

# **2016 Wisconsin Federal Funding Conference Session Descriptions**

## **Introduction to Title I, Part A Funding (Tuesday)**

Title I is a federal program that provides funds to school districts and schools with high percentages of children from low-income families to support a variety of services to students struggling to meet state academic achievement standards. This session will provide participants with information on how Title I grant allocations are determined and when and how the funds can be used in the school district.

## **Wisconsin Uniform Financial Accounting Requirements (WUFAR) 101 (Tuesday)**

This section will present basics on WUFAR and is meant for program staff or new business staff. All school districts in Wisconsin, including Independent Charter Schools must submit financial reports, including grant budgets and claims, to DPI using the state's established school district accounting coding system. This session will break down the codes so program staff can understand the structure and the importance of understanding this reporting requirement. Program staff will learn what pieces matter to the program and how having this knowledge, along with communication between the program and business office, will improve the school district's management of funds. If you are a seasoned fiscal staff person, this session will be an introduction to WUFAR and will provide information already well known to those staff who work with WUFAR on a regular basis. The session will consist of 40 minutes of presentation and a 20 minute hands-on activity in which teams are provided funding scenarios and WUFAR account strings, and participants must fit the pieces together. This is the same activity that was done at the 2015 Federal Funding Conference.

## **Property and Procurement Regulations under the Federal Uniform Grant Guidance (Tuesday)**

School districts receiving federal funds, including IDEA and Title I funds, must comply with federal procurement regulations when purchasing goods and services with those funds. This presentation will explain procurement and property management rules under the Uniform Grant Guidance, including new purchasing thresholds, required written procedures, and mandatory reporting. The speaker will address safeguarding property purchased with federal funds and steps for equipment disposal. This session will be relevant to both business and program area staff.

## **Introduction to IDEA Funding (Tuesday)**

Funds under the Individuals with Disabilities Education Act (IDEA) are provided to school districts on an entitlement basis to support programs and services for students with disabilities. In general, the funds are to be used for the excess cost of providing special education instruction and related services.

This session will provide the participants with introductory information on how IDEA grant allocations are determined and when and how the funds may be used. There will be a focus on allowed costs and some common funding errors that are made. This session is designed for program and business office staff new to special education funding.

## **Allowable Costs under the Federal Uniform Grant Guidance (Tuesday)**

The Uniform Grant Guidance identifies 55 selected items of cost as either allowed or disallowed when using federal grant funds. The speakers will review the cost items in the regulations as they relate to ESEA and IDEA grants. The session will also cover the new requirement for school districts to have written procedures regarding determining allowability of costs, as well as the new time and effort documentation standards for staff funded with federal funds.

### **Internal Controls, Policies, and Written Procedures (Tuesday and Wednesday)**

The Uniform Grant Guidance includes a focus on strengthening internal controls and requiring written procedures. This session will walk through the fiscal requirements and provide subrecipients with tips on writing procedures that ensure compliance with those requirements. The presenter will discuss when written procedures might be monitored by DPI, how the process of DPI monitoring will occur, and what step by step procedures may be deemed necessary to be in compliance with the Uniform Grant Guidance.

### **Introduction to Title II, Part A Funding (Tuesday)**

Title II, Part A is a federal program that provides funds to eligible school districts for training, hiring, and retaining skilled educators. School districts are required to target funds to schools that have the lowest proportion of highly qualified teachers, the largest average class size, or are identified for improvement. This session will provide participants with information on how Title II, Part A grant funds can be used by the school districts as well as the equitable participation requirements for private schools.

### **Title I Schoolwide and Targeted Assistance Programs (Tuesday)**

Title I schools are either Title I “Schoolwide” or “Targeted Assistance.” Title I Schoolwide programs have great latitude to determine how to organize their operations and allocation the multiple funding sources available to them. Title I Schoolwide programs also gain flexibility in other federal funding programs such as IDEA. Unlike a schoolwide program, Title I funds in a Targeted Assistance school must be used to improve the academic achievement of identified Title I students. This session will review the differences between the two programs and provide examples of allowable costs for each program type.

