



# FY23 ESEA Consolidated Application Title III-A

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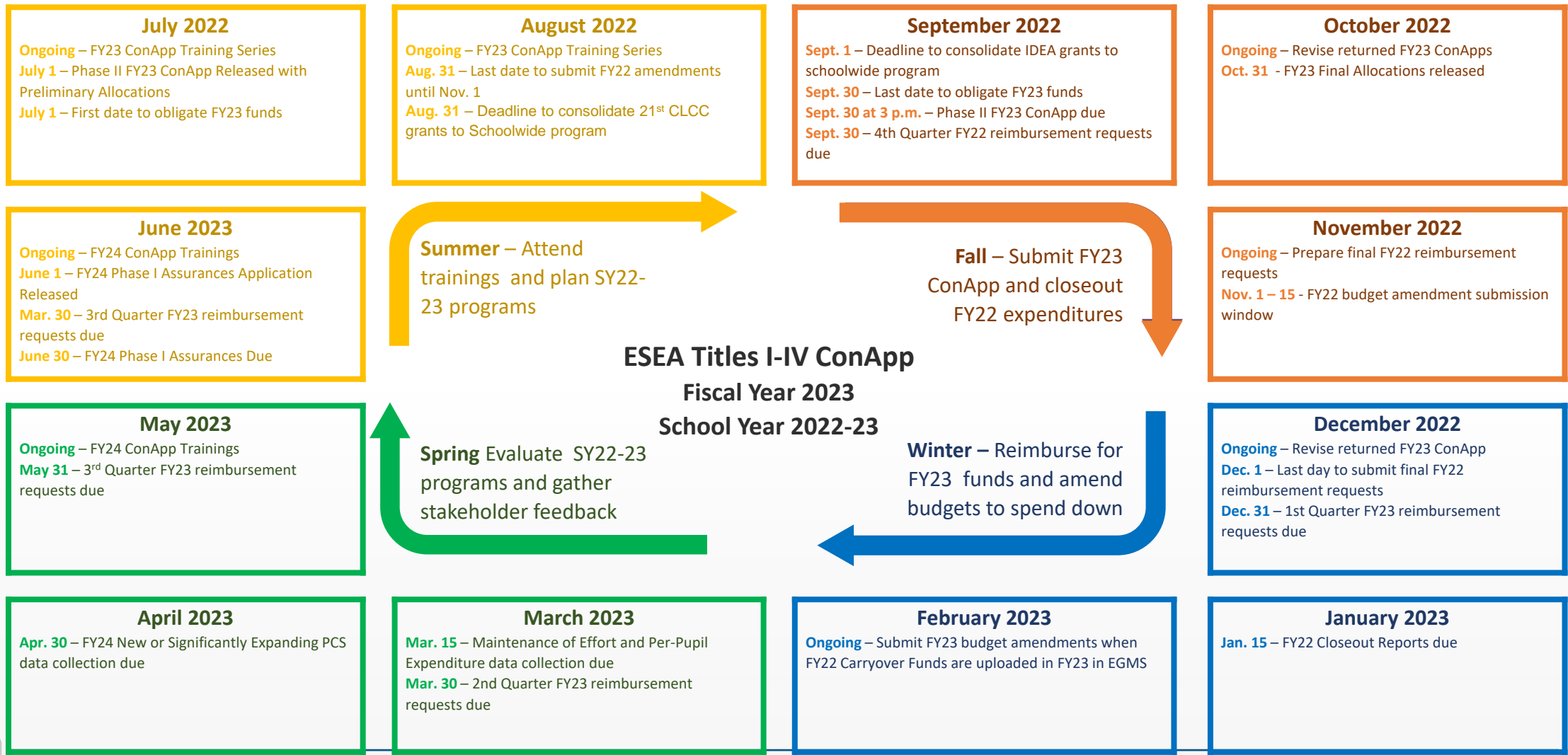
Systems and Supports, K-12

