



# Fiscal Year 2024 (FY24) ESEA Consolidated Application Title I-A

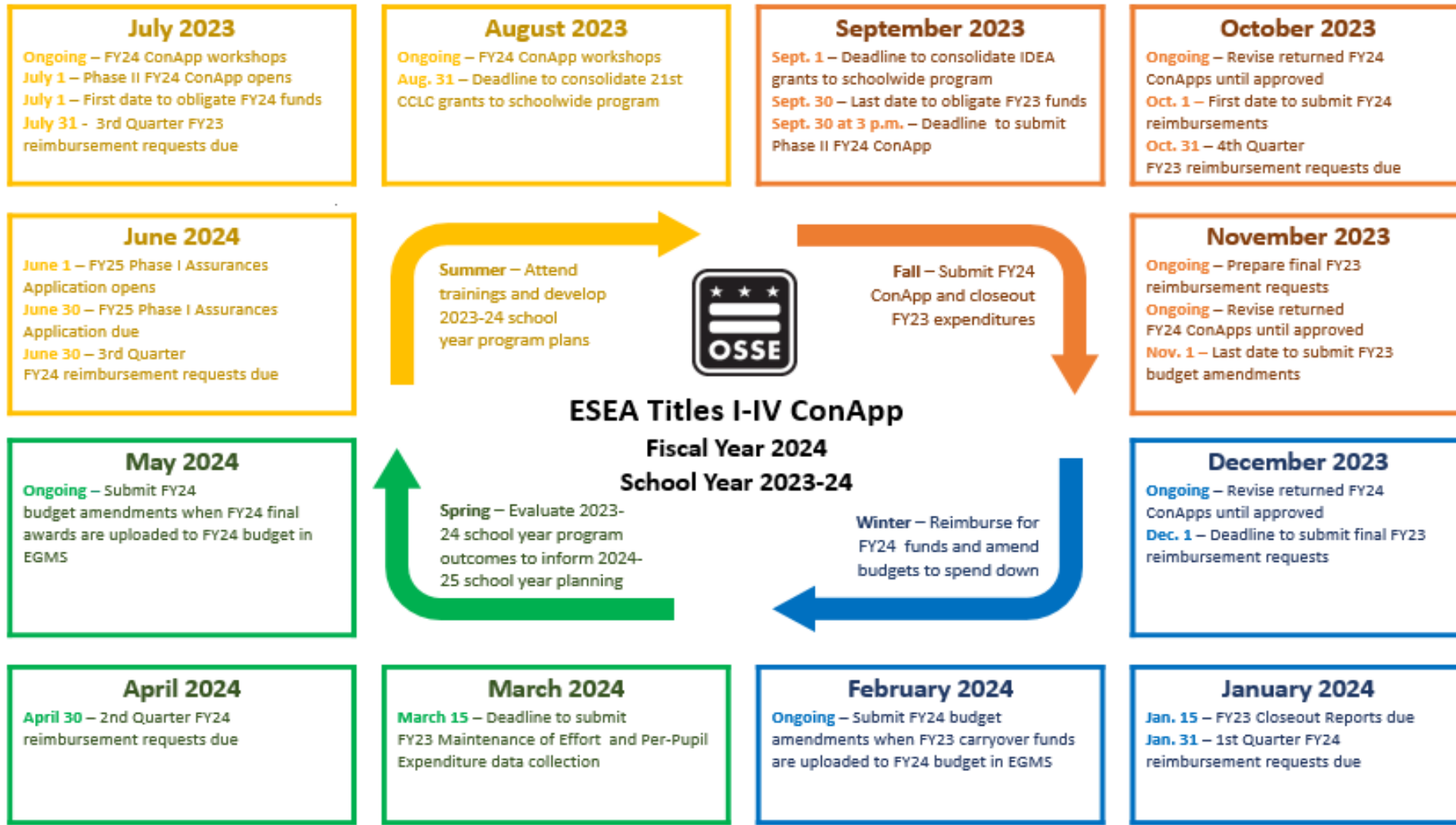
Systems and Supports, K-12

# Goal

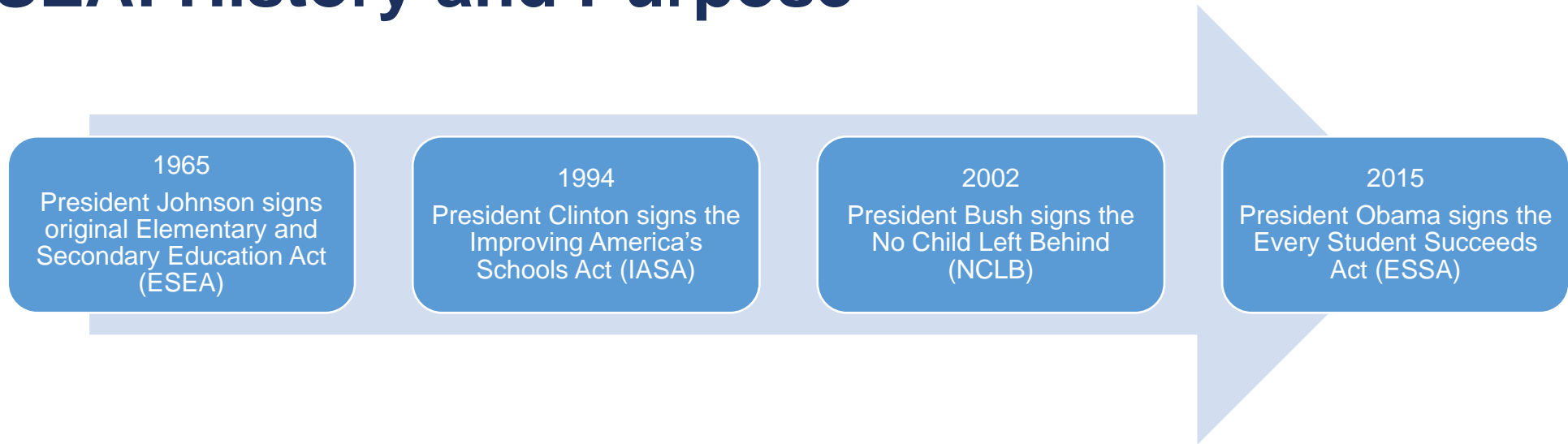
To gain a general understanding of:

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

# ESEA FY24 Grant Calendar



# ESEA: History and Purpose

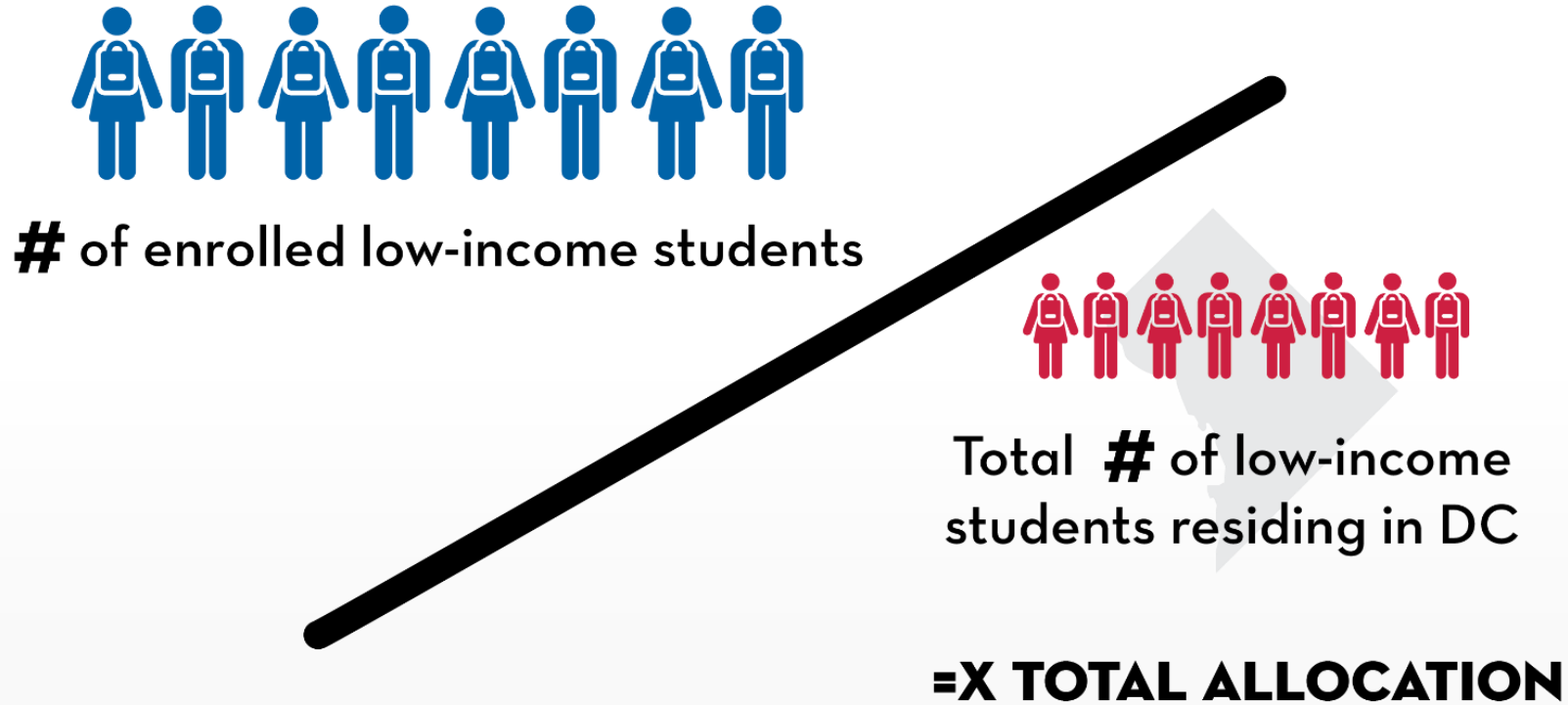


The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act (ESEA).

**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 I :** Improving The Academic Achievement Of The Disadvantaged  
**Part A:** Improving Basic Programs Operated by Local Education Agencies (LEAs)

# Title I, Part A – Allocation Calculation

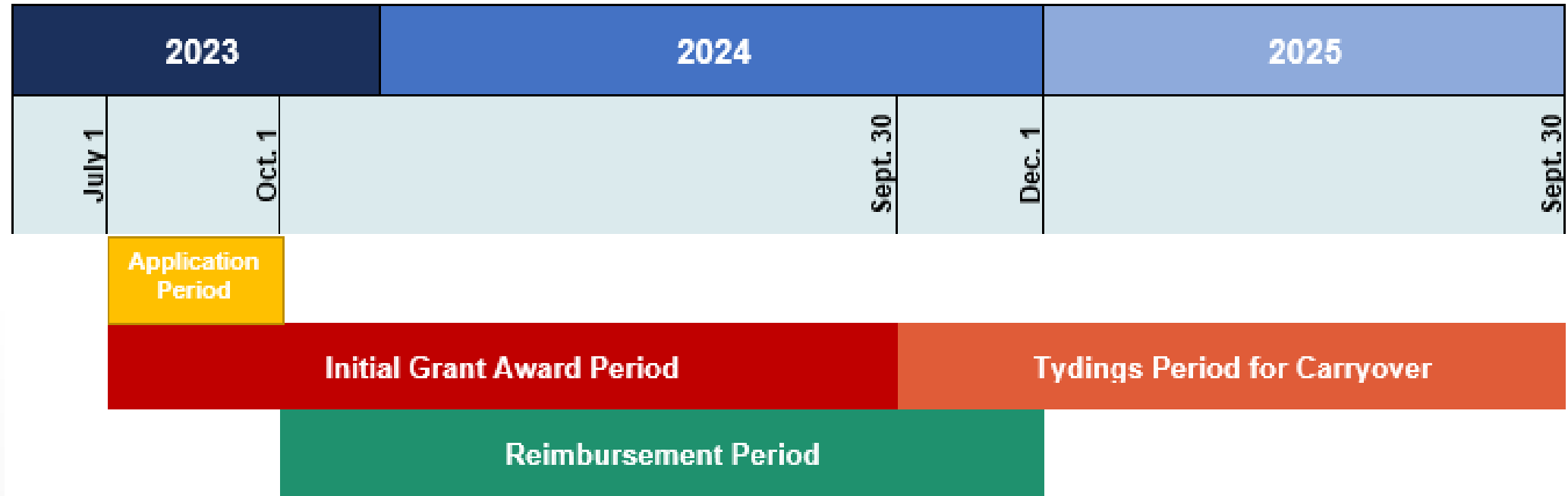




## Title I-A: Grant Administration

---

# Life Cycle of FY24 Grant



# Grant Requirements

## Accessing Funds

- Approved Phase I Application
- Approved Phase II Consolidated Application

## Rules and Regulations

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

## Monitoring

- [OSSE Annual Monitoring](#)
- [US Department of Education Performance Review Process](#)



