



FY21 ESEA Consolidated Application

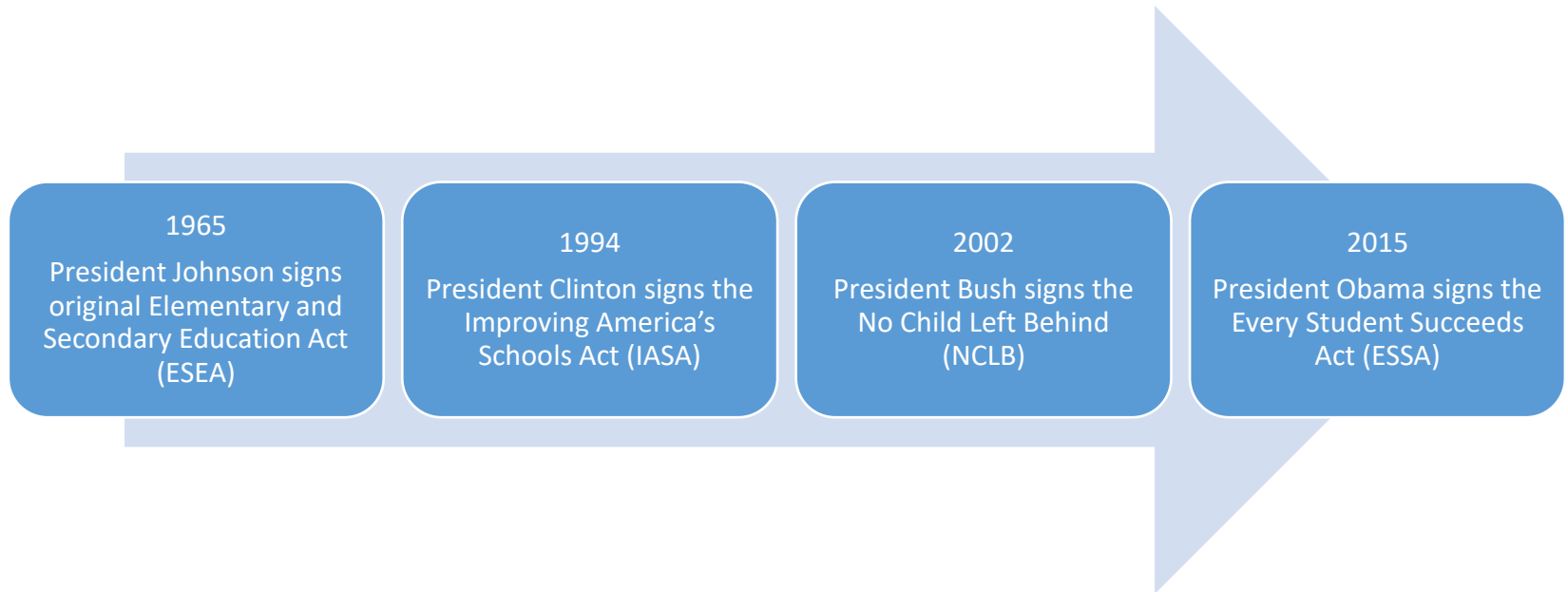
Title III- Part A

K-12 Systems and Supports

Agenda

- Introduction
- Overview: ESEA Title III- Part A
- Title III-A: Grant Administration
- Title III-A: Program Requirements
- Next Steps
- Resources

ESEA: History and Purpose

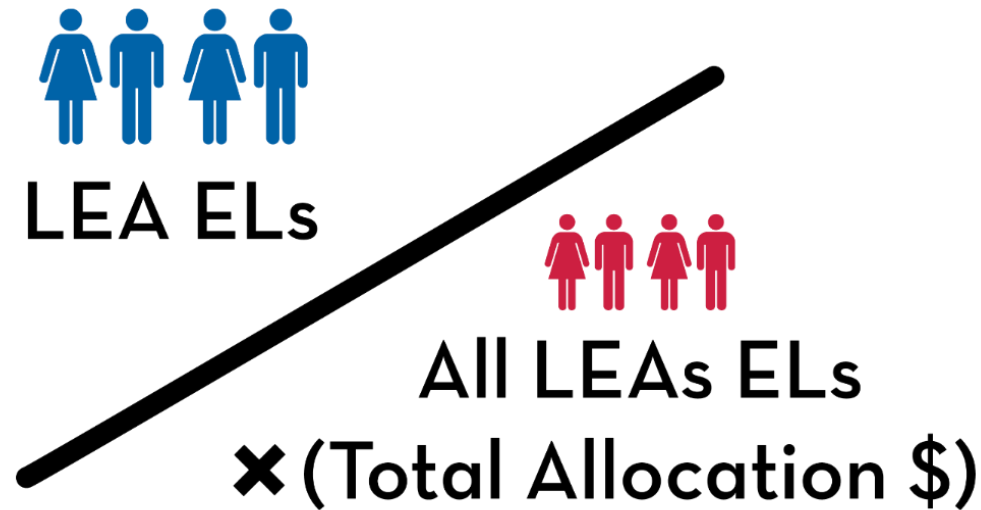


The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing ESEA.

