Strategies to Streamline your Approval: A Joint Approach

ADE Team!

Grants Management

Title I

Title II

Title III

Title IV-A

Norms

Silence all electronic devices

Respect everyone's voice

Allow everyone to have a voice

Create a trustworthy environment

Limit sidebar conversations

Be an active participant

Table of Contents

Who's Here?	9:30am - 9:40am
Grants Management	9:40am - 10:10 am
Once Upon a Time…	10:10am – 10:25am
Years of Experience	10:25am – 10:35am
Grant Journey Activity	10:35am – 11:15am
Lunch	11:15am – 12:00m
Activity Review/Video	12:00pm – 12:15pm
ADE Stats/Common Themes	12:15pm – 1:30pm
LEA Worktime	1:30pm – 4:00pm

Grants Management

Katarina Pena, Grants Training Supervisor

Grants Management Access

GME Roles – Funding Application (FA)

LEA Business Manager
- Initiates Funding Application
- Ability to edit Funding Application
- 1st level of LEA approval Funding Application (including revisions)

LEA Authorized Representative
- 2nd = final level of LEA approval Funding Application (including Revisions)
- Cannot initiate or edit Funding Application

LEA [Funding Application Name] Update
- Ability to edit specific Funding Application
- Cannot initiate or approve Funding Application

LEA Data View
- Only view information
- Cannot initiate, edit, or submit Funding Application

Funding Application Types

Stand-alone	Consolidated
• FA that contains only one grant	• FA that contains 2 or more grants

Entitlement Funding Application	Competitive Funding Application
• Allocation exists at the time of application • Allocation becomes available with Program Director approval of submitted FA	• No allocation exists at the time of application • LEAs proposed budget becomes allocation with Program Director approval of submitted FA

Funding Application Types

District-Level Funding Application	Site-Based Funding Application
• Contains one (district) Budget per grant	• Contains one Budget for each school/site included in the FA • You must select Add Grant Application to add each site that will apply for funding • **Do not** add the sites that won't be applying for funding

Finding Funding Applications (Chapters)

- Select Funding Application on Entity Information page *OR* hover over main menu's Funding tab and select Funding Applications from the submenu
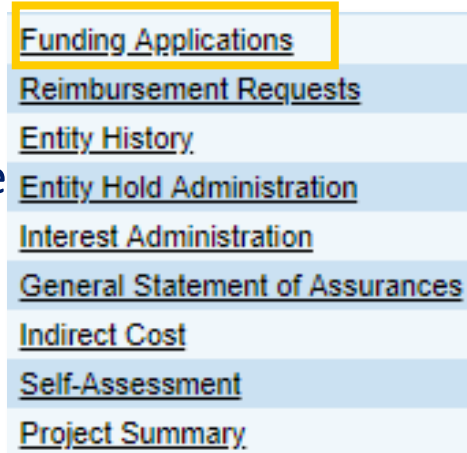
- Funding Applications page has a fiscal year and application status filters – select the appropriate options

