Federal Fiscal Year 2013 Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)

Phase II Instructions

The Office of the State Superintendent of Education's Elementary and Secondary Education Act (ESEA) Consolidated Application for Federal Fiscal Year (FFY) 2013 covers three* major federal programs:

- Title I, Part A (Grants to Local Educational Agencies – CFDA # 84.010A),
- Title II, Part A (Preparing, Training, and Recruiting High Quality Teachers and Principals – CFDA #84.367A), and
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act – CFDA #84.365A).

Local Educational Agencies (LEAs) wishing to receive funds under covered programs must complete all required sections of the Phase II application (after submitting a complete Phase I application) for each program for which the LEA wishes to receive funds and submit the application to the Office of the State Superintendent of Education (OSSE). If an LEA does not complete a required section of the application, it will not be eligible for funding under the applicable program. OSSE will reallocate funds the LEA would have been allocated to other LEAs in accordance with applicable governing statutes. **Note that an LEA's eligibility for each specific type of funding shall be determined according to the applicable federal statutes and regulations. Receipt and/or completion of this application do not alone constitute eligibility for any funding.**

The Phase II application is being released July 10, 2013 to all LEAs that are eligible for at least one covered program. The Phase II application has been revised to meet the requirements of DC's approved application for Flexibility from the Elementary and Secondary Education Act. The changes from FFY12 to the consolidated application on tabs 2a, 2b, and 20 are still in effect. LEAs are no longer required to set aside funds to provide Professional Development, Supplemental Education Services, School Choice, or to ensure all teachers attain Highly Qualified Status, although they may still implement these strategies in the non-set-aside tabs if they choose to do so.

Keeping with the timeline in DC's ESEA Flexibility Waiver, two additional requirements have been added to the consolidated application. First, charter LEAs must have a teacher and leader evaluation system approved by the PCSB to obligate Title I funds. Second, LEAs that have missed Annual Measurable Objectives (AMOs) two years in a row will be required to address achievement gaps related to those objectives within the 20% set-aside on tab 2a.

LEAs with Priority schools, Focus schools, or that have missed AMOs two years in a row (or a combination of these three determinations) will have to set aside 20% of Title I, Part A funds to implement interventions in those classified schools. An LEA must use the set-aside funds on every

classified school. Please note that LEAs with Priority and Focus schools are only required to provide preliminary plans on Tab 2a at this time to align with the requirements of the consolidated application. More detailed plans will be requested from LEAs at a later date.

LEAs will also be required to develop and submit a Title I LEA plan and school-level FFY12 written program evaluations for each campus operating a schoolwide program by September 16, 2013. Additionally all schools will be required to create and maintain Title I Schoolwide or Targeted Assistance Plans**.** Schools will be asked to provide school Title I plans on site during monitoring visits.

The deadline for submitting a Phase II application that merits full approval is September 16, 2013. It is important for LEAs to recognize the distinction between submitting *any* Phase II application – or even a *complete* Phase II application (with a green validation tab) – and submitting a *fully approvable* application. Knowing that LEAs often must make revisions to initially-submitted applications in order to meet all application requirements, LEAs are **strongly encouraged** to submit an initial Phase II application well before the ultimate deadline of September 16, 2013. The last day to submit an application and receive feedback from OSSE is **August 18, 2013**. LEAs that do not submit a fully approvable Phase II application by the final deadline will receive a notice of application denial and OSSE may reallocate funds to other LEAs in accordance with applicable governing statutes.

The Phase II Consolidated Application must be submitted by electronic mail. The LEA must retain the original signed application so that it is available for auditing and/or monitoring purposes.

> Send (1) the full Microsoft Excel file, (2) a scanned, signed copy of the "Applicant Information and Certification" worksheet (tab 1), (3) LEA Title I Plan, signed by the appropriate LEA official, and (4) Written FFY12 School-level Title I Program Evaluations (if applicable) to Con.App@dc.gov. In your email, please write **FFY13 Con App for [Your LEA's Name]** in the subject line.

The primary purpose of the Consolidated Application instructions is to assist LEAs with the planning for and completion of the Consolidated Application. Neither the application nor these application instructions are designed to include comprehensive guidance on program requirements.

For all questions about the Consolidated Application and requirements for covered programs, contact your LEA's assigned OSSE contact.

Note for All Sections of the Phase II Application

The LEA must limit its responses to all sections of the application to the space available. If a response does not fit the space provided, the LEA needs to revise its response to sufficiently respond to the requirements in fewer words.

Once all worksheets (tabs 1 through 20) are complete, to the extent applicable, the LEA must review the "Validation" worksheet to determine whether the application is ready to be submitted to OSSE. If not, required edits will be prompted.

TAB 1: Applicant Information and Certification

This worksheet requires the LEA to provide information about the LEA and its representatives, list OSSE-provided program allocations, select a schedule for reimbursement requests, and certify the full application by signature.

Part 1: Local Educational Agency Information

First, select the name of the LEA from the drop-down menu, input the full address of the LEA, and input the main telephone number of the LEA.

