



West Virginia DEPARTMENT OF
EDUCATION

ESEA Funding

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WVDE Office of Federal Programs

July 18, 2017

Funding Streams - Consolidated ESEA

- Title I - Improving Basic Programs Operated by State and Local Educational Agencies
- Title II – Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
- Title III – Language Instruction for English Learners and Immigrant Students
- Title IV – Student Support and Academic Enrichment
- Title V – Rural Education Initiative

NCLB – Core Academic Subjects

- Mathematics
- English Language Arts
- Science
- History
- Civics and Government
- Geography
- Foreign Language
- Arts
- Economics

Well-Rounded Education

- Writing
- Technology
- Engineering
- Computer Science
- Music
- Career and Technical
- Health
- Physical Education

Title I

Improving Basic Programs Operated by State and Local Educational Agencies

Types of Title I Programs

- Schoolwide Program = 40% or more of students living in poverty
- Targeted Assistance Program = 35 – 40% of students living in poverty
 - Poverty threshold below 35% = not eligible for Title I Program

Targeted Assistance Program

- Title I funds may only be used to serve eligible children
 - Children who are economically disadvantaged, children with disabilities, migrant children or English learners

Schoolwide Program

- Upgrading the entire educational program of a school that serves an eligible population

Implementing a Schoolwide Program

- Comprehensive needs assessment
- Comprehensive schoolwide plan
- Annually evaluating the schoolwide plan

Uses of Funds in a Schoolwide Program

- Services that facilitate the transition from early learning to elementary education
- Recruitment/retention of effective teachers in high-need subjects
- Instructional coaches to provide high-quality school-based PD
- Evidence-based strategies to accelerate content knowledge for EL's
- Advanced placement, dual/concurrent enrollment programs
- CTE programs that prepare students for post secondary education
- Counseling, school-based mental health, mentoring

- School climate interventions (anti-bullying, positive behavior interventions)
- Equip, materials, training to compile and analyze student achievement data
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs
- Devices and software for students to access digital learning materials
- Activities that increase family and community engagement (ex. family literacy programs)

Items to Consider

- Schoolwide program must receive funds from non-federal sources to provide services that are required by law before using Title I funds (ex. students with disabilities and ELs)
- Federal funds in a schoolwide program must still be used to supplement the amount of funds that would be made available under State and local sources in the absence of Federal funds.
- LEAs will still be required to meet comparability and maintenance of effort requirements

Items to Consider

- Effective for fiscal year 2018 all Title I funded positions must be fully state certified in order to be allowable under Title I

Participation of Children Enrolled in Private Schools

- Required Set-Aside
 - Expenditures for equitable services to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools
 - The proportional share shall be determined prior to any allowable expenditures or transfers by the LEA

Parent and Family Engagement

- Required Set-Aside
 - At least 1% of total allocation must be reserved (for total grant award above \$500,000)
 - At least 90% of the funds reserved shall be distributed to schools, with priority given to high-need schools
 - Funds shall be used to carry out activities in accordance with the county's written parent and family engagement policy

Homeless Children and Youths

- Required Set-Aside
 - A child who is homeless and attending any school served by the LEA is eligible for services
 - Used to provide homeless children and youths with services not ordinarily provided to other students
 - Amount based on 1 of 4 methods
 - Identify homeless students' needs and funds accordingly
 - Obtain county of homeless students and multiply by Title I per pupil allocation
 - Reserve an amount of funds greater than or equal to amount of McKinney Vento sub-grant
 - Reserve a specific percentage based on the district's poverty level or total Title I allocation

Optional Set-Asides

- Additional Parent and Family Engagement
 - For districts with allocation less than \$500,000 or districts reserving amounts above the required 1%
- Administrative costs
- Neglected and Delinquent
 - To provide comparable Title I services to children in local institutions for neglected children
- Other Instructional Programs
- Substitute Costs
- Variations in Personnel Costs

