



**STUDENT-CENTERED FUNDING:
HOW TO APPLY
SUMMER 2018**

OBJECTIVES

- After this session, you will be able to:
 - describe the SCF application requirements and process;
 - identify application requirements that require information about past practice and those that require information about the proposed plan;
 - resolve any questions that stand between you and submitting your SCF application by July 15, 2018.



AGENDA

- Reminders:
 - Purpose of Pilot
 - What is a Student-Centered Funding System?
- Application Requirements
- Application Process & Timeline
- Common Questions
- Resources & Next Steps



CHAT FEATURE

- Use the “chat” feature to type in your questions.
- Send questions to the U.S. Department of Education user listed in the chat.
- We invite questions throughout the presentation, but will answer at specific checkpoints.
- We may hold certain questions if we plan to address the topic later in the presentation.



FOR REFERENCE DURING THIS SESSION

HELPFUL DOCUMENTS

- Please refer to <https://www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html>.
- It is helpful to have a copy of the **updated** application template and the **updated** Frequently Asked Questions handy.
- We will refer to specific items in the application and specific FAQs.





PURPOSE OF THE PILOT

PURPOSE OF THE PILOT

§1501(a)

SEC. 1501. [20 U.S.C. 6491]

FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING.

(a) PURPOSE.—The purpose of the program under this section is to provide local educational agencies with flexibility to consolidate eligible Federal funds and State and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students.



WEIGHTED STUDENT GROUPS

STATUTORY REQUIREMENT

- Section 1501(d)(2)(A)(ii) requires an LEA operating under this flexibility to use weights or allocation amounts that allocate substantially more funding to **English learners and students from low-income families, at a minimum.**
- An LEA may also use weights for students with *any other characteristics associated with education disadvantage, at its discretion.*



WHO IS ELIGIBLE?

LOCAL EDUCATIONAL AGENCIES



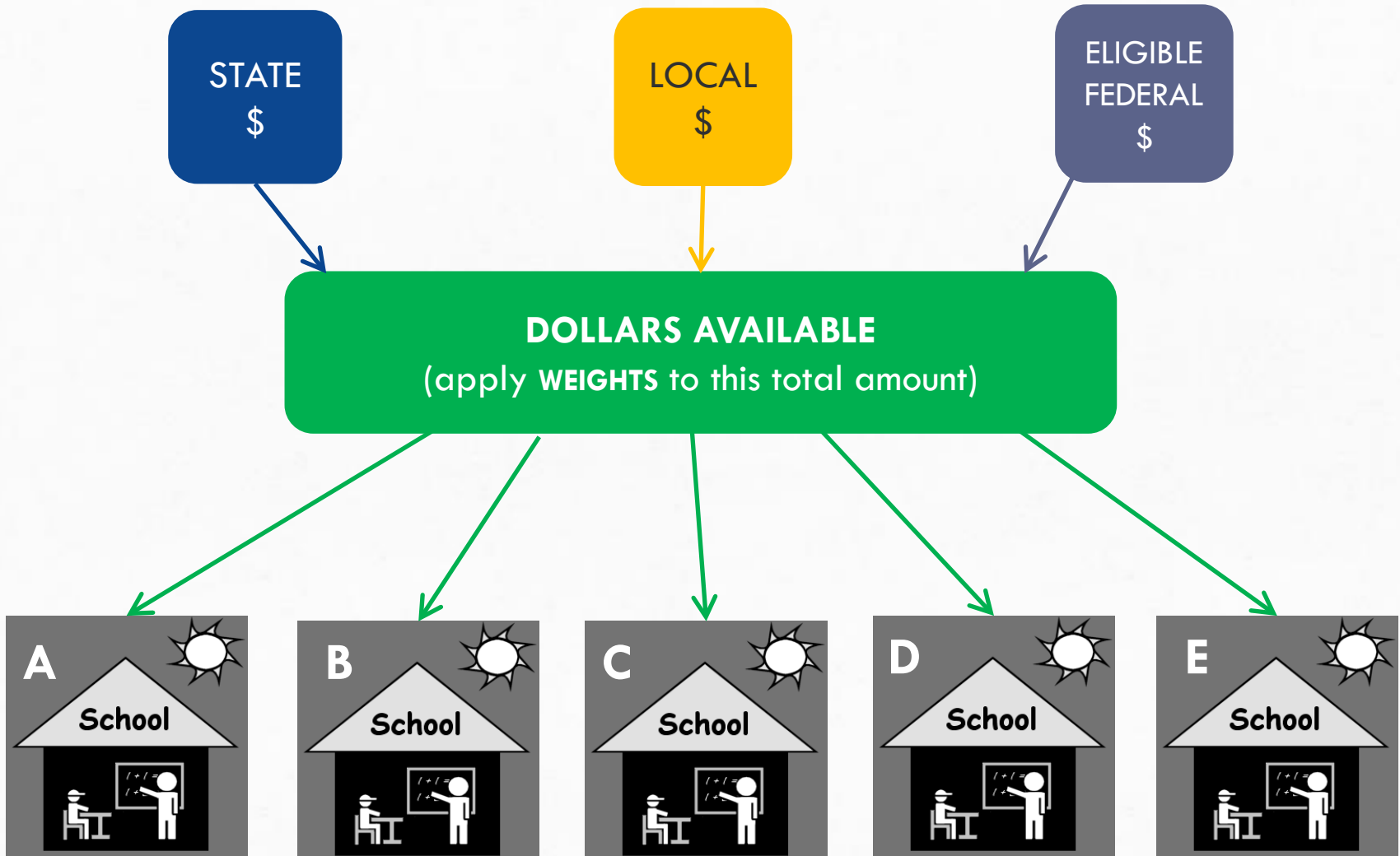
- Eligible applicants are LEAs as defined in ESEA section 8101(30) that may legally implement a student-centered funding system consistent with all requirements of section 1501.
- Charter schools that are LEAs are eligible applicants.
- An LEA must include all schools in the LEA, including any charter schools, when applying the weighted formula.
- There is no required poverty percentage for participation, either at the district or school level.



