FY24 ESEA Consolidated Application Title III-A
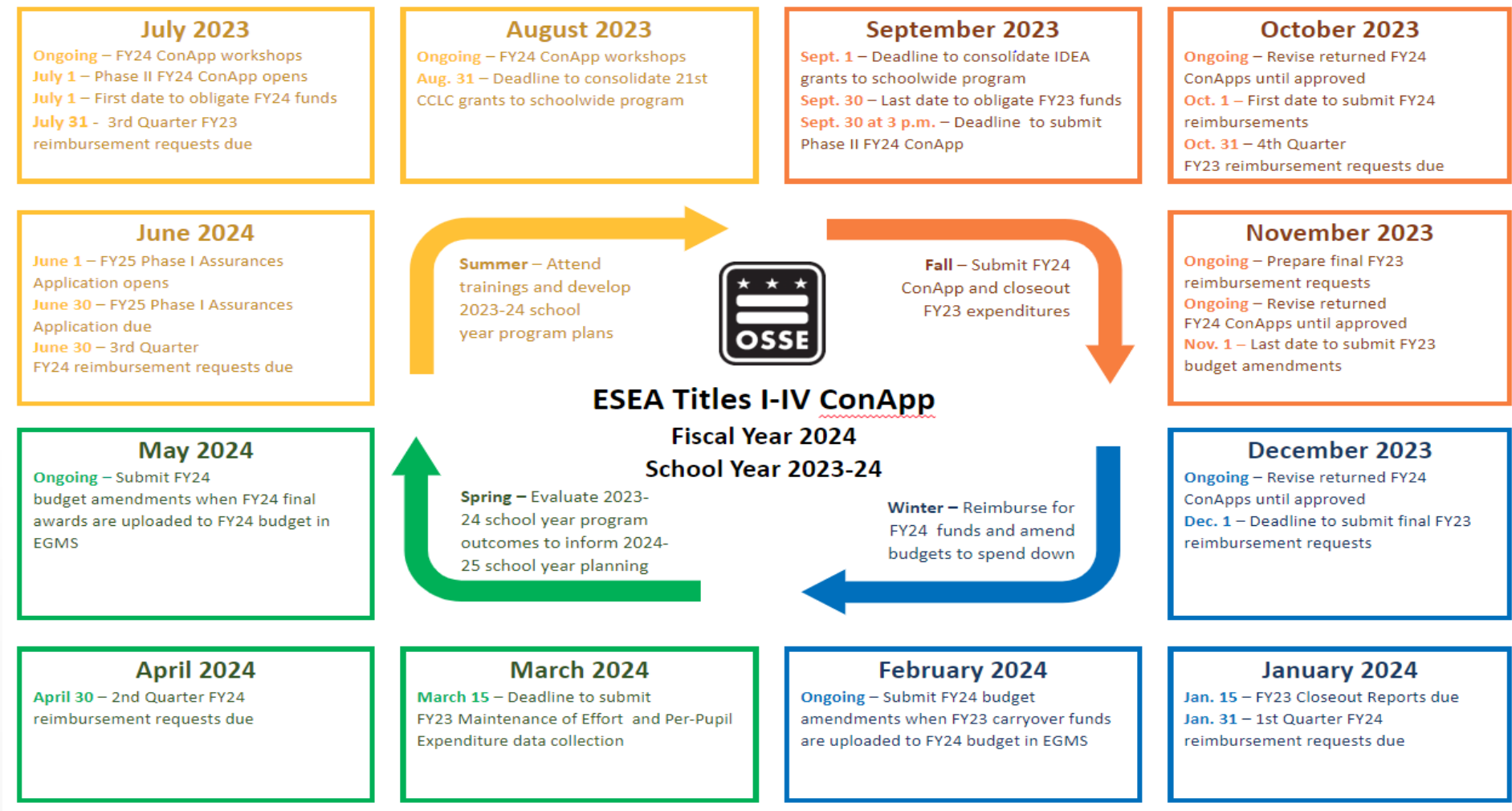
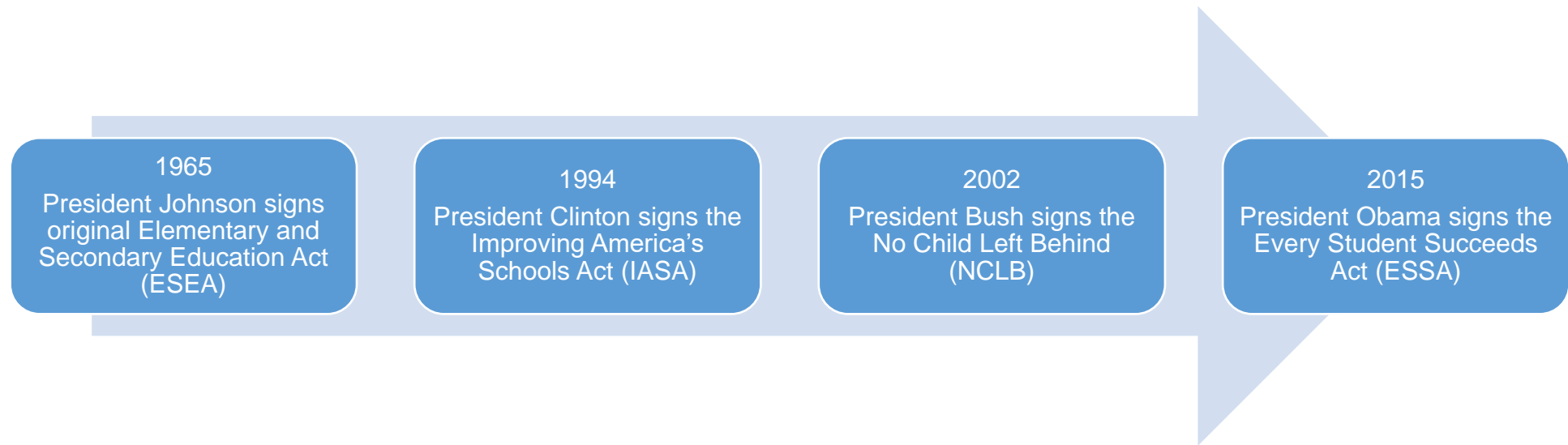Systems and Supports, K-12