### **Big Changes: Students with Disabilities, Open Enrollment, and Vouchers (Tuesday)**

Beginning with fiscal year 2016-17, districts will need to implement changes in policy regarding students with disabilities' open enrollment and enrollment in private schools. The presenters of this session will provide the participants with background and updates, as well as a discussion on how these changes will impact the state's Transfer of Service program and Federal requirements such as IDEA's maintenance of effort and equitable services provisions.

### **Introduction to IDEA Maintenance of Effort Requirements (Tuesday)**

A complicated and complex topic, this session will break down the IDEA regulation that requires school districts to maintain local spending amounts on special education in exchange for the IDEA grant funds. During these difficult economic times, it is vital that all school district staff understand this requirement and how seemingly unconnected decisions may impact a school district's IDEA MOE level.

### **Title I Equitable Participation for Private School Students (Tuesday)**

School districts are required to provide Title I services to eligible children attending private schools, their teachers, and their families. These services may include supplemental instruction, professional development, and parent involvement that are equitable to those provided to eligible public school children, their teachers and their families. This session will review how school districts need to work with private schools to determine programming, amount of funds that must be allocated, and how funds can be spent.

### **Resources to Meet the Needs of Students Experiencing Homelessness (Tuesday)**

Children and youth experiencing homelessness face many challenging issues on a daily basis. This session will explore and identify federal, state, and local resources that may help school districts remove barriers in order to ensure students experiencing homelessness have the opportunity to fully participate in their education.

### **How Whole Grade Sharing will Impact Federal Funds (Tuesday)**

The Final 2015-17 Biennial Budget allows two or more school districts to consolidate pupils in a particular grade level by offering that grade in only one of the participating districts. A panel of content experts will provide a brief overview of Whole Grade Sharing and discuss how it may or may not impact various Federal programs.

### **High Cost Special Education Aid Overview (Tuesday)**

The High Cost Special Education Aid program is a financial resource for Wisconsin school districts, independent charter schools, CESAs, or CCDEBs serving students with disabilities whose needs are particularly costly. This session will cover the rules regarding reimbursement of eligible costs, how and who submits claims for high cost expenditures, and changes in state funding that will impact the program.

### **Indirect Cost Recovery and Federal Funds (Tuesday)**

The total cost of operating a program that receives federal funding includes items like utilities, IT support, bookkeeping, human resources – anything and everything necessary to keep the organization itself up and running. When expenses are shared among programs, or among functions within the organization (e.g., management, accounting, phone communications), they are defined as indirect costs. Tracking and recovering these costs are among the biggest challenges for a school district. This session will review how indirect cost rates for school districts are established, what costs are or should be considered "indirect," and how a school district can budget and claim indirect cost recovery through their federal grant programs.

### **WISEgrants: The Future is Here (Wednesday)**

DPI staff are very excited to unveil WISEgrants, the new federal grants management system. In 2016-17, ESEA and IDEA formula grants will be accessed through this portal, with other federal program and discretionary grants to follow. The system has been designed to meet the needs of the school districts, focusing on a one-stop shop accessing assurances, subaward documents, budgets and claims. A goal of WISEgrants is to give school districts an accessible way to view their district-wide federally funded programs to support blended activities and future compliance requirements.

### **Overview of the Every Student Succeeds Act (Wednesday)**

The Every Student Succeeds Act (ESSA) was passed by Congress and signed into law by President Obama in December. This new law makes major changes to State and district responsibilities under the Elementary and Secondary Education Act (ESEA). This session will cover the major differences between the two laws – including both programmatic and fiscal differences -- when changes will go into effect, and what the next steps will be for implementation.

### **Using Federal Funds to Serve Students who are English Learners (Wednesday)**

Rural, suburban, and urban school districts across Wisconsin are enrolling students who are English Learners (ELs) in increasing numbers. Educators and school/district administrators need to know the resources available to serve this diverse population and the requirements governing those resources.

This session will focus on how school districts can use funds from Title I and Title III to meet the needs of students who are English Learners and the documentation required under the Every Student Succeeds Act (ESSA).

### **Overview of Carl E. Perkins Funding (Wednesday)**

Carl Perkins is a federal program designed to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs. Federal funding is distributed between DPI and Wisconsin Technical College System. This session will discuss the purpose of Carl Perkins, the distribution of funds, the permissible use of funds, and meeting the core indicators of performance.