WHAT IS A STUDENT-CENTERED FUNDING SYSTEM?

STUDENT-CENTERED FUNDING SYSTEM

CONCEPTUAL FRAMEWORK



STUDENT-CENTERED FUNDING PILOT



INCLUDED PROGRAMS

- An LEA may choose to include funds from any of the following Federal programs in its student-centered system:
 - Title I, Part A (could include School Improvement Grant funds)
 - Title I, Part C
 - Title I, Part D, Subpart 2
 - Title II
 - Title III
 - Title IV, Part A
 - Title V, Part B
- An LEA may **not** include IDEA funds or Perkins funds.
- An LEA may **not** include any other Federal funds, such as funds from grants from other agencies.



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- For example, an LEA might decide to use a weighting system such as the below (*exemplar ONLY*):
 - Each student is allocated a base weight of 1.0
 - A student from a low-income family is allocated a weight of 0.5 in addition to the base weight of 1.0 (*i.e.*, a total of 1.5)
 - An English learner is allocated a weight of 0.5 in addition to the base weight of 1.0



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- The LEA decides to include the below portion of funds (simplified)

Funds	Total available	Amount through system	Percentage through system
Local	\$7,000,000	\$5,600,000	80%
State	\$8,000,000	\$6,000,000	75%
Eligible Federal	\$2,000,000	\$1,340,000	67%
TOTAL	\$17,000,000	\$12,940,000	76%

Assumption: The \$4,060,000 *not* run through the formula will support central administration, shared services, etc. Note that all regular requirements apply to any Federal funds not run through the formula.



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- The LEA has 5 schools. Each school has 300 students, but the student populations differ.

School	# students	# from low-income families	# of ELs
A	300	100	80
B	300	200	20
C	300	150	10
D	300	50	16
E	300	78	26
TOTAL	1500	578	152



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- The LEA applies the weights it established for each school.

School	# students	Base weight given # of students	# from low-income families	Extra weight for # from low-income families	# of ELs	Extra weight for # of ELs	Total student weights
A	300	300	100	50	80	40	390
B	300	300	200	100	20	10	410
C	300	300	150	75	10	5	380
D	300	300	50	25	16	8	333
E	300	300	78	39	26	13	352
TOTAL	1500	1500	578	289	152	76	1865



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- As identified previously, the LEA plans to allocate \$12,940,000 across its 5 schools using its SCF.
- The LEA has determined that it has total student weights of 1,865 (see previous slide).
- To determine the dollars per student weight, the LEA divides the total available funds by the total student weights:
$$\$12,940,000 / 1,865 = \$6,938.34 \text{ per student weight}$$
- The LEA will use this amount to calculate dollars available to each school, shown on the next slide.



