet an identified need and be allowable under the grant

IN THE CHAT…

Consider the following scenario…

A building requests to use Title IV-A funds to purchase high-end tablets and accessories (e.g., styluses, cases, keyboards) for all teachers in the building, citing a general goal of “improving technology access.”

Is this considered allowable?

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IN THE CHAT..

Consider the following scenario…

A district uses Title II-A funds to provide a series of professional development workshops focused on evidence-based strategies for improving literacy instruction in grades K–3. The sessions are led by certified literacy coaches and include follow-up classroom modeling and peer coaching.

Is this considered allowable?

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FISCAL TERMS, TIMELINES, & BUDGETING

FISCAL TERMS

General Keywords

- Federal vs. State/Local/General
- Formula vs. Competitive
- Federal and State Fiscal Years
- Project Cash Request (PCR)
- Final Expenditure Report (FER)

Allocation Keywords

- Original
- Reallocated
- Carryover
- Additional
- Forfeited

ESEA FISCAL TIMELINE – TYPICAL YEAR

Key Fiscal Dates for All LEAs:

- Consolidated Application available **mid-June**
- LEAs submit Consolidated Application **by July 1**
- Final Expenditure Reports due **September 30**
- Reallocation (adjusted final awards) **early January**
- Additional (swept) funds **mid Spring**
- End of fiscal year **June 30**

GRANT FISCAL TIMELINE



- **LEA to do list:** ← We are here

FER Submission | Carryover Budgeting | Expiring Funds Reporting | Comparability Review | ONA + One Plan | **Funding Application & Building Budgets**

New Program Implementation, Budget Tracking → Program Implementation, Budget Tracking

- **DEW to do list:**

Application Review | MOE Review | Carryover

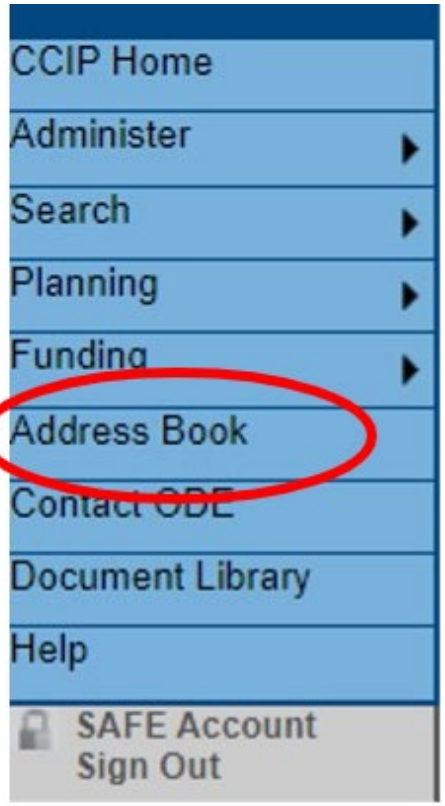
One Plan Review | Reallocations and Expiring Reporting | Comparability Review | Title I Allocations | Monitoring

FEDERAL PROGRAMS TIMELINE

- This Office of Federal Programs Timeline highlights additional steps that LEAs complete for the ESEA grants.
- Some steps are not required for all LEAs. For instance, only some LEAs complete the Comparability report.
- For more information, speak with your Federal Program Specialist from the CCIP Address Book.

Topic	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
ESEA Preliminary Allocations	■											
Final Expenditure Report (FER)	■	■	■									
Maintenance of Effort (MOE)		■	■	■	■							
Nonpublic Data System (NPDS) Low-Income Identification				■	■							
9/30 Report				■	■	■						
Title I Waiver Requests						■						
Expired Funds Forfeited							■					
ESEA Final Allocations							■	■				
Comparability							■	■	■			
ED STEPS One Needs Assessment and One Plan							■	■	■	■		
Compliance Monitoring Reviews							■	■	■	■	■	
Nonpublic Data System (NPDS) Participation Window								■	■	■	■	
Federal Low-Income Count System (FLICS) Verification									■	■	■	

CCIP – ADDRESS BOOK
DISTRICT CONTACTS & DEW CONTACTS



General Contacts

Application	Contact Type	Contact
Planning Tool	District Contact	[redacted]
ODE Grants Management	Grants Management Contact	Knowles, Tracy
Adjudicated Youth Contact-ESSA	District Contact	[redacted]
Foster Care Contact-ESSA	District Contact	
Homeless Liaison-ESSA	District Contact	

Entitlement Contacts

Application	Contact Type	Contact
Consolidated	District Contact ODE Application Contact	[redacted] JAMALEDDINE, ILHAM
ARP ESSER	District Contact ODE Application Contact	
ARP IDEA	District Contact ODE Application Contact	
ESSER State Activity Award	District Contact ODE Application Contact	

Close
Name: JAMALEDDINE, ILHAM
Phone: (614) 387-2216
Fax:
Email: lilly.jamaleddine@education.ohio.gov

Competitive Contacts

Application	Contact Type	Contact
School Bus Purchase Program	District Contact ODE Application Contact	[redacted] BOWLIN, DAVID

GRANT SYSTEMS SUMMARY

LEAs use several systems to meet ESEA and other grant requirements.