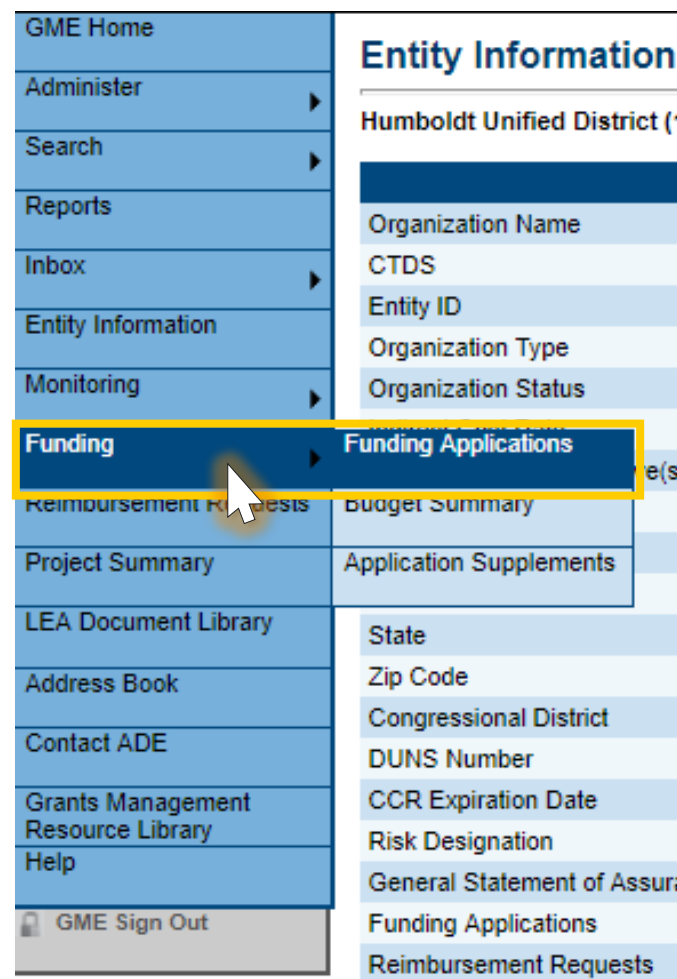# Funding Application Sections (Editor's Template)

Sections

Unified District (000) Public District - FY 2020

Application Status: Not Started

Change Status To: Draft Started

View ADE History Log
View Change Log

Description (View Sections Only View All Pages)

	All
⊟	**History Log**
	History Log
	Create Comment
⊟	**Allocations**
	Allocations
⊟	**Funding Disclaimer**
	Funding Disclaimer
⊟	**Private Schools**
	Administration

⊟	**Title I LEA**
	FFATA & GSA Verification
	Budget
	Budget Overview
	Program Details
	School Eligibility
	Set Asides
	PPA List
	Eligible Private School Service
	Poverty Criteria
	Assurances
	Capital Outlay Worksheet
	Related Documents
⊟	**Title I-D Delinquent LEA**
	FFATA & GSA Verification
	Budget
	Budget Overview
	Program Details
	Assurances
	Capital Outlay Worksheet
	Related Documents

⊟	**Title II Improving Teacher Quality**
	FFATA & GSA Verification
	Budget
	Budget Overview
	Program Details
	Eligible Private School Service
	Assurances
	Capital Outlay Worksheet
	Related Documents
⊟	**Title IV-A Student Support & Academic Enrichment**
	FFATA & GSA Verification
	Budget
	Budget Overview
	Program Information / Instruction
	Program Narrative Questions
	Title IV-A Allocation Worksheet
	Eligible Private School Service
	Assurances
	Capital Outlay Worksheet
	Related Documents

⊟	**Contacts**
	Contacts
	Contact Details
⊟	**Substantially Approved Dates**
	Substantially Approved Dates
⊟	**ESEA Consolidated Checklist**
	ESEA Consolidated Checklist
	All

Capital Outlay Worksheet (COW) Enhancement

Title III LEP
Budget
Budget Overview
Program Details
Capital Outlay Worksheet
Related Documents

- If your Budget includes any capital items, you need to provide the information in Capital Outlay Worksheet page
- Instruction & information for districts and charters per USFR guidance is included
- Total per each Object Code on COW page needs to match the total for those Object Codes in Budget page
- No capital items in budget? Leave the page blank!

Capital Outlay Worksheet

Mesa Unified District (070204000) Public District - FY 2020 - **Medium Risk** - Title III LEP - Rev 0 - Title III LEP

Go To ►

Capital Outlay Worksheet

Quantity	Cost per Unit	Tax, Shipping & Handling	Object Code	Item Description	Purpose	Total
	$	$	Please select... ▼			$ 0.00

Communication in GME

Create Comments

Transparency

- Viewable to ADE and LEA, becomes public view upon approval
- Not affected by staff turnover

Timely & Clear Communication

- No lost emails or hold time on the phone
- Clear expectations communicated by program areas & Grants Management

Must Be Emailed To Appropriate Users!

