



Office of the State Superintendent of Education



FFY 2013: Consolidated Application

Agenda



- Consolidated Application Overview & Timeline
- Roles and Responsibilities of the SEA and LEA
- Eligibility and Allocations for Covered Programs
- LEA Plan, Schoolwide Plan, and Targeted Assistance Plan
- Structure of the Consolidated Application
- Consolidated Application Instructions & Rubric
- Consolidated Application Updates
- Allowability
- Links to Reimbursement Requests and Monitoring
- Guidance, Resources, and Technical Assistance
- Questions and Answers

Related Materials



- FFY 2013 Consolidated Application Release Memorandum
- LEA Final Allocations – Summary
- LEA Final Allocations – Full
- Title III, Part A Consortium Memorandum
- Notice of Intent to Enter a Title III Consortium
- Phase II Application
- Phase II Application Instructions
- Phase II Application Review Rubric
- Technical Assistance Timeline
- LEA Plan Template



Office of the State Superintendent of Education

Consolidated Application Overview and Timeline



Consolidated Application Overview and Timeline



The Office of the State Superintendent of Education's Elementary and Secondary Education Act (ESEA) Consolidated Application for Federal Fiscal Year (FFY) 2013 covers three* major federal programs:

- Title I, Part A** (Grants to Local Educational Agencies – CFDA #84.010A),
- Title II, Part A** (Preparing, Training, and Recruiting High Quality Teachers and Principals – CFDA #84.367A), and
- Title III, Part A** (English Language Acquisition, Language Enhancement, and Academic Achievement Act – CFDA #84.365A).
- *Note: Title IV, Part A was eliminated as a formula grant program in the federal budget for FFY2013.

Consolidated Application Overview and Timeline



Important Dates in FFY 2013:

- Federal Fiscal Year 2013 began on July 1, 2013.
- The initial grant period ends on September 30, 2014.
- Final reimbursement requests for obligations made during the initial grant period are due by November 15, 2014.
- The carryover (or “Tydings”) period begins on October 1, 2014 and ends on September 30, 2015.
- Final reimbursement requests for obligations made during the carryover period are due by November 15, 2015.

Consolidated Application Overview and Timeline



- The Consolidated Application process occurs in two phases.
 - **Phase I:** In this phase, each eligible LEA must submit an assurance package to OSSE. OSSE approval of this assurance package results in a “substantially approvable” application, which gives an LEA the ability to obligate federal funds. The date of approval of the Phase I application becomes the first date of obligation for the LEA for that federal fiscal year. *This phase is already complete.*
 - **Phase II:** In this phase, each eligible LEA must complete full program plans in both narrative and budget form for each funding source for which the LEA is applying. OSSE approval of Phase II of the Consolidated Application will result in “full approval” and will allow the LEA to submit reimbursement requests. To have a fully approvable application, the LEA must also receive approval on its program evaluation(s), LEA plan, and Title III Improvement Plan Addendum (as applicable). **The ultimate deadline for submission of a fully approvable Phase II application is Monday, September 16, 2013 at 5:00 p.m.**
 - It is important for LEAs to recognize the distinction between submitting *any* Phase II application – or even a *complete* Phase II application – and submitting a **fully approvable** application. An application with a green validation tab does not automatically assure the application meets all programmatic requirements for approval. All approvable supplemental documentation must also be submitted and approved.

Consolidated Application Overview and Timeline



- Phase I of the Consolidated Application was released on June 18, 2013. In order to be eligible to **obligate** FFY 2013 funds, an LEA had to submit a complete Phase I application by **June 28, 2013** (before the first day of the FFY 2013 grant period).

- Phase II of the Consolidated Application was released on July 10, 2013. In order to be eligible to **request reimbursement** for FFY 2013 funds, an LEA must have a fully approvable Phase II application. The ultimate deadline for LEAs to submit a fully approval Phase II application is **September 16, 2013**.

- OSSE's released timeline indicates when OSSE will provide either approval with a Grant Award Notification or notice that revisions are required in order to gain approval.

- Applications are reviewed by OSSE to determine whether the application is fully approvable or revisions are required in order to earn full approval.