# Goals

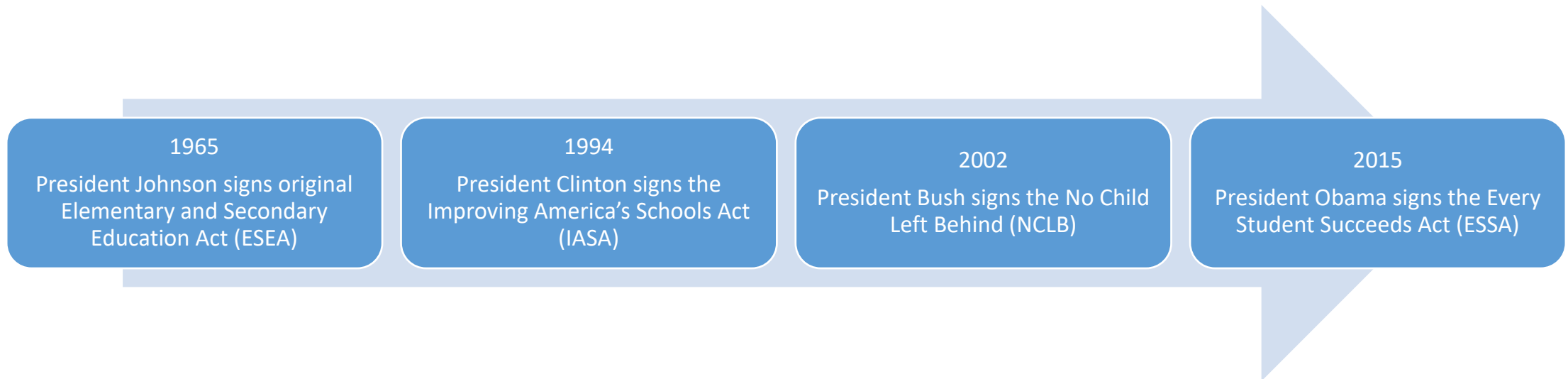
To gain a general understanding of:

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

# ESEA FY23 Grant Calendar



# ESEA: History and Purpose



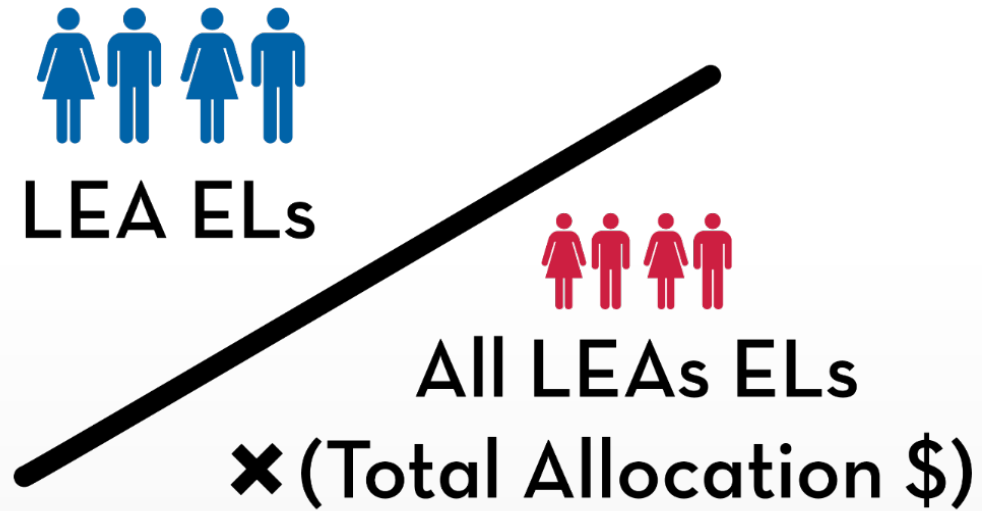
The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing ESEA.

**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 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-A Allocations 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
- The minimum award amount is \$10,000
- LEAs may elect to combine their allocations with other LEAs to create a Title III-A consortium grant that totals at least \$10,000
- A proportional amount of each LEA allocation is reserved for the Substantial Increase in Immigrant Children and Youth grant (3114(d))
- Final allocations for individual LEAs vary as LEAs elect to receive Title III funds or participate in a Title III consortium with other LEAs

