

ADE Webinar Series for FY 19



Diane Douglas
Superintendent of Public Instruction

Supplement Not Supplant

***ADE Webinar:
March 21, 2018
9:00 am – 10:00 am***

Webinar Presenters

- Joe Gargiul, Title I Education Program Specialist
- Virginia Stodola, Title II Education Program Specialist
- Mary Ricci-Marriott, Fiscal Program Specialist
- Dustin Loehr, Arts & Title IV-A Education Program Specialist

Title I-A & Title I-D

JOE GARGIUL, EDUCATION PROGRAM SPECIALIST

SUE EDMAN, TITLE I DIRECTOR

Title I-A Supplement Not Supplant Sec. 1118(b)(1)-(2)



Standard: Federal Funds must be used to supplement and in no case supplant state and local resources.

Test: To demonstrate compliance, the LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that the school receive if it were not receiving Title I funds.

What does this mean?

The 3 presumptions of supplanting no longer applies to Title I-A, if an LEA has an appropriate methodology (required for FY19)

ESSA Section 1118(b): Supplement, Not Supplant: A State educational agency or local educational agency (LEA) shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.

Provision	New Description
Title I SNS Compliance:	To demonstrate compliance an LEA shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.
Title I, SNS Special Rule	No LEA shall be required to identify that an individual cost or service supported under Title I, Part A is supplemental or provide services under Title I, Part A through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance.
Timelines	<ul style="list-style-type: none"> • An LEA shall meet the compliance requirement not later than 2 years after the date of enactment of ESSA. • LEA may demonstrate compliance with the requirement before the end of such 2-year period using the method such LEA used on the day before enactment of ESSA. (Must be in place for 2018-2019)
Prohibition	The United States Department of Education (USDOE) is not authorized or permitted to prescribe the specific methodology an LEA uses to allocate state and local funds to each school receiving assistance under Title I, Part A.

Setting aside legal jargon, the supplanting analysis simply asks: 'What would have happened in absence of the federal funds?' If the LEA or SEA can demonstrate that it is not replacing its state and local funds with federal funds, then it has satisfied the supplanting requirement.

Does This Methodology Work??

The LEA uses its state/local funding to ensure that each school has enough funds to pay for 1 teacher for every 30 students up to 20 teachers total, and \$5.00 per student for supplies, up to 5,000 total.

At the end of its distribution, the LEA has \$3,000 left over so they distribute it among the non-Title I Schools.

Does This Methodology Work??

The LEA distributes its state/local funds based on the grade level of the student as follows:

- All elementary school students received \$90.00 per student;
- All middle school students received \$65.00 per student; and
- All high school students received \$80.00 per student.

Presumptions for

Title I-D; Title I-C; Title II-A; Title III3 -A; Title IV-A; RLIS

- 1. Are the expenditures or activities required by other Federal, State or local laws?**
- 2. Were the expenditures or activities funded in previous years by non-Federal funds?**
- 3. Would the expenditures happen in the absence of Federal funds?**

Purpose of Title I-D

“...to improve educational services to children in local and state institutions for neglected or delinquent children and youth, so that such children and youth have the opportunity to meet the same state content standards and student performance standards that all children are expected to meet.”

Supplement not Supplant Under Title I-D

Sub-part 1 - State Agency

- SUPPLEMENT, NOT SUPPLANT: A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

Sub-part 2 - LEA : Traditional District and/or Charter

- There is no specific supplement / not supplant requirement for this subpart. However, all expenses should be aligned to identified local needs and plan created related to this program.