Goal

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 FY24 Grant Calendar

July 2023
Ongoing – FY24 ConApp workshops
July 1 – Phase II FY24 ConApp opens
July 1 – First date to obligate FY24 funds
July 31 - 3rd Quarter FY23 reimbursement requests due

August 2023
Ongoing – FY24 ConApp workshops
Aug. 31 – Deadline to consolidate 21st CCLC grants to schoolwide program

September 2023
Sept. 1 – Deadline to consolidate IDEA grants to schoolwide program
Sept. 30 – Last date to obligate FY23 funds
Sept. 30 at 3 p.m. – Deadline to submit Phase II FY24 ConApp

October 2023
Ongoing – Revise returned FY24 ConApps until approved
Oct. 1 – First date to submit FY24 reimbursements
Oct. 31 – 4th Quarter FY23 reimbursement requests due

June 2024
June 1 – FY25 Phase I Assurances Application opens
June 30 – FY25 Phase I Assurances Application due
June 30 – 3rd Quarter FY24 reimbursement requests due

Summer – Attend trainings and develop 2023-24 school year program plans

Fall – Submit FY24 ConApp and closeout FY23 expenditures

November 2023
Ongoing – Prepare final FY23 reimbursement requests
Ongoing – Revise returned FY24 ConApps until approved
Nov. 1 – Last date to submit FY23 budget amendments

ESEA Titles I-IV ConApp
Fiscal Year 2024
School Year 2023-24

May 2024
Ongoing – Submit FY24 budget amendments when FY24 final awards are uploaded to FY24 budget in EGMS

Spring – Evaluate 2023-24 school year program outcomes to inform 2024-25 school year planning

Winter – Reimburse for FY24 funds and amend budgets to spend down

December 2023
Ongoing – Revise returned FY24 ConApps until approved
Dec. 1 – Deadline to submit final FY23 reimbursement requests

April 2024
April 30 – 2nd Quarter FY24 reimbursement requests due

March 2024
March 15 – Deadline to submit FY23 Maintenance of Effort and Per-Pupil Expenditure data collection

February 2024
Ongoing – Submit FY24 budget amendments when FY23 carryover funds are uploaded to FY24 budget in EGMS

January 2024
Jan. 15 – FY23 Closeout Reports due
Jan. 31 – 1st Quarter FY24 reimbursement requests due

ESEA: History and Purpose

1965 President Johnson signs original Elementary and Secondary Education Act (ESEA)	1994 President Clinton signs the Improving America's Schools Act (IASA)	2002 President Bush signs the No Child Left Behind (NCLB)	2015 President Obama signs the Every Student Succeeds Act (ESSA)

