

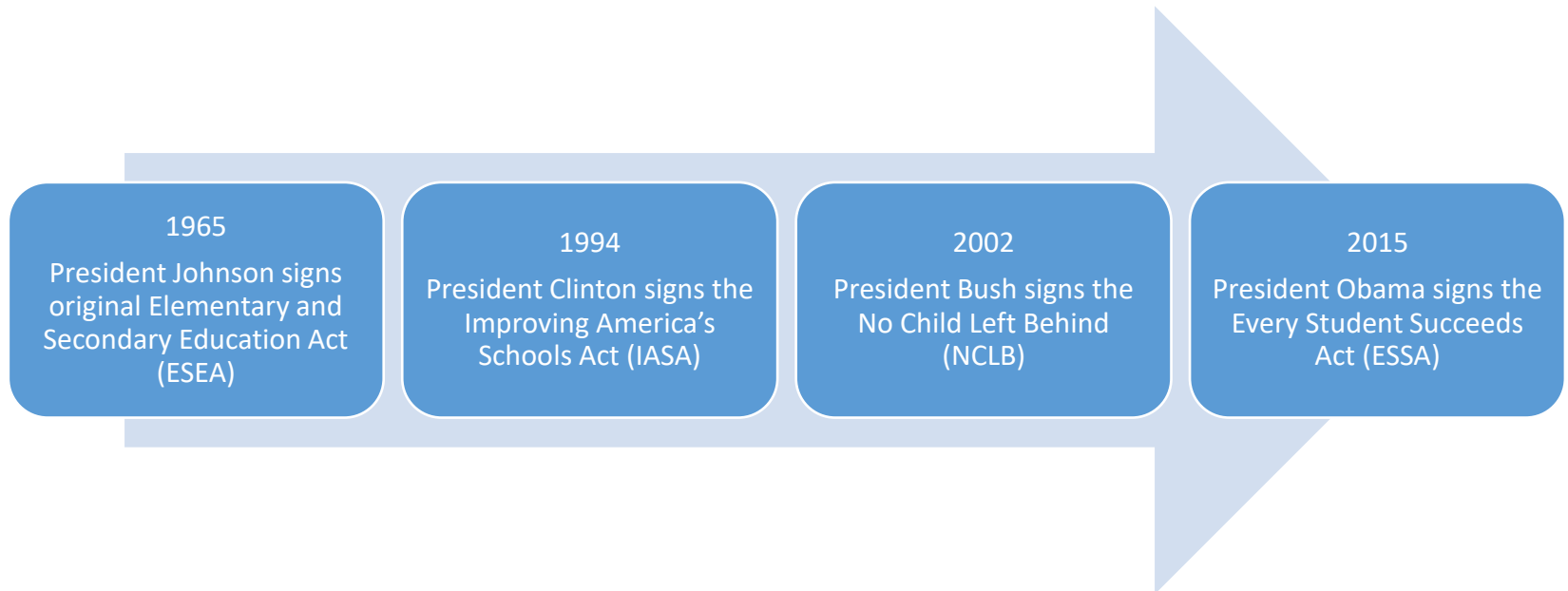


FY21 ESEA Consolidated Application
Title II-A
K-12 Systems and Supports

Agenda

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

ESEA: History and Purpose



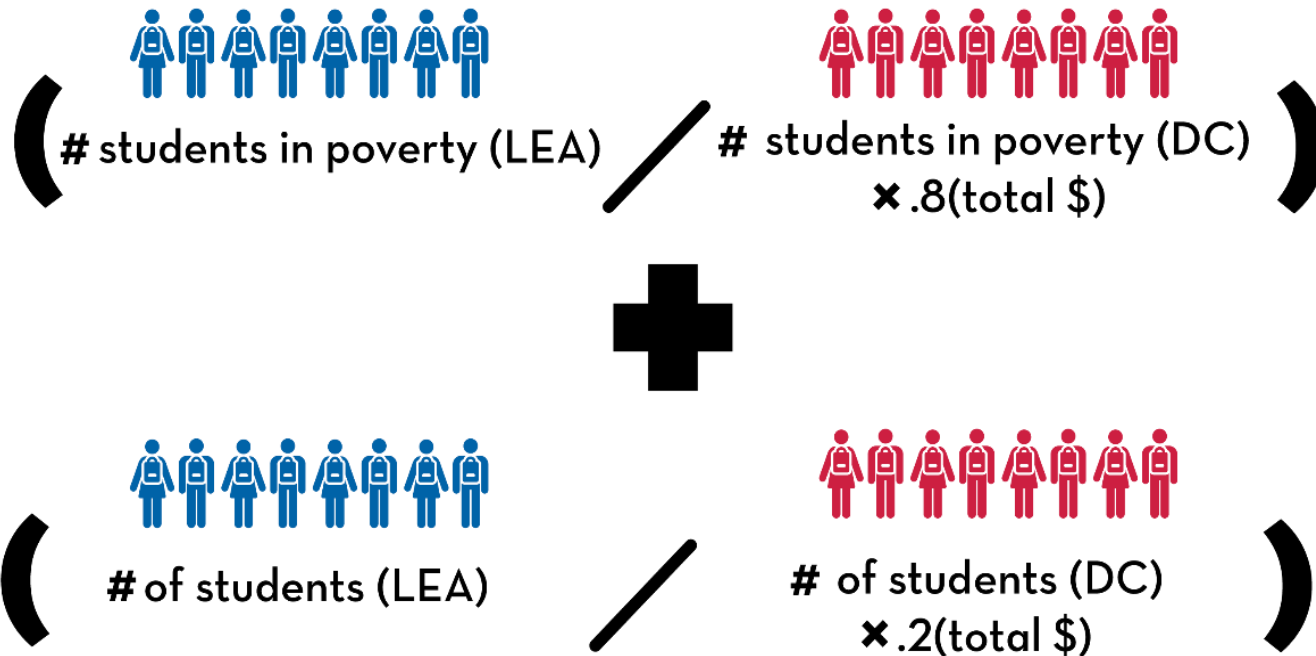
The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing ESEA.