# Title I-A: Financial Reporting for ESSA

## Maintenance of Effort (MOE)

- MOE requires subgrantees receiving federal funds to maintain a minimum floor of state/local funding for education from year to year
- LEAs must complete a data collection tool annually and submit this to OSSE to demonstrate compliance

## Per Pupil Expenditures Report (PPE)

- LEAs must publicly report per-student spending by school
- LEAs data is included and shown on the [DC School Report Card](#)

**LEAs must complete the data collection for both MOE and PPE each spring.**

# Allowable Uses of Funds – SNS

- ESEA requires that federal funds supplement and not supplant (SNS) public state and local funding for education.
- Most LEAs are required to demonstrate that they allocate state and local funds and LEA-level expenditures to each school in without taking Title I status into account

## Charter LEAs

The DC School Reform Act and federal Title I SNS guidance indicate that DC charter LEAs are not required to share their local funding methodology with OSSE

## DC Public Schools (DCPS)

Under ESSA, DCPS must annually submit to OSSE a Title I local funding distribution methodology that ensures the SNS rule is met

# Use of Funds

## Upgrade the basic educational program through investments in:

- Curriculum and instruction
- Technology
- Professional development
- Parent and family engagement
- Academic support for students
- Support for students experiencing homelessness
- Intervention programs
- School climate activities
- Counseling, behavioral health and mental health programs
- Access to advanced coursework and dual enrollment programs
- Student behavioral supports
- Teacher recruitment and retention

# Allowable Uses of Funds – Program Plan

## Schoolwide Programs

- Expenditures aligned with the strategies articulated in the schoolwide plan to meet the needs identified in the comprehensive needs assessment

## Targeted Assistance Programs

- Expenditures for services described in the approved application
- Uses of funds must be aligned with the program plan and planned budget

# 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 I-A: Program Requirements

---

# Title I-A: Required LEA Activities

## Parent and Family Engagement

- Written LEA-level policy
- Guidance for school-level policies and involvement
- Review the policy annually for any needed revisions
- Notify parents of the right to know the professional qualifications of their students' teachers
- Provide the link to the OSSE ESSA complaint policy to parents

## English Learners

- Administer home language surveys to students new to DC schools
- Notify parents of student identified for English learners (ELs) services on time and with compliance
- Conduct outreach to parents of ELs to participate in their child's education
- Hold meetings with parents of ELs to provide feedback on the language instruction program

## Equitable Access to Highly-qualified Teachers

- Participate in the OSSE Faculty and Staff Data Collection
- If identified as having a gap between schools, follow the process to submit a plan to OSSE

## Required for DCPS, Optional for Charter

- School-Parent Compacts
- Capacity building for schools



# Title I-A Required Set-Aside for Children and Youth Experiencing Homelessness

- LEAs are required to set-aside funds for all students experiencing homelessness in Title I-A and non-Title I-A schools.
- The reservation must be determined in collaboration with the District McKinney-Vento (MKV) Homeless Liaison or additional stakeholder.
- There are four US Department of Education (USED) approved methods for determining the amount of the Title I-A homeless reservation to benefit all students experiencing homelessness.

# Title I-A Required Set-Aside for Children and Youth Experiencing Homelessness (cont.)

<p style="text-align: center;"><b><u>Method 1</u></b></p> <p>Identify count of homeless students in all school buildings in the LEA and determine a “reasonable and necessary” amount to provide comparable Title I services to homeless students; OR to provide comparable Title I services AND other allowable services to homeless students.</p>	<p style="text-align: center;"><b><u>Method 2</u></b></p> <p>Identify count of homeless students in all school buildings in the LEA and multiply by the LEA’s average per-pupil Title I, Part A allocation.</p>
<p style="text-align: center;"><b><u>Method 3</u></b></p> <p>Identify count of homeless students in all school buildings in the LEA and reserve a specific percentage based on the LEA’s poverty level or total Title I, Part A allocation.</p>	<p style="text-align: center;"><b><u>Method 4</u></b></p> <p>Identify count of homeless students in all school buildings in the LEA and reserve an amount of Title I funds greater than or equal to the amount of the LEA’s portion of the MKV allowance.</p>

