

Office of Federal Programs COVID-19 Updates

Frequently Asked Questions and Flexibilities Offered During the Crisis

March 17, 2020

Updated April 15, 2020

Special Note: This document will be updated regularly. If an article, question or answer to a question is updated, the most recent information will be placed at the end of the article or question and will be italicized and indented.

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Administrative Relief and Flexibilities

On March 19, Office of Management and Budget (OMB) provided a memorandum to state agencies revealing administrative relief for recipients of federal financial assistance ([link here](#)). The memorandum provides short term relief for administrative, financial management and audit requirements under 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

The Ohio Department of Education's Office of Federal Programs, along with other offices, will be reviewing the latest information to determine what flexibilities may be afforded to Ohio's public school districts and nonpublic schools and applicants of federal education funds. Information on the flexibilities will be communicated directly through the Department's Comprehensive Continuous Improvement Plan (CCIP) Notes to superintendents, treasurers and federal program contacts.

Update April 7, 2020:

The recently enacted [Coronavirus Aid, Relief, and Economic Security Act \(CARES Act\)](#) provides the U.S. Secretary of Education with additional waiver authority of specific ESEA requirements listed below. The Ohio Department of Education applied for and was approved by the U.S. Department of Education for the waivers below.

Available Flexibility for Federal Fiscal Year (FY) 2019 (State Fiscal Year 2020)

The waiver opportunities below are only available for this current school year (SY 2019-2020)

1. **Title I, Part A Carryover limitation** for Federal fiscal year (FY) 2019. This waives the requirement that limits a State Education Agency's (SEA) ability to grant to its Local Education Agencies (LEAs) a waiver of the 15 percent Title I, Part A carryover limitation in section 1127(a) more than once every three years.
2. **Period of availability of FY 2018 funds:** This extends the period of availability of FY 2018 funds for programs in which the SEA participates under its approved consolidated State plan until September 30, 2021. The following grants are applicable:
 - Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, section 1003A direct student services, if applicable, and Title I, Part D, Subpart 2
 - Title I, Part B of the ESEA (State Assessment Formula Grants)
 - Title I, Part C of the ESEA (Education of Migratory Children)
 - Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
 - Title II, Part A of the ESEA (Supporting Effective Instruction)
 - Title III, Part A of the ESEA (English Language Acquisition, Language

- Enhancement, and Academic Achievement)*
 - *Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)*
 - *Title IV, Part B of the ESEA (21st Century Community Learning Centers)*
 - *Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)*
 - *McKinney-Vento Education for Homeless Children and Youth Program*
3. **Title IV, Part A flexibility for LEAs receiving \$30,000 or more in allocation:** *This waiver includes the following:*
- *Needs assessment requirements in section 4106(d) for the 2019-2020 school year.*
 - *Content area spending requirements in section 4106(e)(2)(C), (D), and (E): the requirements to use a minimum percentage of Title IV, Part A funds for activities under sections 4107, 4108 and 4109 for FY 2019 funds and any available FY 2018 carryover funds.*
 - *Spending limitation in section 4109(b): the 15 percent limit on the use of funds under section 4109 to purchase technology infrastructure for FY 2019 funds and any available FY 2018 carryover funds.*
4. **The definition of professional development** *in section 8101(42) of the ESEA for the 2019-2020 school year. This waiver will allow LEAs to conduct time-sensitive, one-time or stand-alone professional development focused on supporting educators in providing effective distance learning.*

Additional Administrative Relief the Ohio Department of Education is Considering

The Ohio Department of Education (ODE) is requesting all flexibility that is specified under the CARES Act and offered by the U.S. Department of Education (USED). The streamlined waiver requests submitted on April 7, 2020 may not represent all of the flexibilities ODE will seek from the USED. Some examples of additional flexibilities the ODE may request to the USED or seek clarification include the following:

- **Waive the rules/law regarding the ability for districts to only be able to draw and use federal funds to the date in which their consolidated or individual grant are in a substantially approval state:** We hope to allow districts to be able to draw federal funds for costs back to July 1, 2020 regardless if they submit their application after July 1.
- **Reporting Requirements:** The Department will continue to review any U.S. Department of Education programmatic and/or fiscal data reporting requirement deadlines for flexibilities and extensions. If those deadlines appear to cause burden and/or are unrealistic given the crisis, the Department will take action and seek waiver authority if needed. Some examples include the CSPR or EdFacts reporting, Title IVA expenditure reporting, federal Restart Grant reporting, etc.
- **Complaint Reviews:** The Department is working with districts on some complaint reviews and investigations according to prescribed timelines and deadlines. The Department may ask for the U.S. Department of Education to extend the deadlines

if information is the evidence and/or documentation is burdensome to receive within the timelines.

- **Maintenance of Effort:** ESEA and IDEA require that school district education expenditures being paid from state and local resources be maintained at a certain level from one year to the next. Under ESEA, the state and local resources (either in the aggregate or on a per pupil basis) can be no less than 90% of the preceding year. Districts are permitted to apply for a waiver of this requirement once every 5 years. The Department may seek a waiver to allow for a one-year grace period from these requirements applicable to the FY2020 comparison year so districts will not need to use a waiver.
- **Spending of Nonpublic Equitable Services:** Under ESEA, districts are able to carryover some or all of their title funds to the following year. However, under ESEA, the nonpublic equitable share applicable to those grants must be obligated in the year the funds are allocated, with certain exceptions. The Department may seek a waiver to allow for the districts to carryover any unused equitable service funds from FY2020 without applying the state extenuation circumstances process that require agreement with the nonpublic schools as long as the districts engage in good faith consultation.

Postponement and Delays of Meetings

- **Committee of Practitioners:** In response to the impact on schools and districts due to COVID-19, the Office of Federal Programs postponed the March 20, 2020 Committee of Practitioners meeting and will provide materials to the members for review and provide input. Arrangements will be made in the coming weeks to discuss having a remote meeting.
- **On-site Compliance Reviews:** The Office of Federal Programs has delayed the onsite monitoring reviews previously scheduled for school districts during the winter and spring. Office staff will be working directly with the districts selected for the onsite reviews to determine if a review may be accomplished in the summer, conducted remotely or via a desk-review.

Cross Program Flexibility Review

The Office of Federal Programs and Office of Grants Management are leading an agency wide initiative to provide public districts and schools, nonpublic schools and organizations with programmatic and fiscal flexibilities. The initiative involves creating a platform to discuss similar questions, issues and flexibility requests across all the programs to ensure consistent and real time responses to those seeking relief.

Frequently Asked Questions Regarding COVID-19

April 8, 2020 FAQs from the U.S. Department of Education

(Questions 1 through 3)

- 1. May a grantee or subgrantee continue to pay the compensation of an employee paid with grant funds from the Department during the period the employee is unable to work because his or her organization is closed due to novel Coronavirus Disease 2019 (COVID-19)?**

Yes. Generally, a grantee or subgrantee may continue to charge the compensation (including but not necessarily limited to salaries, wages, and fringe benefits) of its employees who are paid by a currently active grant funded by the Department to that grant, consistent with the organization's policies and procedures for paying compensation from all funding sources, Federal and non-Federal, under unexpected or extraordinary circumstances, such as a public health emergency like COVID-19. Thus, if the organization pays, consistent with its policies and procedures, similarly situated employees whose compensation is paid with non-Federal funds during an extended closure, those paid with grant funds from the Department may also continue to be paid. However, an employee who is being paid with Department grant funds while the program grant activities are closed in whole or in part due to the COVID-19 pandemic may not also be paid for the time during which the program is closed by the organization or another organization for working on other activities that are not closed down.

If a grantee or subgrantee does not currently have in place a policy that addresses extraordinary circumstances such as those caused by COVID-19, the grantee or subgrantee may amend or create a policy in order to put emergency contingencies in place for Federal and non-Federal similarly situated employees. If the conditions exist for charges to be made to the Federal grant, charges may also be made to any non-Federal sources that are used by a grantee or subgrantee in order to meet a matching requirement.