Second, if the LEA is a public charter school, input the name, email address, and direct telephone number of the LEA's Executive Director (or equivalent position).

Third, the LEA must provide the name, title, email address, and direct telephone number of the LEA's primary contact for Consolidated Application programs. This is the main individual at the LEA with whom OSSE staff will communicate regarding the Consolidated Application and covered programs.

Fourth, the LEA may provide the name, title, email address, and direct telephone number of an additional contact for Consolidated Application programs. This is a secondary or back-up individual at the LEA with whom OSSE staff can communicate regarding the Consolidated Application and covered programs.

Part 2: Programs for Which the LEA is Applying for Funding

Here, the LEA needs to input the allocations provided by OSSE for each program for which the LEA is applying for funding through the Consolidated Application. This application may be used to apply for Title III, Part A funds only by LEAs that are allocated at least $10,000.

Part 3: Schedule for Submission of Reimbursement Requests

The LEA must select one of three possible schedules according to which it will submit reimbursement requests for all covered programs to OSSE for review and approval. By following this schedule, the LEA will be able to maintain a regular drawdown on federal funds throughout the grant period. The LEA may elect to submit reimbursement requests monthly (12 times per fiscal year), bi-monthly (6 times per fiscal year), or quarterly (4 times per fiscal year).

While the LEA has flexibility to choose a specific schedule that meets its needs, submitting reimbursement requests for any Consolidated Application program less than quarterly is not an option. OSSE will monitor the LEA to ensure it follows the schedule for reimbursement requests that is selected in the Consolidated Application.

Part 4: LEA Certification of Application

The Phase II application must be certified by a specific individual. For public charter school LEAs, the application must be certified by the Chair of the public charter school's Board of Directors (not the DC Public Charter School Board); for the District of Columbia Public Schools, the application must be certified by the Chancellor.

The LEA must input the name of the certifying individual and select the title of the individual from the drop-down menu (either Chair or Chancellor). Then, the certifying individual must sign and date the application.

TAB 2A: Required Set-Asides for Priority, Focus, and Schools That Have Missed the Same AMOs for Two Years in a Row

Beginning in the 2012–13 school year, LEAs that have Priority or Focus schools must reserve 20% of Title I, Part A funds to implement intervention strategies in those schools. Beginning in the 2013–14 school year, LEAs that have schools that have missed the same AMO for two years in a row must also reserve 20% of Title I, Part A funds to implement interventions in those schools. Priority and Focus schools must implement specific intervention strategies from among those listed in the consolidated application. Please note that LEAs with Priority and Focus schools are only required to provide preliminary plans on tab 2a at this time. More detailed plans will be requested from LEAs at a later date.

This is the first step in completing the Phase II application because it informs the amount that is optionally available for the LEA to consolidate into a schoolwide program pool of funds. While LEAs with schools/campuses that will operate schoolwide programs may elect to consolidate funds in a schoolwide program, the amount available for that pool of funds is limited in the case of Title I, Part A funds to only the portion of the total allocation that is not set aside or reserved.

Under no circumstances may any set-aside or reserved funds be consolidated within the schoolwide program pool of funds, as each set-aside or reservation must be tracked and reported (in reimbursement request workbooks) separately.

Summaries for each required set-aside must be provided on this worksheet. Associated details of planned costs must be provided on the Title I, Part A (Unconsolidated): Expenditure Details worksheet (tab 9).

TAB 2B: Required and Optional Set-Asides and Reservations for Title I, Part A Funds

For each required or optional set-aside or reservation from Title I, Part A funds, the LEA must provide a summary of plans for its use, if the set-aside or reservation applies.

While LEAs with schools/campuses that will operate schoolwide programs may elect to consolidate funds in a schoolwide program school of funds, the amount available for that pool of funds is limited in the case of Title I, Part A funds to the portion of the total allocation that is not set aside or reserved.

Under no circumstances may any set-aside or reserved funds be consolidated within the schoolwide program pool of funds, as each set-aside or reservation must be tracked and reported (in reimbursement request workbooks) separately.

Summaries for each required and optional set-aside must be provided on this worksheet (unless it is optional and the LEA elects not to set-aside or reserve funds for the purpose). Associated details of planned costs must be provided on the Title I, Part A (Unconsolidated): Expenditure Details worksheet (tab 9).

Parental Involvement Set-Aside

Any LEA that receives at least $500,000 in Title I, Part A funds must use no less than 1% of its Title I, Part A allocation to conduct parental involvement activities under Section 1118 of the ESEA. Parents of children receiving Title I services must be involved in decisions regarding how these parental involvement funds will be used. No less than 95 percent of the set-aside funds must be distributed to Title I schools.

If the parental involvement set-aside requirement applies to the LEA, the amount required to be set aside will automatically populate. In the space provided, the LEA must summarize its planned uses of funds set aside to fulfill this requirement.

While the LEA may use more than this amount for parental involvement activities, only the required amount (automatically populated) is considered a *set-aside*. Any additional funds optionally budgeted for parental involvement activities should be summarized on the Title I, Part A (Unconsolidated): Expenditure Summary worksheet (tab 8) or the Consolidated Schoolwide Program: Expenditure Summary worksheet (tab 5) if the LEA has elected to consolidate funding.