Consolidated Application Overview and Timeline



FFY 2013 Consolidated Application Timeline				
Date on which Phase II of the Consolidated Application (Either Initial Submission or Revised Submission) is Received by OSSE		Date on which OSSE Review of the Phase II Consolidated Application Will Begin	Date on which OSSE Will Provide Electronic Notification of Approval (and Grant Award Notification) or Required Revisions	Date on which OSSE Will Publish and Distribute a Summary of All LEAs' Consolidated Application Statuses and Post Approved Applications to the OSSE Website
After 5:00 P.M. on 7/14/2013	But no later than 5:00 P.M. on 7/21/2013		7/22/2013	8/02/2013
After 5:00 P.M. on 7/21/2013	But no later than 5:00 P.M. on 7/28/2013		7/29/2013	8/09/2013
After 5:00 P.M. on 7/28/2013	But no later than 5:00 P.M. on 8/04/2013		8/05/2013	8/16/2013
After 5:00 P.M. on 8/04/2013	But no later than 5:00 P.M. on 8/11/2013		8/12/2013	8/23/2013
After 5:00 P.M. on 8/11/2013	But no later than 5:00 P.M. on 8/18/2013	*	8/19/2013	8/30/2013
After 5:00 P.M. on 8/18/2013	But no later than 5:00 P.M. on 8/25/2013		8/26/2013	09/06/2013
After 5:00 P.M. on 8/25/2013	But no later than 5:00 P.M. on 9/01/2013		9/02/2013	09/13/2013
After 5:00 P.M. on 9/01/2013	But no later than 5:00 P.M. on 9/08/2013		09/09/2013	09/20/2013
After 5:00 P.M. on 9/08/2013	But no later than 5:00 P.M. on 9/16/2013	**	09/17/2013	09/27/2013

OSSE will provide Notice of Application Denials to LEAs without approved consolidated applications on September 27, 2013

*	August 18, 2013: This is the last date on which an LEA is able to submit Phase II of the Consolidated Application and receive notification of required revisions, as applicable, in time to allow at least two weeks to make revisions and still meet the ultimate deadline for submitting a fully approvable application (September 16, 2013). For this reason, OSSE strongly encourages each LEA to send its initial submission of Phase II of the Consolidated Application by no later than this date.
**	September 16, 2013: This date is the ultimate deadline for submitting a fully approvable application. Applications submitted after this date and applications submitted by this date that fail to meet all requirements for full approval may be denied. OSSE strongly discourages any LEA from waiting until this time to send its initial submission of the application, as it leaves no time for the LEA to make revisions, if necessary, and still receive approval of its application.

Consolidated Application Overview and Timeline



- **August 18, 2013**: This is the **last date on which an LEA is able to submit Phase II of the Consolidated Application and receive notification of required revisions in time to allow at least two weeks to make revisions** and still meet the ultimate deadline for submitting a fully approvable application (September 16, 2013). For this reason, OSSE strongly encourages each LEA to submit Phase II of the Consolidated Application by no later than this date.
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Consolidated Application Overview and Timeline



- All FFY 2013 Consolidated Application-related materials will be available, and updated regularly, on OSSE's website.
- The FFY 2013 Consolidated Application web page can be accessed by visiting:

<http://osse.dc.gov/service/federal-fiscal-year-2013-consolidated-application>



Office of the State Superintendent of Education

Roles and Responsibilities of SEA and LEA



Roles and Responsibilities of SEA and LEA



SEA Role	LEA Role
Approve and deny applications and amendments	Plan and execute effective programs that ensure eligible students are meeting high state standards
Ensure LEA complies with legal, fiscal, programmatic requirements	Ensure all programs are in compliance with federal regulations
Monitor use of funds	Monitor school level programs
Provide technical assistance on federal requirements	Initiate all amendment requests in a timely manner
Disburse funds in a timely manner	Monitor approved drawdown percentages to avoid reallocation
	Report data by required deadlines (i.e., New or Significantly Expanding PCS)
	Consult with stakeholders per federal regulations



Office of the State Superintendent of Education

Eligibility and Allocations for Covered Programs



Eligibility and Allocations for Covered Programs



- Final allocations were released on July 10, 2013.
- The allocations workbook includes:
 - A summary of final allocations for covered programs,
 - Detailed calculations for each covered program,
 - An explanation of the requirements and process for determining allocations for each covered program,
 - An LEA-specific summary for each LEA showing data used in the calculations.
- Although unlikely, allocations could be revised at a later date due to updates to the budget from Congress.
- All Phase II applications must use the final allocation amounts from July 10th. Applications will not be reviewed with preliminary allocation figures.