# Title I-A: Required School-level Activities

## Parent and Family Engagement

- Written school-level parent and family engagement policy
- Conduct annual Title I meetings
- Involve parents in the development of the Title I program plan
- Provide required school academic information to parents
- Inform parents of their children's Partnership for Assessment of Readiness for College and Careers (PARCC) scores
- Give notice to parents if their child is being taught by teachers that do not meet certification and licensure requirements
- Conduct outreach to parents of ELs
- Hold meetings with parents of ELs

## Required for DCPS, Optional for Charter LEAs

- School-Parent Compacts
- Capacity building for schools

# LEA Plan

To be awarded a Title I-A grant, LEAs must complete an LEA plan within the ConApp that addresses the following:

## Academic Goals

- How student progress is monitored
- Identification of and response to achievement gaps
- Efforts to reduce the use of discipline practices

## Whole Child Support

- Strategies for effective family engagement
- Services for students in the foster care system
- Services for students experiencing homelessness

## Transition Plans

- Coordination with early childhood programs
- Effective transitions for secondary school students
- Career and technical education programs

# Title I-A: Program Models

## Schoolwide

- A school with at least 40 percent of students from families living in poverty may operate a schoolwide model.
- A comprehensive needs assessment must be conducted to identify needs to be addressed by the schoolwide program plan.
- Programs and services must be provided to all students in the school.
- The school must engage stakeholders to develop and monitor the schoolwide plan.

## Targeted Assistance

- All schools receiving Title I-A grants may operate a targeted assistance program model.
- Schools must identify eligible students based on multiple academic objective criteria.
- Program resources may only be used to help eligible students meet state academic standards.
- LEAs must provide professional development to school staff who work with eligible students.

# Title I-A: Required Stakeholder Engagement

## Parent and Family Engagement Policy

- Alternative and transitional education providers
- Charter school leaders or LEA staff
- Community partners
- Early childhood education programs
- Institutions of higher education
- Teachers and paraprofessionals
- Parents and family
- Principals
- School administrators
- Instructional support personnel

## LEA Plan

- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- Specialized instructional support personnel
- Charter school leaders
- School administrators
- Other appropriate school personnel
- Parents/family members

## Schoolwide Program

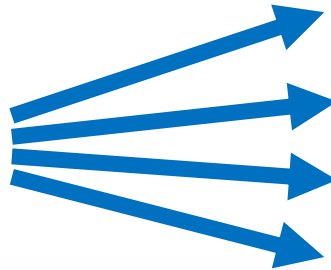
- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- School administrators
- Instructional support personnel
- Technical assistance providers
- School staff
- Parents and family
- Community partners

# Financial Flexibilities: Transferring Funds

LEAs may transfer all or a portion of their Title II and Title IV allocations to another grant program

## 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 amounts become funds of the program to which they are transferred and are subject to all the rules and requirements of the new program
- DCPS must consult with private school officials if DCPS transfers funds from a program that includes equitable services

# Financial Flexibilities: Consolidating Funds

Schools 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:

- 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 the individual Titles that were consolidated



# Example: Schoolwide Program – Unconsolidated Budget



## Strengthen Instructional Practice

- Training Contract - \$45,000
- Instructional Coaches - \$110,000

## Personalized Reading Instruction

- Student Licenses - \$25,000
- Benchmark Tests - \$20,000
- Preservice Week - \$25,000
- Mentor Teacher Program - \$25,000
- Family Engagement Program - \$10,000
- ESOL Training - \$5,000
- Social Worker - \$80,000
- Robotics Club- \$5,000

# Example: Consolidated Schoolwide Program Budget

TI \$200,000  
TII \$50,000  
TIII \$15,000  
TIV \$85,000

**TOTAL**  
**\$350,000**

## Strengthen Instructional Practice

- Training Contract - \$45,000
- Instructional Coaches- \$130,000

## Leadership Opportunities

- Mentor Teaching Program - \$30,000

## Personalized Reading Instruction

- ABC Reading Licenses - \$25,000
- Benchmark Tests - \$20,000

## Wraparound Supports


- Dean of Students - \$60,000
- Student Counseling - \$40,000

# Developing a Title I Schoolwide Program

Program Plan: Group of strategies to achieve the goals of the schoolwide program



Strategies: Coordinated activities that have expected outcomes to achieve the goals



