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Federal Programs 101

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Legislation

The Elementary and Secondary
Education Act (ESEA) of 1965 as
amended by the Every Student
Succeeds Act of 2015
(Public Law 114-95)



- Title I Improving the Academic Achievement of the Disadvantaged
 - ❑ Part A Improving Basic Programs Operated by Local Educational Agencies
 - ❑ Part C Education of Migratory Children and Youth
 - ❑ Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk
- Title II Preparing, Training and Recruiting High-Quality Teachers and Principals, and Other School Leaders Part A Supporting Effective Instruction
- Title III Language Instruction for English Learners and Immigrant Students
- Title IV 21st Century Schools Part A Student Support and Academic Enrichment Grants
- Title V Flexibility and Accountability Part B Rural Education Initiative



ESEA Programs

- These grants are considered entitlement, and LEAs receive allocations based on census poverty data, formula calculations, and enrollments
- LEAs are required to complete and submit an application annually.
- The ESEA applications include planning components.



ESEA Application

- LEAs must apply annually for federal funds by submitting the ESEA Consolidated Application.
- LEAs must submit the application by July 1 to ensure continuity of services. The submission gives a substantial approval.
- Final approval is given by a supervisor after reviewing and finding all required components complete.



Accessing the Web Application

<https://dese.mo.gov/quality-schools/federal-programs>

- Every district must have a User Manager
- The User Manager has the authority to give permissions for different programs and levels of authority



Title I.A

Enacted to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.



Title I.A

- Two types of Title I programs:
 - Targeted
 - Schoolwide
- Plus Schoolwide pool



Title I.A

- Targeted- funds must be used for serving children identified as having the greatest educational need



Title I.A - Targeted

- Selection of students by multiple, educationally related, objective criteria
 - ❑ minimum of three
 - ❑ determined by each school



Title I.A - Targeted

- Master list must be maintained for all grades served containing names of students with most need
 - ❑ students selected
 - ❑ criteria used
 - ❑ appropriate cut-off scores



Title I.A - Schoolwide

- Purpose- to use key elements of Title I.A to upgrade entire educational program of a school so all students can reach high educational standards



Title I.A - Schoolwide

- School is eligible to implement schoolwide program if at least 40% of students are economically deprived
- Less than 40% can request a waiver to implement a schoolwide program



Schoolwide Waiver

- < 40% economic deprivation
- Written request
 - ❑ Include meeting agenda, sign-in sheet, and minutes
 - ❑ Success of targeted program
 - ❑ Meets needs of all students



Title I.A - Schoolwide

- To implement schoolwide program, school must develop and submit a Schoolwide Program Plan in the consolidated ESEA application
- Plan must be developed with involvement of parents, school personnel, and other members of community



Schoolwide Pool

- Option for LEAs to consolidate funds from federal, state, and local sources-
 - to provide flexibility on how the LEA uses available resources to meet the identified needs of its students



Title I.A - targeted, schoolwide

- LEAs may implement targeted assistance, schoolwide, and schoolwide pool programs in different schools



Title I.A – Carryover Limit

- LEAs with a Title I.A allocation of \$50,000 or more may not carry over more than 15% of the funds allocated each year past September 30th of the following year.



Title I.A - Preschool

- Title I funds may be used to provide preschool for educationally disadvantaged three- and four-year old children
 - Four-year old children have priority



Title I.A - Preschool

- Caseload- recommend a full time teacher have no more than 10 students per session
- Full-time teacher and paraprofessional should have no more than 20 children per session



Title I.A - Preschool

- If LEA chooses to use Title I funds for preschool, it must also serve a K-12 attendance center.



Title I.A - Preschool

- Teachers must implement one of these curriculum models
 - ❑ Creative Curriculum
 - ❑ Emerging Language and Literacy
 - ❑ High/Scope
 - ❑ Project Construct



Title I.A – Qualifications for Teachers

- **Teachers and Instructional Coaches** must be appropriately certified for the grade level and content area they are teaching.