EXAMPLE

ALLOCATING FUNDS USING A RATIO FORMULA

- The LEA allocates the \$12,940,000 across its 5 schools. Each school has 300 students, but the funds for each school differ because the student populations differ.

School	Total student weights	\$ per student weight	Total school allocation through SCF
A	390	\$6,938.34	\$2,705,951.74
B	410	\$6,938.34	\$2,844,718.50
C	380	\$6,938.34	\$2,636,568.36
D	333	\$6,938.34	\$2,310,466.49
E	352	\$6,938.34	\$2,442,294.91
TOTAL	1865	\$6,938.34	\$12,940,000.00



WEIGHTING STUDENT GROUPS

- The example on the previous slides is illustrative only.
- An LEA seeking flexibility in this pilot **must** include weights, at a minimum, that provide more funds for students from **low-income families** and **English learners** than for students not in these groups.
- An LEA may also include weights for students with *any other characteristics* associated with educational disadvantage chosen by the LEA.
- A school must receive all funds generated by each student in the two required groups (e.g., a student should receive the *cumulative* weights related to being an English learner or a student from a low-income family, at a minimum).





QUESTIONS?



APPLICATION REQUIREMENTS

COVER PAGE

Contact Information and Signatures	
LEA Contact (Name and Position):	Telephone:
NCES District ID (Note: Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch):	
Mailing Address:	Email Address:
By signing this document, I assure that all application contents are true and complete to the best of my knowledge, and I affirm each assurance listed at the end of the document.	
Authorized LEA Representative (Printed Name)	Telephone:
Signature of Authorized LEA Representative	Date:



ITEM 1 SCHOOL YEAR

Forward-
looking

Please indicate the **school year** for which the LEA requests to first use the authority to consolidate and use local, State and eligible Federal funds in a student-centered funding system.

- Note that the Secretary may approve an LEA for a period of not more than three years.
- The agreement may be renewed by the Secretary for additional three-year terms.
 - School Year _____



ITEM 2 WEIGHTS IN THE SYSTEM

Forward-
looking

Identify the weights used to allocate funds within such system, pursuant to ESEA section 1501(d)(1)(A).

- Please complete Table I below or attach information regarding the weights to be used to allocate funds within your system. (Rows may be added to the table as necessary.)

ITEM 2 WEIGHTS IN THE SYSTEM



Table I: School Funding System Weights

Weighted Group	Description of the Weighted Group	Weight
English Learners		
Low-Income Students		



Other Educationally Disadvantaged Students:¹

Weighted Group	Description of the Weighted Group	Weight

Other Weighted Student Groups:²

Weighted Group	Description of the Weighted Group	Weight



ITEM 3 SUBSTANTIALLY MORE FUNDING FOR DISADVANTAGED STUDENTS

Forward-
looking

Describe how the student-centered funding system will use weights or allocation amounts that allocate **substantially more funding** to:

- English learners,
- students from low-income families, **and**
- students with any other characteristics associated with educational disadvantage chosen by the LEA, than to other students, consistent with ESEA sections 1501(d)(1)(A)(iii) and 1501(d)(2)(A)(ii).

STRONG = 15 points **SUFFICIENT** = 8 points **INSUFFICIENT** = 0 points



ITEM 4 HIGH-POVERTY SCHOOLS

Forward-
looking

FUNDS FOR STUDENTS FROM LOW-INCOME FAMILIES & ENGLISH LEARNERS

Describe how the student-centered funding system will **ensure** that each **high-poverty school** receives, in the first year of the demonstration agreement, *more per-pupil funding* from Federal, State and local sources for **low-income students** and *at least as much per-pupil funding* for **English learners** as the school received the year immediately preceding the first year of the demonstration agreement, consistent with ESEA section 1501(d)(2)(A)(iii).

** ESEA section 1501(l)(2) defines a “**high-poverty school**” as a school that is in the highest 2 quartiles of schools served by an LEA, based on the percentage of enrolled students from low-income families.

STRONG = 12 points **SUFFICIENT** = 6 points **INSUFFICIENT** = 0 points



ITEM 5 ELIGIBLE FEDERAL FUNDS INCLUDED

Forward-
looking

Pursuant to ESEA section 1501(d)(1)(B), identify the funding sources, including eligible Federal funds, the LEA will include in the student-centered funding system. Please check all the boxes below that apply.