A grantee and subgrantee must maintain appropriate records and cost documentation as required by 2 CFR § 200.302 (financial management), 2 CFR § 200.430(i) (standards for documenting personnel expenses), and 2 CFR § 200.333 (retention requirements for records) to substantiate the charging of any compensation costs related to interruption of operations or services.

At the same time, recipients should consider ways that employees paid with grant funds can support continuing activities, including distance learning opportunities for students served by the grant.

- 2. If a conference, training, or other activity related to a grant from the Department is cancelled due to COVID-19, may grant funds be used to reimburse nonrefundable travel (e.g., conveyance or lodging) or registration costs that were properly chargeable to the grant at the time of booking?**

Yes, provided that a grantee or subgrantee first seeks to recover nonrefundable costs (e.g., travel, registration fees) associated with a grant from the Department from the relevant entity that charged the fee (e.g., airline, hotel, conference organizer). Some businesses are offering flexibility with regard to refunds, credits, and other remedies for losses due to the COVID-19 outbreak. Moreover, many agreements or contracts for conferences, training, or other activities related to a grant contain an emergency or “act of God” provision, and the grantee and its subgrantees must seek to exercise those clauses to the extent possible in light of the COVID-19 outbreak. If a grantee or subgrantee is unable to recover the costs, the grantee or subgrantee may charge the appropriate grant for the cancellation costs, provided the costs were reasonable and incurred in order to carry out an allowable activity under the grant, consistent with the Federal cost principles described in 2 CFR Part 200 Subpart E of the *Uniform Administrative Requirements, Cost Principles, And Audit Requirements For Federal Awards* (Uniform Guidance).

Grantees and subgrantees should not assume additional funds will be available should the charging of cancellation or other fees result in a shortage of funds to eventually carry out the event or travel. Grantees and subgrantees must maintain appropriate records and cost documentation as required by 2 CFR § 200.302 (financial management) and 2 CFR § 200.333 (retention requirements for records) to substantiate the charging of any cancellation or other fees related to the interruption of operations or services.

- 3. If a grantee or subgrantee is planning future travel under a grant from the Department, may it purchase travel insurance with grant funds?**

Due to health concerns related to COVID-19, grant-supported travel generally should not be occurring. However, if travel is permitted by Federal, State, and local directives and is the only means to carry out an essential grant function that must be undertaken on a time-sensitive basis during the COVID-19 pandemic, consistent with the grantee’s or subgrantee’s travel policy, travel insurance is allowable provided the cost is reasonable and allocable to the grant consistent with the Federal cost principles described in 2 CFR Part 200 Subpart E of the Uniform Guidance.

Ohio Department of Education FAQs

Employees and Staff Salaries

- 4. During the coronavirus-related school-building closure period, can we still pay employees who are funded by a federal grant program?**

Yes. See the USED FAQs [above](#). A LEA may continue to pay federally funded employees.

- 5. Can tutors who are working and providing services be paid with federal resources during the coronavirus-related school-building closure time period?**

Yes. Tutors who are hourly paid (not on a salary contract) can continue to be funded with federal dollars in the event of a COVID-19 related school-building closure as long as they are still working toward the intent of the federal grant, such as utilizing online-learning platforms, phone instruction, or work on curriculum and data analysis, etc. Districts should prepare for the situation in which an extended school year and subsequent salary costs may be necessary if closure during the school year for an extended time becomes necessary.

- 6. Can we use federal funds to pay for unemployment costs of our Title I tutors who are not working during the coronavirus-related school-building closure period?**

Unemployment costs are an allowable cost with Federal Funds, if the staff member was paid with federal funds prior to becoming unemployed. Prior to releasing federally funded personnel during the coronavirus-related school building closure, every attempt should be made to continue to provide students services supported with federal funds.