### **How IDEA Funds Can Support General Education's Role in Results Driven Accountability (Wednesday)**

This session will provide an overview of two very flexible funding options available under the Individuals with Disabilities Education Act: the Coordinated Early Intervention Services (CEIS) and Title I Schoolwide set-asides. Under the Title I Schoolwide set-aside option, school districts with Title I Schoolwide schools are allowed to set aside a portion of their IDEA grant to support activities, not just special education, in a Title I Schoolwide program. Under the CEIS option, all school districts that receive an IDEA allocation are allowed to use a portion of their grant to fund academic or behavioral interventions for students without disabilities. This session will review how to determine the amounts that may be set-aside, how it is budgeted and accounted for, and how the funds may be spent.

### **Highly Qualified Teacher Requirements and the Impact on Federal Funds (Wednesday)**

Several federal grants require school districts to only hire highly qualified teachers and paraprofessionals. This session will help school districts understand what documentation is needed to demonstrate that staff are highly qualified, what happens if this requirement is not met, and how this requirement impacts federal funds.

### **What you need to know: Contracting with CESAs under the Uniform Grant Guidance (Wednesday)**

In Wisconsin, most school districts contract with their CESA for various educational services - everything from program administration to professional development to direct student services. These contracts and third party grant arrangements must be aligned with the requirements under the Uniform Grant Guidance. This session will explore existing CESA / District contractual relationships and discuss best practice in regards to Federal requirements, such as IDEA's Maintenance of Effort provisions, as well what processes need to be updated to align both CESAs and school districts with the Uniform Grant Guidance.

### **Fiscal Management of Federal Funds for Independent Charter Schools (Wednesday)**

Every sub-recipient of a Federal award, including Independent Charter Schools, is required to have a financial management system that is sufficient to determine that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. This session will focus on the fiscal management required of an Independent Charter School receiving federal funds such as identification of the award, accounting systems, internal controls, safeguarding of assets, written procedures for determining allowability of costs, budget controls, supporting documentation, and reporting.

### **Keynote – Federal Funding & Legislation Updates: A Perspective from DC (Wednesday)**

This session will summarize current budget, appropriations, and policy discussions in the U.S. Congress and federal agencies. Attendees will learn about how sequestration will affect federal funding in the coming years, what Congress is working on (or not working on) in the coming year, and what implementation of the Every Student Succeeds Act will look like and what reauthorization chances now look like for the Individuals with Disabilities Education Act (IDEA)

### **IDEA Equitable Participation for Private School Students (Wednesday)**

School districts are responsible for setting aside a portion of their IDEA allocation to provide special education instruction and related services to students with disabilities who are placed in private schools by their parents. This session will review how to determine the amount that must be set-aside, how the funds must be spent to meet the requirement, and how it will be budgeted and accounted for under WISEgrants.

### **How the Community Eligibility Provision Impacts the Title I Program (Wednesday)**

The Community Eligibility Provision (CEP) was a program developed by the US Department of Agriculture that is intended to improve access to free school meals in eligible high poverty districts and schools while removing the burden of collecting free and reduced price lunch applications. However, even in CEP schools, socio-economic data is needed for programs like Title I Accountability and SAGE. This session will provide participants with a brief overview of the CEP program and considerations districts implementing CEP need to take into account in order to be in compliance with other programs that require socio-economic data.

### **DPI's Fiscal Monitoring Risk Assessment and Monitoring Plan (Wednesday)**

Even though your school district may no longer be required to have a federal single audit performed, there are monitoring requirements placed on the state. The Uniform Grant Guidance includes requirements for pass-through entities to evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. This session will focus on how DPI plans to meet these monitoring requirements. It will discuss the risk factors used in evaluating a sub-recipient and how the evaluation of those risk factors is used in determining the appropriate level of monitoring per sub-recipient.

### **Overview of 21st Century Community Learning Centers (CLC)**

CLC is a federal program designed to create community learning centers that provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. Community learning centers must also offer families of these students literacy and related educational development. In addition to public school districts, other entities may apply for and be awarded grants as fiscal agents for 21st Century CLC funds. These include private schools (including religious schools, and community based organizations (including those that are faith based). Federal funding for CLC is passed through DPI from the US Department of Education. This session will discuss the purpose of CLC, the distribution of funds and the permissible use of funds.