Per Pupil School Allocations

- Funded in Rank Order
 - Rank and serve without regard to grade span, schools with a poverty percentage over 75%
 - An LEA may choose to lower the threshold to 50% in order to serve a high school above the remaining schools
 - Serve remaining schools at or below 75% in rank order either within each grade-span grouping or rank order as a whole
 - Ranking rules do not apply to an LEA with a total enrollment of less than 1,000 children

Comparability

- LEA must meet comparability requirements annually under Title I to be eligible for funding
 - Demonstrate equivalence using measures such as staff/student ratios, or expenditures per pupil
 - Compare instructional ratios in Title I to Non-Title I Schools

Supplement not Supplant

- Three presumptions still apply to all programs with the exception of Title I, Part A
 - Federal funds are used to provide services required under other federal, state or local laws
 - Federal funds are used to provide services provided with nonfederal funds in the prior year
 - Federal funds are used to provide services to eligible students while those same services are provided to non-eligible students with nonfederal funds

Supplement not Supplant

- New rules for Title I, Part A
 - Section 1118 (b) (1) Federal funds must be used to supplement and in no case supplant state, and local resources
 - Section 1118 (b) (2) To demonstrate compliance, the LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistant under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds.

Supplement not Supplant

- No LEA shall be required to:
 - Identify individual costs or services as supplemental: or
 - Provide services through a particular instructional method or in a particular instructional setting to demonstrate compliance
 - The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

Supplement not Supplant

- Timeline

- A LEA shall meet the compliance requirement not later than 2 years after the date of enactment of ESSA (December 10, 2017)
 - In place no later than 18-19 SY
 - LEA may demonstrate compliance with the requirement before the end of such 2-year period using the method such LEA used on the date before enactment of ESSA

Supplement not Supplant

- Methodology Samples

- Weighted Per Pupil Formula
 - Based on characteristics of students (ex. Poverty, ELLs, SWDs)
- Distribution Based on Personnel and Non-Personnel Resources
 - Average districtwide salary for each category of school personnel
 - Multiplied by the number of school personnel
 - The average districtwide per-pupil expenditures for non-personnel
 - Multiplied by the number of students in the school

Supplement not Supplant

- **Example 1: Distribution of non-Federal resources based on characteristics of students (“weighted per pupil” funding formula)**

- Assumptions:

- Allocation/student = \$7,000
- Additional allocation/student from a low-income family = \$250
- Additional allocation/English Learner = \$500
- Additional allocation/student with a disability = \$1,500
- Additional allocation/preschool student = \$8,500

Supplement not Supplant

- In a school of 450 students, including 200 students from low-income families, 100 English Learners, 50 students with disabilities, and 20 preschool students, the school would be expected to receive \$3,495,000 in non-Federal resources

Category	Calculation	Amount
Allocation/student	450 x \$7,000	\$3,150,000
Allocation/student from low-income family	200 x \$250	\$50,000
Allocation/English Learner	100 x \$500	\$50,000
Allocation/student with disability	50 x \$1,500	\$75,000
		\$3,495,000

Supplement not Supplant

- **Example 2: Distribution of non-Federal resources based on staffing and supplies**

- Assumptions:

- 1 teacher per 22 students (\$65,000)
- 1 principal/school (\$120,000)
- 1 librarian/school (\$65,000)
- 2 guidance counselors/school (\$65,000/counselor)
- \$825/student for instructional materials and supplies (including technology)

Supplement not Supplant

- In a school of 450 students, the school would be expected to receive \$2,051,250 in non-Federal resources

Category	Calculation	Amount
1 principal	1 x \$120,000	\$120,000
1 librarian	1 x \$65,000	\$65,000
2 guidance counselors	2 x \$65,000	\$130,000
21 teachers	21 x \$65,000	\$1,365,000
Materials, supplies	450 x \$825	\$371,250
		\$2,051,250

Supplement not Supplant

- Exclusion of Non-Federal funds from Supplanting Determinations
 - An LEA may exclude from supplanting determinations supplemental non-Federal funds expended in any schools for programs that meet the intent and purposes of Title I

Supplement not Supplant

- A program meets the intent and purposes of Title I if it either
 - Is implemented in a school with at least 40% poverty;
 - Is designed to promote schoolwide reform and upgrade the entire education operation of the school;
 - Is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and
 - Uses the State's assessment system to review the effectiveness of the program;