DCPS must reserve a proportional amount to ensure equitable services are provided to private school students.

- Section 1118 is available at: http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.
- Additional information regarding parental involvement activities is available at: http://www.ed.gov/programs/titleiparta/parentinvguid.pdf.

Title I Equitable Services Reservation

DCPS only must indicate the amount of its Title I allocation to be reserved to meet the Title I equitable services requirements. This amount must match what is shown and justified on the "Additional Assurances for DCPS Only" worksheet (tab 19). In the space provided, DCPS must summarize its planned uses of funds reserved for this purpose.

Geographically-defined LEAs are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.

The Title I services for private school students must be developed in consultation with officials of the private schools. The LEA must document that such consolation has occurred with, among other things, written affirmation signed by private school officials that the required consultation has occurred.

Accordingly, the LEA must assure that it has consulted with appropriate private school officials and has developed an equitable services program that complies with Title I, Part A requirements.

- Section 1120 is available at: http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1120
- Additional information regarding Equitable Services to Eligible Private School Children is available at: http://www.ed.gov/programs/titleiparta/psguidance.doc

Title I Homeless Children Reservation

DCPS only must indicate the amount of its Title I allocation to be reserved to meet the Title I requirements for serving homeless students who do not attend Title I schools. In the space provided, DCPS must summarize its planned uses of funds reserved for this purpose.

- Section 1113 is available at: http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113
- Please see Section M of the U.S. Department of Education's "Education for Homeless Children and Youth program Non-Regulatory Guidance" for more information about this requirement, including suggested methods for determining the amount of the reservation: http://www.ed.gov/programs/homeless/guidance.pdf.

Title I Neglected and Delinquent Reservation

DCPS only must indicate the amount of its Title I allocation to be reserved to meet the Title I requirements for serving neglected and delinquent children. DCPS must explain the process used to determine the amount to be reserved for this purpose. Then, in the space provided, DCPS must summarize its planned uses of funds reserved for this purpose.

- Section 1113 is available at:
  http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113

Administrative Set-Aside

The LEA may use up to 10% of its Title I, Part A allocation for costs associated with administering the grant program. The LEA may input an amount to be set aside for this purpose. If so, the LEA must summarize its planned uses of funds set aside for this purpose.

- Section 200.77 of Title 34, Part 200 – Title I – Improving the Academic Achievement of the Disadvantaged, which discusses Reservation of Funds by an LEA, is available at:
  http://edocket.access.gpo.gov/cfr_2008/julqtr/34cfr200.77.htm

Financial Incentives and Rewards Set-Aside

The LEA may use up to 5% of its Title I, Part A allocation to provide financial incentives and rewards to teachers who serve students in Title I schools identified as Priority, Focus, or haven't met AMOs for two years in a row for the purpose of attracting and retaining qualified and effective teachers. The LEA may input an amount to be set-aside for this purpose. If so, the LEA must summarize its planned uses of funds set aside for this purpose.

- Section 200.77 of Title 34, Part 200 – Title I – Improving the Academic Achievement of the Disadvantaged, which discusses Reservation of Funds by an LEA, is available at:
  http://edocket.access.gpo.gov/cfr_2008/julqtr/34cfr200.77.htm
- Section 1113 is available at:
  http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113

Additional Off the Top Reservation

The LEA may reserve funds "off-the-top" (for district-level activities) for certain permissible activities that are consistent with this application and allowable uses under the Title I, Part A statute and associated regulations. (For DCPS, if this option is exercised, the LEA must reserve a proportional amount of the total to provide services for private schools.) If an amount is reserved for this purpose, the LEA must provide a justification for the off-the-top reservation. Then, in the space provided, the LEA must summarize its planned uses of funds reserved for this purpose.

LEAs may spend a necessary and reasonable amount of their allocation on other authorized activities, such as preschool programs, summer school and intersession programs, additional professional development, school improvement, and coordinated services. The LEA must remember that the goal of Title I, Part A is to enable participating children to make adequate progress toward meeting the challenging student achievement standards that all children are expected to meet.

DCPS must reserve a proportional amount to ensure equitable services are provided to private school students.

- Section 200.77 is available at:

- http://federal.eregulations.us/cfr/section/title34/chapterii/part200/sect200.77?selectdate=11/1/2011

TAB 3: Consolidation of Funds in Schoolwide Program Pool

If schools/campuses in the LEA operate schoolwide programs, they have the option to consolidate funds from multiple programs into a Consolidated Schoolwide Program pool of funds. By selecting "Yes" or "No," the LEA must indicate on this worksheet whether funds from multiple funding sources will be consolidated in a Consolidated Schoolwide Program pool of funds. If the LEA indicates that funds will be consolidated, it must input the amount from each covered program to be consolidated. If local funds will be consolidated with federal funds, the amount of local funds must also be input.

