



# FY23 ESEA Consolidated Application Title II-A

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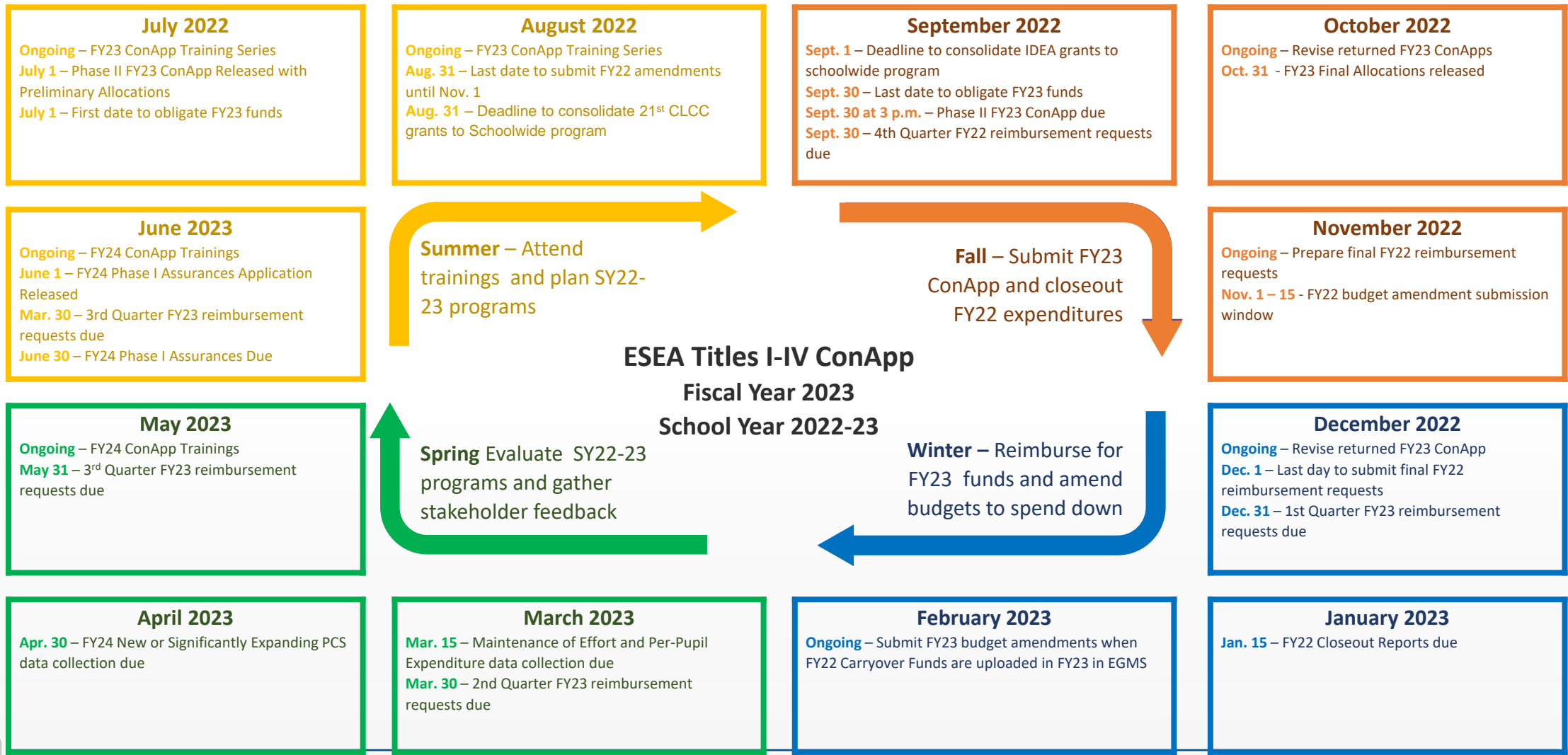
Systems and Supports, K-12