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 II: Preparing, Training and Recruiting High-quality Teachers, Principals and Other School Leaders

Part A: Supporting Effective Instruction

Title II, Part A – Allocation Calculation



Title II, Part A – Allocation Calculation

All K-12 LEAs are eligible for Title II-A allocations, and LEAs with higher poverty rates will have a larger proportional share.

LEA's shares of students living in poverty are calculated using the same data as Title I-A.

Allocations of individual LEAs can fluctuate year to year as a result of:

- Enrollment or poverty rate changes at any other LEAs
- Fluctuations in the District's state-level allocation
- Reallocations from other LEAs



Title II: Grant Administration

Grant Administration Requirements

Qualifying for Funds

- K-12 LEAs
- Signed Phase I assurances
- Approved Phase II consolidated application

Rules & Regulations

- [ESSA](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- 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

Tydings Period
for Carryover

- Oct. 1, 2021 – Sept. 30, 2022

Typical
Monitoring
Period

- Fall 2021 – Spring 2022

Supplement, Not Supplant (SNS)

Supplanting is presumed when:

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

An LEA may be able to overcome a presumption of supplanting with written documentation that:

- It does not have the funds necessary to implement the activity and;
- That the activity would not be carried out in the absence of the Title II funds

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 II-A: Program Requirements

Intent and Purposes

Provide supplemental **activities that strengthen the quality and effectiveness** of teachers, principals, and other school leaders

Increase student achievement consistent with the District's academic standards

Improve the quality and effectiveness of teachers, principals, and other school leaders

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement

Provide low-income and minority students **greater access** to effective teachers, principals, and other school leaders.

Application Consultation

Stakeholders

- Charter school leaders (where applicable)
- Community partners
- LEA leaders and staff
- Paraprofessionals
- Parents and family members of students
- Principals and other school leaders
- Researchers
- Specialized instructional support personnel
- Students
- Teachers

Title II, Part A – Allowable Uses

- Developing or improving a rigorous transparent and fair evaluation and support system for teachers and school leaders
- Recruiting, hiring and retaining effective teachers; implementing supports for school leaders
- Recruiting from other fields
- Class size reduction
- Personalized professional development
- Increasing teacher effectiveness for students with disabilities and English learners
- Supporting early education
- Supporting effective use of assessments
- Supporting awareness and treatment of trauma and mental illness and school conditions for student learning
- Supporting gifted and talented students
- School library programs
- Preventing and recognizing child sexual abuse
- Supporting science, technology, engineering and mathematics
- Feedback mechanisms to improve school working conditions
- Supporting postsecondary and workforce readiness
- Other activities

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



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 Flexibilities: 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 II-A
- Title III-A
- Title IV-A



TO:

- Title I-A 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



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

Meaningfully consult with and seek advice from parents and stakeholders on the **teacher training and development program plan** and how best to improve the LEA's activities to meet the purpose of Title II

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

Documentation of Engagement

Types of documentation:

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



Next Steps

Next Steps

1. Applications are due Sept. 30, 2020 by 3 p.m. (after 3 p.m., the “submit” button will disappear and LEAs cannot submit)
2. Revise applications within two weeks of receiving comments (Oct. 1 – Dec. 31)
3. Receive final approval and begin requesting reimbursement for expenditures (earliest date is Oct. 1)

OSSE - K-12 Systems and Support Contacts

Bonnie Bacon

Supervisory Education Program
Specialist

Bonnie.Bacon@dc.gov

(202) 545-7224

Mark Harris Jr.

Program Analyst

Mark.Harris3@dc.gov

(202) 741-0256

Giana Hutton

Program Analyst

Giana.Hutton@dc.gov

(202) 478-5915

Samia Said

Program Analyst

Samia.Said@dc.gov

(202) 486- 2474

Mildred Washington

Program Analyst

Mildred.Washington@dc.gov,

(202) 724-7870

Resources

- [ESEA – Law](#)
- [OSSE - Consolidated Application Webpage](#)
- [OSSE - ESSA Guidance for LEAs Webpage](#)