The maximum amount that may be included in the Consolidated Schoolwide Program pool of funds from Title I, Part A is equal to the difference between the LEA's Title I, Part A allocation and the total of all set-asides and reservations (shown for reference in gray on this worksheet). Additionally, for DCPS, the maximum available for consolidation shown below must be reduced by the amount of funds that will be distributed to Title I Targeted Assistance Schools.

The total of all funds to be consolidated in a Consolidated Schoolwide Program pool of funds will automatically populate at the bottom of this worksheet. This total becomes the total amount for which the LEA must provide program plans through initiative summaries on the Consolidated Schoolwide Program: Expenditure Summary worksheet (tab 5) and through detailed costs on the Consolidated Schoolwide Program: Expenditure Details worksheet (tab 6).

TAB 4: Title I, Part A Planning

Comprehensive Needs Assessment

As described in the ESEA consolidated application, Title I, Part A requires LEAs to use data to develop appropriate interventions and instructional strategies to improve student performance on the state's academic assessment. Accordingly, the LEA must assure that it has performed a needs assessment and designed its program based on the results of the needs assessment. The LEA must also indicate which data sources, including but not limited to the DC-CAS scores where applicable, it used to perform the needs assessment. Please note that the LEA must maintain a record of its needs assessment process and all documentation related to the needs assessment.

Program Design: Schoolwide Programs

For LEAs with one or more schools/campuses that will operate schoolwide programs, the LEA must check all assurances to indicate that it has read and agrees to comply with the respective assurances. Then, the LEA must list each school/campus that will operate a schoolwide program. Within public charter school LEAs, all campuses will operate a schoolwide program or none will; if the public charter school indicates it will operate schoolwide programs, it must list all campuses.

LEAs will be required to maintain copies of their schoolwide plans and provide them to OSSE during monitoring visits. As part of the Consolidated Application, the LEA must assure not only that any school that will operate a schoolwide program has met all of the requirements for doing so (including developing or revising a schoolwide plan meeting all requirements of Section 1114 of the ESEA) but also that it will provide this plan to OSSE upon request.

- The statutory requirements necessary to operate a schoolwide program are listed in Section 1114 of the ESEA, which is available at: http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114)
- Extremely helpful guidance from the Federal Register is available at: http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html
- Additional information regarding designing schoolwide programs is available at: http://www.ed.gov/policy/elsec/guid/designingswpguid.doc.
- Also, information on consolidating funding sources into a schoolwide program pool is available at: http://www.ed.gov/programs/titleiparta/fiscalguid.doc, Section E.

Program Design: Targeted Assistance Schools

For LEAs with one or more schools/campuses that will operate as a targeted assistance school, the LEA must check the assurance to indicate that its targeted assistance program will apply. Then, the LEA must indicate which type/s of additional academic assistance will be provided to students served by the targeted assistance program. Third, the LEA must list each school/campus that will operate as a targeted assistance school. Within public charter school LEAs, all campuses will operate a targeted assistance school or none will; if the public charter school indicates it will operate targeted assistance schools, it must list all campuses.

Finally, the LEA must develop a Targeted Assistance Plan that does the following: (1) describes how the LEA will identify, for targeted Title I assistance, eligible children who are failing, or most at risk of failing, to meet the District of Columbia's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and (2) describes how the school/campus will use effective methods and research-based instructional strategies that strengthen the core academic program of the school/campus and help provide an accelerated, high-quality curriculum to participating Title I, Part A students to enable them to meet the state's challenging academic achievement standards.

Involvement of Parents and Community Members

Under Section 1118 of the ESEA, all LEAs are required to implement parental involvement activities, even if the LEA is not required to use a minimum percentage of its Title I, Part A allocation on these activities.

The LEA must select each of the methods it will use to engage with parents and community members. The LEA must retain documentation of each of these methods. Then, the LEA must provide brief summaries in response to six questions related to its parental involvement activities.

Additional Assurances Regarding Qualifications of Teachers and Paraprofessionals

Under Sections 1119 and 9101(23) of the ESEA, all LEAs are expected to employ only teachers and paraprofessionals who meet highly qualified teacher and paraprofessional requirements. The LEA must check the assurances included in this section.

TAB 5: Consolidated Schoolwide Program: Expenditure Summary

The purpose of Title I, Part A funds is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. The law provides many flexibilities and opportunities for LEAs and schools to meet the purpose of Title I, Part A. In schoolwide program schools, an LEA may use Title I, Part A funds for any activities that are part of the schoolwide program plan. Under the Title I, Part A statute, any school that consolidates and uses funds from different federal programs is not required to maintain separate fiscal accounting records by program, that identify the specific activities supported by those particular funds; however, the school must maintain records that demonstrate that the schoolwide program, as a whole, addresses the intents and purposes of each of the federal programs being consolidated to support the schoolwide program.

For all funds that are consolidated in the Consolidated Schoolwide Program pool of funds, the LEA must provide summaries of planned uses of funds in categories according to the initiatives/activities the LEA will pay for at least partially with Consolidated Schoolwide Program funds. For example, if all Consolidated Schoolwide Program funds will be used for salaries for school improvement coaches, salaries of highly qualified teachers for class-size reduction purposes, and costs associated with a tutoring program for the most at-risk students, the LEA should summarize these three initiatives in two sections of this worksheet. ALL PLANNED EXPENDITURES MUST ALIGN WITH THE LEA-APPROVED SCHOOLWIDE PLAN/S.