Eligibility and Allocations for Covered Programs



- An LEA is eligible to receive Title I, Part A funds if:
 - The LEA serves at least one K-12 student and
 - The LEA's K-12 poverty rate for the prior year meets an eligibility threshold (which is 36.39% for FFY 2013).
- An LEA is eligible to receive Title II, Part A funds if:
 - The LEA serves at least one K-12 student.
- An LEA is eligible to receive Title III, Part A funds if:
 - The LEA serves at least one Limited English Proficient student aged 3-21.

Eligibility and Allocations for Covered Programs



- Allocations are based on prior year enrollment and poverty data.
- If a public charter school LEA will significantly expand and notified OSSE in accordance with its New or Significantly Expanding Public Charter Schools Policy and Guidance, allocations are based partly on enrollment projections (approved by the DC Public Charter School Board). The LEA's allocations in the succeeding fiscal year will be adjusted if necessary based on actual enrollment and poverty data in the new school year.

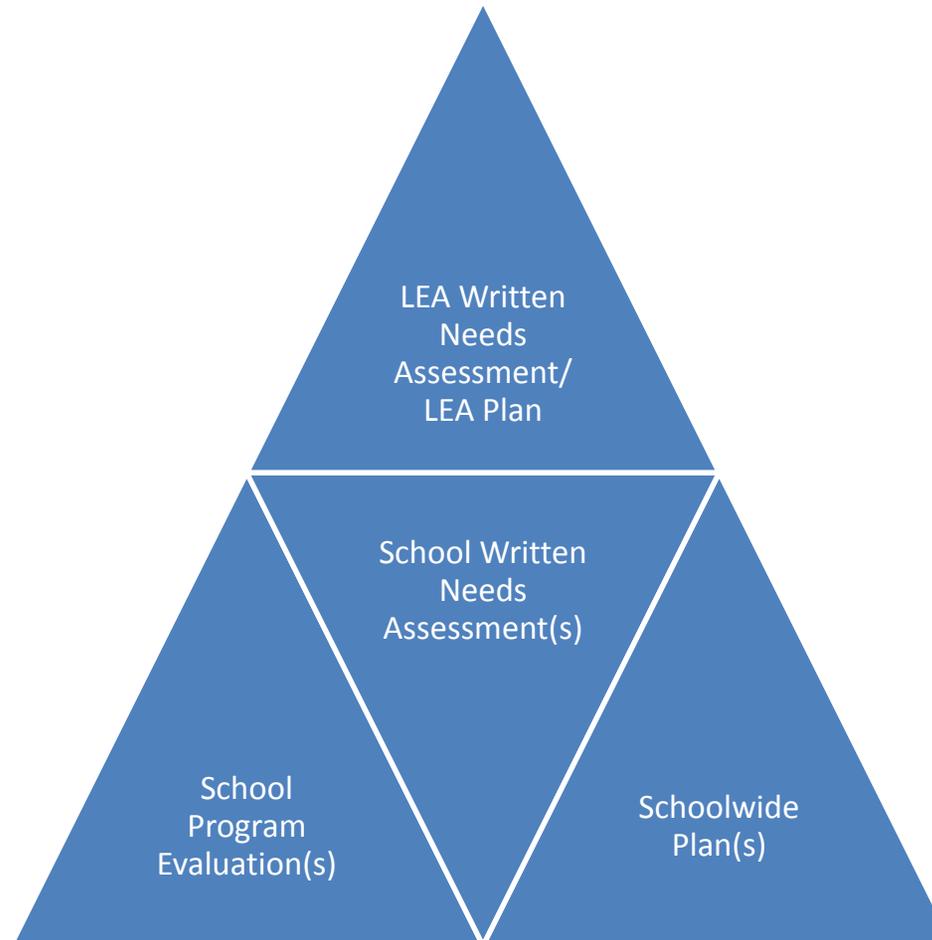


Office of the State Superintendent of Education

LEA Plan, Schoolwide Plan, and Targeted Assistance Plan



Supplemental, Required Documents



Supplemental, Required Documents



There must be a clear link between all expenditures in the consolidated application and identified needs in the written needs assessments.