- Education Department's Tiered System of E-Plans and Supports (ED STEPS)
    - One Needs Assessment
    - One Plan
- Comprehensive Continuous Improvement Plan (CCIP)
- Nonpublic Data System (NPDS)
- Comparability System
- Maintenance of Effort System (MOE)
- Electronic Management Information System (EMIS)
- Claims Reimbursement and Reporting System (CRRS)
- Ohio Education Directory System (OEDS)

GRANT SYSTEMS OVERVIEW

Grant System	What is it used for?	Who primarily uses it?
Education Department's Tiered System of E-Plans and Supports (ED STEPS)	DEW's primary planning and e-grant system. LEAs complete their three-year needs assessment and plan, apply for most education grants, and submit cash requests and expenditure reports in ED STEPS.	Federal Programs Coordinator Treasurer Superintendent
Comprehensive Continuous Improvement Plan (CCIP)	DEW's prior grant system that is gradually being phased out. CCIP will continue to house the Consolidated funding application and cash requests for FY27.	Federal Programs Coordinator Treasurer Superintendent
Nonpublic Data System (NPDS)	Districts and nonpublic schools use this system to identify low-income students, determine if the school wants to participate in federal grant programs for which they qualify, and complete consultation to receive services.	Nonpublic School Principal Federal Programs Coordinator
Comparability System	Districts use the system to demonstrate they are providing a comparable amount of state and local resources to schools that are similar. Around 200 districts in the state need to complete a Comparability Report.	Treasurer
Maintenance of Effort System (MOE)	The MOE system helps to determine if the LEA meets the ESEA Maintenance of Effort requirements, which generally is to maintain 90 percent of the prior year state and local expenditures.	Treasurer
Electronic Management Information System (EMIS)	DEW's primary data management system to collect required State and Federal data. Each district submits student, staff, and financial data each year according to the EMIS calendar.	EMIS Coordinator
Claims Reimbursement and Reporting System (CRRS)	Used by organizations enrolled in USDA child nutrition programs through the Ohio Department of Education and Workforce (DEW) to submit required data and apply for meal reimbursements. Primary data source for Title I, Part A low-income and enrollment to determine the rank order of schools for Title I services.	Food Service Director
Ohio Education Directory System (OEDS)	A directory that helps education organizations maintain their data.	OEDS Administrator

GRANT APPLICATIONS FOR FY27

Grant Applications in CCIP for FY27

- Consolidated Application (ESEA Title grants, IDEA-B and IDEA Early Childhood Special Education)

Grant Applications in OFA for FY27

- Comprehensive Literacy State Development (CLSD) grants, School Bus Safety Grant, Carl D. Perkins Career Tech Grants, Agriculture Education 5th Quarter, 21st Century Community Learning Center Grant, McKinney-Vento Homeless Assistance Program, School Improvement Grants, Charter School Program and State Facilities Incentive Grants
- Additional entitlement and competitive grants

This means that education entities that receive Consolidated Application funding will continue to use the CCIP through FY27. All other grants will be completed and approved in the One Funding Application for FY27. If you have specific questions regarding a grant, email EDSTEPS@education.ohio.gov or reach out to your assigned DEW grant contact.

