Goals

To gain a general understanding of:

- Program requirements for Title II-A
- Title II-A uses of funds and allowable expenditures
- Financial flexibilities available for Title II-A funds
- Grant administration requirements
- Compliance and monitoring expectations
ESEA FY23 Grant Calendar

July 2022
- Ongoing – FY23 ConApp Training Series
  - July 1 – Phase II FY23 ConApp Released with Preliminary Allocations
  - July 1 – First date to obligate FY23 funds

August 2022
- Ongoing – FY23 ConApp Training Series
  - Aug. 31 – Last date to submit FY22 amendments until Nov. 1
  - Aug. 31 – Deadline to consolidate 21st CLCC grants to Schoolwide program

September 2022
- Sept. 1 – Deadline to consolidate IDEA grants to schoolwide program
  - Sept. 30 – Last date to obligate FY23 funds
  - Sept. 30 at 3 p.m. – Phase II FY23 ConApp due
  - Sept. 30 – 4th Quarter FY22 reimbursement requests due

October 2022
- Ongoing – Revise returned FY23 ConApps
  - Oct. 31 - FY23 Final Allocations released

June 2023
- Ongoing – FY24 ConApp Trainings
  - June 1 – FY24 Phase I Assurances Application Released
  - Mar. 30 – 3rd Quarter FY23 reimbursement requests due
  - June 30 – FY24 Phase I Assurances Due

May 2023
- Ongoing – FY24 ConApp Trainings
  - May 31 – 3rd Quarter FY23 reimbursement requests due

April 2023
- Apr. 30 – FY24 New or Significantly Expanding PCS data collection due

March 2023
- Mar. 15 – Maintenance of Effort and Per-Pupil Expenditure data collection due
  - Mar. 30 – 2nd Quarter FY23 reimbursement requests due

February 2023
- Ongoing – Submit FY23 budget amendments when FY22 Carryover Funds are uploaded in FY23 in EGMS

January 2023
- Jan. 15 – FY22 Closeout Reports due

ESEA Titles I-IV ConApp
Fiscal Year 2023
School Year 2022-23

Summer – Attend trainings and plan SY22-23 programs

Fall – Submit FY23 ConApp and closeout FY22 expenditures

Spring Evaluate SY22-23 programs and gather stakeholder feedback

Winter – Reimburse for FY23 funds and amend budgets to spend down

November 2022
- Ongoing – Prepare final FY22 reimbursement requests
  - Nov. 1 – 15 - FY22 budget amendment submission window

December 2022
- Ongoing – Revise returned FY23 ConApps
  - Dec. 1 – Last day to submit final FY22 reimbursement requests
  - Dec. 31 – 1st Quarter FY23 reimbursement requests due

January 2023
- FY22 Closeout Reports due

July 2022
- Ongoing – FY23 ConApp Training Series
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7/13/2022
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

\[ \frac{\text{# of students (LEA)}}{\text{# students in poverty (LEA)}} + \left( \frac{\text{# of students (DC)}}{\text{# students in poverty (DC) \times .8 (total $)}} \right) \]
Title II, Part A – Allocation Calculation

All K-12 LEAs are eligible for Title II-A funds, 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-A: Grant Administration
# Life Cycle of FY23 Grant

<table>
<thead>
<tr>
<th>Year</th>
<th>Period</th>
<th>Date</th>
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<tbody>
<tr>
<td>2022</td>
<td>Initial Grant Availability Period</td>
<td>July 1-Oct. 1</td>
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<tr>
<td>2022</td>
<td>Reimbursement Period</td>
<td>Sept. 30-Dec. 1</td>
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<tr>
<td>2023</td>
<td>Monitoring Period</td>
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<tr>
<td>2024</td>
<td>Tydings Period for Carryover</td>
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</table>
## Grant Administration Requirements

### Qualifying for Funds
- LEAs serving grades K-12
- Signed Phase I assurances
- Approved Phase II Consolidated Application

### Rules & Regulations
- [ESSA](#)
- [Education Department General Administrative Regulations](#)
- [Uniform Grants Guidance](#)
- [District of Columbia School Reform Act](#)

