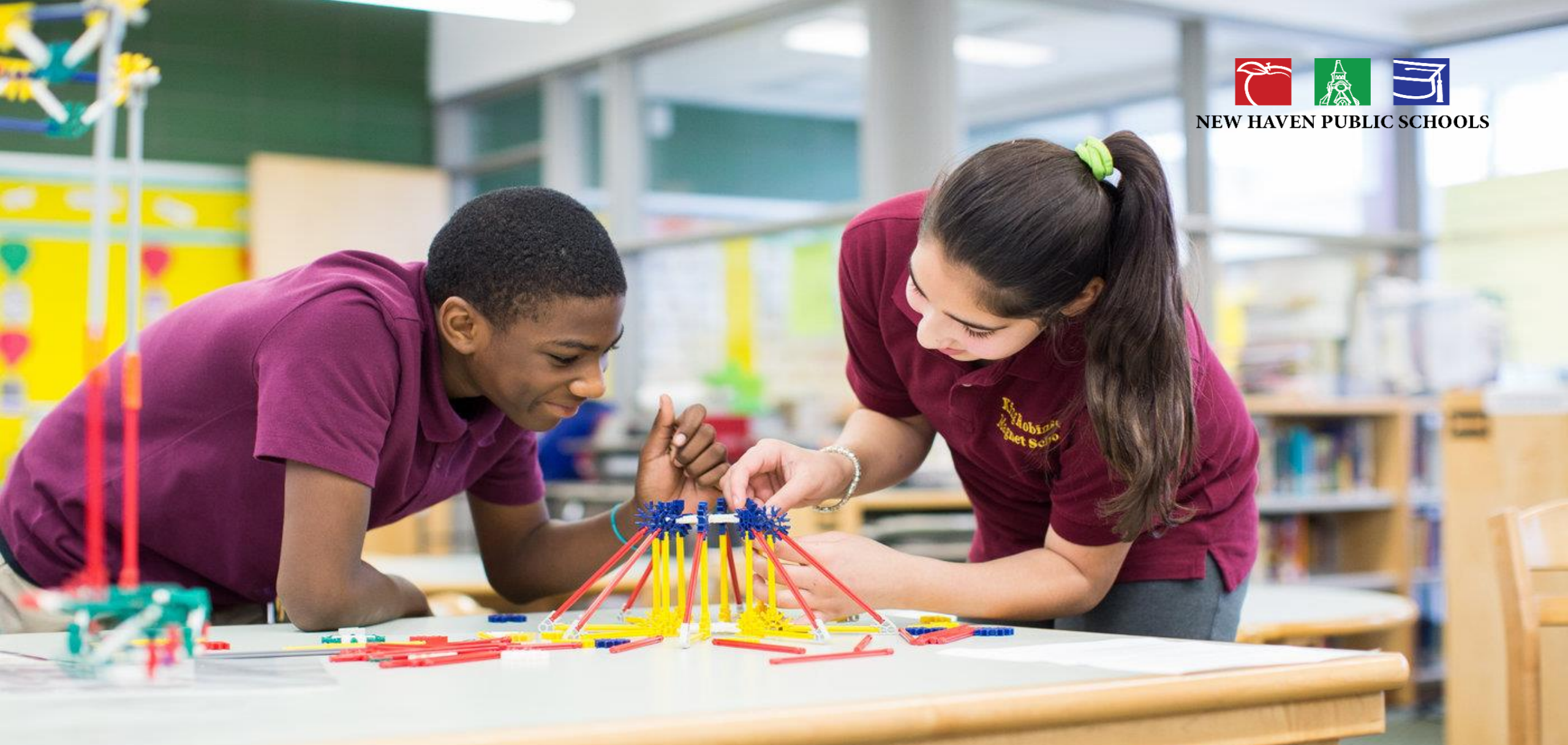




NEW HAVEN PUBLIC SCHOOLS



FY 2018-2019 Grants Overview

Finance Committee
December 3, 2018

1. Review the purpose of Grants
 - Federal – Title I, Title IIA, Title III, IDEA, State – Alliance, Priority Schools
 - Competitive – Head Start, MSAP
2. Overview of 3 types of grants
3. Review current spending plan
4. Reporting and Compliance Requirements
5. Funding Timelines

- What are Special Funds?

Grants from Federal, State or Private Sources

➤ Types of Grants

1. Entitlement
2. Competitive
3. Categorical

Entitlement Grants – funds that the District is entitled to by virtue of specific characteristics of its student population. Ex: educationally disadvantaged, limited English proficiency students, etc. The amount of these funds is usually derived from a particular formula unique to the regulations for that particular source.

Competitive – available from a variety of sources on a competitive basis. The guidelines for the application/proposal clearly describe the purpose for which funds are available. One frequently implied condition of competitive grants is if the program is successful, the District will continue to support it using its own funds.

