

FY24 ESEA Consolidated Application Title II-A

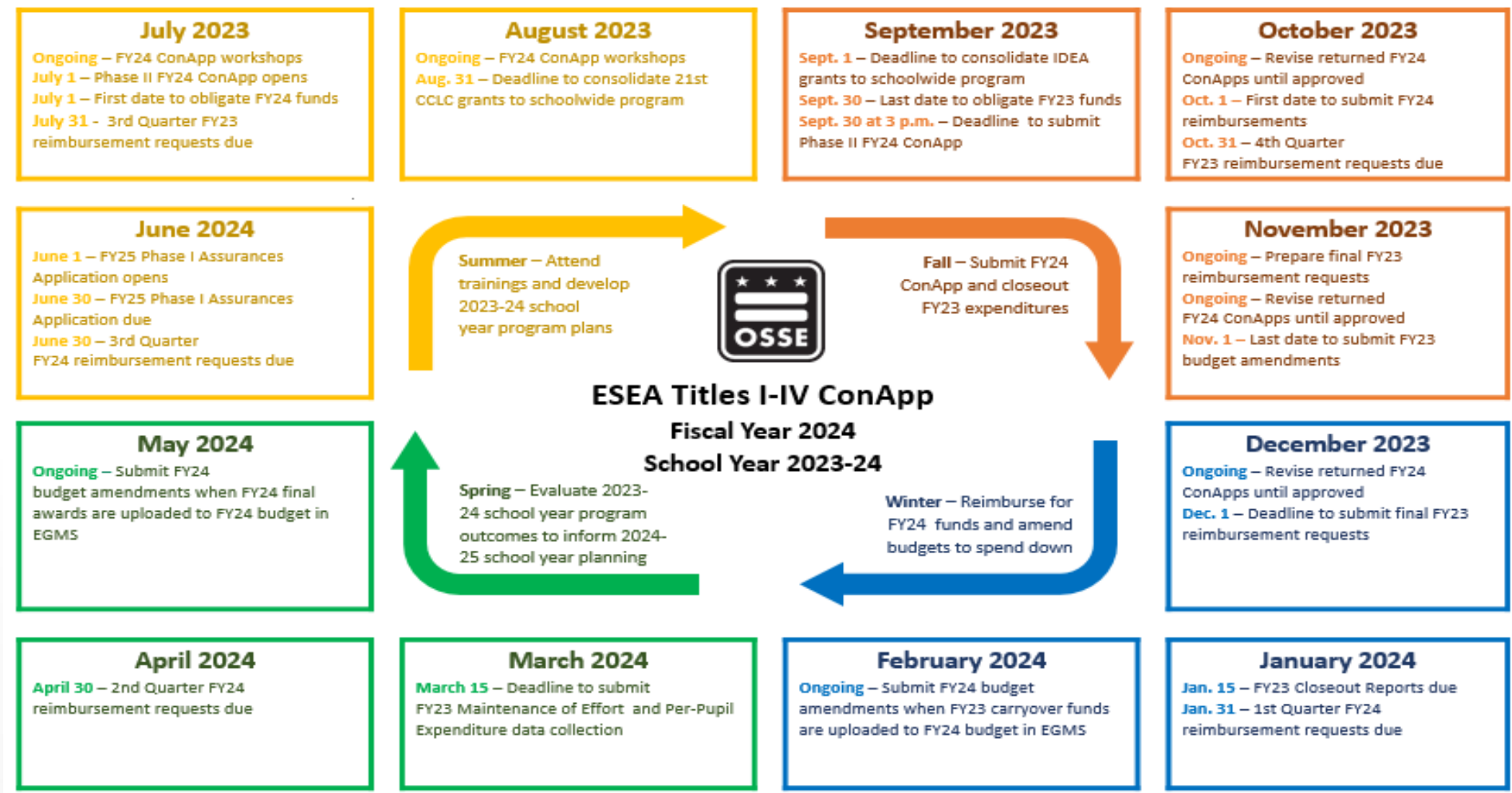
Systems and Supports, K-1

Goal

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 FY24 Grant Calendar



ESEA: History and Purpose

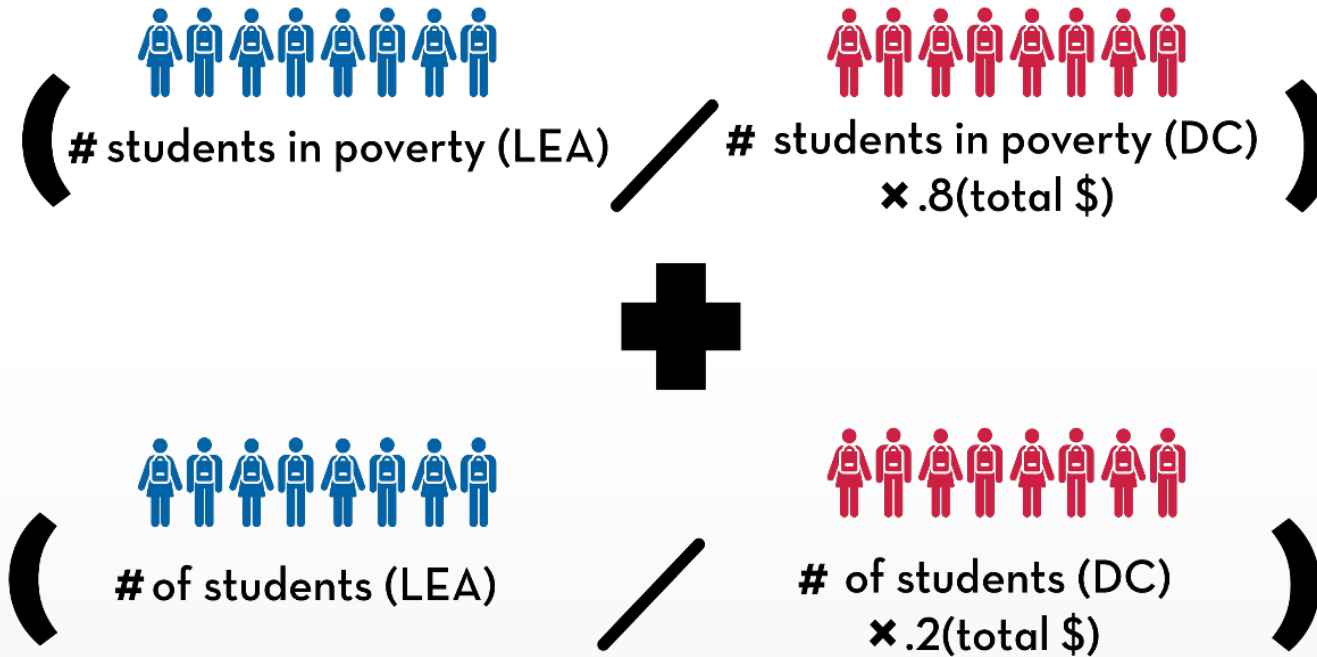


The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act (ESEA).