Note that an applicant **must include State and local funds**, so those funding sources are affirmatively indicated below.



ITEM 5 ELIGIBLE FEDERAL FUNDS INCLUDED

Forward-
looking

- ✓ **Local**
- ✓ **State**
- Title I, Part A: Improving basic programs operated by LEAs
- Title I, Part C: Education of migratory children
- Title I, Part D, Subpart 2: Local prevention and intervention programs for children and youth who are neglected, delinquent, or at risk
- Title II, Part A: Supporting effective instruction
- Title II, Part B, Subpart 1: Teacher and school leader incentive program
- Title II, Part B, Subpart 2: Literacy education for all, results for the nation
- Title II, Part B, Subpart 3: American history and civics education
- Title II, Part B, Subpart 4: Programs of national significance
- Title III, Part A, Subparts 1 & 2: Grants and subgrants for English language acquisition and language enhancement and accountability and administration
- Title III, Part A, Subpart 3: National professional development project
- Title IV, Part A: Student support and academic enrichment grants
- Title V, Part B: Rural education initiative



ITEM 5 ELIGIBLE FEDERAL FUNDS INCLUDED

COMPETITIVELY AWARDED FUNDS

Forward-
looking

- An LEA may, at its discretion, include funds received under a Federal competitive program in the total dollars to which it applies its single weighted funding system.
- Such an LEA must still carry out the scope and objectives, at a minimum, at the level described in the LEA's approved application under which the funds were awarded.

ITEM 6 PORTION OF LEA FUNDING ALLOCATED THROUGH SYSTEM

Forward-
looking

Describe how the student-centered funding system will be used to allocate to schools a **significant percentage**, which shall be agreed upon by the LEA and the Department during the application process, of all the LEA's State and local education funds and eligible Federal funds.

To meet this requirement, consistent with ESEA section 1501(d)(1)(C), identify the amount and percentage of total LEA funding, including State and local funds and eligible Federal funds, that will be allocated through the system by completing Table II.

STRONG = 10 points **SUFFICIENT** = 5 points **INSUFFICIENT** = 0 points



ITEM 6 PORTION OF LEA FUNDING ALLOCATED THROUGH SYSTEM

Forward-looking

Please include data regarding each eligible Federal program, even if the LEA does not plan to include funds from a particular funding source in the student-centered funding system. In that case, provide the total funding available under the relevant grant and indicate that \$0 are allocated through system, as applicable.

An LEA should indicate the portion of each type of funding to be allocated through the student-centered funding system in the first year of implementation. Rows may be added to the table as necessary.

STRONG = 10 points **SUFFICIENT** = 5 points **INSUFFICIENT** = 0 points



ITEM 6 TABLE II

Forward-
looking

Table II: Portion of LEA Funding Allocated Through System

Row 1	Column A	Column B	Column C	Column D	Column E
Row 2	Funds	Fiscal Year	Total Funding	Amount of Funds Allocated Through System	Percentage of Funds Allocated Through System
Row 3	State Funds				[Row 3, column D/Row 3, column C]
Row 4	Local Funds				[Row 4, column D/Row 4, column C]
Row 5	Title I, Part A				[Row 5, column D/Row 5, column C]
Row 6	Title I, Part C				[Row 6, column D/Row 6, column C]
Row 7	Title I, Part D, Subpart 2				[Row 7, column D/Row 7, column C]
Row 8	Title II, Part A				[Row 8, column D/Row 8, column C]
Row 9	Title II, Part B, Subpart 1				[Row 9, column D/Row 9, column C]
Row 10	Title II, Part B, Subpart 2				[Row 10, column D/Row 10, column C]
Row 11	Title II, Part B, Subpart 3				[Row 11, column D/Row 11, column C]
Row 12	Title II, Part B, Subpart 4				[Row 12, column D/Row 12, column C]
Row 13	Title III, Part A, Subparts 1 & 2				[Row 13, column D/Row 13, column C]
Row 14	Title III, Part A, Subpart 3				[Row 14, column D/Row 14, column C]
Row 15	Title IV, Part A				[Row 15, column D/Row 15, column C]
Row 16	Title V, Part B				[Row 16, column D/Row 16, column C]
Row 17	<u>TOTAL FUNDS AVAILABLE TO LEA</u>		<u>[sum of all rows 1-16 above in this column, C]</u>	<u>[sum of all rows 1-16 above in this column, D]</u>	<u>[Row 17, column D/Row 17, column C]</u>



ITEM 7 DATES WHEN LEA WILL UPDATE

UPDATES TO TABLE II

Forward-
looking

If the Department enters into an agreement with an LEA, such LEA will need to annually update the information in Table II.