Supplemental, Required Documents



In addition to an approved Phase II, the LEA must also must submit the following documents for approval:

- Title I LEA Plan
- Written Program Evaluation(s) from FFY12 for every Title I schoolwide program(if applicable)
- Title III Improvement Plan Addendum (if applicable)
- Rank and Serve List (DCPS Only)
- Equitable Services Consultation Calendar (DCPS Only)

Program Evaluations



- Title I regulations require that a school operating a Schoolwide Program must evaluate the implementation and results of the program annually. The effectiveness of a Schoolwide Program hinges upon whether the school was successful in increasing the academic achievement of all students in meeting or exceeding the state's academic standards, in particular those students who are most academically at risk.
- Determine the effectiveness of the strategies implemented under each Goal of the Schoolwide Plan were effective in helping the school obtain desirable outcomes such as the following:
 - improvement in academic achievement for all students, particularly AYP subgroups
 - increase in parental engagement
 - provide more high-quality professional development
 - increase staff retention and effectiveness
 - improvement in school climate and culture
- Guide school leaders in informed decisions supported by data to continuously improve the quality of school programs.
- Answer and inform stakeholders regarding questions and concerns over whether the school is effectively meeting its goals.
- Increase understanding and validity of implemented strategies in how they effectively contribute to the school successfully meeting its targeted objectives.
- Create short and long-term plans for student progress and schoolwide success.
- **Is the Schoolwide Program being implemented as the Schoolwide Planning Team and school leadership intended?**
- **Did the Schoolwide Program help the school meet its targeted objectives?**
- **Did student achievement – particularly the achievement of those students identified as most academically at-risk or target populations included in measuring AMOs – increase significantly?**

Title I, Part A LEA Plan Template



- Title I, Part A Section 1112 of Elementary and Secondary Education Act, No Child Left Behind requires Local Education Agencies (LEAs) to create and implement a Title I, Part A LEA Plan.
- The LEA Plan (Plan) describes the actions that LEAs will take to ensure that they meet Title I, Part A programmatic requirements and establishes a focus for raising the academic performance of all students.
- In order to develop the Plan, the LEA should:
 - conduct a comprehensive needs assessment that includes a review of student achievement and outcome data, current educational practices and programs, teacher effectiveness and retention, parent involvement, professional development, and special services and supports;
 - develop the plan with input from teachers, principals, administrators and other appropriate school personnel, and with parents of children served within the LEA;
 - identify and allocate available resources to implement the plan; and
 - monitor implementation of the plan and review and update it annually.
- All LEAs must submit an LEA plan to OSSE for approval by September 16, 2013 in order to have a fully approvable consolidated application.

Title I, Part A Schoolwide Plan



- Schoolwide programs are intended to provide a comprehensive and coordinated approach to implementing federal education programs and ensuring that all students meet the state's academic achievement standards.
- There are three core elements of a schoolwide program:
 1. A comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement;
 2. A comprehensive schoolwide plan that describes how the school will achieve the goals it has identified as a result of its needs assessment; and
 3. An annual evaluation of the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Title I, Part A Schoolwide Plan



- Each plan must meet the 10 required components (including the evaluation and needs assessment)
 - Comprehensive Needs Assessment
 - Schoolwide Reform Strategies
 - Highly qualified teachers
 - High-quality and on-going professional development
 - Recruitment/ Retention
 - Parental Involvement
 - Preschool Transition
 - Inclusion of teacher in decision-making opportunities
 - Struggling students
 - Coordination of federal and local programs and services
- A school must have 40% poverty to operate a schoolwide program.
- LEAs must maintain a fully approvable Title I, Part A Schoolwide Plan on file for each school/ campus in order to expend Title I, Part A funds. OSSE will review these plans during future monitoring visits.

Title I, Part A Targeted Assistance Plan



- Under Section 1115(c), a targeted assistance program includes the following 8 components. It must--
 1. Use Part A resources to **help participating children meet the State's student performance standards expected for all children.**
In order to do this, programs must:
 2. Be based on **effective means for improving achievement** of children.
 3. Ensure that **planning** for participating students is incorporated into existing school planning.
 4. Use **effective instructional strategies** that--
 - Give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer programs and opportunities.
 - Help provide an accelerated, high-quality curriculum.
 - Minimize removing children from the regular classroom during regular school hours for Part A instruction.
 5. **Coordinate with and support the regular education program**, which may include--
 - Counseling, mentoring, and other pupil services.
 - College and career awareness and preparation.
 - Services to prepare students for the transition from school to work.
 - Services to assist preschool children's transition to elementary school.
 6. Provide instruction by **highly qualified staff.**
 7. Provide **professional development** opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.
 8. Provide strategies to increase **parental involvement**, such as family literacy services.