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 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 local education agencies (LEAs) are eligible for Title II-A funds, and LEAs with higher poverty rates will have a larger proportional share.

LEA shares of students living in poverty are calculated using the same data as Title I-A.

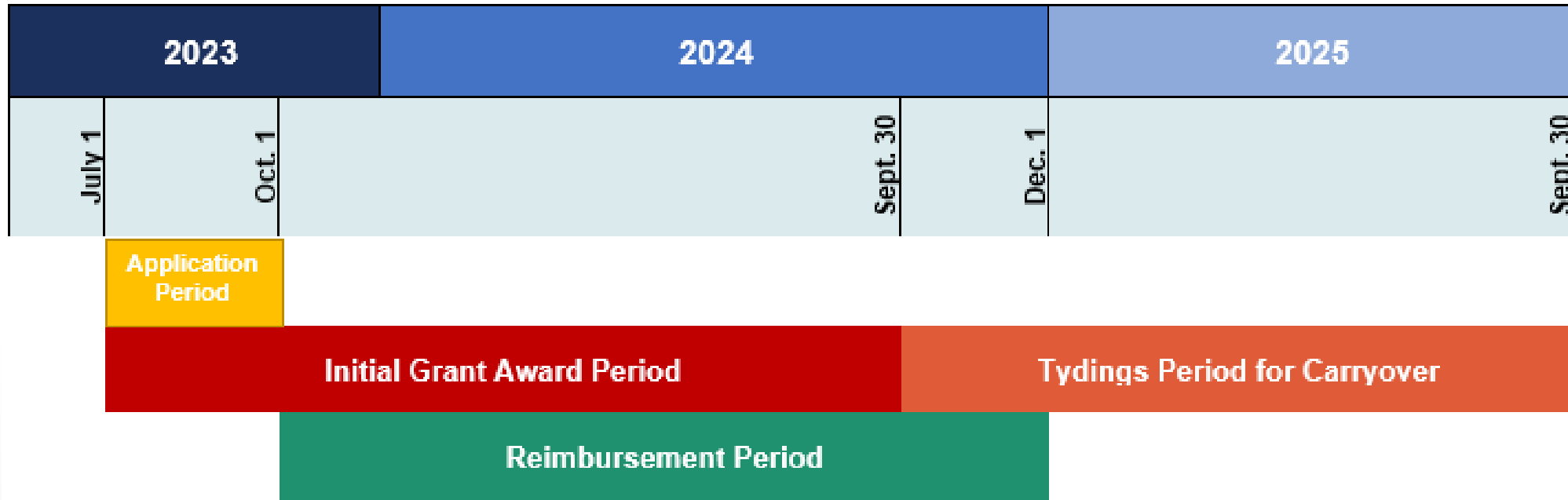
Allocations of individual LEAs can fluctuate year to year as a result of:

- 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

Life Cycle of FY24 Grant



Grant Administration Requirements

Accessing Funds

- Approved Phase I assurances 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](#)

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 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 II-A: Program Requirements

Title II-A 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

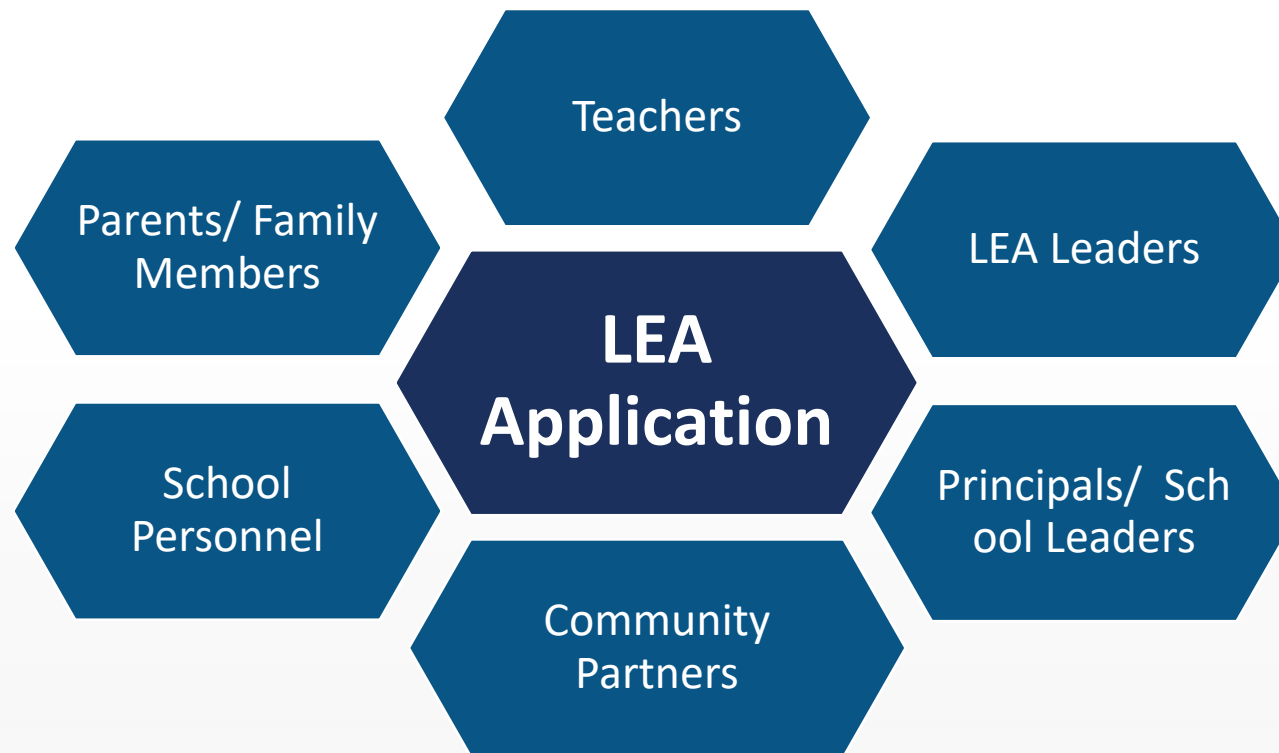
Improve the quality and effectiveness of teachers, principals and other school leaders

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

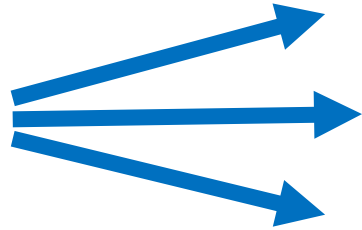
- Developing or improving a rigorous transparent and fair evaluation and support system for teachers and school leaders
- Recruiting, hiring and retaining effective teachers; implementing supports for school leaders
- Recruiting from other fields
- Class size reduction
- Personalized professional development
- 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 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
- DC Public Schools (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

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:

- 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

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

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, 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

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

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 II-A: Next Steps and Resources

Next Steps

- Applications are due **Sept. 30, 2023 by 3 p.m.** (after 3 p.m., the “submit” button will disappear and LEAs cannot submit)
- Revise applications within two weeks of receiving comments (Oct. 1 – Dec. 31)
- 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

- FY24 Title II-A Comprehensive Guide
- School-wide Program Design: The Basics (recorded webinar)
- OSSE School-wide Plan Template
- OSSE School-wide Program Plan Compliance Checklist
- FY24 ConApp Workbook