This applicant, if awarded authority for this flexibility, will update Table II by **[insert date]** to reflect funding for year two of implementation and by **[insert date]** to reflect funding for year three of implementation.

Note: We will accept an approximate date based on an LEA's budget cycle.



ITEM 8 HOW % OF FUNDS ALLOCATED THROUGH THE SYSTEM IS SUFFICIENT

Describe how the student-centered funding system will, pursuant to ESEA section 1501(d)(2)(B)(i), **ensure** that the significant percentage of funds allocated through the student-centered funding system is **sufficient** to carry out the purposes of the demonstration agreement and to meet the requirements of ESEA section 1501(d).



Forward-looking

- **NOTE:** The percentage of funds allocated through the student-centered funding system is the amount calculated in Table II, Row 17, Column E.

STRONG = 8 points **SUFFICIENT** = 4 points **INSUFFICIENT** = 0 points

ITEM 9 HOW \$ NOT ALLOCATED THROUGH THE SYSTEM DOES NOT UNDERMINE OR CONFLICT

Forward-looking

Describe how the student-centered funding system will, pursuant to ESEA section 1501(d)(2)(B)(ii), **ensure** that the State **and** local education funds **and** eligible Federal funds **not** allocated through the system do not undermine or conflict with the requirements of the demonstration agreement.

- **NOTE:** The percentage of funds **not** allocated through the student-centered funding system is the inverse of the amount calculated in Table II, Row 17, Column E.
- To determine this amount:

100% - [Table II, Row 17, Column E]

STRONG = 12 points **SUFFICIENT** = 6 points **INSUFFICIENT** = 0 points



ITEM 10 HOW SYSTEM WILL INCLUDE ACTUAL EXPENDITURES IN MAKING ALLOCATIONS

Forward-
looking

Describe how the student-centered funding system will include all school-level:

- actual personnel expenditures for instructional staff (including staff salary differentials for years of employment) and
- actual non-personnel expenditures in the calculation of the LEA's State and local education funds and eligible Federal funds when calculating the significant portion of funds to be allocated to the school level consistent with ESEA section 1501(d)(2)(A)(v).



STRONG = 10 points **SUFFICIENT** = 5 points **INSUFFICIENT** = 0 points

ITEM 10 HOW SYSTEM WILL INCLUDE ACTUAL EXPENDITURES IN MAKING ALLOCATIONS

EXAMPLE

- One way to meet this requirement is for an LEA to affirm that it will use the formula (and only the formula) to make allocations to schools from the portion of funds that go through the student-centered funding system.
- **See FAQ C-9 (*added May 31, 2018*).**



ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES

Forward-
looking

Describe how the LEA will, after allocating funds through the system, charge schools for the per-pupil expenditures of State and local education funds and eligible Federal funds, including:

- actual personnel expenditures (including staff salary differentials for years of employment) for instructional staff and
- actual non-personnel expenditures, consistent with ESEA section 1501(d)(2)(C).

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES

Forward-
looking

- This requirement is primarily about how the LEA will ensure that each school has access to, and receives the benefit of, the full amount of funds it generates through the weights in the LEA's formula.
- We have received questions about how an LEA can plan effectively to meet this requirement.



ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



EXAMPLES - BUDGETING

- To be most precise, an LEA would project personnel expenditures for each employee when budgeting.
- If this is not administratively feasible an LEA might use average salaries for **budget planning only**. In this case, the LEA should provide specific information about its budgeting approach in the application.
 - To make calculations most precise, an LEA could narrow the averages *within ranges of experience or education*.
 - Use of average salaries alone would **NOT** suffice for meeting the charging requirements.

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



EXAMPLE – ADJUSTING USING A DATE CERTAIN

- Regardless of budget preparation, an LEA may also need a method to adjust school-level budgets once actual expenditure information is known.
- An LEA might pick a date certain at or near the beginning of the school year and calculate actual personnel and non-personnel costs for the entire year as of that date.
- The LEA would compare those actual costs to the amount each school was charged during the budget process and make adjustments. The adjustments would suffice for the remainder of the school year.