The LEA must list one or more initiatives or categories of activities that it will fund with Consolidated Schoolwide Program funds. For each initiative/category, the LEA must provide the percentage of Consolidated Schoolwide Program funds dedicated to the initiative/category. Then, in the space provided, the LEA must summarize its planned uses of funds for the initiative/category. The LEA may break its planned activities into up to 10 initiatives/categories.

TAB 6: Consolidated Schoolwide Program: Expenditure Details

On this worksheet, for each of the six (6) budget categories, the LEA must provide a full list of all planned expenditures from the Consolidated Schoolwide Program pool of funds. The total of all expenditures in this section must match the total amount being consolidated from all sources of funds (as shown on the Consolidation of Funds in Schoolwide Program Pool worksheet (tab 3)).

Under the Salaries and Benefits category, the LEA must list each individual position to be funded from Consolidated Schoolwide Program funds. For each listed position, the LEA must select the correct program category, indicate the percentage of the individual's salary to be charged to the Consolidated Schoolwide Program pool of funds, list the total amount to be charged to the Consolidated Schoolwide Program pool of funds, and provide a brief description of the responsibilities of the position. The description may be no more than 100 characters; fuller details should be included on the Consolidated Schoolwide Program: Expenditure Summary worksheet (tab 5).

For each of the remaining five (5) budget categories, the LEA must list line item planned expenditures. For each listed cost, the LEA must select the correct program category, indicate the total cost, and provide a brief description of the purpose of the purchase. The description may be no more than 100 characters; fuller details should be included on the Consolidated Schoolwide Program: Expenditure Summary worksheet (tab 5).

TAB 7: Consolidated Schoolwide Program: Budget

The budget for Consolidated Schoolwide Program funds will automatically populate based on the details of planned expenditures input by the LEA on the Consolidated School Program: Expenditure Details worksheet (tab 6). If the total amount does not match the total amount in the Consolidated School Program pool of funds, the LEA must add, delete, or revise items listed on the expenditure details worksheet.

TAB 8: Title I, Part A (Unconsolidated): Expenditure Summary

Please complete this section only if your LEA has Title I, Part A funds that are not being consolidated into the schoolwide program pool of funds in addition to any required and/or optional set-asides/reservations. In other words, if your LEA is consolidating all of its Title I, Part A funds into the schoolwide program pool (or at least all but set-asides/reservations), do not complete this section.

The purpose of Title I, Part A funds is to enable school to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. The law provides many flexibilities and opportunities for LEAs and schools to meet the purpose of Title I, Part A. In schoolwide program schools, an LEA may use Title I, Part A funds for any activities that are part of the schoolwide program plan. Under the Title I, Part A statute, any school that consolidates and uses funds from different federal programs is not required to maintain separate fiscal accounting records by program, that identify the specific activities supported by those particular funds; however, the school must maintain records that demonstrate that the schoolwide program, as a whole, addresses the intents and purposes of each of the federal programs being consolidated to support the schoolwide program.

For all unconsolidated, non set-aside Title I, Part A funds (recall, set-aside summaries are provided instead on tabs 2a and 2b), the LEA must provide summaries of planned uses of funds in categories according to the initiatives/activities the LEA will pay for at least partially with unconsolidated Title I, Part A funds. For example, if all unconsolidated Title I, Part A funds will be used for salaries for school improvement coaches and costs associated with a tutoring program for the most at-risk students, the LEA should summarize these two initiatives in two sections of this worksheet. ALL PLANNED EXPENDITURES IN SCHOOLWIDE PROGRAMS MUST ALIGN WITH THE LEA-APPROVED SCHOOLWIDE PLAN/S. Activities in any Targeted Assistance Schools may be summarized as one separate initiative.

The LEA must list one or more initiatives or categories of activities that it will fund with Title I, Part A (Unconsolidated) funds. For each initiative/category, the LEA must provide the percentage of unconsolidated Title I funds dedicated to the initiative/category. Then, in the space provided, the LEA must summarize its planned uses of funds for the initiative/category. The LEA may break its planned activities into up to 10 initiatives/categories.

Note that summaries related to required and/or optional Title I set-asides/reservations should not be included on this worksheet; instead, these summaries are to be provided on the Required and Optional Title I Set-Asides/Reservations worksheet (tab 2).

TAB 9: Title I, Part A (Unconsolidated): Expenditure Details

Please complete this section only if your LEA has Title I, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title I, Part A funds into the schoolwide program pool, do not complete this section.

On this worksheet, for each of the six (6) budget categories, the LEA must provide a full list of all planned expenditures from Title I, Part A (Unconsolidated) funds. The total of all expenditures in this section must match the total Title I, Part A allocation minus any Title I, Part A funds that are being consolidated in a Consolidated Schoolwide Program pool of funds. This means that detailed expenditures associated with the summaries provided on both the Required and Optional Title I Set-Asides/Reservations worksheet (tab 2) and the Title I, Part A (Unconsolidated): Expenditure Summary worksheet (tab 8) must be provided on this worksheet.