# Goals

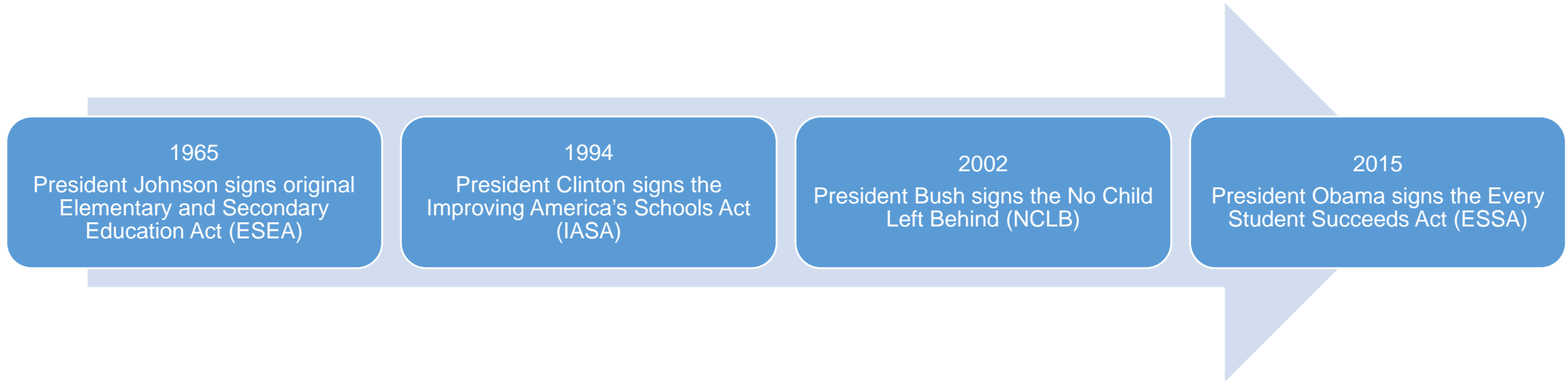
To gain a general understanding of:

- 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



# ESEA: History and Purpose

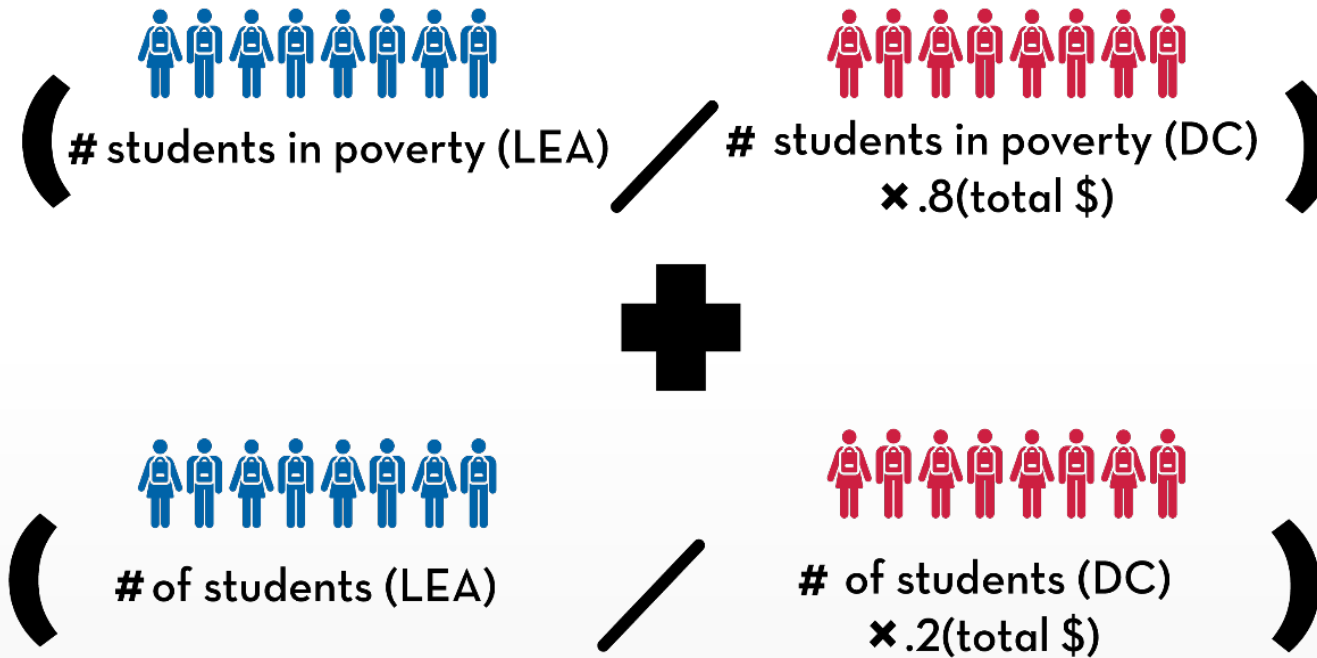


The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing ESEA.