- No lost emails, hold on the phone

Send Email to GME Contacts ☑
Available Contact Groups

ADE Contacts | Program Specialist | Add
Director
Completion Report User
Title I LEA Reimbursement Request User
Title I-D Delinquent LEA Reimbursement Request User
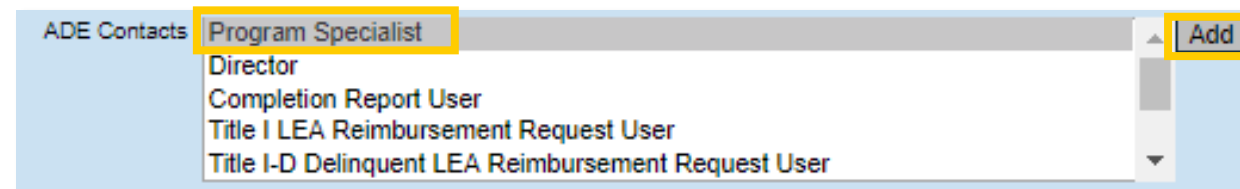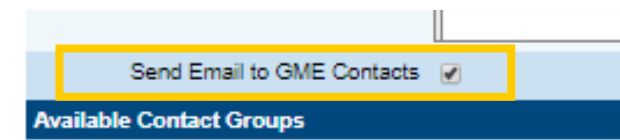
History Log

- Records all status changes and comments in that specific application
- Both applicant (LEA) and ADE (SEA) can enter comments
- Comments can not be edited or deleted and they become public when application is approved

Before Editor's Review…

Annual Requirements:

Completion Report
- Must be finalized for previous FY project (FY18 CR)

Self Assessment
- Must be submitted to allow for SEA Director Approval on FY20 FAs
- Deadline is May 15, 2019

General Statement of Assurances (GSA)
- Must be accepted to allow for SEA Director Approval on FY20 FAs
- Deadline is May 15, 2019

Consider:

Indirect Cost Rate
- If you want to obtain FY20 Indirect Cost Rate, it has to be approved before it can be included in the funding applications
- If approved *before* FA is draft started, it can be included on the original FA! = No revision needed!
- If approved *after* FA is drafted, Revision to the original FA will be needed to include the Indirect Cost

Once upon a time......

What does a "good" story always have?

- Clear, unified **structure**
- Robust **foundation** complete with character histories and background information
- A **conflict** that needs resolution
- A **protagonist** that journeys through the conflict

How does this relate to the grant process?

- ❖ Your grant **IS** your LEA's *story*!
  - Structure: **blending and braiding** of funds, **Supplement, not Supplant**, individual **program requirements**
  - Foundation: **CNA/IAP**
  - Conflict: **Primary Needs/Needs Statements**
  - Protagonist: **Action Steps/ Strategies**

CNA & IAP- Building a Foundation for Communication

Grant Journey

Grant Journey

the journey

What journey have your FY 2019 grants been traveling?

Share your grants' journeys with your table partners.

Post your table's results.

Finding the perfect balance

Too much information isn't always better

Too little information can lead to presumptions

ADE Statistics

All Title Programs experienced commonalities for returning funding applications to LEAs

ADE Top Five: CNA/IAP and GME Alignment

Sue Edman, Director Educator & School Excellence

ADE Top Five: CNA/IAP and GME Alignment

Integrated Action Plans should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure its plan is reflective of the local Comprehensive Needs Assessment.

ADE Top Five: CNA/IAP and GME Alignment

- The school-level IAP (SIAP) will provide the opportunity for a school to address areas of need as identified by a school's CNA, and satisfy the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan.