Under the Salaries and Benefits category, the LEA must list each individual position to be funded from Title I, Part A (Unconsolidated) funds. For each listed position, the LEA must select the correct program category, select the correct set-aside category (or "non set-aside"), indicate the percentage of the individual's salary to be charged to Title I, Part A (Unconsolidated) funds, list the total amount to be charged to the Title I, Part A (Unconsolidated) funds, and provide a brief description of the responsibilities of the position. The description may be no more than 100 characters; fuller details should be included on either the Required and Optional Title I Set-Asides/Reservations worksheet (tabs 2a and 2b) or the Title I, Part A (Unconsolidated): Expenditure Summary worksheet (tab 8), as applicable.

For each of the remaining five (5) budget categories, the LEA must list line item planned expenditures. For each listed cost, the LEA must select the correct program category, select the correct set-aside category (or "non set-aside"), indicate the total cost, and provide a brief description of the purpose of the purchase. The description may be no more than 100 characters; fuller details should be included on either the Required and Optional Title I Set-Asides/Reservations worksheet (tab 2a and tab 2b) or the Title I, Part A (Unconsolidated): Expenditure Summary worksheet (tab 8), as applicable.

TAB 10: Title I, Part A (Unconsolidated): Budget

The budget for Title I, Part A (Unconsolidated) funds will automatically populate based on the details of planned expenditures input by the LEA on the Title I, Part A (Unconsolidated): Expenditure Details worksheet (tab 9). If the total amount does not match the total amount of unconsolidated Title I, Part A funds, the LEA must add, delete, or revise items listed on the expenditure details worksheet.

TAB 11: Title II, Part A (Unconsolidated): Planning

Please complete this section only if your LEA has Title II, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title II, Part A funds into the schoolwide program pool, do not complete this section.

Title II, Part A requires LEAs to conduct an assessment of local needs for professional development and hiring. The purpose of the needs assessment is to determine the needs of the LEA's teaching force in order to have all students meet

challenging state content and academic achievement standards. An LEA may want to use information such as student achievement data, information about numbers of teachers (disaggregated by subject taught and grade level) who lack full teacher certification or licensure, assessments by administrators and mentor teachers who evaluate teacher and student performance, and teacher self-evaluations.

The LEA must indicate which data sources, including but not limited to the highly qualified teacher data where applicable, it used to perform the needs assessment. Please note that the LEA must maintain a record of its needs assessment process and all documentation related to the needs assessment. The LEA must check an additional assurance indicating that it will retain certain documentation and provide it to OSSE upon request.

For more information about the needs assessment process please see questions D-11 through D-18 of the U.S. Department of Education's Improving Teacher Quality State Grants Non-Regulatory Guidance, available at: http://www.ed.gov/programs/teacherqual/guidance.pdf.

TAB 12: Title II, Part A (Unconsolidated): Expenditure Summary

Please complete this section only if your LEA has Title II, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title II, Part A funds into the schoolwide program pool, do not complete this section.

All allowable uses of Title II, Part A funds are outlined in Section 2123 of the Elementary and Secondary Education Act. On this worksheet, the LEA must provide summary information regarding the LEA's planned uses of funds. All categories are of optional, authorized activities. Therefore, the LEA need not complete all sections, depending on its planned uses of funds. Costs for administering the grant may fall in any (one of more) of the categories; OSSE will closely scrutinize plans to spend more than 5% of funds for administration (which OSSE will review on the budget worksheet).

For each initiative/category, the LEA must provide the percentage of unconsolidated Title II funds dedicated to the initiative/category. Then, in the space provided, the LEA must summarize its planned uses of funds for the initiative/category.

Please note LEAs are not required to select all of the possible activities. Rather, LEAs are expected to target their funds to areas where their needs as greatest, as identified by the local needs assessment. All costs charged to Title II, Part A funds must be consistent with the local needs assessment. Thus, OSSE will expect LEAs to be able to demonstrate how their activities were consistent with the needs assessment. OSSE will also monitor to ensure costs were consistent with the activities described in the program plan.

TAB 13: Title II, Part A (Unconsolidated): Expenditure Details

Please complete this section only if your LEA has Title II, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title II, Part A funds into the schoolwide program pool, do not complete this section.

On this worksheet, for each of the six (6) budget categories, the LEA must provide a full list of all planned expenditures from Title II, Part A (Unconsolidated) funds. The total of all expenditures in this section must match the total Title II, Part A allocation minus any Title II, Part A funds that are being consolidated in a Consolidated Schoolwide Program pool of funds.

Under the Salaries and Benefits category, the LEA must list each individual position to be funded from Title II, Part A (Unconsolidated) funds. For each listed position, the LEA must select the correct program category, select the correct type of activity, indicate the percentage of the individual's salary to be charged to Title II, Part A (Unconsolidated) funds, list the total amount to be charged to the Title II, Part A (Unconsolidated) funds, and provide a brief description of the responsibilities of the position. The description may be no more than 100 characters; fuller details should be included on the Title II, Part A (Unconsolidated): Expenditure Summary worksheet (tab 12).