SUPPORT ON CONSOLIDATED APPLICATION

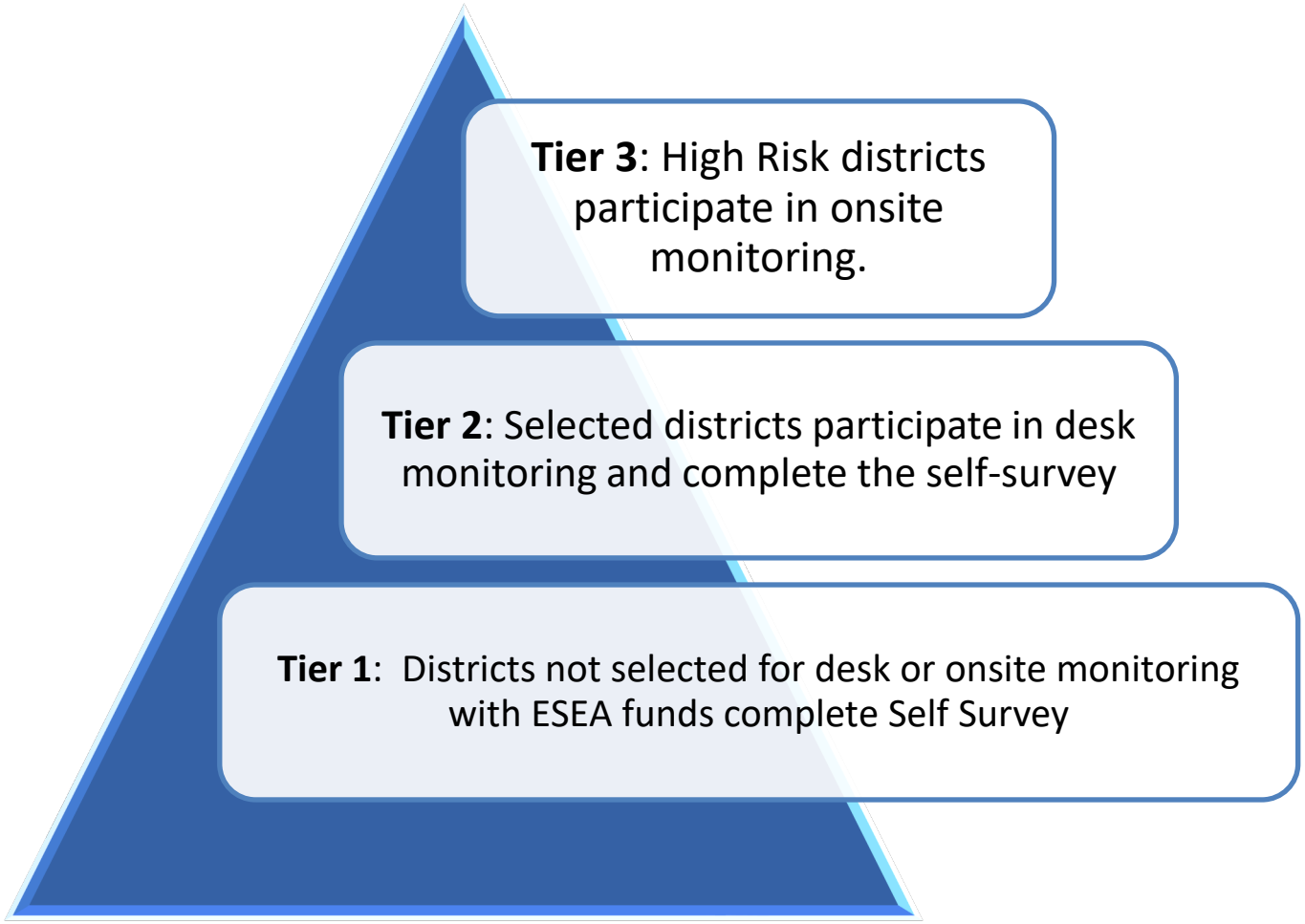
- Reminder that each district is assigned a Federal Program Specialist
- Located in the CCIP Address Book as “Consolidated Contact”
- If you need support on your Consolidated Application, please reach out to your assigned Federal Program Specialist



Compliance Monitoring



COMPLIANCE MONITORING



GENERAL TIMELINE OVERVIEW

November-December	January-April	April-June
• Monitoring consultants notify districts which monitoring "type" they will receive • District will receive communication via email	• Monitoring surveys open for district access (Dec./Jan.) • Survey completion by districts • Desk and on-sites are scheduled and conducted	• Surveys should be complete • Monitoring closes 6/30

TYPES OF SURVEYS/REVIEWS

Self Survey/ Tier 1

Desk Review/ Tier 2

Onsite Review/ Tier 3

ADDITIONAL TRAININGS

- OAASFEP Conference: (M-T), Hilton Columbus at Easton
- Monthly Training Series: Third Thursdays from 9 – 10 a.m. CCIP Note 586 (Sent on 8/12/26) provided dates and topics.
- Office of Federal Programs Open Office Hours: Quarterly

More information can be found on the training section of our webpage.

QUESTION AND ANSWER



RESOURCES

- Federal Programs Website
- Federal Programs Trainings
- ESEA Resource Guide
- ED STEPS Website
- Title I Spending Guide
- Title II Spending Guide
- Title IV Spending Guide
- Title I Nonregulatory Guidance – Equitable Services
- Title VIII Nonregulatory Guidance – Equitable Services

QUESTIONS?

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Department of Education & Workforce