Title I, Part A Targeted Assistance Plan



- The Targeted Assistance Plan can be found at osse.dc.gov.
- The Targeted Assistance Plan must be completed by all new charter LEAs.
- LEAs must maintain a fully approvable Title I Targeted Assistance Plan on file in order to expend Title I funds. OSSE will review these plans during future monitoring visits.



Office of the State Superintendent of Education

Structure of the Consolidated Application



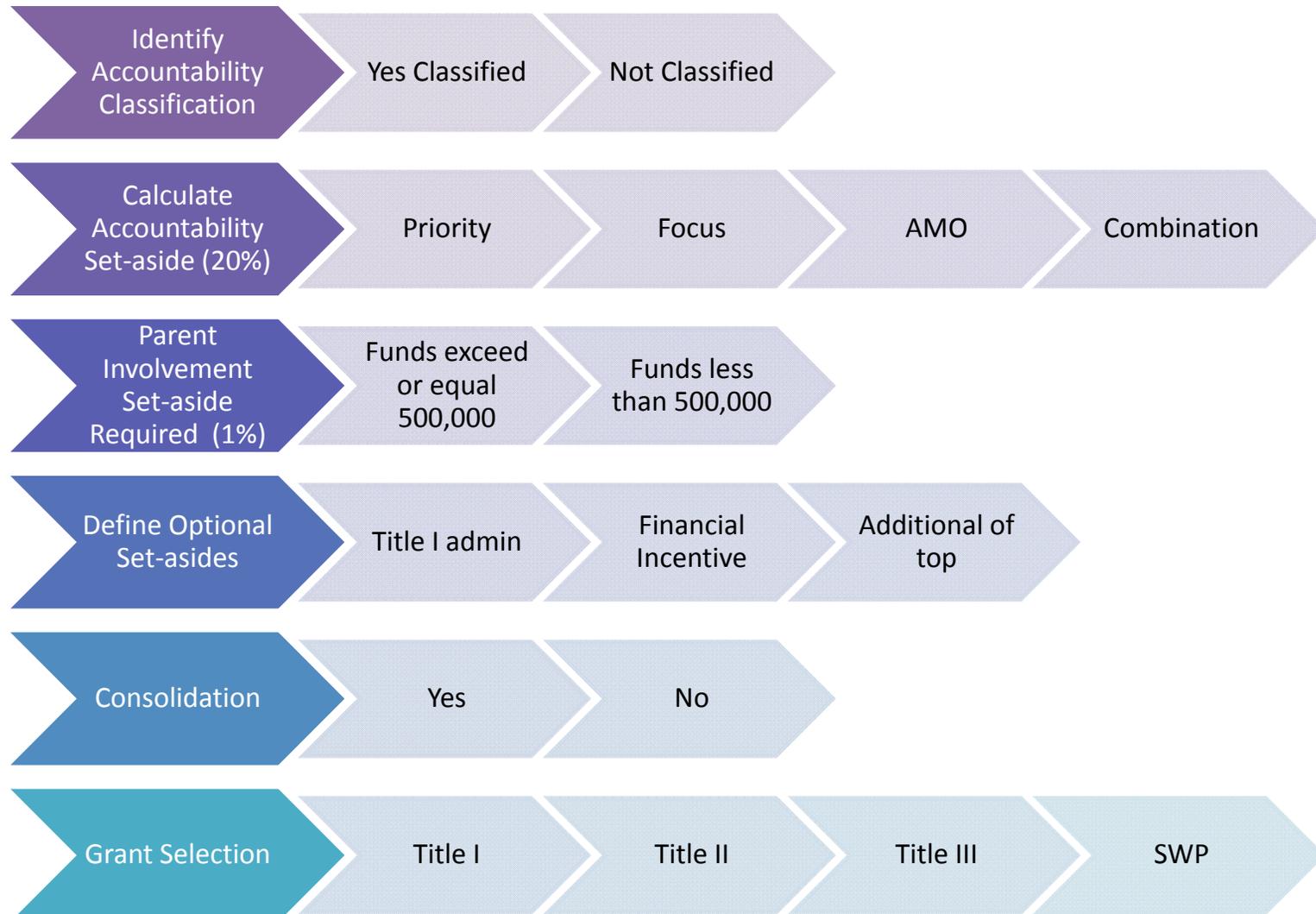
Structure of the Consolidated Application