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 (ELs) and Immigrant Students
Part A: English Language Acquisition, Language Enhancement and Academic Achievement Act

Title III Allocation Calculation

$$\frac{\text{LEA ELs}}{\text{All LEAs ELs}} \times (\text{Total Allocation \$})$$
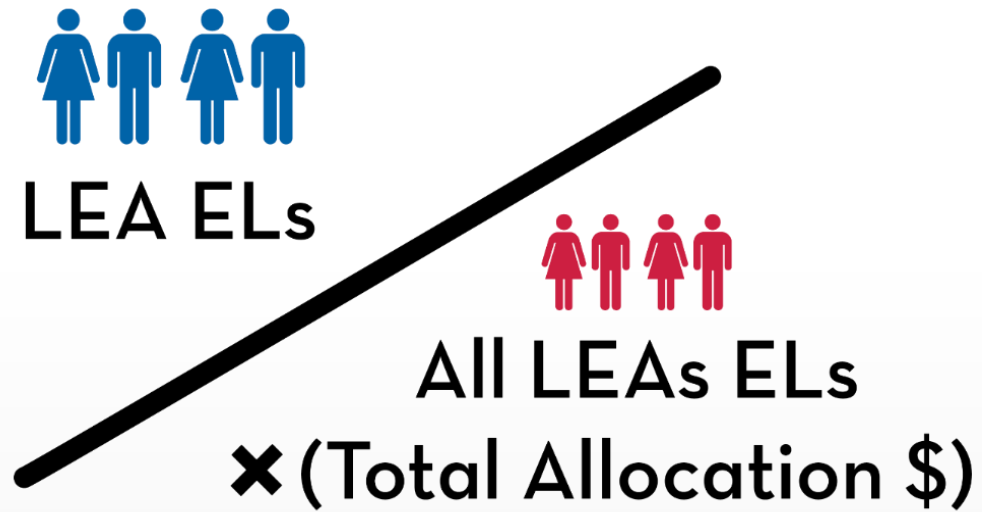
Title III-A Allocations to Local Education Agencies (LEAs)

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 FY24 Grant
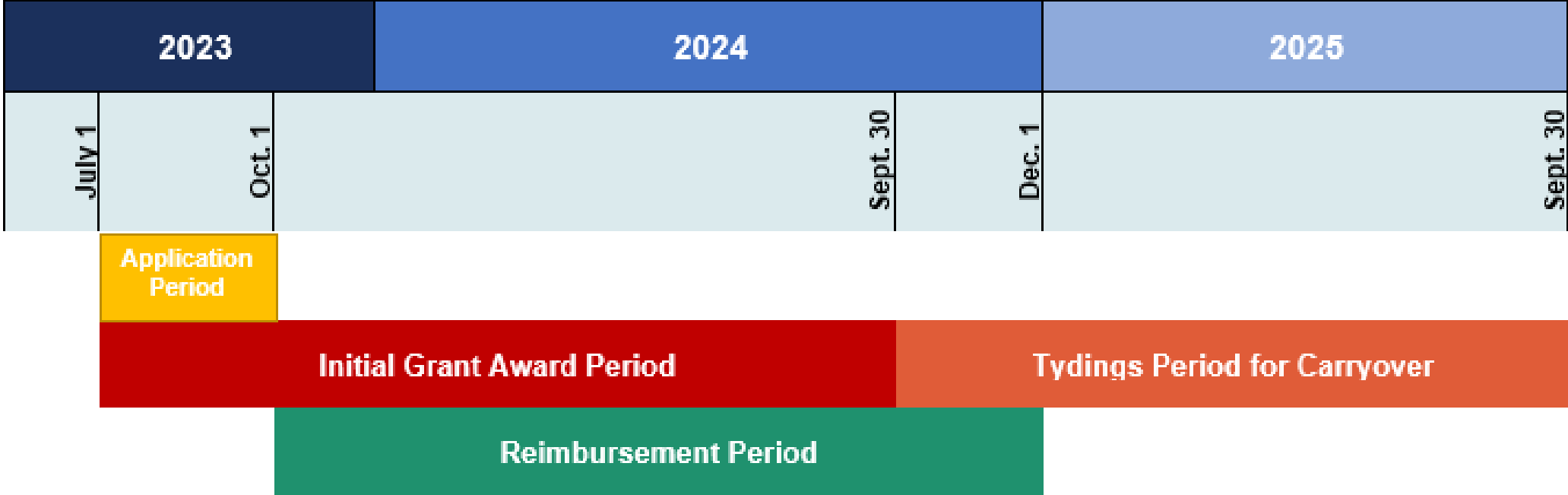
Grant Administration Requirements

