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

**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

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

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

**January 2023**
- Jan. 15 – FY22 Closeout Reports due

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

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

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

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

**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

**July 2023**
- Ongoing – FY24 ConApp Trainings
- July 31 – 4th Quarter FY24 reimbursement requests due

**August 2023**
- Ongoing – FY24 ConApp Trainings
- Aug. 31 – 5th Quarter FY24 reimbursement requests due

**September 2023**
- Sept. 30 – Last day to obligate FY24 funds
- Sept. 30 – 3rd Quarter FY24 reimbursement requests due

**October 2023**
- Ongoing – Revise returned FY24 ConApps
- Oct. 31 – FY24 Final Allocations released

**November 2023**
- Ongoing – Prepare final FY23 reimbursement requests
- Nov. 1 – 15 - FY23 budget amendment submission window

**December 2023**
- Ongoing – Revise returned FY24 ConApp
- Dec. 1 – Last day to submit final FY23 reimbursement requests
- Dec. 31 – 2nd Quarter FY24 reimbursement requests due

**January 2024**
- Jan. 15 – FY24 Closeout Reports due

**February 2024**
- Ongoing – Submit FY24 budget amendments when FY23 Carryover Funds are uploaded in FY23 in EGMS

**March 2024**
- Mar. 15 – Maintenance of Effort and Per-Pupil Expenditure data collection due
- Mar. 30 – 3rd Quarter FY24 reimbursement requests due

**April 2024**
- Apr. 30 – FY25 New or Significantly Expanding PCS data collection due

**May 2024**
- Ongoing – FY25 ConApp Trainings
- May 31 – 4th Quarter FY25 reimbursement requests due

**June 2024**
- Ongoing – FY25 ConApp Trainings
- June 1 – FY25 Phase I Assurances Application Released
- Mar. 30 – 3rd Quarter FY25 reimbursement requests due
- June 30 – FY25 Phase I Assurances Due

**July 2024**
- Ongoing – FY25 ConApp Trainings
- July 31 – 4th Quarter FY25 reimbursement requests due

**August 2024**
- Ongoing – FY25 ConApp Trainings
- Aug. 31 – Maintenance of Effort and Per-Pupil Expenditure data collection due
- Mar. 30 – 2nd Quarter FY25 reimbursement requests due

**September 2024**
- Sept. 30 – Last day to obligate FY25 funds
- Sept. 30 – 3rd Quarter FY25 reimbursement requests due

**October 2024**
- Ongoing – Revise returned FY25 ConApps
- Oct. 31 –FY25 Final Allocations released

**November 2024**
- Ongoing – Prepare final FY24 reimbursement requests
- Nov. 1 – 15 - FY24 budget amendment submission window

**December 2024**
- Ongoing – Revise returned FY25 ConApp
- Dec. 1 – Last day to submit final FY24 reimbursement requests
- Dec. 31 – 2nd Quarter FY25 reimbursement requests due

**January 2025**
- Jan. 15 – FY25 Closeout Reports due

**February 2025**
- Ongoing – Submit FY25 budget amendments when FY24 Carryover Funds are uploaded in FY25 in EGMS

**March 2025**
- Mar. 15 – Maintenance of Effort and Per-Pupil Expenditure data collection due
- Mar. 30 – 2nd Quarter FY25 reimbursement requests due

**April 2025**
- Apr. 30 – FY26 New or Significantly Expanding PCS data collection due

**May 2025**
- Ongoing – FY26 ConApp Trainings
- May 31 – 3rd Quarter FY26 reimbursement requests due

**June 2025**
- Ongoing – FY26 ConApp Trainings
- June 1 – FY26 Phase I Assurances Application Released
- Mar. 30 – 3rd Quarter FY26 reimbursement requests due
- June 30 – FY26 Phase I Assurances Due

**July 2025**
- Ongoing – FY26 ConApp Trainings
- July 31 – 4th Quarter FY26 reimbursement requests due

**August 2025**
- Ongoing – FY26 ConApp Trainings
- Aug. 31 – Maintenance of Effort and Per-Pupil Expenditure data collection due
- Mar. 30 – 2nd Quarter FY26 reimbursement requests due

**September 2025**
- Sept. 30 – Last day to obligate FY26 funds
- Sept. 30 – 3rd Quarter FY26 reimbursement requests due

**October 2025**
- Ongoing – Revise returned FY26 ConApps
- Oct. 31 – FY26 Final Allocations released

**November 2025**
- Ongoing – Prepare final FY25 reimbursement requests
- Nov. 1 – 15 - FY25 budget amendment submission window

**December 2025**
- Ongoing – Revise returned FY26 ConApp
- Dec. 1 – Last day to submit final FY25 reimbursement requests
- Dec. 31 – 2nd Quarter FY26 reimbursement requests due

**January 2026**
- Jan. 15 – FY26 Closeout Reports due

**February 2026**
- Ongoing – Submit FY26 budget amendments when FY25 Carryover Funds are uploaded in FY26 in EGMS

**March 2026**
- Mar. 15 – Maintenance of Effort and Per-Pupil Expenditure data collection due
- Mar. 30 – 3rd Quarter FY26 reimbursement requests due