The Consolidated Application has the following components:

- Cover page for applicant information and certification
- For each covered program, there is a worksheet for:
 - Narrative tab for set-asides associated with intervention strategies for identified schools;
 - Required and optional set-asides and reservations from Title I, Part A funds;
 - Planning and program requirements;
 - Categorical summaries of expenditures;
 - Expenditure details in OSSE budget categories, and
 - A budget summary.
- Additional worksheets for Consolidated Schoolwide Program pool of funds
- DCPS-specific assurances
- Additional assurances
- Definitions and examples for each program category and budget category
- “Validation” worksheet to tell if ready to submit

Structure of the Consolidated Application



Structure of the Consolidated Application



ConApp_FFY 2012 Phase II Application_08-07-12.xlsx [Read-Only] - Microsoft Excel

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Local Educational Agency Consolidated Application for
Title I, Part A; Title II, Part A; and Title III, Part A
of the Elementary and Secondary Education Act of 1965 (ESEA)

PHASE II: PROGRAM PLANS

Submit BOTH the completed Excel workbook AND a signed, scanned copy of **ONLY TAB 1** to
CON.APP@DC.GOV within the established Phase II timeline.
OSSE Approval of Phase II is required before reimbursement requests may be submitted.

Tab Title

1	Applicant Information and Certification
2a	Intervention Strategies for Identified Schools
2b	Required and Optional Title I Set-Asides/Reservations
3	Consolidation of Funds in Schoolwide Program Pool
4	Title I, Part A Planning
5	Consolidated Schoolwide Program: Expenditure Summary
6	Consolidated Schoolwide Program: Expenditure Details
7	Consolidated Schoolwide Program: Budget
8	Title I, Part A (Unconsolidated): Expenditure Summary
9	Title I, Part A (Unconsolidated): Expenditure Details
10	Title I, Part A (Unconsolidated): Budget
11	Title II, Part A (Unconsolidated): Planning
12	Title II, Part A (Unconsolidated): Expenditure Summary
13	Title II, Part A (Unconsolidated): Expenditure Details
14	Title II, Part A (Unconsolidated): Budget
15	Title III, Part A (Unconsolidated): Planning
16	Title III, Part A (Unconsolidated): Expenditure Summary
17	Title III, Part A (Unconsolidated): Expenditure Details
18	Title III, Part A (Unconsolidated): Budget
19	Additional Assurances for DCPS Only
20	Statewide Accountability Assurances
21	Reference: Budget Definitions

Validation Validation

Contents 1 2a 2b 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 Validation

Ready

80%

You can navigate through this application workbook by selecting the desired tabs at the left.

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Planning and Program Requirements



- Additional planning requirements on tabs 4, 11, and 15.
- Materials from OSSE trainings on programmatic requirements are available on OSSE's website by going to osse.dc.gov and selecting "Grants Management" and "Technical Assistance" or going to <http://osse.dc.gov/service/grants-technical-assistance>.

ESEA Waiver Requirements



Tab 2a

- Identified LEAs must provide a brief description of their use of funds for all intervention strategies.
- Priority, Focus, and schools that fail AMOs two years in a row are required to take a 20% set-aside.
- LEAs with multiple classifications (Priority, Focus, and/or Missing AMOs) take one 20% total set aside. The LEA decides how to reasonably split the budget for the multiple classifications within the 20% budget. All identified schools must be addressed.
- The consolidated application represents the LEA's preliminary plan for interventions.