Title I.A - Qualifications for Paraprofessionals

- Instructional Paraprofessionals must have
 - ❑ 60 semester college credit hours OR
 - ❑ have passed a paraprofessional assessment



Title I.A - Delivery of services

- Methods to provide Title I instruction
 - ❑ Before- or after- school services
 - ❑ Class size reduction
 - ❑ Early literacy learning
 - ❑ Instructional coaching (reading, math, science)
 - ❑ Neglected Institution
 - ❑ Preschool
 - ❑ Pull-out
 - ❑ Push-in
 - ❑ Reading Recovery
 - ❑ Summer programs
 - ❑ Teaching Methods Coaching



Title I.A - Parents Right to Know

- LEAs must notify parents of each student who attends a school receiving Title I.A funds informing them that they may request information regarding the professional qualifications of their child's classroom teacher



Title I.A - Parents Right to Know

- LEAs must also provide to parents
 - ❑ information on level of achievement and academic growth of their student and
 - ❑ timely notice that their child has been assigned, or has been taught, for four or more weeks by a teacher who has not met certification requirements



Title I.A - Professional Development

- Professional development activities must meet criteria for high quality professional development



Title I.A - Parent and Family Engagement

- LEAs must implement programs and activities to engage parents and families in students' education
 - * Requirement for LEAs with allocations over \$500,000: one percent of allocation must be set aside, budgeted and used for parent and family engagement activities



Title I.A - Nonpublic

- Title I.A requires participating LEAs to provide eligible children attending nonpublic elementary and secondary schools their teachers, and their families with Title I.A services.
- To qualify for assistance, the student must reside within a Title I.A served attendance area of the LEA and be failing, or at risk of failing, to meet student academic achievement standards.



Title I.A – Nonpublic Consultation

- Title I.A services for nonpublic students must be developed in consultation with officials of the nonpublic school, regardless of whether or not the nonpublic school they attend is located in the LEA.



Title I.A – Nonpublic Bypass

- Bypass is a means by which the U.S ED Secretary directly provides equitable services to nonpublic school students and teachers through a third-party provider.



Title I.A Supplement not Supplant

- Under the Every Student Succeeds Act (ESSA), all federal funds must be used only to supplement, not supplant, the funds that would be available from state and local sources in the absence of these funds.



Title I.C – Migrant Education Program

Focuses on helping migratory children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs, attain grade-level proficiency, and achieve the Missouri Learning Standards established for all children in the state



Title I.D

- Purpose – to support local education agency programs that involve collaboration with locally operated correctional facilities.
- Delinquent institution- definition: a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.



Supplement not supplant

- Titles II and IV maintain the definition of supplement, not supplant, under NCLB:
- Funds must be used only to supplement, not supplant, the funds that would be available from State and local resources



Supplement, cont.

- We can presume supplanting occurred if federal funds were used to provide services that
 - ❑ Were required to be made available under other federal, state, or local laws
 - ❑ Were provided with nonfederal funds in prior year



Title II.A – Support Effective Instruction

- Purpose- to provide grants to LEAs to increase student achievement consistent with the MLS;
- Improve quality and effectiveness of teachers, principals, other school leaders
- Provide economically deprived and minority students greater access to effective teachers, principals, and other school leaders



Title II.A

- Professional Development
 - ❑ Criteria for high quality
- Class size reduction
 - ❑ Allowable by meeting MSIP standards first
 - ❑ Determined to be appropriate and best use of funds



Title II.A

- Professional development
 - ❑ Sustained
 - ❑ Intensive
 - ❑ Collaborative
 - ❑ Job-embedded
 - ❑ Data-driven
 - ❑ Classroom focused



Title II.A

- Professional development
 - Evidence-based



Title II.A PLAN

- Consultation required with stakeholders during design and development of the plan and continuing
 - ❑ Teachers
 - ❑ Principals
 - ❑ School leaders
 - ❑ Paraprofessionals
 - ❑ Specialized instructional support personnel
 - ❑ Charter school leaders
 - ❑ Community partners
 - ❑ Others with expertise



Title II.A & Title IV.A - Nonpublic

- The LEA is required to provide equitable services to nonpublic schools (if applicable)
- The LEA should work through the Public/Private Design for Educational Services



Title III – Language Instruction for English Learners and Immigrant Students

Ensures English learners including immigrant children and youth, attain English proficiency, develop high levels of academic achievement in English, and meet the Missouri Learning Standards by achieving high levels in the core academic subjects, in educational settings taught in English.



Title IV.A – Student Support and Academic Enrichment Grant

- Purpose – to improve students’ academic achievement by increasing capacity of states, schools to:
 - ❑ Provide all students with access to a well-rounded education
 - ❑ Improve school conditions for student learning
 - ❑ Improve use of technology in order to improve academic achievement and digital literacy of all students



Title IV.A

- The 3 categories:
 - ❑ Well-rounded education
 - ❑ Safe and healthy schools
 - ❑ Effective use of technology



Title IV.A, cont.