For each of the remaining five (5) budget categories, the LEA must list line item planned expenditures. For each listed cost, the LEA must select the correct program category, select the correct type of activity, indicate the total cost, and provide a brief description of the purpose of the purchase. The description may be no more than 100 characters; fuller details should be included on the Title II, Part A (Unconsolidated): Expenditure Summary worksheet (tab 12).

TAB 14: Title II, Part A (Unconsolidated): Budget

The budget for Title II, Part A (Unconsolidated) funds will automatically populate based on the details of planned expenditures input by the LEA on the Title II, Part A (Unconsolidated): Expenditure Details worksheet (tab 13). If the total amount does not match the total amount of unconsolidated Title II, Part A funds, the LEA must add, delete, or revise items listed on the expenditure details worksheet.

TAB 15: Title III, Part A (Unconsolidated): Planning

Please complete this section only if your LEA has Title III, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title III, Part A funds into the schoolwide program pool, do not complete this section.

LEAs receiving Title III, Part A funds must comply with a variety of program requirements. Most significant among these are:

- Meeting the annual measurable achievement objectives (AMAOs) – AMAOs are state-defined achievement targets that states use to evaluate students English language proficiency and proficiency in English/language arts and mathematics.

- Annually measuring the English proficiency of limited English proficient students – LEAs must assess, on an annual basis, the progress of limited English proficiency children in attaining English proficiency.

- Promoting parental and community participation in programs for limited English proficient students – LEAs must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels

in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet.

On this worksheet, the LEA must check two additional assurances to indicate its agreement to comply with certain Title III requirements. The LEA must then describe how the LEA will meet two specific planning requirements for recipients of Title III funds.

TAB 16: Title III, Part A (Unconsolidated): Expenditure Summary

Please complete this section only if your LEA has Title III, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title III, Part A funds into the schoolwide program pool, do not complete this section.

All allowable uses of Title III, Part A funds are outlined in Section 3115 of the Elementary and Secondary Education Act. Below, provide summary information regarding the LEA's planned uses of funds. While the first two categories of activities are required, all others are optional, authorized activities. Therefore, the LEA need not complete all sections, depending on its planned uses of funds. Costs for administering the grant may fall in any (one of more) of the categories; no more than 2% of the LEA's allocation may be used for administration (which OSSE will review on the budget worksheet).

The LEA may also spend its Title III, Part A funds on activities that are consistent with Section 3115(d) of ESEA.

Please note LEAs are not required to select all of the permissible activities. Rather, LEAs are expected to target their funds to areas where their needs are greatest.

LEAs may not spend more than 2% of their Title III, Part A allocation on administrative costs.

For each initiative/category, the LEA must provide the percentage of unconsolidated Title III funds dedicated to the initiative/category. Then, in the space provided, the LEA must summarize its planned uses of funds for the initiative/category.

Section 3115 is available at: http://www.ed.gov/policy/elsec/leg/esea02/pg41.html#sec3115.

TAB 17: Title III, Part A (Unconsolidated): Expenditure Details

Please complete this section only if your LEA has Title III, Part A funds that are not being consolidated into the schoolwide program pool of funds. In other words, if your LEA is consolidating all of its Title III, Part A funds into the schoolwide program pool, do not complete this section.

On this worksheet, for each of the six (6) budget categories, the LEA must provide a full list of all planned expenditures from Title III, Part A (Unconsolidated) funds. The total of all expenditures in this section must match the total Title III, Part A allocation minus any Title III, Part A funds that are being consolidated in a Consolidated Schoolwide Program pool of funds.

Under the Salaries and Benefits category, the LEA must list each individual position to be funded from Consolidated Schoolwide Program funds. For each listed position, the LEA must select the correct program category, select the correct type of activity, indicate the percentage of the individual's salary to be charged to Title III, Part A (Unconsolidated) funds, list the total amount to be charged to the Title III, Part A (Unconsolidated) funds, and provide a brief description of the responsibilities of the position. The description may be no more than 100 characters; fuller details should be included on the Title III, Part A (Unconsolidated): Expenditure Summary worksheet (tab 16), as applicable.

For each of the remaining five (5) budget categories, the LEA must list line item planned expenditures. For each listed cost, the LEA must select the correct program category, select the correct type of activity, indicate the total cost, and provide a brief description of the purpose of the purchase. The description may be no more than 100 characters; fuller details should be included on the Title III, Part A (Unconsolidated): Expenditure Summary worksheet (tab 16), as applicable.

TAB 18: Title III, Part A (Unconsolidated): Budget

The budget for Title III, Part A (Unconsolidated) funds will automatically populate based on the details of planned expenditures input by the LEA on the Title III, Part A (Unconsolidated): Expenditure Details worksheet (tab 17). If the total amount does not match the total amount of unconsolidated Title III, Part A funds, the LEA must add, delete, or revise items listed on the expenditure details worksheet.