**April 2026**
- Apr. 30 – FY27 New or Significantly Expanding PCS data collection due

**May 2026**
- Ongoing – FY27 ConApp Trainings
- May 31 – 3rd Quarter FY27 reimbursement requests due
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

\[
\frac{\text{LEA ELs}}{\text{All LEAs ELs}} \times (\text{Total Allocation } \$)\]
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
# Life Cycle of FY23 Grant

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 1</strong></td>
<td>Initial Grant Availability Period</td>
<td>Reimbursement Period</td>
<td>Monitoring Period</td>
</tr>
<tr>
<td><strong>Oct. 1</strong></td>
<td></td>
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<tr>
<td><strong>Sept. 30</strong></td>
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<td><strong>Dec. 1</strong></td>
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<tr>
<td><strong>Sept. 30</strong></td>
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</tbody>
</table>

- **Initial Grant Availability Period**: The period where grants become available.
- **Reimbursement Period**: The period where reimbursements occur.
- **Monitoring Period**: The period where grants are monitored for carryover.
- **Tydings Period for Carryover**: The period dedicated to carryover considerations.
# 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

<table>
<thead>
<tr>
<th>Necessary and Reasonable</th>
<th>Allocable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The expenditure costs are clear to an objective observer</td>
<td>• The grant must benefit from the expenditure in proportion to the amount paid by the grant</td>
</tr>
<tr>
<td>• Expenditures are made in accordance with federal and District laws and regulations and the terms and conditions of the federal award</td>
<td>• Salary and benefit costs must benefit the program in proportion to the amount paid</td>
</tr>
<tr>
<td>• Expenses pay a fair market price for the goods or services</td>
<td></td>
</tr>
<tr>
<td>• Established practices and policies of the LEA for procurement are followed</td>
<td></td>
</tr>
</tbody>
</table>
# Allowable Uses of Funds - Reimbursement

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

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

If your LEA receives Title III Allocations:

- **Less than $10,000**:
  - LEA accepts the funds and creates consortium
  - OR
  - LEA declines funds

- **Greater than $10,000**:
  - LEA declines funds
  - OR
  - LEA accepts the funds

- LEA joins a consortium with other LEA(s) and indicates this in ConApp
- Funds redistributed by OSSE
- LEA outlines plan in ConApp
- LEA develops a plan for funds
Title III Funding is Supplemental to EL Funding

Allowable

Title III > $10,000

ELPP: $5,542 x ELs

UPSFF & SWD: $11,000+ x Enrollment

Not Allowable

Combined
**Language Instruction Education Program Funding**

**Title III**

Federal Funds for Enhancements to Instruction of English Learners

- 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

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Recommendations</th>
<th>Notification</th>
</tr>
</thead>
</table>
| • 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. |
|  | • Hold regular meetings with parents of English learners for the purpose of responding to their recommendations regarding the school’s EL program |
|  | • 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
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.

<table>
<thead>
<tr>
<th>Time and Effort Certifications <strong>must:</strong></th>
<th>Time and Effort Certifications <strong>should:</strong></th>
<th>Time and Effort Certifications <strong>may:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include the name, title, and grant role (cost objective) of the employee or contractor;</td>
<td>• Be validated with a supervisor’s signature; and</td>
<td>• Follow a semi-annual report pattern for personnel on a single grant; and</td>
</tr>
<tr>
<td>• Be dated to align with the grant period;</td>
<td>• Be completed quarterly, at a minimum, for personnel on multiple grants</td>
<td>• Be signed electronically within a secure system</td>
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<tr>
<td>• Be signed by the employee and dated after the fact;</td>
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<tr>
<td>• Match payroll records; and</td>
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<tr>
<td>• Account for total activity (100% of time)</td>
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<tr>
<td><strong>Outreach</strong></td>
<td><strong>Recommendations</strong></td>
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  • Be involved in the education of their children, and  
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    • Meet the DC academic standards expected of all students. | • Hold regular meetings with parents of English learners for the purpose of responding to their recommendations regarding the school’s EL program. | • 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
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 being requesting reimbursement for expenditures (earliest date is Oct. 1)
# ESEA Consolidated (Titles I-IV) Point of Contact

<table>
<thead>
<tr>
<th>Mark Harris</th>
<th>Alison Waddy</th>
<th>Mildred Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:Mark.Harris3@dc.gov">Mark.Harris3@dc.gov</a></td>
<td><a href="mailto:Alison.Waddy@dc.gov">Alison.Waddy@dc.gov</a></td>
<td><a href="mailto:Mildred.Washington@dc.gov">Mildred.Washington@dc.gov</a></td>
</tr>
<tr>
<td>(202) 741-0256</td>
<td>(202) 727-8379</td>
<td>(202) 724-7870</td>
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</tbody>
</table>

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

7/13/2022
Resources

- ESEA – Law
- OSSE - Consolidated Application Webpage
- OSSE - ESSA Guidance for LEAs Webpage
- OSSE - English Learner Policy and Programs