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



EXAMPLE – ADJUSTING USING FINAL EXPENDITURE DATA

- Another option is for an LEA to review actual school-level expenditures at the close of each fiscal year and compare those actual expenditures to the amount of funds that each school was charged during the budget process.
- The LEA would then make funding adjustments in the subsequent year to ensure that each school has access to the full amount of funds determined by the formula for the prior year.

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



CAVEAT RELATED TO EXAMPLES

- Section 1501(d)(2)(A)(iii) requires that high-poverty schools receive more per-pupil funds for students from low-income families and at least as much funding for English learners in the first year of a demonstration agreement.
- Section 1501(e)(1) requires continued demonstration that such a school receives at least as much funding for such students in each successive year as the school did in the preceding year.
- **See FAQ C-10 (added May 31, 2018).**

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



CAVEAT RELATED TO EXAMPLES

- Adjustments made to correct a prior year's shortfall must count toward meeting these requirements *in the year when the funds should have been received*; such funds do not serve to meet the requirements with respect to a subsequent year.
- The next slide provides an example of what this means in practice.

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



CAVEAT RELATED TO EXAMPLES

- If the formula says a school should receive \$2M for SY 2020-2021 & the LEA determines that the same school should have received \$200,000 more in SY 2019-2020 than it actually did (as a result of adjustments for actual expenditures), then the school must receive \$2.2M for 2020-2021.
- However, for the purposes of meeting the requirements that each high-poverty school receive more per-pupil funds for students from low-income families and at least as much funding for English learners in the 1st year & that such a school receives at least as much funding for such students in each successive year as the school did in the preceding year, **only the \$2M generated by the formula counts for this school in 2020-2021.**

ITEM 11 CHARGING SCHOOLS FOR ACTUAL EXPENDITURES



CAVEAT RELATED TO EXAMPLES

- To recap - additional funds received due to adjustments for a prior year would be **on top of** the amount a school receives in a given year.
- An LEA must meet the requirements that a high-poverty school receives more per-pupil funds for students from low-income families and at least as much funding for English learners in the 1st year & receives at least as much funding for such students in each successive year as the school did in the preceding year on the basis of the formula, not including any additional \$ received by adjustment.

NOTE ON REPORT CARD REQUIREMENTS

PER-PUPIL EXPENDITURE REPORTING ON LEA REPORT CARDS

- Regardless of an LEA's participation in the student-centered funding pilot, the LEA must use actual personnel expenditures (including staff salary differentials for years of employment) and actual non-personnel expenditures for purposes of reporting per pupil expenditures on LEA report cards, consistent with ESEA sections 1111(h)(1)(C)(x) and 1111(h)(2).



ITEM 12 HOW SYSTEM WILL SUPPORT STUDENT ACADEMIC ACHIEVEMENT

Forward-looking

Describe how the student-centered funding system will support the academic achievement of students, including:

- low-income students;
- the lowest-achieving students;
- English learners; and
- children with disabilities, consistent with ESEA section 1501(d)(1)(A)(iv).

STRONG = 15 points **SUFFICIENT** = 8 points **INSUFFICIENT** = 0 points



ITEM 13 STATE & LOCAL PER-PUPIL FUNDS DATA FOR YEAR PRECEDING IMPLEMENTATION

Backward
looking

Consistent with ESEA section 1501(d)(1)(D), identify the per-pupil expenditures of State and local education funds for each school served by the LEA for the fiscal year immediately preceding the year in which the LEA will first use the flexibility. This must include:

- actual personnel expenditures (including staff salary differentials for years of employment) and
- actual non-personnel expenditures.
 - For example, if applying to use the flexibility in school year 2019-2020, an LEA should provide these data for school year 2018-2019. If such data are not yet available, **please indicate the date** by which they will become available.



ITEM 14 PER-PUPIL ALLOCATIONS OF ELIGIBLE FEDERAL FUNDS (TABLE III)

Backward
looking

Consistent with ESEA section 1501(d)(1)(E), identify the per-pupil amount of eligible Federal funds each school served by the LEA received in the fiscal year preceding the year in which the LEA will first use the flexibility, disaggregated by the programs supported by the eligible Federal funds. This should only include funds that were received by (*i.e.*, allocated to) schools.

- For example, if applying to use the flexibility in school year 2019-2020, an LEA should provide these data for school year 2018-2019.