TAB 19: Additional Assurances for DCPS Only

DCPS is the only LEA that must complete this worksheet.

Equitable Services

The LEA must check several assurances and indicate the amounts to be reserved to provide equitable services to private school students from Title I, Part A; Title II, Part A; and Title III, Part A. In addition, for each, the LEA must explain how it determined the amounts in accordance with federal requirements.

Geographically-defined LEAs are required to provide eligible private school students, teachers and other educational personnel with Title II, Part A services or other benefits that are equitable to those provided to eligible public school students, teachers and other educational personnel. The Title II, Part A services for private school students must be developed in consultation with officials of the private schools.

Accordingly, the LEA must assure that it has consulted with appropriate private school officials and has developed an equitable services program that complies with Title II, Part A requirements.

Please see Section B of the U.S. Department of Education's Title I Services to Eligible Private School Children Non-Regulatory Guidance for more information about this requirement:
http://www.ed.gov/programs/titleiparta/psguidance.doc

Title I Comparability and Maintenance of Effort

The LEA must then check several assurances to indicate its agreement to comply with specific requirements for Title I comparability and maintenance of effort calculations and reports.

TAB 20: New Assurances for ESEA Waiver Implementation

The LEA must check several assurances to indicate that it is committed to implementing the accountability system, providing interventions, setting aside Title I funds, and implementing teacher and principal evaluation systems as required by DC's approved application for Flexibility from the Elementary and Secondary Education Act.

Additional assurances related to federal grants management may apply.

Program Categories, Budget Categories, and Budgeting Tips

In general, budget worksheets are aligned to program categories that must be reported as part of the National Public Education Survey administered by the National Center for Education Statistics. Examples of each of the categories below are given in the "Definitions and Examples" tab of the budget workbooks:

- **Instruction** – The direct instructional interaction between teachers and students. This instruction may be provided to students in a school classroom, in an alternate location (e.g., home or hospital), or in other learning situations, including those involving co-curricular activities. The activities of teacher aides or classroom assistants of any type (e.g., clerks, graders, teaching machines) who assist in the instructional process are also in this category.
- **Support Services** – The technical and logistical support to facilitate and enhance instruction. These are services within programs that aid in fulfilling that program's instructional objectives or community service goals, rather than being full-service entities. Such services include activities or stipends associated with providing professional development to the instructional staff, assessing and improving the well-being of students, and supplementing the teaching process.
- **Administration** – The activities concerned with establishing and administering policy for operating the LEA or with handling the overall administrative responsibilities for a school and program. NOTE: The total amount of all budget items in this Admin category CANNOT exceed the optional Administrative set-aside requested in your LEA's Consolidated Application.
- **Operations and Maintenance** – The activities concerned with keeping the physical plant open and comfortable; maintaining safety in buildings, grounds, and the vicinity of schools; and keeping the grounds, buildings, and equipment in effective working condition and state of repair. *Operations and maintenance costs are subject to limitations in accordance federal rules and regulations, including the supplement, not supplant requirement, the Education Department General Administrative Regulations (EDGAR) and the federal cost principles set out in Office of Management and Budget Circular A-87.* Please note that funds under the covered programs may not be used for the acquisition of real property or for construction (34 CFR § 76.533).
- **Student Transportation** – Those activities concerned with conveying students to and from school as part of the School Choice requirements for schools in School Improvement. *Student transportation costs are subject to limitations in accordance federal rules and regulations, including the supplement, not supplant requirement.*

Furthermore, the LEA must identify the amounts that are budgeted for the following budget categories:

- Salaries and Benefits
- Supplies and Materials
- Fixed Property Costs
- Contracted Professional Services
- Equipment
- Other

Allowability Considerations

It is the LEA's responsibility to ensure that all costs included in each program budget are allowable under the relevant federal program. This means, at a minimum, the LEA has verified the cost is:

- Consistent with federal cost principles;
- Permissible under the applicable federal program statutes and regulations;
- Consistent with any program specific fiscal rules (such as caps on specific costs, supplement not supplant restrictions, etc.); and
- Consistent with allowable cost rules established in the Education Department General Administrative Regulations (EDGAR).

In addition, the OSSE may impose special conditions on a grant award under certain circumstances. If the OSSE imposes any special conditions, the LEA will be notified in writing and will be provided an opportunity to amend the budget to ensure costs are consistent with the special conditions.

The OSSE's approval of a budget does not indicate the costs contained in the budget are allowable. Allowability is a fact-specific analysis and it is the responsibility of the LEA to ensure its costs are allowable. The OSSE will monitor costs charged to federal programs through a variety of mechanisms and costs found to be unallowable will be disallowed, and may be required to be repaid. The OSSE will be available to assist LEAs in preparing their budgets and will provide technical assistance throughout the year.

For more information about best practices related to developing effective budgets, please review the National Center for Education Statistic's manual on Financial Accounting for State and Local School Systems, available at: http://nces.ed.gov/pubs2004/h2r2/. While the guidance set out in the manual is not legally binding, the manual may provide helpful information.