- The LEA-level IAP (LIAP) will be designed to support the system areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan.

ALEAT: Strategy & Action Steps

Principle 2: Effective Teachers and Instruction

Strategy: Professional Learning Opportunities to support the growth of certificated teachers in instructional strategies.

Action Step: Six teachers will be identified to attend the ADE Teachers' Institute in June (Tucson). Teachers will attend sessions on instructional strategies. The teachers will prepare an in-service for staff upon return.

Tags
TI-SW

ALEAT: Strategy & Action Steps

Principle 2: Effective Teachers and Instruction

Strategy: STEM Programs

Action Step: Buy STEM Supplies

Tags
TIV-A

ALEAT: Strategy & Action Steps

Principle 4: Effective Curriculum

Strategy: Select Response to Intervention Curriculum

Action Step: Teachers will review sub-group data to select a Reading RTI curriculum from current RFP list. District List contains: READ 180, Achieve 3000, & Houghton-Mifflin

Tags
TI-SW
TIII-A

ALEAT: Strategy & Action Steps

Principle 2: Effective Teachers and Instruction

Strategy: Professional Learning Opportunities to support the growth of certificated teachers in instructional strategies.

Action Step: Substitutes will be hired when staff are attending professional development sessions during day.
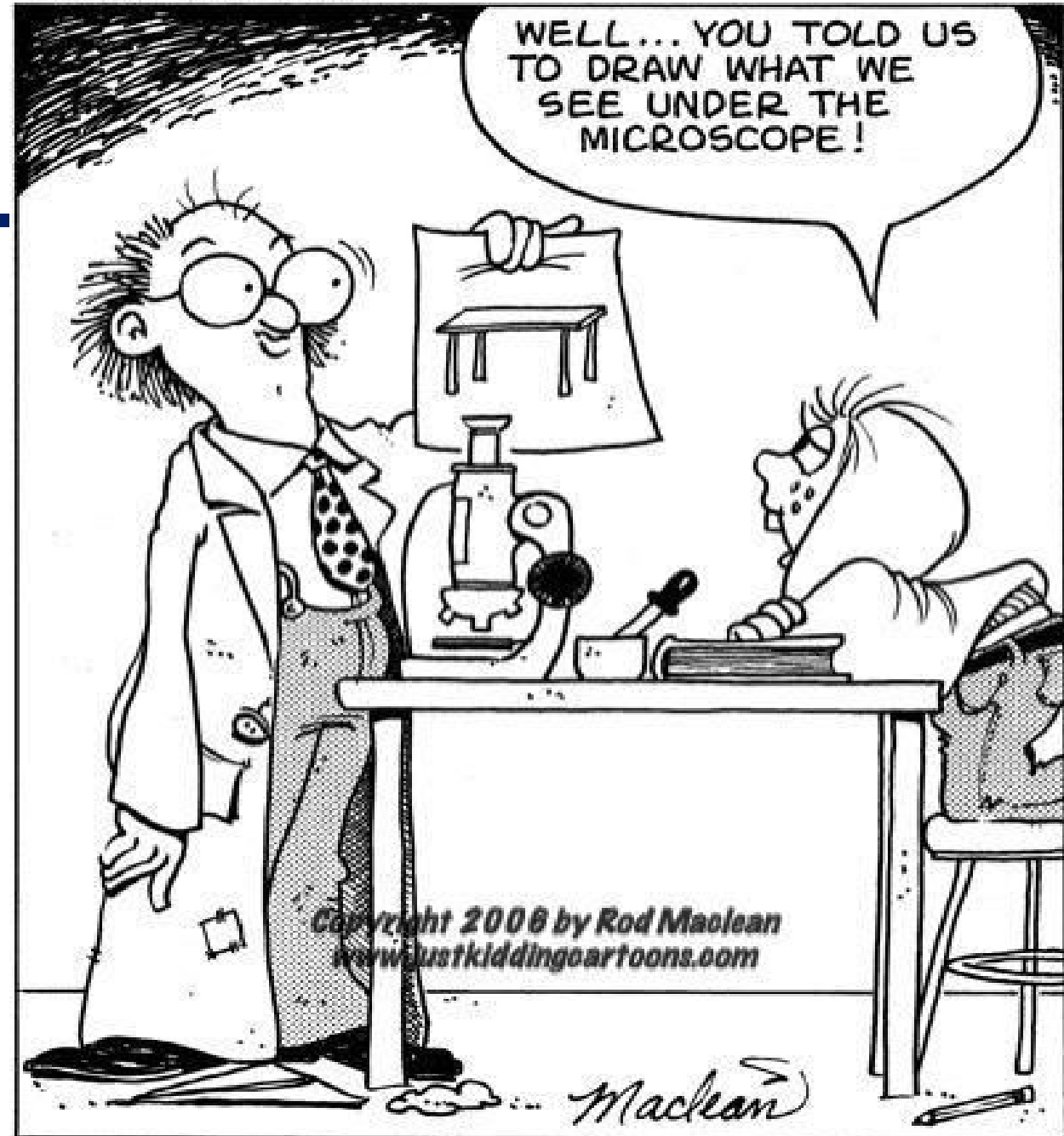
Tags
TII-A
TI-A