Budget: Specific costs associated with the performance of the activities

# Example: Schoolwide Program Plan

Needs Assessment Results = Teachers need expertise, English Language Arts (ELA) PARCC scores are low



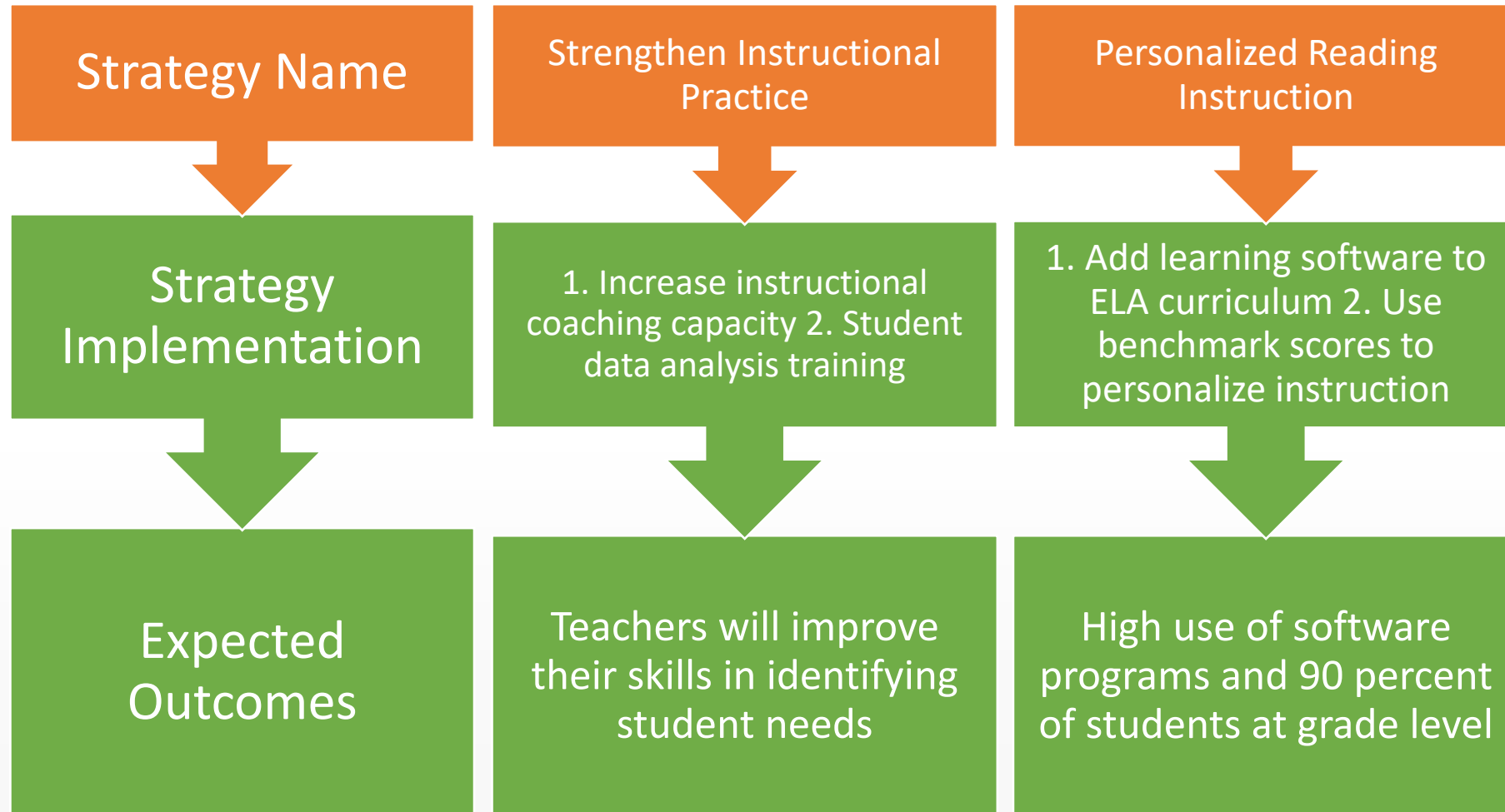
Goal: Raise ELA scores, increase learning time and increase student engagement