**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 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:

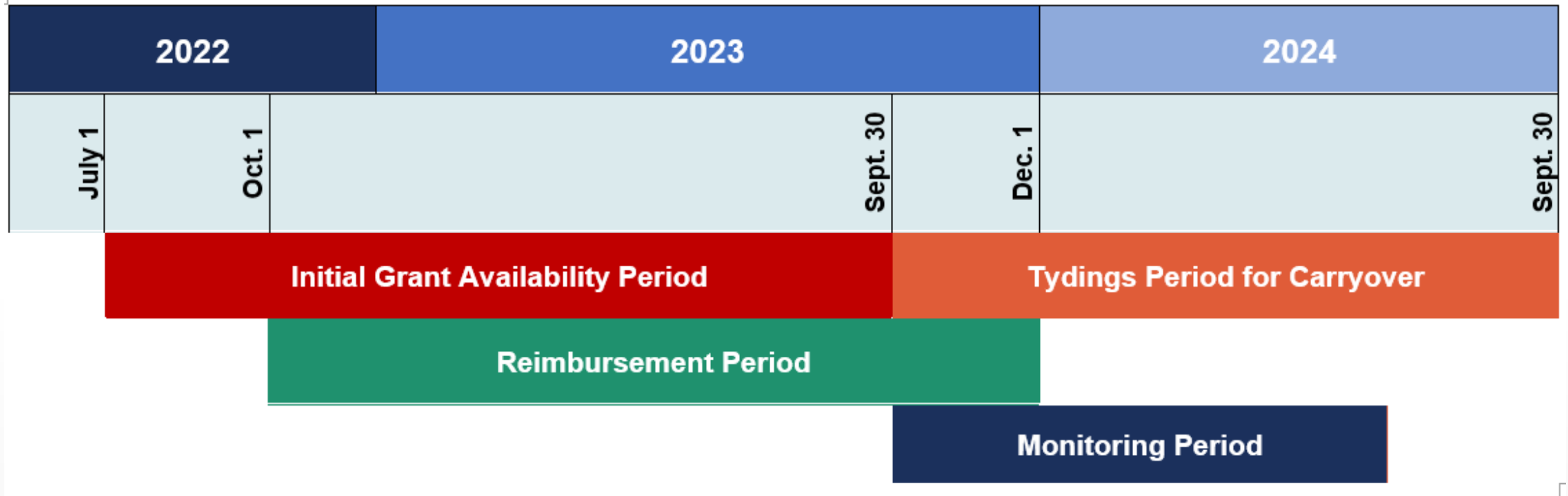
- Enrollment or poverty rate changes at any other LEAs
- Fluctuations in the District's state-level allocation
- Reallocations from other LEAs



## **Title II-A: Grant Administration**

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# Life Cycle of FY23 Grant





# 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

## 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 strategies and anticipated budget
- If needed, the uses of funds in the application may be amended for a new approval



# Title II-A: Program Requirements

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# 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



# 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

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# 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

# Programmatic Monitoring

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 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

# Parent and Family Engagement Policies and 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 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

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# 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 begin requesting reimbursement for expenditures (earliest date is Oct. 1)

# ESEA Consolidated (Titles I-IV) Point of Contact

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<p>BASIS PCS                      Cedar Tree PCS                      DC Wildflower                      DCPS                      Friendship PCS                      Howard University Middle                      I Dream PCS                      IDEA PCS                      Kingsman Academy PCS                      Maya Angelou PCS                      Mundo Verde PCS                      Perry Street Prep PCS                      Richard Wright PCS                      Shining Stars Montessori                      Social Justice PCS                      St. Coletta PCS                      Washington Global                      Washington Latin</p>	<p>Achievement Prep PCS                      Breakthrough Montessori                      Capital City PCS                      Capitol Village PCS                      Center City PCS                      Cesar Chavez PCS                      Creative Minds                      DC Bilingual                      DC Prep                      DC Scholars                      Digital Pioneers                      E.L. Haynes PCS                      Global Citizens                      Inspired Teaching                      LAMB PCS                      Lee Montessori                      Meridian PCS                      Paul PCS                      Sela PCS                      Sojourner Truth PCS                      Washington Leadership Academy                      Washington Yu Ying PCS</p>	<p>Bridges PCS                      Children's Guild                      DC International                      Eagle Academy PCS                      Early Childhood Academy                      Girls Global                      Harmony                      Hope Community                      Ingenuity Prep PCS                      KIPP DC                      LEARN DC                      Mary McLeod                      Monument                      Rocketship                      SEED                      Statesman PCS                      E.W. Stokes PCS                      Thurgood Marshall PCS                      Two Rivers PCS</p>



# 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](#)