Recommendation: LEAs should consider alternatives to providing Title I services to students while the school building is closed. Special education, Nonpublic equitable services, and supplemental support services such as Title I can be made available in a virtual or remote education setting. Tutors can continue to keep a timesheet logging their time to contact students, the students' parents, and the students' teacher to assist with the learning that needs to occur even when a school building is closed. Another option is to consider offering those services to students later, in the summer, once the coronavirus-related school-building closure period ends and the school building reopens. LEAs are recommended to consider all options prior to releasing teachers or tutors paid with Federal Funds. A key assurance included in the new CARES Act grant will be to keep people employed.

7. **Typically, we do not pay our literacy tutors and some specialty positions serving students with Individualized Education Programs (IEPs) on calamity days for weather closures. Can we continue paying our teachers with these federal grant dollars even though they may not be conducting face to face learning sessions?**

Yes. **No guidance document can anticipate every scenario as it relates to staff who are paid hourly. Federal funds are obligated when the work occurs and every district handles their tutors differently. The answer depends on the particulars of the contract between the district and the tutor. In general, staff who are on timesheets and hourly paid, not contracted, would need to continue to submit timesheets for work completed under the grant. Districts that want to continue to pay staff that are not salaried full-time paid staff members, should make arrangements for staff to be able to provide supplemental supports to students. This could be accomplished through several means including, but not limited to, the following:**

- phone calls with students about assignments
- Skype with the students, or any other mode of communication the district is able to provide dependent upon their resources.

Hourly tutors should keep a log of their activities including planning time for student needs, coordination with students' teachers they serve, etc. Under these unusual circumstances, we recommend districts to be flexible and provide assistance to students remotely. As the school continues to provide instruction for the students, the tutors may continue to provide supplemental support for these students remotely. Federal funds may be used. Something to consider is if the school or districts are required to make-up days or hours, then the tutors may end up working a longer school year than what was originally budgeted. Districts may need to increase the budgeted amount for tutors.

8. **Will federal grant activities such as teleconferencing or working at home be permissible? What documentation would be acceptable?**

Yes. Time and effort documentation must continue whether the services are provided in-person or remotely. Keep a record of how the instruction and services are continuing. An example of this may be to track of the hourly work in an Outlook calendar.

Recommendation: We recommend that the staff paid with federal funds to provide supplemental services devote time collaborating and working with the regular education teachers on the services the students will require. These support staff should also be contacting their students on a regular basis to assess their readiness for the learning and to provide the additional supports the student may need.

When it comes to time and effort, staff that are paid hourly and complete a timesheet (i.e. tutors) must continue to log their hours on the timesheet. For the staff that are 100% paid from the federal fund (and complete a single source certification document twice a year that is signed by their supervisor), the LEA must determine how they want to document the time. It is recommended that the district develop an outline for how the district and each school plans to provide education to the students. Expectations for teachers during this time should be clearly identified. Requesting that teachers keep a log of their time and submit each pay period for Personnel Accountability Report (PAR) documentation is recommended. The Office of Federal Programs will continue to request time and effort documentation during the monitoring process and the information must be available for any potential audit or investigation

9. What do we do if we already paid the transportation costs, registration fee and other costs association with a professional development conference that was cancelled?

See FAQ from USED question 2 [above](#). The costs may be charged to the federal award. The LEA must maintain appropriate documentation and records to substantiate the action.

10. The airline will not refund the cost of the plane ticket for an event that was cancelled but is issuing a voucher that can be used for another year. Is this allowable and how do we account for it?

Yes, this is allowable. We recommend the LEA take the following steps:

- Contact your federal programs consultant for assistance with addressing these issues.
- Add a note to the CCIP history log (HL) explaining the situation. In the HL note, include a description of the voucher, what the original travel was for, the reason (i.e. Coronavirus 19) for the cancellation, how many vouchers were provided and/or amount of the voucher(s).
- Add a statement in the HL acknowledging that the federal funds used for this activity should occur in the year in which the services are rendered (i.e. obligation made and contract was paid).
- The consultant will approve the district's request to allow the payment of the vouchers with the federal funds.
- The LEA must document how the vouchers were used in the following year and provide evidence that the activity occurred.