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

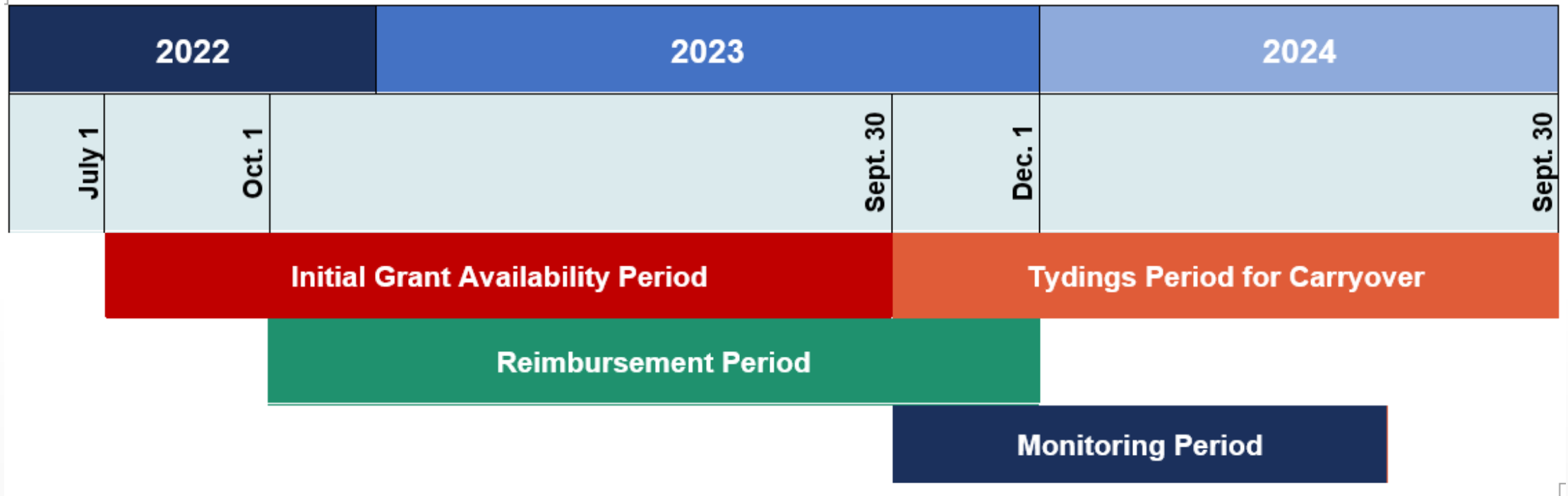
- Changes in the relative share of ELs for all LEAs
- Elections of LEAs initially allocated less than \$10,000
- The 3114(d) reservation
- Changes in the District's state-level allocation



## Title III-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](#)

# 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 (ACCESS)

# 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 III-A: Program Requirements

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# 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

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

2. **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 their teachers
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

3. **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

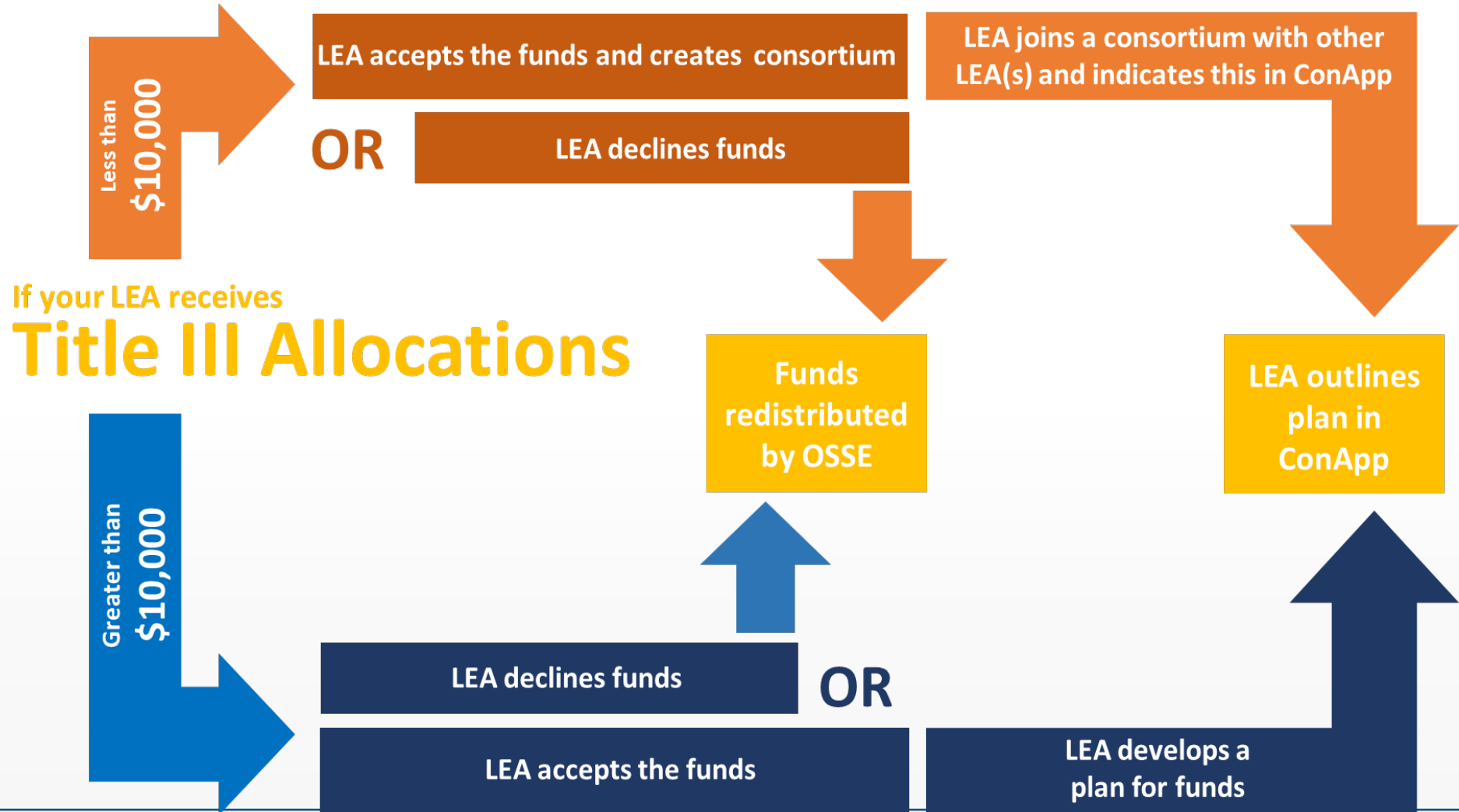
Provide to ELs:

- Tutoring or career and technical education
- Intensified instruction, 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**



# Accepting Title III Funds

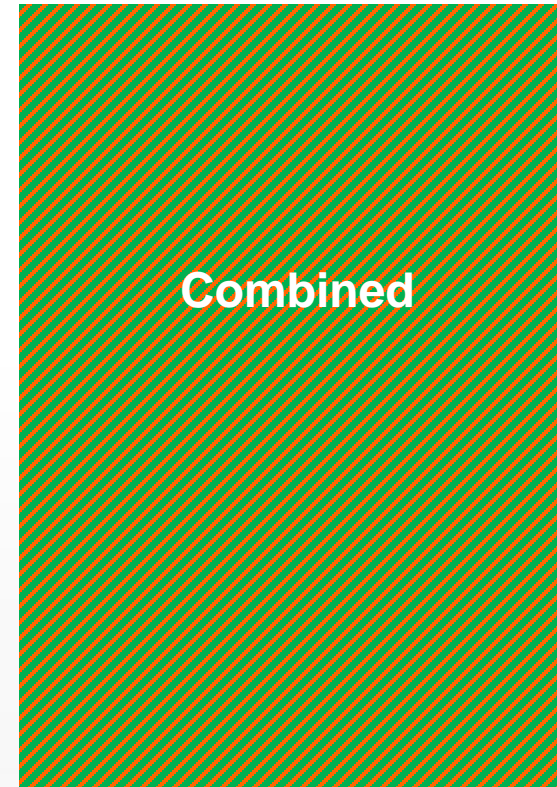


# Title III Funding is Supplemental to EL Funding

## Allowable



## Not Allowable



# Language Instruction Education Program Funding



## Federal Funds for Enhancements to Instruction of English Learners

### Title III

- Additional tools to enhance the LIEP

## Local Funds for EL Instruction

### ELPP

#### Robust EL Instruction

- Full Staffing for LIEP
- LIEP Coordination
- EL-Specific Professional Development

### UPSFF

- EL Educators
- Access to Curriculum for ELs
- Translation and Interpretation Services for Students and Families
- EL Identification
- LIEP Model Design and Evaluation

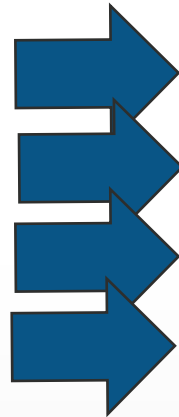
# Financial Flexibilities: Transferring Funds

LEAs may transfer all or a portion of their Title II and Title IV allocations to another fund, including Title III-A

## FROM:

Title II-A

Title IV-A



## TO:

Title I-A

Title II-A

**Title III-A**

Title IV-A

### Key requirements of Transferability:

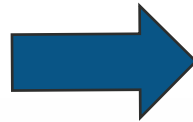
- Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of the program to which the funds are transferred.
- DCPS must consult with private school officials if DCPS transfers funds from a program that provides for participation from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

## 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 Title III in the strategies and/or activities of the schoolwide plan(s)



# Required Stakeholder Engagement for Title III-A Local Plan

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



# 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 in a well-rounded educational program; and
    - Meet the DC academic standards expected of all students.

## Recommendations

- Hold regular meetings with parents of English learners 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.



## Title III-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

# LEA-level Parent and Family Engagement

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# 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

# 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 III-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 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

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