ESEA Accountability: School Classification Process



All Schools

Criteria

What it means

Priority: Schools needing intense support to address low performance of all students

- | | |
|--|---|
| <ul style="list-style-type: none"> • School Index Score of 25 points or below • Tier I or Tier II School Improvement Grant • Graduation rate less than 60% for 2+ consecutive years (2011, 2010) • Participation rate <95% for 2+ consecutive years • Previously ID'd as Priority School & without 3 years of progress | <ul style="list-style-type: none"> • LEAs reserve 20% Title I Funds • Schools develop intervention plan • Quality monitoring • Professional development |
|--|---|

Focus: Schools needing targeted support to address large specific groups of students

- | | |
|--|---|
| <ul style="list-style-type: none"> • Not Priority • Disproportionate Subgroup Performance • Significant Within School Subgroup Gap • Previously ID'd as Focus School & without 2 years of progress | <ul style="list-style-type: none"> • LEAs reserve 20% Title I Funds • Schools develop intervention plan • Quality monitoring • Professional development |
|--|---|

Reward: Schools with the highest levels of student performance and growth

- | | |
|--|--|
| <ul style="list-style-type: none"> • Not Focus or Priority • School Index Score 80+ • Graduation rate >60% • Participation rate 95%+ • Ranking in top 5% in the state in composite annual growth | <ul style="list-style-type: none"> • Public recognition • Invitations to special program participation • Eligibility for reward funding |
|--|--|

Rising/ Developing: Schools needing support to continue growth

- | | |
|---|---|
| <ul style="list-style-type: none"> • Not Priority, Focus or Reward • Developing: School Index Score 45+ • Rising: School Index Score 26-44 | <ul style="list-style-type: none"> • Professional development • Ongoing guidance and technical assistance |
|---|---|

ESEA Waiver Requirements



Turnaround Principles and Selected Strategies of Intervention for Priority Schools (tab 2a):

- Priority schools will be required to implement all seven turnaround principles using intervention strategies that are sufficient to achieve change and demonstrate progress.
- LEAs must choose one or more intervention strategies for each principle and all principles will be implemented concurrently in priority schools.
- If an LEA has multiple Priority schools, all schools must be served with the 20% set aside.

ESEA Waiver Requirements



In each section, Priority schools must summarize the planned uses of funds set aside to fulfill the following principles (tab 2a):

- School Leadership Intervention Strategy
- Effective Staffing Practices and Instruction Intervention Strategy
- Effective Use of Time Intervention Strategy
- Curriculum, Assessment, and Intervention System Strategy
- Effective Use of Data Intervention Strategy
- School Climate and Culture Intervention Strategy
- Effective Family and Community Engagement Intervention Strategy

ESEA Waiver Requirements



Turnaround Principles and Selected Strategies of Intervention for Focus Schools (tab 2a):

Focus schools that are identified as not meeting the needs of students based on subgroup performance will be required to implement intervention strategies similar to those research-based differentiated interventions as Priority Schools, but which are explicitly focused on the subgroups that placed the school in focus status.

ESEA Waiver Requirements



In each applicable section, Focus schools must summarize the planned uses of funds set aside to fulfill the following strategies for (tab 2a):

- Intervention strategies for schools not meeting the needs of students with disabilities
- Intervention strategies for schools not meeting the needs of English Language Learners
- Intervention strategies for schools not meeting the needs of other subgroups

Differentiated Interventions and Supports for Other Title I Schools (tab 2a):

- All schools that fail to meet the same AMO for two consecutive years and that are not already identified as priority or focus schools will be identified as schools requiring additional support.
- The expenditures used for this set-aside must be used to ensure the LEA/ school will make AMOs in the next year.

Required and Optional Set-asides



Requirements (tab 2b):

- Required/Optional Set-Asides/Reservations include:
 - Parental Involvement (required if the LEA receives more \$500,000 or more of Title I funds)
 - Homeless (DCPS only)
 - Equitable Services (DCPS only)
 - Administration (optional)
 - Financial Incentives and Rewards (optional)
 - Off-the-top (optional)
- LEAs must categorize their planned uses of funds into “initiatives” on the Budget Summary worksheets and then provide full details of planned expenditures on the Budget Details worksheets. OSSE will check for full alignment between these worksheets during its review.

Consolidation of Funds in Schoolwide Programs



- We'll look at worksheets 3, 5, 6, and 7.
- LEAs with schoolwide programs have a choice to consolidate Title I (minus the set-aside costs), Title II, and Title III funds.
- “SWP” funds become Title I funds and are subject to the same reallocation regulations.