Supplement not Supplant

OR

- Serves only students who are failing, or most at risk of failing, to meet State standards;
- Provides supplementary services to participating students designed to improve their achievement; and
- Uses the State's assessment system to review the effectiveness of the program

Supplement not Supplant

- Two situations in which an LEA's use of Title I funds would likely not be supplemental even if the LEA distributes funds based on the previous examples
 - LEA does not have sufficient non-Federal funds to provide even the most basic education program in all its schools
 - An LEA is required by State or local law to provide funding for a specific purpose for all students

Supplement not Supplant

- To meet the supplemental funds test, an LEA would need to distribute non-Federal resources according to the assumptions to all of its schools, regardless of whether a school receives Title I funds and operates a schoolwide program.
- **Once the supplemental funds test has been met Title I funds may be used to support any allowable activity identified by the comprehensive needs assessment and articulated in the comprehensive schoolwide plan**

Supplement not Supplant

- The LEA's selected written methodology is subject to review by WVDE and the LEA's independent auditors.
- LEA must also comply with Title I MOE and comparability requirements

Title II

Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Historical Uses of Funds

- Class-size reduction
- Professional development

New Uses of Funds

- Multiple Pathways to Teaching and Leading
 - Teacher, principal and other school leader academies
 - Teacher residency programs
 - Alternative routes to teaching
 - Reform of preparation standard, certification, licensure and tenure

New Uses of Funds

- Induction and Mentorship
- Educator evaluation and support systems
- Strong teacher leadership
 - Flex time for collaborative planning, curriculum writing, peer observations, and leading training
 - Increased compensation for teachers in leadership roles

New Uses of Funds

- Transformative school leadership
 - Ongoing professional learning for principals and other school leaders

Needs Assessment

- Federal expenditures under Title II must be driven by the annual needs assessment/strategic plan

Consultation

- LEAs are required to:
 - Meaningfully consult with teachers, principals and other school leaders, paraprofessionals, parents, community partners and other partners with expertise in programs and activities designed to meet the purpose of Title II Part A

Title IV, Part A

Student Support and Academic Enrichment

Newly Authorized Program

- Provide students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve academic achievement and digital literacy of all students

Grants of \$30,000 or more

- LEAs that receive a grant of at least \$30,000 must conduct a comprehensive needs assessment and must use funding as follows:
 - At least 20% to support well-rounded educational opportunities
 - At least 20% to support safe and healthy students
 - A portion of funds on effective use of technology
 - With no more than 15% used for technology infrastructure

Supplement not Supplant

- Title IV, Part A funds must be used to supplement and not supplant non-federal funds

Amount of Funding

- LEAs will receive a sub-grant that will be issued in the same proportion as to the LEAs prior year Title I Part A allocations
- Minimum grant of \$10,000

Allowable Activities

- Examples include:
 - Activities to support a well-rounded education
 - Science, technology, engineering and mathematics
 - Music and arts
 - Foreign language instruction
 - Accelerated learning programs
 - Dual or concurrent enrollment
 - Civics
 - College and career counseling
 - Social emotional learning
 - Environmental education

Allowable Activities

- Activities to support safe and healthy students
 - Safe and supportive learning environments
 - Student physical and mental health
- Activities to support effective use of technology
 - Personalized learning
 - Blended learning strategies

Transferability

- An LEA may transfer funds from the following allocations into Title I Part A
 - Title II Part A
 - Title IV Part A
- Requires a modified plan to show the transfer
- Must notify the state no later than 30 days prior to the effective date of the transfer

Title V, Part B Subpart 2

Rural and Low-Income School Program

Uses of Funds

- Funding shall be used for any of the following
 - Activities authorized under Title I Part A
 - Activities authorized under Title II Part A
 - Activities authorized under Title III
 - Activities authorized under Title IV Part A
 - Parental involvement activities

Prohibited Use of Funds

- ESSA prohibits spending grant funds on the following unless specifically authorized by a program
 - School construction, renovation or repair
 - General transportation