Accessing Funds

- Approved Phase I application
- 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
- US Department of Education Performance Review Process

Supplement, Not Supplant (SNS)

The SNS rule requires Title III-A funds to be supplemental to, and not supplant, other federal, state and local funds for the provision of language acquisition services and the standard academic program to English learners.

SNS may be presumed when:	Laws that include EL protections	An LEA may not use Title III funds to:
• 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	• Civil Rights Act of 1964 – Title IV • Equal Educational Opportunities Act	• Identify ELs • Administer the required annual English Language Proficiency assessment (ACCESS)

Allowable Uses of Funds - Application

Necessary and Reasonable	Allocable
• 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	• 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 the Office of the State Superintendent of Education (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

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 and 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

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

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

Parent, family and community **engagement activities**

Uses of Funds – Other Authorized Activities

Upgrading program objectives and effective instructional strategies
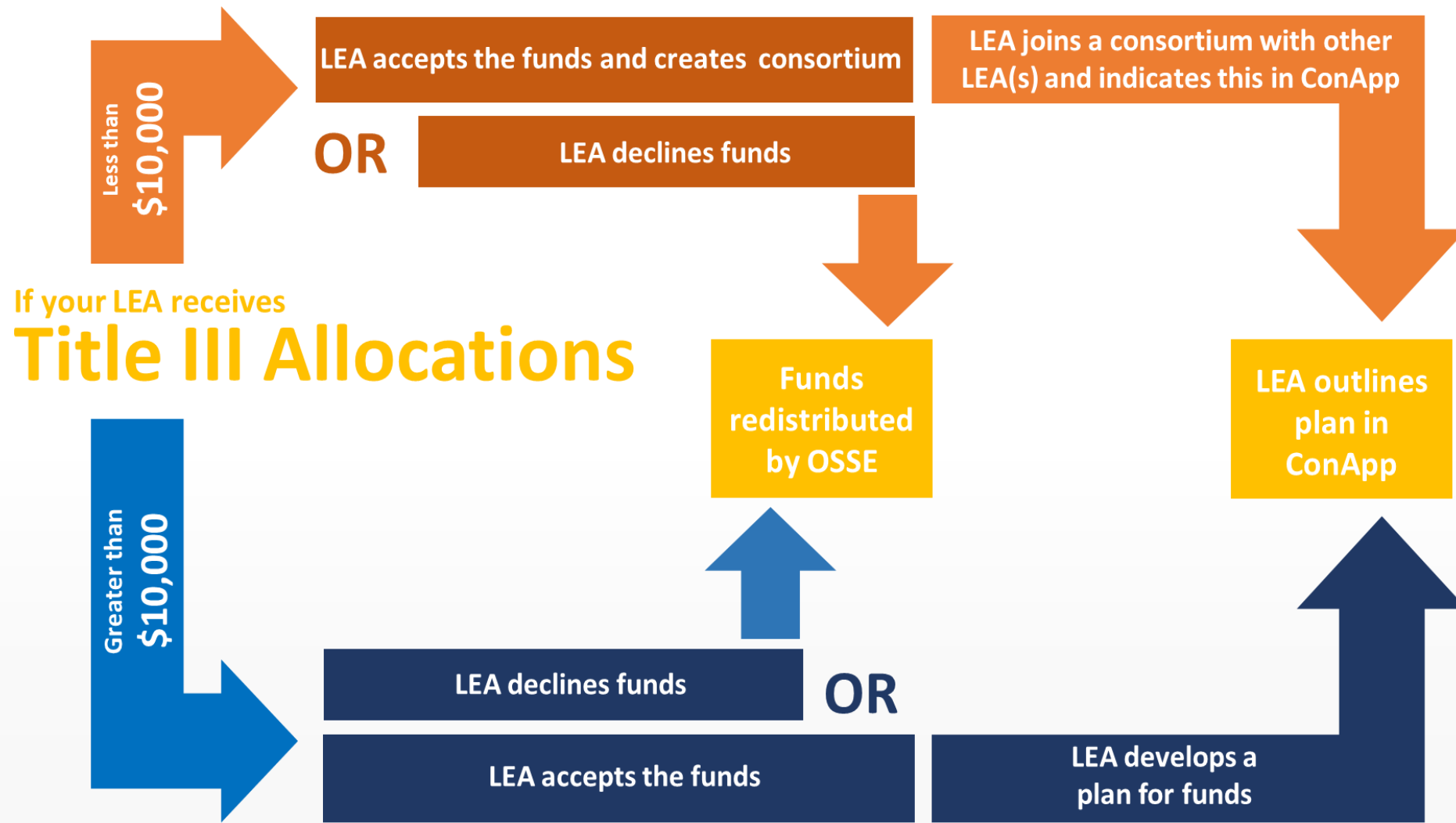
Improving instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures

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

- LEA joins a consortium with other LEA(s) and indicates this in ConApp

- Funds redistributed by OSSE

- LEA outlines plan in ConApp

Greater than $10,000
- LEA declines funds

  OR

- LEA accepts the funds

- LEA develops a plan for funds

Title III Funding is Supplemental to EL Funding

Allowable

Not Allowable

Title III > $10,000

ELPP: $5,542 x ELs

UPSFF & SWD:
$11,000+ x Enrollment

Combined
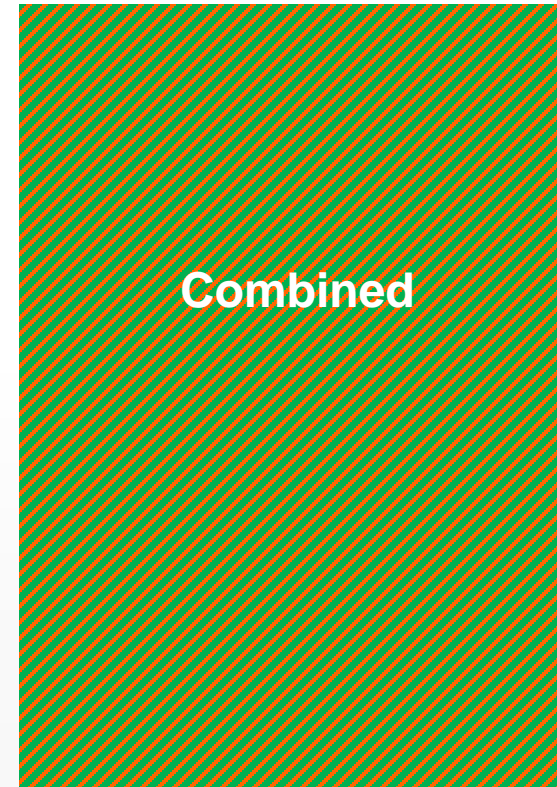
Language Instruction Education Program Funding

Title III

ELPP

UPSFF

Federal Funds for Enhancements to Instruction of English Learners
Title III-A
- Additional tools to enhance the LIEP

Local Funds for EL Instruction
English Learners Per Pupil Funds in UPSFF
Robust EL Instruction
- Full Staffing for LIEP
- LIEP Coordination
- EL-Specific Professional Development

Universal Per Student Funding Formula
- 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. LEAs may not transfer Title III-A funds to another fund.

FROM:

Title II-A

Title IV-A
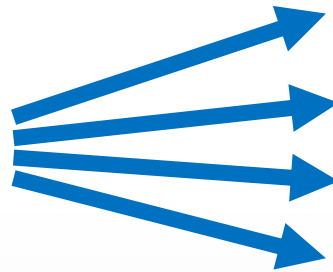
TO:

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

Schools 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

Community Partners

Parents/ Family Members

Public or Private entities

Title III-A Local Plan

Institutions of Higher Education

Researchers

Teachers/ School Administrators

LEA-level Parent and Family Engagement

Outreach

- Conduct outreach to parents of ELs 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 EL 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 ELs 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	CHARTER LEAs
District of Columbia Municipal Regulations (DCMR)	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 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

EL Program Notification Letter

The reasons for identification of their child as an EL

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

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

Title III-A: Next Steps and Resources

Next Steps

1. Applications are due **Sept. 30, 2023 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

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

Resources

- [FY24 Title III-A Application Guide](#)

- [FY24 ConApp Planning Tool](#)

- [The FY24 ConApp Checklist](#)

- [English Learner Policy and Programs | osse (dc.gov)](#)