A well-rounded education promotes diverse learning experiences to engage students across a variety of courses, activities, and programs



Title IV.A Allowable Uses

- Well-rounded education – examples
 - ❑ STEM courses and activities
 - ❑ Music and arts exploration
 - ❑ Accelerated learning
 - ❑ Virtual Courses (non-MOCAP)



Title IV.A Allowable Uses

- Safe and healthy students
 - ❑ programs to reduce bullying and harassment
 - ❑ school-wide positive behavioral interventions
 - ❑ evidence-based programs to prevent risk factors associated with substance abuse and violence
 - ❑ Providing school-based mental health services and counseling



Title IV.A Informed consent

- * LEAs must obtain prior written, informed consent from the parent of each child under 18 years of age to participate in any mental health assessment funded by Title IV.



Title IV.A Allowable Uses

Effective Use of Technology

- Supporting high-quality professional development
 - activities should be sustained, intensive, collaborative, job-imbedded, data-driven, and classroom-focused



Title IV.A – Technology

- Special rule: no more than 15% of funds for activities to support effective use of technology may be used for purchasing technology infrastructure



Title IV.A - Technology

- Legislation's definition of technology infrastructure
 - devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases



Title IV.A - Technology

- At least 85% of the educational technology portion of funds must be used to support professional learning to enable the effective use of educational technology



Title IV.A - Technology

- Professional development would be to increase teachers' capacity to offer high quality STEM courses



Title IV.A - Requirements

Requirements: An LEA that receives \$30,000 or more must conduct a comprehensive **needs assessment** that includes a focus on the three content areas



Title IV.A - Requirements

Requirements: An LEA that receives at least \$30,000 must use

- ❑ at least 20% for well-rounded educational opportunities;
- ❑ at least 20% for activities to support safe and healthy students; and
- ❑ a portion of funds for effective use of technology



Title IV.A - Requirements

- LEAs that receive less than \$30,000 may focus on any or all three program areas



Title IV.A - Requirements

ALLOCATION SUMMARY

Greater than \$30,000	Less than \$30,000
Needs Assessment every three years	Needs assessment not required
Must address all three purposes	May address one, two, or three of the purposes



Title IV.A - Supplement

Supplement requirement

LEAs may not use program funds for activities within the 3 areas if the cost of those activities would have otherwise been paid with state or local funds in the absence of the ESEA funds.



Title V.B- Rural Education Initiative

Purpose: to address the unique needs of rural LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and that receive formula grant allocations too small to be effective in meeting their intended purposes



Title V Subpart I

- **Small, Rural School Achievement**

The application process and payment process are handled directly through the U.S. Office of Education



Small Rural School Achievement (SRSA)

- Eligibility:
 - An LEA with average daily attendance of fewer than 600 students



Title V - SRSA

- **Allowable Uses - SRSA**

activities authorized under any of these programs:

Title I.A

Title II.A

Title III

Title IV



Title V Subpart II

- **Rural and Low-Income School Program (RLIS)**
Eligibility based on economic deprivation and locale code as determined by U.S. ED Secretary



Title V.B - RLIS

- The LEA may use RLIS funds for the following:
 - ❑ Parent involvement activities
 - ❑ Activities authorized under Titles I.A, II.A, III, and IV.A



Flexibility

- All LEAs have option to transfer funds
 - Up to 100% may be transferred from II.A and IV.A into any of the other programs for which the LEA receives an allocation.



REAP Flex

- REAP Flex authority provides flexibility to eligible rural LEAs to use funds from Title II.A and Title IV.A for purposes under Titles I.A, III, and IV.A.



Carryover for Non-Title I.A Funds

- Title I.C, Title I.D, Title II.A, Title III, Title IV.A, and Title V.B may carry over up to 100% of their funds into the next fiscal year.



Administration Pool

- Funds set aside for the administration pool provide funding to administer the programs.
- No more than two percent of Title III and Title IV may be pooled for administration.
- Salaries or stipends for school superintendents and/or principals are not an allowable use of administrative funds.



Reporting Federally Paid Staff

- All federally funded FTEs must be reported in MOSIS/Core Data. These would be the positions reflected on the supporting data pages and/or plans.