### Monitoring
- [OSSE Annual Monitoring](#)
- [U.S. Department of Education Performance Review Process](#)
## 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 expenditure 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

<table>
<thead>
<tr>
<th>Adequately Documented</th>
<th>Consistent with the Application</th>
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<tr>
<td>• Sufficient evidence of expenditures to trace how the funds were spent</td>
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<tr>
<td>• Invoices and receipts with proof of payment</td>
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<tr>
<td>• Contracts and invoices including scope of work, dates and rates</td>
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<tr>
<td>• Approved by OSSE</td>
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<tr>
<td>• Expenditures must be aligned with program strategies and anticipated budget</td>
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<tr>
<td>• If needed, the uses of funds in the application may be amended for a new approval</td>
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</tbody>
</table>
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.
Required Stakeholder Engagement for LEA Application

The planning team must include perspectives of these stakeholders to inform the most effective plan:

- Teachers
- LEA Leaders
- Principals/School Leaders
- Community Partners
- School Personnel
- Parents/Family Members
Use of Funds

Strengthen the quality and effectiveness of teachers, principals, and school leaders

- 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 the school's working conditions
- Supporting postsecondary and workforce readiness
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
Title II-A: 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
LEAs must capture evidence of progress monitoring to ensure the effectiveness of the grant program.

Evidence may include:

- Stakeholder engagement
- Teacher conference meeting notes
- Student academic data
- Teacher observations
- School climate data
- Parent and family engagement policy and activities
Fiscal Monitoring

The most common findings or areas of improvement for LEAs in the recent Annual Grants Monitoring cycles were related to the following:

- Documentation of procurement policies and procedures
- Expenditure records (invoices, contracts, payments)
- Accounting records
- Time and effort certifications
Procurement Policies and Procedures

### ALL LEAs
- Education Department General Administrative Regulations (EDGAR)
- Uniform Grants Guidance (UGG)

### DCPS
- District of Columbia Municipal Regulations (DCMR)

### CHARTER LEAs
- District of Columbia Public Charter School Board Procurement Contract Submission Policy
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 validated with a supervisor’s signature; and  
| | • 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 on multiple grants |
| Time and Effort Certifications **may:** | • Follow a semi-annual report pattern for personnel on a single grant; and  
| | • Be signed electronically within a secure system |
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 Stakeholder Engagement

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

**Not all engagement is documented the same way:**
- Large public meetings or meetings between organization leaders
- Teachers and staff may have representative meetings, or be surveyed, or responses may be incorporated into professional development activities
- Some engagement occurs with other education organizations and may be documented there
Title II-A: Next Steps and Resources
Next Steps

1. Applications are due Sept. 30, 2022 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 being requesting reimbursement for expenditures (earliest date is Oct. 1)
# ESEA Consolidated (Titles I-IV) Point of Contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Mark Harris</td>
<td><a href="mailto:Mark.Harris3@dc.gov">Mark.Harris3@dc.gov</a></td>
<td>(202) 741-0256</td>
</tr>
<tr>
<td>Alison Waddy</td>
<td><a href="mailto:Alison.Waddy@dc.gov">Alison.Waddy@dc.gov</a></td>
<td>(202) 727-8379</td>
</tr>
<tr>
<td>Mildred Washington</td>
<td><a href="mailto:Mildred.Washington@dc.gov">Mildred.Washington@dc.gov</a></td>
<td>(202) 724-7870</td>
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<tr>
<th>School Names</th>
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<tr>
<td>BASIS PCS</td>
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<tr>
<td>Cedar Tree PCS</td>
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<td>DC Wildflower</td>
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<td>Howard University Middle</td>
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<td>I Dream PCS</td>
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<td>DC International</td>
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<td>E.W. Stokes PCS</td>
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<td>Thurgood Marshall PCS</td>
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<td>Two Rivers PCS</td>
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Resources

- FY23 Title II-A Comprehensive Guide
- Schoolwide Program Design: The Basics (recorded webinar)
- OSSE Schoolwide Plan Template
- OSSE Schoolwide Program Plan Compliance Checklist
- FY23 ConApp Workbook
- ESEA Consolidated Application Webpage
- ESSA Guidance for LEAs Webpage
- Annual Grants Monitoring Webpage