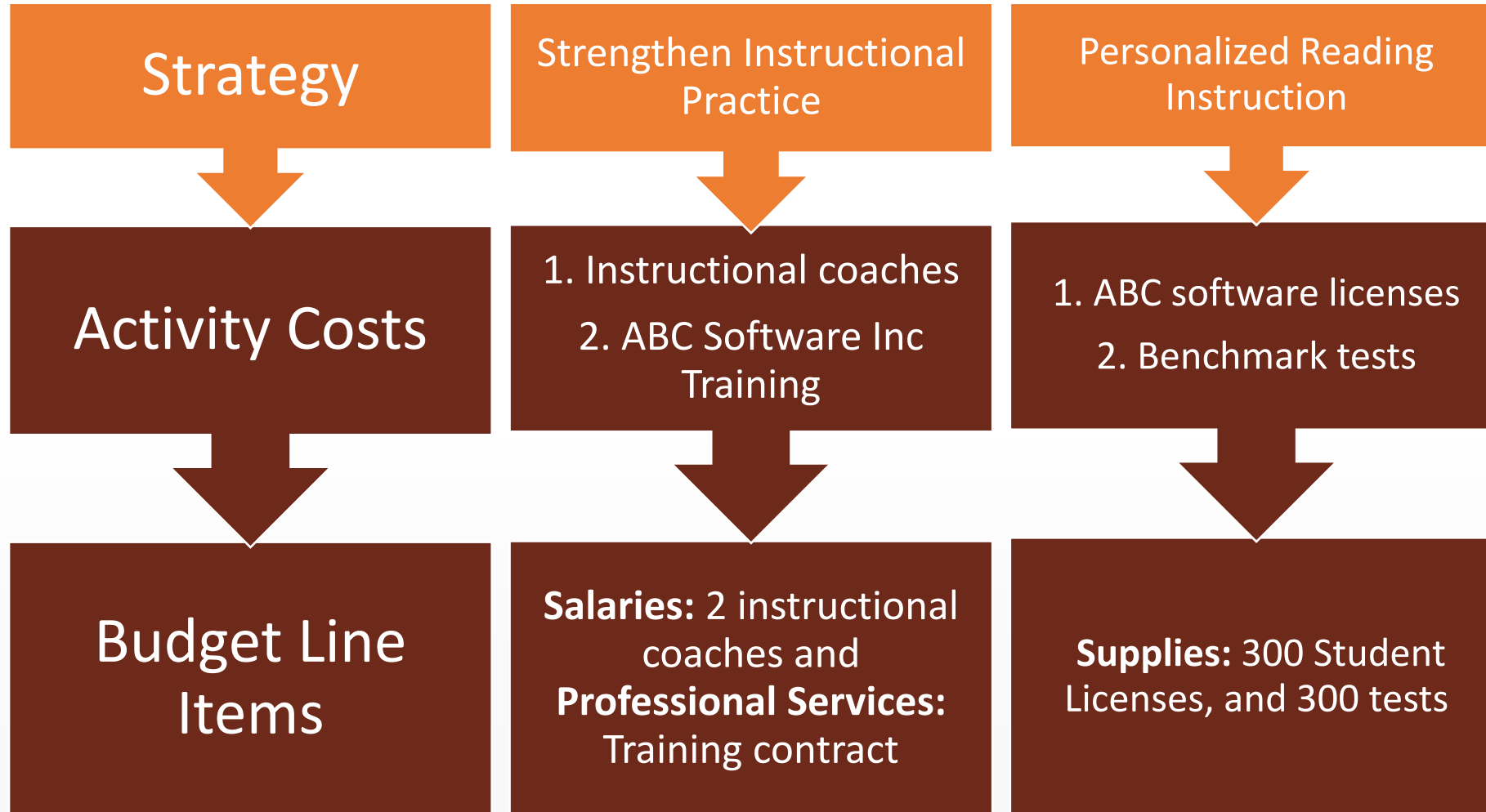
Program Plan: (1) Strengthen Instructional Practice (2) Provide Intensive Reading Instruction