ITEM 14 PER-PUPIL ALLOCATIONS OF ELIGIBLE FEDERAL FUNDS (TABLE III)

Backward
looking

When responding to questions 13 and 14 above, please complete Table III or attach the same required information. Note that question 13 above addresses per-pupil **expenditures** of State and local education funds for each school served by the LEA while question 14 asks the LEA to specify funds received by (*i.e.*, **allocated** to) a school, disaggregated by eligible Federal program. Rows may be added to the table as necessary.

- **NOTE:** This information is only required for those eligible Federal funding sources the LEA will include in the system.
- If an LEA is *not* including an eligible Federal funding source listed below in its system, it is not required to provide information for that funding source.



ITEM 14 PER-PUPIL ALLOCATIONS OF ELIGIBLE FEDERAL FUNDS (TABLE III)



Table III: Per-pupil Funds by School

School	Grades	State funds (expenditures)	Local funds (expenditures)	Title I, Part A (funds received/allocated)	Title I, Part C (funds received/allocated)	Title I, Part D, Subpart 2 (funds received/allocated)
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School	Grades	State funds (expenditures)	Local funds (expenditures)	Title I, Part A (funds received/allocated)	Title I, Part C (funds received/allocated)	Title I, Part D, Subpart 2 (funds received/allocated)



ITEM 15 MEETING PROGRAM PURPOSES

Forward-
looking

Consistent with ESEA section 1501(d)(1)(F), describe how the LEA will ensure that it will meet the purposes of each Federal program whose funds are allocated through its system, including serving students from low-income families, English learners, migratory children, and children who are neglected, delinquent, or at risk, as applicable.

- **NOTE:** This information is only required for those eligible Federal funding sources the LEA will include in the system.
- If an LEA is *not* including an eligible Federal funding source listed below in its system, it is not required to provide information for that funding source.

STRONG = 12 points **SUFFICIENT** = 6 points **INSUFFICIENT** = 0 points



ITEM 15 MEETING PROGRAM PURPOSES

Forward-
looking

- An LEA must ensure that funds provided through the system will allow the LEA to continue to meet all of its obligations to serve the students in its schools.
- An LEA that receives flexibility under this program must still meet the purposes of each included Federal program and must describe how it will do that in the application.

ITEM 15 MEETING PROGRAM PURPOSES

EXAMPLE

- An LEA meets the purposes of Title IV, Part A if it implements activities collectively in its schools that address each of these purposes.
- An LEA need not, for example, meet the percentage requirements in ESEA section 4106(e)(C) and (D) or prioritize funds to certain schools under section 4106(e)(2)(A).



ASSURANCES

Forward-
looking

Please check each assurance. The LEA assures that:

- It has the legal authority to use the State and local education funds consistent with its proposed system of weighted per-pupil allocations;
- It developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in an LEA that has charter schools), administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders;
- If it consolidates funds from a competitive grant under an eligible Federal program, it will carry out the scope and objectives, at a minimum, at the level described in the application under which the funds were awarded;
- It will meet all continued demonstration requirements pursuant to ESEA section 1501(e);
- It will use fiscal control and sound accounting procedures that ensure proper disbursement of, and accounting for, eligible Federal funds consolidated and used under such system, including by ensuring that costs are reasonable and necessary;
- It will continue to meet the requirements of ESEA sections 1117, 1118 and 8501;
- It will meet the requirements of all applicable Federal civil rights laws in carrying out the agreement and in consolidating and using funds under the agreement;
- It will use, for administrative purposes, not more than the percentage of funds allowed for such purposes under each eligible Federal program; and
- For eligible Federal funds *not* allocated through the student-centered funding system, it will continue to meet all applicable program and fiscal requirements.





QUESTIONS?



APPLICATION PROCESS & TIMELINE

STUDENT-CENTERED FUNDING PILOT

APPLICATION INFORMATION

- For LEAs wishing to implement in 2019-2020, applications are due on **July 15, 2018**.
- The application is available at www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html.
- Federal peer reviewers will read and score applications.
- In order to establish a local flexibility demonstration agreement, the Department will contact the highest-rated LEAs, which may result in changes to an LEA's proposed system.



APPLICATION SUBMISSION

GUIDELINES

DO	DON'T
Send completed application to WeightedFundingPilot@ed.gov .	Don't include hyperlinks in the application. Information accessible only through a hyperlink will not be reviewed.
Number the pages of the application submission for smooth review.	
Provide a table of contents if application submission includes any appendices.	