11. How do we handle contractors if the services aren't being provided during the crisis? This is especially the case with transportation, janitorial and after school services.

While there is no specific guidance yet from the U.S. Department of Education on handling payment to contractors, the CARES Act Section 18006 states:

A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund," shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Unfortunately, there is no specific definition of "to the greatest extent practicable."

Recommendation: During this extraordinary period, and until there is clear guidance or instructions from the U.S. Department of Education, we advise LEAs to work directly with their contractors and legal counsel on what makes the most sense for all parties. Clearly LEAs should pay obligations for all services rendered but in the instances where the obligation has not been met or in circumstances where the contract involves performance-based services that are being reduced or postponed, we recommend that the parties find alternatives to meet the objectives, make necessary modifications to the contractors and/or take steps to ensure that there will not be disruption to the services once the crisis ends.

12. Should all activities with outside vendors be halted until such time in person education is allowed? For example, is providing psychological services, professional development, or instructional services via telephone, videoconferencing, and/or email allowable. If allowable, what documentation would be acceptable?

No, it is not recommended that outside contracts be cancelled until the school buildings reopen. Services may be provided in a number of alternative venues such as remotely. In the event that services need to be reduced, we recommend the contracts be modified and or arrangements for services can be extended.

13. Where can I find information on the bus purchase program and how do I apply in the CCIP?

Districts will need to go into FY 21 CCIP Funding Application to apply for the grant. Only eligible districts are able to apply. The deadline to apply is May 20th. Districts will need to upload the agreement and the estimate along with completing the budget page for the grant. A copy of the award letter and list of eligible districts has been sent to eligible districts. If a district does not see the application in their FY 21 CCIP Funding Application, then please check the list and contact the office on the on the webpage with questions. Over 400 districts in Ohio have qualified for the grant. Here is a link to the webpage with information about the program.

<http://education.ohio.gov/Topics/Finance-and-Funding/School-Transportation/School-Bus-Purchase-Program>

*Flexibility Questions***14. In light of the unprecedented times we are in, and the need for devices for remote learning, is there any flexibility in utilizing the remaining un-spent Title IVA funds (including re-allocation) on devices for students?**

Yes, the approved waiver request ([see article above](#)) removes the limitations on uses of funds within the three board categories. LEAs must make all the relevant adjustments within the Budget Details and Budget Page. Please note that this flexibility is only for the federal fiscal year 2019 funds (what the district received for the 2019-2020 school year).

15. Are there anticipated to be any extensions to timelines currently in place (ex. equitable access plan)?

Yes. The Office of Federal Programs and other Department offices are exploring flexibilities during this crisis from waiver requests to the U.S. Department of Education ([see article above](#)) or modifying internal business processes and timelines.

The deadline to submit local equity plans has been extended to June 15, 2020. Districts will no longer put their equity plan in the CCIP. To provide their equity plan, they need to go into the program Data Submission Forms in their OH WebID Portal sign in. Directions and information for completing their equity plan is available at this site. <http://education.ohio.gov/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio/Local-Equity-Plan-1>

Other extensions include:

- **Technical Amendment to the ESSA Plan for Migrant Education:** The Office of Federal Programs plans to submit a technical waiver to the U.S. Department of Education pertaining to the program objectives for Title I-C, Migrant Education. In response to the impact on schools and districts due to COVID-19, the Office of Federal Programs will postpone the posting of the technical amendment for public review until a later date.
- **Extension for the ED STEPS Pilot District to Submit Three-Year Plans:** A key goal of ED STEPS is to foster collaboration within the organizations to develop comprehensive quality school improvement plans. In light of the impact of COVID-19 to the schools and districts, the Office of Federal Programs and the ED STEPS team has notified the 40 pilot districts, who have agreed to transition to a three-year planning cycle, of flexibilities in submitting their One Needs Assessments and One Plans. The deadline for a district to complete the One Needs Assessment and submit the one plan over a three-year period has been delayed from March 31 to April 30. Furthermore, the school building plans may be submitted separately by May 31. The ED STEPS Team will also ensure the agency's cross program support and review process does not delay the approval of the three-year

plans due to any required or recommended changes from a particular program area. Rather, those changes will need to be addressed prior to the district submitting an annual funding application before July 1.