ADE Top Five: Specificity

Dustin Loehr, Director of Arts Education & Title IV-A
Keri Schoeff, Safe & Healthy Students Specialist, Educator and School Excellence

Specificity in the Narratives

Specificity for Stipends, Conferences, Travel in the narrative of the grant

- For **stipends**, please include specific details, for example: the rationale for the stipend, number of teachers x the amount per stipend = total

- For **conference registrations**, please include specific details, for example: the name of conference, location, number of administrators x the registration costs = total

- For **travel**, please identify the professional learning opportunities that are being funded. "PD for Teachers" is not specific enough to describe the activity

Specificity in the Narratives

Examples

- School staff to attend professional development for Math Assessment

- Teachers to attend the VEX IQ Summer Institute Programming and Robot Construction workshop for 5 days in Gilbert, AZ on June 4, 2018 to June 8, 2018

- Travel and accommodations for three school administrators to attend a one day training at the Title IV-A Symposium in Prescott, AZ, to include hotel, ground transportation, and per diem. $677.61 (3 x $225.87)

Title IV-A: Specificity in the Narratives

Examples

- Art supplies for grades K-5

- PE equipment for new PE class, to include balls, rackets, cones, and other general PE equipment

- Well-Rounded Education: Title IV Funds to be used for accelerated learning examinations taken by low-income students during the 2018-2019 school year, specifically to pay for AP Testing. (360 students at $53.00 per test). The $53 is after the state subsidies are applied to the overall cost of the initial AP Exam.

ADE Top Five: Supplement Not Supplant/Allowability

Mary Ricci-Marriott, Fiscal Specialist
Nicole von Prisk, Director of Title III & EL Funding

Supplement Not Supplant Definition

Supplement = to add to, not more of the same
Supplant = to replace

- Supplemental expenditures are **above and beyond** what is being provided – or required to be provided – with other monies
  - Not supplemental:
    Teacher's regular contract
    Civil Right's obligations
    Programs/activities provided with other funds

Supplement Not Supplant

Supplement Not Supplant (SNS) is KEY to a compliant Title program!

