

FAQ's from Title II Session and CG Application/Amendments Sessions:

Title II-A Session

- We were told we didn't have to notify parents if their students were taught for four or more weeks by a non-HQ teacher for 16-17, and now you are saying we have to notify parents if their child was taught by a teacher that didn't meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. This is a mixed message.
 - **For the 16-17 School Year we were operating under NCLB.** During the "bridge" to full ESSA implementation that begins July 1, 2017, states were allowed to decide what they did/didn't want to do with HQ for 16-17. Wyoming chose to eliminate the HQ notification requirement. This is just for the 16-17 school year.
 - Under ESSA, and as of July 1, 2017, districts will have to notify parents if students are taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Consolidated Grant Application and Amendments:

- **Which programs have been notified of FINAL 16-17 allocations?**
 - Title I-A
 - Title II-A
 - Title I-D

- **Which programs have been notified of preliminary 17-18 allocations?**
 - Title I-A
 - Title II-A
- **FYI for 17-18 Allocations**
 - *Title III - TBD, but we are told to count on same state allocation funding amount, as Wyoming is minimally funded and formula not changing*
 - *Title IV-A coming next week*

- **85% Substantially Approval CG Application: Does this mean 85% of each Title Program, or that we need to wait until we have 85% of the entire CG Application substantially approvable?**
 - This means that each Title's funds are accessible when those individual Title program pieces are substantially approvable (roughly 85% approved with only minor revisions). So, a substantially approved Title II-A, but a rejected Title III with significant revisions would be handled by different dates for accessing the funds. If you are unsure what date that is for each program, ask the program

managers or refer to your “review comments” for each submission of the application. When a Title program is substantially approvable even if revisions are needed, it will be noted in the comments.

- **What about IDEA? Will this follow the same “substantially approvable” requirement?**
 - IDEA Applications hold the same requirement for “substantially approvable,” however, Ashley Kryzwicki is reaching out to federal partners to discuss what flexibility may exist for the IDEA application, as their allocations are held up based on work WDE is performing with OSEP to get things calculated accurately. Please reach out to Ashley for more information.

- **If Private/Home School participants say they want funds, but then don’t use them, how do we address this within our budget?**
 - Jon Lever: this will require planning ahead: making sure your district engages the private/home school entities and having the conversations, making the plans, etc. before the budget is even submitted.

- **How is GMS Calculating the Equitable Share in Title I?**
 - *Jon Lever is gathering more information. When more information is available he will send it out to Title I contacts.*

- **Title I Targeting 4 - Set-asides: The list shared during the presentation did not include professional development. Is that required?**
 - Jon Lever: It is allowed and optional, but no longer a requirement.

- **How do I document the use of the private/home school set aside? Do I make them sign-in at every thing they participate in and pay their share for any costs out of the equitable share?**
 - Procedures for documenting the use of the private/home school set aside should continue as has previously been done. If a district has home school/private school students participating in a physical education course, the district could use the percentage of students that are private/home school of all students taught by the teacher and use that percentage of the teacher’s salary to be paid for from the equitable share.

Generally speaking, documentation of equitable share services should continue as has been conducted in the past.

- **Do I need to submit private/home school participation forms through the year, if they are coming in to the district in a staggered fashion?**

- When submitting the grant application, proof of contact needs to be submitted. However, because not all private or home school officials will have responded, forms that come in after submitting the grant application should be retained in the district office for retention for monitoring purposes.
- **Transferability of funds - what programs can we transfer from, and can we transfer back at a later date if we decide to do so.**
 - The law allows LEA to transfer some or all funds from IIA and IVA, districts must consult with non-public schools, and transferred funds become that new title and must be spent under the purpose of the title.

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants
(ESEA section 5103(b)(2).)

An LEA may not transfer funds it receives under any other ESEA program.

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education
(ESEA section 5103(b).)

Source: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>

- **How can districts provide evidence?**

- Evidence (paraphrase of 8101(21)) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, promising, or rationale-based findings. Documentation of evidence-based activities is to the extent that the state (in consultation with LEAs) determine that such evidence is reasonably available.
 - Not all of the 21 local uses of funds require evidence, but where required a narrative describing what activities are pursued, how they were chosen through stakeholder consultation, and how they will be evaluated.
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- **If I have to mail in my documentation for the Consolidated Grant Application, how I ensure that it makes it to the team so that my application is not held up?**
 - 1. Mail it in before submitting the grant application.
 - 2. Mail it in “% Consolidated Grants Team” so that it gets to the right staff within the agency as quickly as possibly.
 - 3. You can send it certified mail, or use a “signature required” or “track delivery” option when sending it.
 - As always, uploading it directly into the grant application is the fastest way to ensure that it doesn’t hold up your application approval date.
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- **On the Constituency List within the Consolidated Grants Application, which pieces are required and which ones aren’t?**
 - The district personnel are the only required pieces. We recognize that external groups are not within your control to force participation.