- **Extension of FLICS Verification to May 15** In the ordinary course, the Office of Federal programs would work with Community Schools and with traditional Public Districts to arrive at the count of low income students enrolled in Community Schools in the Federal Low Income Count System (“FLICS”) in March. This process is needed in order to appropriately allocate funds to Community Schools. In an effort to alleviate some administrative pressure on Community Schools and traditional Public Districts, the FLICS process will remain open until Friday May 15, 2020.
- **Extension of NPDS Verification to May 15:** The Nonpublic Data System (NPDS) will remain open for the addition of nonpublic federal Average Daily Membership (ADM) and completion of participation forms until May 15th.
- **Extension for Small Rural School Achievement Grants Applications for May 15:** The United States Department of Education has extended the deadline for eligible Small Rural School Achievement districts to apply for the grant from April 17, 2020 to Friday May 15, 2020.

16. Has there been an extension provided for the Comprehensive State Development Literacy Grant?

Yes. The grant application period has been extended to June 10, 2020. You can find information for The Comprehensive State Development Literacy Grant info on this webpage.

<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Comprehensive-Literacy-State-Development-Grant>

Non-Public Equitable Services Questions

17. I am a school district with an equitable service obligation to a nonpublic school. Am I still obligated to provide services during the ordered school-building closure?

Yes. Equitable services are a requirement. Flexibilities have been extended to districts to help in the delivery of equitable services. These flexibilities include remote delivery of services and the same flexibilities afforded to district with professional development under Title II-A, definition for professional development, and Title IV-A fiscal relaxation on required percentages spent under each activity along with the 15% limit on technology infrastructure. *Please see USDoE responses on pages 3-4 of this document.*

18. I am a school district with an equitable service obligation to a nonpublic school. What should I be doing during the ordered school-building closure?

An essential requirement of the implementation of equitable services is timely and meaningful consultation. In this period of ordered school-building closure, the school district must engage in the following topics and modify any current programs to meet the identified needs of nonpublic school children, teachers and families:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools, including whether the LEA will extrapolate data if it uses a survey;
- How and when the LEA will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, it will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools (see B-8 and B-9);
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (see C-13).
- (ESEA section 1117(b)(1); 34 C.F.R. § 200.63)

19. If a district is unable to put services in place that will meet the needs of nonpublic school children, teachers and families, is that okay?

B-27 in the Updated Title I Private School Guidance Services describes the requirement of the obligation of funds from ESEA section 1117(a)(4)(B). If services are delayed (based on a natural disaster) and there are unobligated funds as a result, those funds must be used to provide services in the affected private school in the following year. Title II and IVA Guidance is currently being updated. We would advise any unexpended funds in IIA and IVA to follow the Title I guidance.

20. During this period of ordered school-building closure, how can I conduct initial consultations for services in FY21?

Ohio has an electronic Nonpublic Data System (NPDS) that is accessible remotely via OH-ID accounts. Nonpublic principals are currently entering data and completing participation forms for FY21. School districts should reach out to nonpublic schools with whom they have a relationship to engage in initial consultation. There is flexibility in the mechanism for consultation. Emails, telephone calls, on-line meetings are all acceptable methods of communication.

21. Will the Nonpublic Data System (NPDS) window be extended beyond May 8, 2020?

Yes. We are extending the deadline to align with the extension of the FLICS verification to May 15, 2020. This data is critical for determining the nonpublic equitable service amounts and public school federal allocations that are provided in early June. Nonpublic school principals have been uploading data and completing participation forms daily. School districts should engage in consultation to ensure nonpublic schools are meeting guidelines to enter their data in a timely manner.