- Provide detailed and specific information to confirm compliance with SNS
    - Consider the three presumptions
- Ensure collaboration across LEA program areas to identify all activities and funding sources provided at the LEA level
- Have knowledge and understanding of requirements of other laws (SEI Models, Title I, Title VI, EEOA)

Supplement Not Supplant

The Federal government presumes supplanting if…

- expenditures or activities are required by other Federal, State or local laws
- expenditures or activities were funded in previous years by non-Federal funds
  - Remember SNS for Title III is different than other Title funds
- expenditures or activities would be happening in the absence of Federal funds

Allowability

Compliance with Supplement Not Supplant (SNS) does not ensure allowability

- All expenditures must meet criteria for reasonable, allowable and allocable
- Intent and purpose of funds must be met
- Expenditures with other Title funds may impact allowability
  - This is program and situation-specific
- Civil Rights obligations impact allowability for Titles III and IV-A

IAP NARRATIVE: Title III carryover dollars are being requested to purchase much needed laptops and carts for our EL students. Most of our EL Programming is online; however, we do not have the hardware needed to support all of our EL classrooms across the District. The laptops would be purchased and used solely for ELs. The laptops and carts would be assigned only to EL teachers to use with their ELs in their classrooms for the sole purpose of accessing online language acquisition programs. These are online resources teachers use to support their instruction of language development of pre-emergent, basic and intermediate students.

GME NARRATIVE: 100 laptops at an approximate cost of $250 each = $25,000
                                                5 laptops carts/charging stations at an approximate cost of $1100 each = $5,500

Are laptops and carts being provided in non-EL classrooms across the district? Yes

If so, how are they funded?

We are using Bond monies; however, our bond directives are to focus on the core content classes where our dollars would impact the most number of students. This year we are purchasing laptops for science. Next year math, and the following two years English and social studies. The content areas will continue to be on a cycle to refresh laptops that become outdated and can no longer support the new technology required to run online instructional programs. Providing any funding is left, special populations such as ESS and EL will be next.

GME NARRATIVE: **.2 FTE Counselor or Social Worker** **$20,000.000**

IAP NARRATIVE: The services of a Counselor or Social Worker would greatly benefit our student population so that they would be able to concentrate more on their academics. This is a new position that will be hired once grant funds are approved. Because of the high ACEs (Adverse Childhood Experiences) factors, our students need to develop skills to help them address the stressors in their lives. A part-time counselor or social worker would greatly help them.

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

2. Clarify the .2 FTE
- Is this a full-time position and partial salary request or only a .2 FTE position?

3. Does this expenditure meet the intent and purpose of the funds?

ADE Top Five: Coding

Steve Larson, Director Educator & School Excellence
David Gauch, Education Program Specialist - Educator & School Excellence

USFR

Uniform System of Financial Records Chart of Accounts

District Schools - https://www.azauditor.gov/usfr

Charters - https://www.azauditor.gov/reports-publications/charter-schools/manuals-memorandums
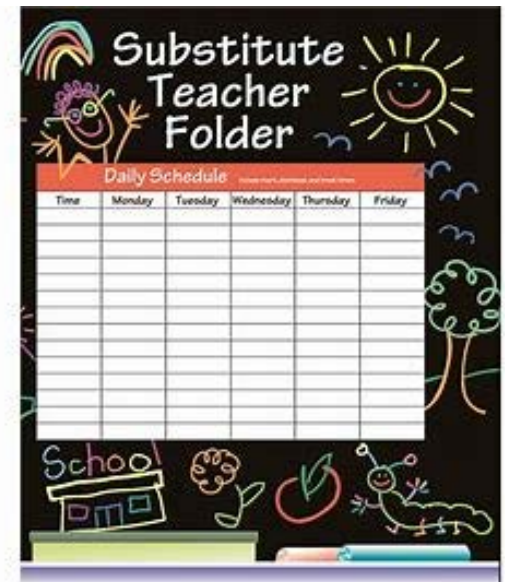
Substitutes

Substitutes to cover classrooms while teachers are attending professional development opportunities.

1000 or 2100?