PURPOSE: The intent of ESSA is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

TITLE III: Language Instruction for English Learners and Immigrant Students
Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title III Allocation Calculation



Title III Allocation to LEAs

Allocated proportionally by their relative LEA share of enrolled English learners of all the English learners in the District of Columbia

- Initial allocations are based on relative enrollment
- Final allocations for individual LEAs vary as LEAs elect to receive Title funds or participate in the Title III consortium
- The minimum grant amount for Title III-A is \$10,000
- LEAs elect to combine their allocations with other LEAs to create a Title III consortium grant that totals more than \$10,000.
- A proportional amount of LEA allocations is reserved for the Substantial Increase in Immigrant Children and Youth grant (3114(d)) within Title III-A

Final allocations for individual LEAs may fluctuate year to year as a result of:

- Changes in the relative share of ELs for all LEAs
- Elections of LEAs initially allocated less than \$10,000
- The 3114(d) reservation
- Changes in the District's state-level allocation



Title III: Grant Administration

Grant Administration Requirements

Qualifying for Funds

- Signed Phase I assurances
- Approved Phase II consolidated application

Rules & Regulations

- [ESSA](#)
- [Education Department General Administrative Regulations](#)
- Uniform Grants Guidance ([UGG](#)), [2 CFR Part 200](#)
- [District of Columbia School Reform Act](#)

Monitoring

- [OSSE Risk-Based Monitoring System](#)
- [U.S. Department of Education Performance Review Process](#)

Fiscal Year 2021 Grant Calendar

Initial Grant
Period

- July 1, 2020 - First date of obligation
- Sept. 30, 2021 – Last date of obligation

Reimbursement
Period

- Oct. 1, 2020 – First date to request
- Dec. 1, 2021 – Last date to request

Closeout Period

- Dec. 12, 2021 – First date to submit
- Jan. 31 2022 – Closeout reports due for FY21

Tydings Period
for Carryover

- Oct. 1, 2021 – Sept. 30, 2022

Typical
Monitoring
Period

- Fall 2021 – Identification and notification
- Spring 2022 – Monitoring visit

Supplement, Not Supplant (SNS)

SNS requires Title III funds to be supplemental to, and not replace, other federal, state, and local funds for activities are over and above the basic provision of EL services and academic need.

SNS may be presumed when:

- An LEA uses Title III funds to pay for an activity that is required by federal, state or local law; or
- An LEA uses Title III funds to pay for an activity it supported with state or local funds the prior year

Laws that include EL protections

- Civil Rights Act of 1964 – Title IV
- Equal Educational Opportunities Act

An LEA may not use Title III funds to:

- Identify English Learners
- Administer the required annual English Language Proficiency assessment

Allowable Uses of Funds - Application

Necessary and Reasonable

- The expenditure costs are clear to an objective observer
- Expenditures are made in accordance with federal and District laws and regulations and the terms and conditions of the federal award
- Expenses pay a fair market price for the goods or services
- Established practices and policies of the LEA for procurement are followed

Allocable

- The grant must benefit from the cost in proportion to the amount paid by the grant
- Salary and benefit costs must benefit the program in proportion to the amount paid

Allowable Uses of Funds – Reimbursement

Adequately Documented

- Sufficient evidence of expenditures to trace how the funds were spent
 - Invoices and receipts with proof of payment
 - Contracts and invoices including scope of work, dates and rates

Consistent with the Application

- Approved by OSSE
- Expenditures must be aligned with program plan and anticipated budget
- If needed, the uses of funds in the application may be amended for a new approval



Title III-A: Program Requirements

Purposes of Title III-A

Help ensure that ELs **attain English proficiency and develop high levels of academic achievement in English**

Assist ELs to **achieve at high levels in academic subjects and meet the District's academic standards**

Assist teachers, and school leaders in **establishing, implementing, and sustaining effective language instruction educational programs (LIEPs)**

Assist teachers, school leaders, to **develop and enhance their capacity to provide effective LIEPs** designed to prepare ELs to enter all-English instructional settings

Promote EL parent, family, and community participation in **LIEPs**

Uses of Funds - Required Activities

Providing effective LIEPs to meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement

Providing effective professional development to educators that is:

- Designed to improve the instruction and assessment of ELs
- Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs
- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

Parent, family, and community engagement activities

Uses of Funds – Authorized Activities

Upgrading program objectives and effective instructional strategies

Improving instructional program for ELs by **identifying, acquiring, and upgrading** curricula, instructional materials, educational software, and assessment procedures

Provide to ELs:

- Tutorials, academic, or career and technical education to ELs
- Intensified instruction to ELs, which may include materials in understandable languages, interpreters, and translators

Developing and implementing effective preschool, elementary school, or secondary LIEPs that in **coordination with other relevant programs**

Financial Flexibilities: Transferring Funds

LEAs may transfer all or a portion of their Title II and Title IV allocations to another fund

FROM:

- Title II-A
- Title IV-A



TO:

- Title I-A
- Title II-A
- **Title III-A**
- Title IV-A

Key requirements of Transferability:

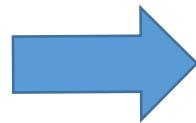
- Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of the program to which the funds are transferred.
- DCPS must consult with private school officials if DCPS transfers funds from a program that provides for participation from private schools.