Federal Programs Calendar

- Ongoing requirements
 - ❑ Application revisions
 - ❑ Parental Involvement Activities
 - ❑ Parental input
 - ❑ Homeless students
 - ❑ Inventory



Federal Programs Calendar – SEPTEMBER

- 30- Final Expenditure Report due
- 30- Last day to obligate excess carryover
- School-Parent compacts signed and on file
- Nonpublic Registration sent to nonpublic schools



Federal Programs Listserv

- Subscribe from Federal Programs homepage
- Messages are sent only from DESE
- Primary means of disseminating information



ESEA Tiered Monitoring

- The tiered monitoring process is implemented to ensure adequate monitoring of all LEAs with additional opportunities to monitor those LEAs with high-risk characteristics.
- The tiered process has three components:
 - ❑ desk audit,
 - ❑ desk monitoring, and
 - ❑ on-site monitoring.
- All components, with the exception of the desk audit, are organized around a three-year timeframe.
- The process requires that all LEAs are placed within one of the three permanent cohorts.



Tiered Monitoring Timeline

Task	2018-19	2019-20	2020-21	2021-22
Desk Audit	Cohorts 1, 2, 3			
Desk Monitoring	Cohort 2	Cohort 3	Cohort 1	Cohort 2
On-site Monitoring	Cohort 1-20%	Cohort 2-20%	Cohort 3-20%	Cohort 1-20%
Clean-up	Cohort 3	Cohort 1	Cohort 2	Cohort 3



Assurances

- Application
 - Core
 - Grant Specific



Resources

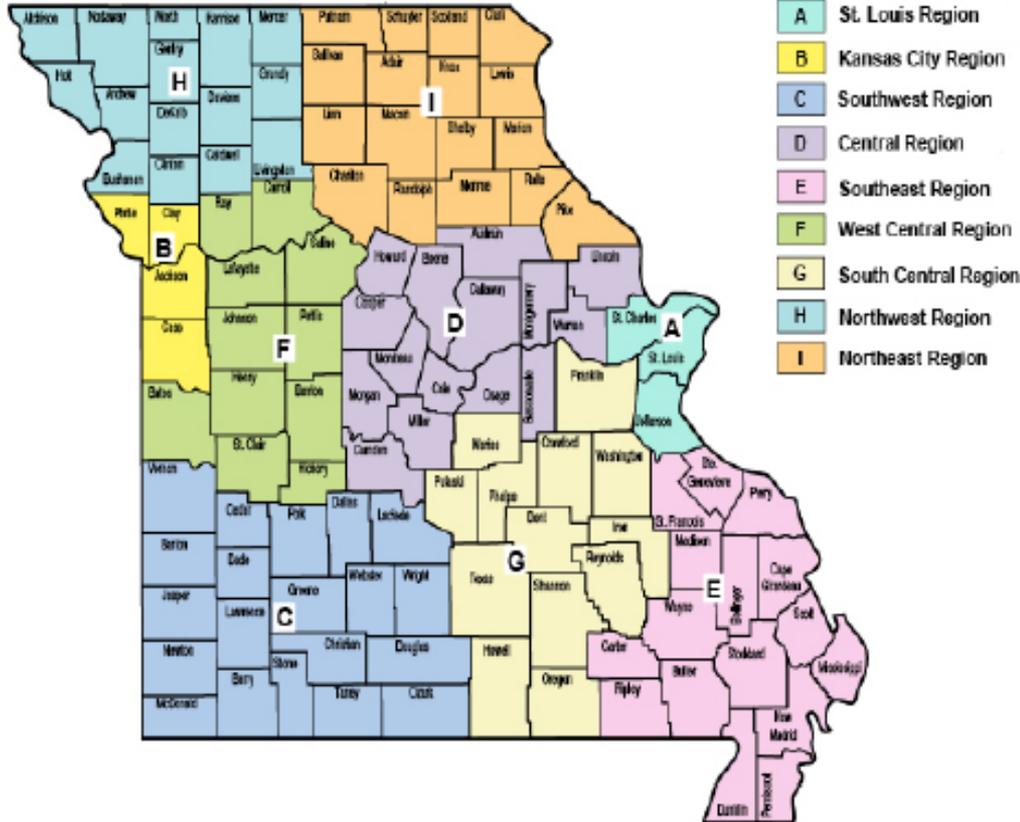
- Federal Programs website homepage
 - ❑ <https://dese.mo.gov/quality-schools/federal-programs>
- Listserv
 - ❑ <https://dese.mo.gov/quality-schools/federal-programs/listserv>
- Administrative Manual
 - ❑ <https://dese.mo.gov/quality-schools/federal-programs/federal-legislation-guidance>
- Calendar
 - ❑ <https://dese.mo.gov/sites/default/files/qs-fed-comp-fed-prog-calendar-April-2019.pdf>
- Tiered Monitoring checklists
 - ❑ <https://dese.mo.gov/quality-schools/federal-programs/esea-tiered-monitoring>
- Section Contacts



Contacts

- Title I.C and Title III
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Questions