2100

Conferences

Conference Registration for ADE's Teachers' Institute Conference (Tucson) in June.
6 teachers x $295 registration cost = $1,770   6300-2100

6500-2100

Travel Expenses for ADE's Teachers' Institute Conference (Tucson) in June.
6 teachers at per diem = $3,500

6500-2100

Job Fair

Registration for ADE's Educator Job Fair (Phoenix) in March. $400

6300-2300/2400/2500/2900

Travel Expenses for admin team to participate at ADE's Educator Job Fair (Phoenix) in March (per diem). $1500

6300-2300/2400/2500/2900

Pens, notepads, stress ball and other materials with the school logo for giveaways at ADE's Educators Job Fair. $250

6600-2300/2400/2500/2900
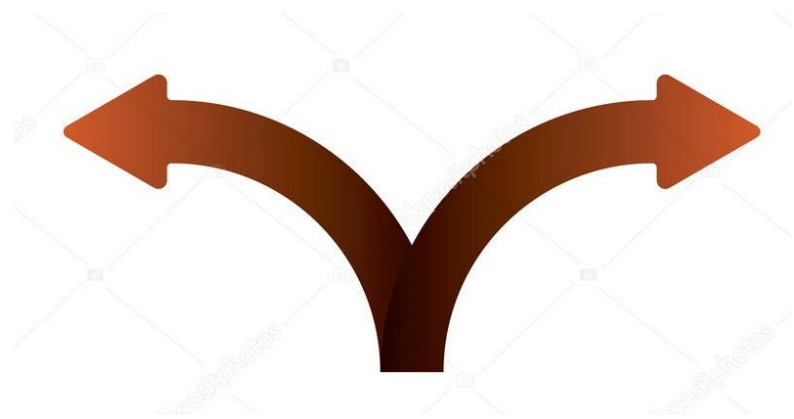
Capital Outlay
(Districts Only)

Cost Less Than $5000	Cost $5000 or More
Furniture and Equipment	
673<u>1</u> or 2	673<u>3</u>
Technology – Related Hardware and Software	
673<u>7</u> or 8	673<u>9</u>

Capital Outlay
(Charters Only)

Cost Less Than $5000	Cost $5000 or More
6600	0190

6600 is also used for general supplies for districts

Title III Only

Up to what percent of your current Title III allocation can be for used for administration (2300)?

2%

Object Codes

6100   Salaries

6200   Benefits

6300   Purchased Professional Services

6500   Other Professional Services

6600   Supplies

6700   Property

6800   Other Expenses

Function Codes

1000 Instruction: Activities dealing directly with the interaction between teachers and students.

Function Codes

2100/2200/2600/2700 Support Services – For Students & Instruction
teachers, paraprofessionals, instructional/academics coaches, mentors, department chairs, guidance counselors, etc.

Function Codes

2300/2400/2500/2900 Support Services – School Administration
principals, assistant principals, deans, district office personnel, etc.

ADE Top Five: Calculations

Katarina Pena, Grants Training Supervisor
Sue Edman, Director Educator & School Excellence

Cross Check Calculations

Set-Aside - Cross check calculation of funds in budget narrative with the set-aside page – <u>especially</u> during a revision.

Does it add up?? – Certified ELD Teacher stipends to work on developing materials to best support the ELD Teachers with the new grammar scope and sequence.

$25/hr for 16 hrs. =

$25/hr for 16 hrs. = $400

Calculate & Cross Check Labels

Clearly Label –

- Set-aside in budget narrative so program specialists can follow the storyline.

  - Example: Summer School Set-Aside 4a - 6100/1000 4 teachers x 20 days x 4 hrs per day x $22.00 = $7,040

- School Allocations – Storyline details per each school/s expenditures

  - Example: Arizona Elementary – Reading Interventionist (1.0 fte) = $45,000
  - Budgeted line items should align with school allocation on the PPA List Section

Resources

We look forward to serving your LEA grant & programmatic needs!

https://gme.azed.gov/

www.azed.gov/titlei/

http://www.azed.gov/hetl/

www.azed.gov/oelas/title-iii/

www.azed.gov/titleiv-a