- Ex: Federal Magnet Grant

Categorical Grants – some funding particularly entitlements is categorical. These funds are awarded to be used for a specific purpose. We may have some discretion on how we provide services, but the services must serve the purpose of the intent. Ex: Bilingual; compensatory education, remediation; etc.

- When grants are awarded it is considered a contract.
- Program integrity necessitates that the district must do what it said it was going to do in the approved proposal. Programs are audited and monitored for both budgetary and performance. All participating staff members must have a clear understanding as to the specific purposes, objectives, eligible population, evaluation expectations and regulations of each program.

- Title I, Part A is 100% Federally funded supplemental and is one of the largest grants awarded to the District to close the achievement gap between schools with high percentages of children from low-income families. Current funding for 2018-2019 is \$11.1m.
- Funds are targeted to high poverty schools with 35% or more low income students to help students reach rigorous state academic standards.

How does the District receive Title I dollars?



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- Title I, Part A funds flow to States and School Districts on a formula basis. The formula takes into account the number of low income children and the statewide average per pupil expenditures.
- Once the allocation is made to the District's schools the first step is to calculate the set-asides.

Set-a-sides

- 1% for parental involvement of which 90% must be allocated to schools
- Other reservations which no exact amount is required
 - Homeless Students
 - Neglected and Delinquent Students
 - Administrative Costs

- The process for determining which schools will receive Title I, Part A dollars is called ranking and serving. Schools are ranked by their poverty rate, from high to low. Schools above 35% poverty are eligible for Title I, Part A funds.
- Poverty rate is determined by using free and reduced lunch counts; however the law does allow districts to use other data such as
 - Eligibility for TANF
 - Census Data
 - Eligibility for Medicaid
 - A combination of these



Adjustments

The law only allows schools to count students who are at least 5 years of age and no older than 18. Students that are younger or older must be taken out of the school enrollment count even if they are attending school and receiving services.

Planned Use of Funds – Title I



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•Support Staff

•Teachers:

•Instructional Coaches/Staff Development.(Curriculum Development)

Purpose: In classroom Prof. Development. Support for all Title I schools and Title I schools Identified;

- Teacher Assistants
- Family Educators
- Parent Liaisons
- Youth Coordinators
- Dropout Prevention Specialists
- Pre-school Headstart (HS Teachers)
- Stipends
- TBD: Part time staff/extended year, Saturday Academy and summer
- Title I Academic criteria : All programs (after-school/summer) include materials and standards utilized during the regular instructional day in order to ensure consistency in learning. These programs may include additional or alternative activities and strategies that reinforce instruction designed to enhance academic performance. These programs are only open to Title I eligible students and operated in Title I schools.
- Longevity (by Union Contract)
- Administration/support staff for Title I programs including program leadership, sustained budgetary responsibilities and other programmatic supports
- Administration (partial)

- Instructional on-site/in classroom professional support to address deficiencies, reduce class size and address standards...and Federal/State/Local goals
- 5% Set-Aside (partial) Coaches for identified staff
- 10% Set-Aside (partial) Coaches for identified programs/staff
- Non-certified support for Title I standards; reduce student to adult ratio, provide support and trainings for parents in academic and social issues which affect student attendance and performance
- Partial support of the Social Development/Truancy/Dropout to provide a more seamless operation with our "Wraparound" Office and functions with services identified and strategies to deal with chronic truancy and dropouts. This "Wraparound" Truancy works to reduce chronic truancy and promote positive school attendance through a comprehensive, multi-agency approach to students and parents. The funded program focuses on early interventions in elementary and middle grades and engages the support and accountability of schools, families, police, state agencies and the courts in reducing chronic truancy.
- Partial support of pre-school Headstart efforts.
- Extended day and summer efforts: Mandatory standards continue to be linked to promotion. Special efforts are geared directly to assessment related skills and the programs are in place to meet the new state and federal guidelines. Over the last several years, parents have been very supportive of these efforts. Additionally, neighborhood and community resources have been incorporated in all Literacy efforts.
- Contract responsibilities



- Benefits
 - Workers Comp.
 - FICA
 - Pension
 - Medicare
 - Part time FICA/Medicare

 - PD Activities/contracts

 - Homeless Support

 - Supplies/Materials

 - Property

 - Indirect Costs

 - Benefits and payroll costs incurred with positions
- District/School Based Plans: Title I support for consulting, training, on-site coaching and implementation of school's responsibilities re: Alliance Plan responsibilities, State assessments; Local Goals, SIPs, and contracts for PD support and activities

 - The District presently has a program, supported in part by the McKinney/Vento Foundation (Federal), which identifies students and families that are homeless. In addition to their educational support, Our Wraparound Program helps with the coordination of outreach programs, agency supports and delivered services, including temporary housing, With this successful process, which has included local agency/personal support for student graduation expenses, entrance costs for some programs, etc. this grant budgets funds to supplement their services.

 - Material and supplies for programs, schools, and professional development activities related to improvement of academic skills. Texts; Literacy materials, Language Kits, Math materials, Science materials, etc.