Financial Flexibility: Consolidating Funds

LEAs may consolidate all or a portion of their Title II, Title III, and Title IV allocations into a consolidated Title I schoolwide program pool of funds

FROM:

- Title III-A



TO:

- Consolidated Schoolwide Program

Key requirements of consolidation:

- Consolidated funds lose their identity and are subject to all the rules and requirements of the Title I program
- Consolidated programs must meet the intents and purposes of the individual Titles that were consolidated

Engagement for the Title III Local Plan

Required Stakeholders to be Consulted

- Community members
- Institutions of higher education
- Parents and family members
- Public or private entities
- Researchers
- School administrators
- Teachers

LEA-level Parent and Family Engagement

Outreach

- Conduct outreach to parents of English learners to inform them how to:
 - Be involved in the education of their children, and
 - Be active participants in assisting their children to:
 - Attain English proficiency;
 - Achieve at high levels within a well-rounded education; and
 - Meet the challenging state academic standards expected of all students.

Recommendations

- Hold regular meetings with parents of English Learners (EL) for the purpose of responding to their recommendations regarding the school's EL program

Notification

- Notify parents of their child's identification for English learner services in a timely manner:
 - No later than 30 days after the beginning of the school year
 - For children who have not been identified as English learners prior to the beginning of school year, in the first two weeks of placement of child in the program.

EL Program Notification Letter

The reasons for identification of their child as an English learner

The child's English proficiency level, how it was assessed and the status of academic achievement

The methods of instruction used in the program

How the program will meet the educational needs of their child

How the program will help their child learn English and meet academic standards

The specific exit requirements for the program

In the case of a child with a disability, how the program meets the objectives of the individualized education program

Information pertaining to parental rights includes:

- Their right to have their child removed from such a program
- Decline to enroll their child in such program or to choose another program
- Assisting parents in selecting among various programs and methods of instruction if more than one is offered



Compliance and Monitoring

Compliance Under ESSA

Required Programs:

- Equitable Access to Effective, Experienced, and In-Field Teachers
- Family Engagement and Parent Involvement
- Early Learning Coordination with Head Start Agencies

Required Reporting:

- Maintenance of Effort
- Per-pupil Expenditures

Common Monitoring Findings

LEAs were monitored in the Risk Based Monitoring System 2019-2020 cycle and the most common findings or areas of improvement were related to the following program components:

1. Procurement policies and procedures
2. Time and effort certifications
3. Parent and family engagement policy and activities
4. Documentation of stakeholder engagement

Procurement Policies and Procedures

ALL LEAs

- [Education Department General Administrative Regulations](#) (EDGAR)
- [Uniform Grants Guidance](#) (UGG)

DCPS

- [District of Columbia Municipal Regulations](#) (DCMR)

PCS

- [District of Columbia Public Charter School Board Procurement Contract Submission Policy](#) (PCSB)

Time and Effort Certifications

For all personnel expenditures, LEAs should collect and maintain time and effort certifications.

Time and Effort Certifications **must**:

- Include the name, title, and grant role (cost objective) of the employee or contractor;
- Be dated to align with the grant period;
- Be signed by the employee and dated after the fact;
- Match payroll records; and
- Account for total activity (100% of time)

Time and Effort Certifications **should**:

- Be validated with a supervisor's signature; and
- Be completed quarterly, at a minimum, for personnel that meet multiple cost objectives.

Time and Effort Certifications **may**:

- Follow a semi-annual report pattern for single cost objectives; and
- Be signed electronically within a secure system.

Parent and Family Engagement Activities

Create a **system that tracks** parent notifications, surveys, meetings, and outreach activities

Document the consultation with parents and family members in developing and implementing **the LEA's EL plan**

Document the **EL program notifications** to parents

Documentation of Engagement

Types of documentation:

- Opinion survey results
- Meeting notes and presentations
- Decision memos
- Revised versions of policies
- Email conversations



Resources

Next Steps

1. Meet with appropriate academic and finance team members to determine the plan for Title III funding
2. Collect the required stakeholder engagement data
3. Decide if financial flexibilities are appropriate to meet needs
4. Prepare the Title III Local Plan and budget for the application
5. Submit the application by Sept. 30, 2020 at 3 p.m.
6. Revise the returned application within two weeks of receiving comments (Oct. 1 – Dec. 31)
7. Receive final approval and begin requesting reimbursement for expenditures (after Oct. 1)

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Resources

- [ESEA – Law](#)
- [OSSE - Consolidated Application Webpage](#)
- [OSSE - ESSA Guidance for LEAs Webpage](#)
- [OSSE - English Learner Policy and Programs](#)