Title II

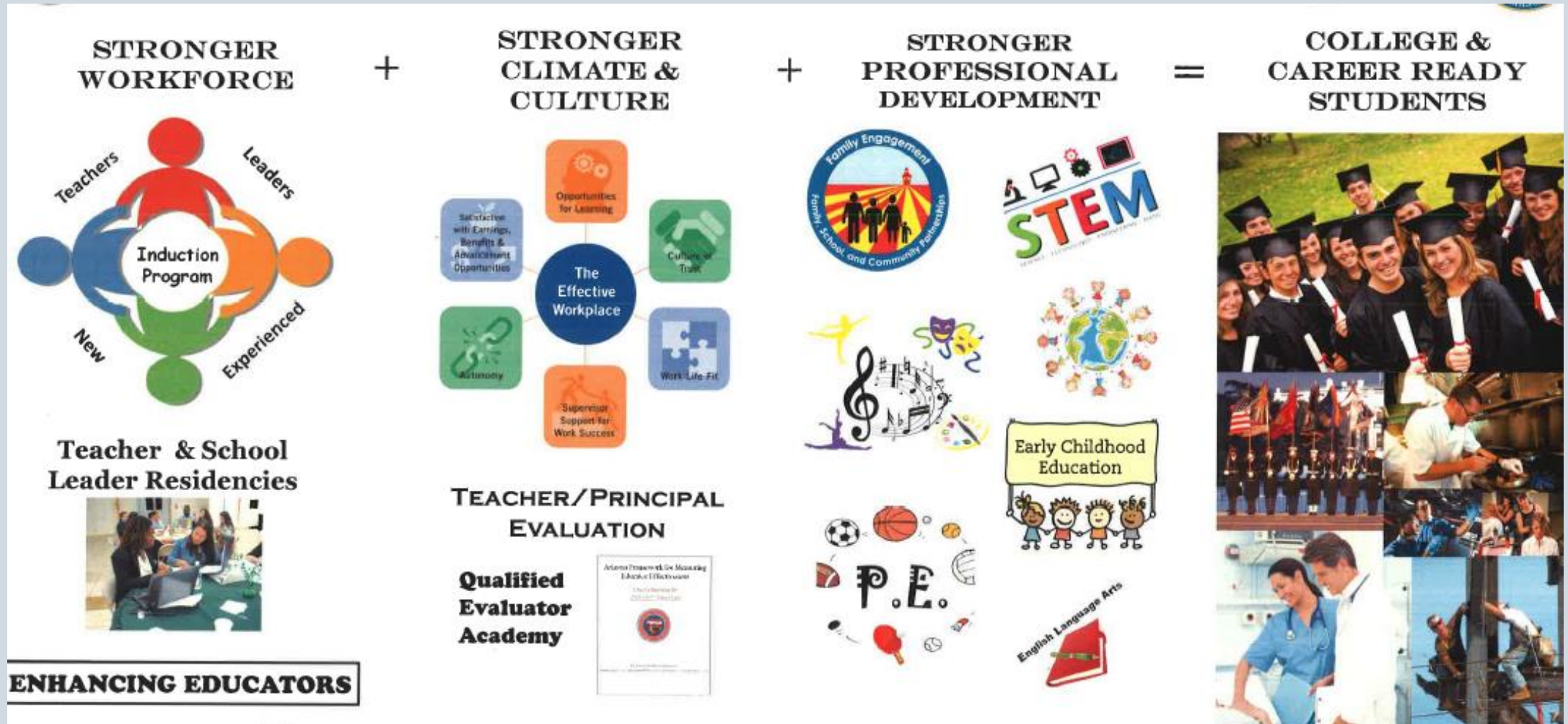
VIRGINIA STODOLA, EDUCATION PROGRAM SPECIALIST

Purpose of Title II (ESEA Sec. 2001)

The purpose of this title is to provide grants to State educational agencies and sub grants to local educational agencies to—

- (1) **increase student achievement** consistent with the challenging State academic standards;
- (2) improve the **quality and effectiveness** of teachers, principals, and other school leaders;
- (3) **increase the number** of teachers, principals, and other school leaders **who are effective** in improving student academic achievement in schools; and
- (4) provide low-income and minority students **greater access to effective** teachers, principals, and other school leaders.

Title II Allowable Expenditures



It this allowable under SNS for Title II?

Last year the LEA paid for all of the teachers to attend the training for their new reading series out of M&O. This year, there are three new teachers who need to be trained. The LEA wants to pay for the three teachers out of Title II.

Title III

MARY RICCI-MARRIOTT, FISCAL SPECIALIST

Purpose of Title III

Provide programs for English learners (ELs) to attain English proficiency and acquire content knowledge,

Provide professional development to teachers and school leaders to ensure they are best able to meet the instructional needs of ELs, and

Promote parent and family engagement to enhance EL programs

Supplement (to add to), Not Supplant (not to replace)

Funds must be used to provide programs and services which are **above and beyond** what is required for and provided to non-ELs.

Approvable funding in the current year is based on the funding source from previous year; therefore, LEAs must have knowledge of other programs and services which the LEA is providing.

Remember these words: “in the absence of Title III funds...”

Why Does Supplanting Matter?

The supplement, not supplant provision is designed to protect English learners (ELs) and the funding that LEAs are entitled to receive on their behalf in order to provide supplemental programs and services.

All LEAs have obligations under *Title VI of the Civil Rights Act of 1964* and the *Equal Educational Opportunities Act (EEOA)*. Title III funds **may not** be used for programs or services required as part of an LEA's civil rights obligation.

- EL students are guaranteed meaningful and equal participation in all curricular and extra-curricular programs.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

- All limited English proficient (LEP) parents are guaranteed communication in a language they can understand.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

Key Points to Consider When Requesting Funding

1. SNS is situation specific – what is permissible/approvable in one district/charter may not be in another.
2. Title III funds are not intended to fill in the funding gaps.
3. Awareness of all LEA programs and services and how they are funded is critical.
4. ELs (and their parents) must be given equal access to all programs and services provided for other students.
5. The language proficiency of parents does not determine Title III funding. Funding is based on language proficiency and eligibility for services of the student.

Is this supplanting for Title III?

Based on results from end of year test scores, Aspiring Minds Charter District, a high language need district, has identified an overall decline in comprehension skills and reading achievement. The Arizona Department of Education is offering a four-session course called *Teaching Reading Effectively* which is broken out into grade level bands. Sessions will focus on reading fluency, phonemic awareness, vocabulary and comprehension strategies. To support their district-wide initiative to increase reading proficiency for all students, and to ensure district staff are sufficiently trained to meet all students' needs, Title I funds will be used to send non-EL teachers to this course and Title III funds will be used to send EL teachers.