\$350,000

# Example: Schoolwide Plan Strategies in the ConApp



# Example: Schoolwide Plan Activities in the ConApp





# Compliance and Monitoring

---

# Programmatic Monitoring

LEAs must capture **evidence of progress monitoring** that demonstrates that the LEA is monitoring whether strategies supported by the grant funding is achieving intended outcomes

Evidence may include:

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



# Documentation of Stakeholder Engagement

## Different types of engagement generate different types of documentation

- Large public meetings or meetings between organization leaders
- Teachers and staff may have representative meetings, or be surveyed, or feedback may occur during professional development activities
- Engagement that occurs with other education organizations may be documented there

## Types of documentation:

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

# Parent and Family Engagement Policies and Activities

- Differentiate between LEA-level vs school-level policies and activities
- Create a system that tracks parent notifications, meetings and outreach activities
- Document translation and interpretation activities provided to families
- Make sure all activities are directly related to supporting the academic achievement of students

# 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)
- Records of checking the Excluded Parties List System in the procurement process

# Procurement Policies and Procedures

## DCPS

[District of Columbia Municipal Regulations \(DCMR\)](#)

## CHARTER LEAs

[District of Columbia Public Charter School Board Procurement Contract Submission Policy](#)

## ALL LEAs

- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Uniform Grants Guidance \(UGG\)](#)

# 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, position title and grant role 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 percent 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



## Title I-A: Next Steps and Resources

---

# Policies and Procedures

- Financial policy with procedures for charging expenses to grants
- Conflict of interest policy
- Inventory policy and procedures
- Procurement policy and procedures
- LEA-level parent and family engagement policy
- School-level parent and family engagement policy
- Procedure for providing educational stability for students in foster care

# Next Steps

- Meet with appropriate academic and finance team members to determine Title I program model and the perform needs assessments (schoolwide) or student identification (targeted assistance) processes
- Conduct the required stakeholder engagement
- Decide if financial flexibility is appropriate to meet needs (consolidation or transfer)
- Prepare the LEA plan, the Title I program plan and ConApp budget for the application
- Submit the application by **Sept. 30, 2023 at 3 p.m.**
- Revise the returned application within two weeks of receiving comments (Oct. 1 – Dec. 31)
- Receive final approval and begin requesting reimbursement for expenditures (after Oct. 1)



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

<p><b>Mark Harris</b>  <a href="mailto:Mark.Harris3@dc.gov">Mark.Harris3@dc.gov</a>                      (202) 741-0256</p>	<p><b>Alison Waddy</b>  <a href="mailto:Alison.Waddy@dc.gov">Alison.Waddy@dc.gov</a>                      (202) 727-8379</p>	<p><b>Mildred Washington</b>  <a href="mailto:Mildred.Washington@dc.gov">Mildred.Washington@dc.gov</a>                      (202) 724-7870</p>
<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

- [FY24 Title I-A Comprehensive Guide](#)
- [Schoolwide Program Design: The Basics](#)
- [OSSE Schoolwide Plan Template](#)
- [OSSE Schoolwide Program Plan Compliance Checklist](#)
- [FY24 ConApp Planning Tool](#)
- [FY24 ConApp Checklist](#)
- [English Learner Policy and Programs](#)



# Appendix

---

# Title I Schoolwide Program Plans

- 1. LEAs must conduct a comprehensive needs assessment to inform the schoolwide plan**
- 2. The schoolwide program plan must include descriptions of:**
  - a) How the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment;
  - b) How the strategies in the plan will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students;
  - c) How the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education; and
  - d) Benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- 3. LEAs must annually evaluate the plan and revise it based on the evaluation results**

# Title I Targeted Assistance Program Plans

- 1. A targeted assistance model uses Title I funds to help only identified students**
- 2. Components of a targeted assistance plan include:**
  - a) Description of how students are identified;
  - b) Description of programs, activities and academic courses that will serve identified students;
  - c) Description of instructional strategies and methods that may be used;
  - d) Coordination with regular education program;
  - e) Possible professional development for school educators;
  - f) Strategies to engage families
- 3. Students are eligible for Title I services in a targeted assistance school if they:**
  - a) Are failing, or at risk of failing, to meet state standards;
  - b) Participated in Head Start; or
  - c) Are experiencing homelessness