QUESTIONS?



COMMON QUESTIONS



WHAT CHANGED BETWEEN THE OLD AND NEW TEMPLATE?



IN GENERAL

- Updated numbering (there are no longer “sub-items”)
- Consolidated related questions; enumerated separate questions
- Adjusted point values (binary questions do not carry points, though responses are still required)
- Clarified data expected in Tables II and III
- **PLEASE USE THE UPDATED (MAY 16) TEMPLATE ONLY.**

WHAT CHANGED BETWEEN THE OLD AND NEW TEMPLATE?



TABLE II: PORTION OF LEA FUNDING ALLOCATED THROUGH SYSTEM

- Updated version includes rows for each grant within eligible Federal programs
- Requires an LEA to include data about **EACH** eligible Federal program so that the % of total eligible funds can be determined
- New row 17 requires LEA to show the total amount and percentage of all eligible funds that it plans to allocate through the system
- Rows and columns now have #s, letters, and clearer instructions

WHAT CHANGED BETWEEN THE OLD AND NEW TEMPLATE?



TABLE III: PER-PUPIL FUNDS BY SCHOOL

- For State & local funds – no longer requests estimates if actuals are not available. Rather, if actuals are not available (which is likely), an applicant will provide the **date** when such information will become available.
- Amounts for Federal funds are still the funds received by (i.e., allocated to) a school, so data should be available at the point of application.
- **If an LEA holds an entire grant at the LEA level and does not allocate it to schools, state as much.**

MEMBERSHIP/ENROLLMENT



- An LEA may determine how to count membership or enrollment so long as the LEA does so in a clearly articulated manner that applies consistently across schools in the LEA.
- An LEA could update the count, including the overall enrollment or membership and the count of students in weighted categories, one or more times during a school year.

EQUITABLE SERVICES

LEA RESPONSIBILITY



- An LEA that enters into a local demonstration flexibility agreement must continue to meet the requirements of ESEA section 1117, which requires an LEA to provide **equitable services** to eligible private school students, their teachers, and families under Title I, Part A and section 8501, which requires **equitable services** to eligible private school students, their teachers, or other educational personnel under other covered programs.
- Such funds would come “off the top” before the LEA applies the formula.
- **See FAQs A-2 and A-4.**

IDENTIFYING TITLE I SCHOOLS

LEA RESPONSIBILITY



- An LEA must **continue to identify participating Title I schools**, based on the percentage of low-income students under ESEA section 1113(a)-(b) and the amount of Title I, Part A funds, in the aggregate, that the LEA receives.
- However, the LEA need **not comply with the allocation requirements** under ESEA section 1113(c)(1)-(2) (i.e., to allocate Title I, Part A funds to specific schools) if those funds are consolidated in the LEA's student-centered funding system.

MEETING FISCAL REQUIREMENTS



MAINTENANCE OF EFFORT, SUPPLEMENT NOT SUPPLANT & COMPARABILITY

- Using an SCF should not affect maintenance of effort (MOE) since MOE is determined at the LEA (not school) level.
- Implementing with fidelity an SCF should allow an LEA to demonstrate it is meeting supplement not supplant requirements.
- It may be advantageous to an LEA implementing an SCF to demonstrate comparability based on funds rather than staff-student ratios.
- **See FAQ A-3.**

ROLE OF AN SEA



- An SEA need not approve an LEA's SCF application.
- An SEA may not prevent an LEA from applying unless there is a State statutory or regulatory reason an LEA may not implement an SCF system.
- An LEA that receives flexibility under this pilot would not be required by Federal statute to submit individual applications for each program, since the LEA would not be implementing separate programs. Please note that an SEA will still require certain information from the LEA in order to make allocations and perform appropriate oversight.
- SEAs will be notified if an LEA is approved to participate in this pilot.

ACCOUNTING FOR AND DRAWING DOWN FEDERAL GRANT FUNDS



- Accounting and draw downs could occur proportionately across included Federal programs, sequentially, or in another logical, well-articulated manner.
- An LEA would provide an auditor a copy of the approved application and relevant program information.



RESOURCES & NEXT STEP

STUDENT-CENTERED FUNDING PILOT

RESOURCES

- More information is available at:
www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html
- Please send questions to
WeightedFundingPilot@ed.gov