 - Equipment for programs, schools and professional development related to specific site-based plans supplemental technology

 - Less than Approved rate...

Title I, Part A Schools (2018-2019)



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1. Barnard
2. Bishop Woods
3. Brennan/Rogers
4. Celentano
5. Clemente
6. Clinton
7. Columbus
8. Conte/West Hills
9. Daniels
10. Fair Haven
11. HSC
12. King/Robinson
13. L. Bassett
14. Martinez
15. Quinnipiac
16. Strong
17. Troup
18. Truman
19. West Rock Authors
20. Wexler/Grant
21. Hillhouse

- Title II Part A funds are provided to Districts to provide all students access to an enriched curriculum and educational experience.
- Districts can use Title II Part A funds for a wide range of strategies and activities to support quality and effectiveness of teachers, principals and other school staff.

Funds can be utilized to...

- Develop and implement strategies to recruit, hire and retain highly qualified teachers, principals and specialists in core academic areas
- Provide professional development activities for teachers, principals and in some cases paraprofessionals in content knowledge and classroom practices

- Provide embedded professional training that builds teacher and leader capacity
- Align to ESSA guidelines around professional learning
- Enhance data-driven instruction for continuous improvement
- Support non-public schools in literacy, math and professional learning

- The purpose of these funds are to assist all limited English proficient student to become proficient in English and reach high academic standards , at a minimum attaining proficiency or better in reading and mathematics.
- The Districts goal
 - Improve academic achievement
 - Improve 4 and 6 year Cohort Graduation rates
 - Provide effective language instruction programs to meet the needs of the EL
 - Provide effective professional development
 - Promote family and community engagement

- Federal entitlement funds to assist the Districts with excess costs for providing special education and related services to children with disabilities
- Funds must be expended in accordance with 34CFR Section 300.202
- District is eligible if plans are submitted that provide assurances to the State that various requirements will be met



- Section 611 entitlement funds service children with disabilities ages 3 to 21
- Section 619 entitlement funds service children with disabilities 3 to 5

- Districts must meet the requirements as outlined and must ensure that grant expenditures adhere to the purpose and intent of the Act, including the prohibition of commingling funds
- Districts must demonstrate Maintenance of Effort (MOE) from year to year

- Two areas in MOE are eligibility and compliance which are determined from comparing at least
 - Local funds only
 - The combination of State and Local Funds
 - Local funds on a per capita basis
 - The combination of State and Local funds on a per capita basisDistricts are required to budget at least the same amount as in the previous year and expend at least the same amount in the subsequent year

Currently the only reports required for Title I Title II, Title III, IDEA are:

- ED 111 Cash Status report – which shows funds spent and projected
- ED141 End of the Year reports
- Compliance
- Districts are responsible for spending funds in necessary and reasonable ways to meet Federal Program objectives



- When spending federal funds, districts must comply with federal grant related requirements.
- Compliance is monitored during site visits and during the end of the year audit process.

- Funding Timelines – the grant application for Title I Part A, Title II A and Title III is due the end of September of each calendar year
- Grants such as Title I Part A, Title II A, Title III, IDEA have a 2 year cycle. All funds must be spent by the end of the second year. In the case of Title I 85% of the grant must be spent by September 30th.

- Definition of supplement not supplant – Title I Part A, Title IIA, Title III, IDEA funds may only be used to supplement the funds that would in the absence of such Federal Funds, be made available from non federal sources for the education of pupils participating in programs assisted under this part, and not supplant such funds.

RED FLAGS

1. The program is required under state or local law, or under another federal law.
2. State or Local funds were used to provide the same or substantially similar program or service in previous years.
3. The same program or service is supported by state or local funds for children who are not eligible for Title I Part A.

- The Alliance District Program is a unique and target investment in Connecticut's lowest performing districts. The funds are to support district strategies to dramatically increase student outcomes and close the achievement gap by pursuing bold and innovative reforms
- Focus areas for spending must include the following areas which are then approved by the State Department of Education

- Tiered system of interventions
- Foundational Reading Programs (K – 3)
- Additional Learning Time
- Talent strategy to attract, retain, promote and bolster staff performance
- Training school leaders and staff (evaluation models)
- Coordination with governmental and community programs for Wrap Around Services

- Priority Schools
 - Programs or activities related to drop out prevention
 - Alternative and transitional programs
 - Academic enrichment during non school/summer
 - Extended Day Kindergarten
 - Early Reading Intervention
 - Enhancement of Technology to support instruction
 - Strengthen parent and community involvement
 - Accreditation for elementary and middle schools

- **Timelines and Spending Requirements**
 - As these are State funded grants they must be entirely spent by June 30
 - As the plan for the spending of these funds must be consistent with the plan agreed upon with the State prior to the approval. Any change in scope of services must be negotiated with the State and supporting documents are required to ensure that the original intent of the grant is still met.
 - Any changes made to the grant without prior authorization will result in a refund request.

Special Funds Grants



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