Is this supplanting for Title III?

XYZ Elementary District has implemented an after-school tutoring program to provide additional support to district students in grades 1 through 3 impacted by Move on When Reading (MOWR) requirements. MOWR funds are being used to purchase *Imagine Learning* software licenses for students participating in this after-school program. Title III funds will also be used to purchase additional *Imagine Learning* licenses for EL students in grades 1 through 3 who fall outside of the MOWR eligibility criteria, and for EL students in grades 4 through 8 as they do not participate in the MOWR program.

Title IV-A

Student Support & Academic Enrichment

DUSTIN LOEHR, EDUCATION PROGRAM SPECIALIST

Title IV-A- Examples of Supplement vs. Supplant

CURRENTLY INELIGIBLE EXPENDITURES

The purchasing of an updated school safety system: fire alarms/emergency exits/fire extinguishers, metal detector.

Portion of the Music Teacher's Salary.

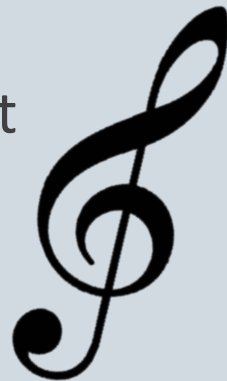
25 Chrome Books to support AzMerit Testing.

POSSIBLE EXPENDITURES

School radios*, Crisis Response Training for Teachers and Staff, Safety- lock Door bars*.

Portion of Music Teacher's Salary to run a *new* after school/summer school musical.

25 Chrome Books to support students in their Arts/Elective classes.



*newly acquired supplies.



Title IV-A Presumptions

Are the activities *REQUIRED* by other Federal, State, or local laws?

- If so, the answer is no.

Were the activities funded in previous years by **non-Federal** funds?

- If so, the answer is most probably no.

Would the activities happen in the *absence* of Title IV-A funds?

- If so, the answer is no.

When in doubt, give us a shout!

Is this supplanting for Title IV-A?

An LEA plans a new summer school program designed around STEM learning. The total cost is \$15,000. They would like federal funding to pay \$10,000 of the cost and the remaining \$5,000 will be paid by M&O.



Let's Practice
Your
Knowledge

Does this Methodology Work?

The LEA distributes its state and local funds based on the characteristics of students in each school so that students with characteristics associated with educational disadvantage generate additional funding for their school.

The LEA provides:

- \$25.00 for every student;
- An additional \$25.00 for each economically disadvantaged student;
- An additional \$50.00 for each student with a disability; and
- An additional \$35.00 for each English Learner.

Is this supplanting for Title III?

A Parent Liaison position has been established for the purpose of supporting school sites in cultivating a strong connection between school and home. All school sites in the district have a high Spanish speaking need. This district Parent Liaison is a bilingual staff member and the district has determined approximately one quarter of this staff member's time is spent communicating with the Spanish speaking families. Title III funds will be used to support .25 FTE of this salary for translation services provided as needed throughout the district. This will ensure school sites are able to communicate with all Spanish speaking families regarding individual school information as well as district programs and events.

Is this allowable under SNS for Title II?

A district has 5 non-Title I schools and 4 Title I schools.

The district is paying for academic coaches for the non-Title I schools out of M&O funds and academic coaches for the Title I schools out of Title II funds.

Does this Methodology Work?

The LEA uses its state and local funding to ensure that each school has enough funds to pay for 1 teacher for every 30 students up to 20 teachers total.

The LEA provides state funding in each of its 6 non-title I schools to pay for 20 teachers. In the remaining 4 schools, the LEA provides state funds to pay for 15 teachers because they are already using Title I funds to pay for 5 teachers so they don't need the state funds to cover those additional teachers.

Is this supplanting for Title IV-A?

An LEA proposes to use Title IV-A Student Support and Academic Enrichment funds to fill a significant need we have on campus. The LEA proposes to use the funds to provide targeted Tutoring services to our 4th and 8th grade students to improve their performance on AzMerit Testing. The LEA is soliciting the services of Education Plus, to provide up to 4 hours of tutoring, six to eight weeks prior to AzMerit testing.

Resources

- Title I-A: <http://www.azed.gov/titlei/>
- Title II-A: <http://www.azed.gov/hetl/resources/etltitleii/>
- Title III-A: <http://www.azed.gov/oelas/title-iii/>
- Title IV-A: <https://www.azed.gov/titleiv-a/>

Contacts

- Title I-Inbox: TitleI-Inbox@azed.gov
- Title II-A: TitleII-A@azed.gov
- Title III-A: OELASInbox@azed.gov
- Title IV-A-Inbox: TitleIV-A@azed.gov

Contacts

- Arts Ed Inbox: artsed@azed.gov
- N&D Inbox: N&Dinbox@azed.gov
- RLIS Inbox: RLISInbox@azed.gov
- Title I Charter Inbox: TitleICharterInbox@azed.gov