Budget Planning



- We'll look at worksheets 5 through 18.
- LEAs must categorize their planned uses of funds into “initiatives” on the Budget Summary worksheets and then provide full details of planned expenditures on the Budget Details worksheets. OSSE will check for full alignment between these worksheets during its review.



Office of the State Superintendent of Education

Consolidated Application Instructions and Rubric



Consolidated Application Instructions and Rubric



- On the OSSE website, LEAs can find the Phase II instructions and the technical assistance presentation for further reference.
- The rubric used to score all applications is located on the website.



Office of the State Superintendent of Education

Consolidated Application Updates



Updates for FFY13



- FFY13 is the first year LEAs that failed AMOs have to take the required set-aside (tab 2a).
- Although school-level program evaluations are a basic eligibility requirement for Title I, FFY13 is the first year LEAs must submit the evaluations to OSSE for approval.



Office of the State Superintendent of Education

Allowability



Allowability



- All costs must be
 - Supplemental
 - Research based
 - Directly linked to needs assessment(s)

Examples of Title I Costs



- Supplemental instructional staff in core subjects
- Supplemental social workers, psychologists, etc.
- Supplemental research based curricula
- Costs for extended school day programs

Examples of Title I Costs



- Title I cannot pay for principals.
- PS and PK costs are allowable.
- Professional Development (PD) for teachers. PD must be on-going and research based. The PD must relate to the core academic program.
- All salaried positions paid from the Title I Administrative set-aside must only work on direct support to Title I grant administration (in proportion to the amount paid from this set-aside)

Examples of Title II Costs



- Teachers for class-size reduction (Teachers must be supplemental and Highly-qualified)
- Professional Development that meets the federal definition of “high quality”
- Recruitment and retention fees for highly-qualified teachers in hard to staff positions

Examples of Title III Costs



- Every Title III budget must have some expenditures in High-quality English Instruction and Professional Development
- Funds can be used for supplemental instruction for LEP/ NEP students
- Funds can be used for supplemental PD or curricula
- LEA may take 2% for grant administration costs

** Title III cannot be used for mandatory assessment or mandatory translation costs.

Allowability



- Allowability guidance on OSSE's website:
 - Title I, Part A
 - <http://osse.dc.gov/publication/grants-management-technical-assistancefederal-programs-boot-camp-leas-fall-2009perkins-3>
 - Title II, Part A
 - http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/TA%20-%20Title_II_Part_A_Allowability_8_31_09.pdf
 - Title III, Part A
 - http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/TA%20-%20Title_III_Part_A_8_31_09.pdf



Office of the State Superintendent of Education

Links to Reimbursement Requests and Monitoring



Links to Reimbursement Requests and Monitoring



- The Consolidated Application has been revised to make it easier for LEAs and OSSE to make very clear links between planned expenditures in the application and actual expenditures in the LEA's reimbursement requests when submitted.
- The reimbursement workbook for the consolidated applications funds ("Workbook 1") can be found on the OSSE website.
- Workbooks must be submitted at least quarterly.
- Workbooks can be found at this link:
<http://osse.dc.gov/service/reimbursement-and-reporting>



Office of the State Superintendent of Education

Guidance, Resources, and Technical Assistance



Guidance, Resources, and Technical Assistance



- LEAs will be able to access all published information on the FFY 2013 Consolidated Application (<http://osse.dc.gov/service/federal-fiscal-year-2013-consolidated-application>).
- LEAs can reviews guidance on programmatic requirements from OSSE’s “Boot Camp” at <http://www.osse.dc.gov/seo/cwp/view,a,1222,Q,563979,PM,1.asp> (go to www.osse.dc.gov and select “Federal Grants Management Information”).
- The instructions in the Consolidated Application include links to federal guidance for many programmatic components.
- Updates will be regularly made to the FFY 2013 Consolidated Application website.
- OSSE is hosting a variety of technical assistance sessions, a schedule was released on July 10, 2013.
- Your OSSE contact can provide 1-on-1, individualized assistance.

Guidance, Resources, and Technical Assistance



OSSE will offer the following technical assistance opportunities:

Session Type	Date	Time	Location
General In-person Session	Monday, July 15, 2013	9am - 12pm	9034
Webinar	Tuesday, July 16, 2013	12pm - 2pm	
General In-person Session	Wednesday, July 17, 2013	9am - 12pm	9014
Afternoon Office Hours	Thursday, July 18, 2013	1pm -4pm	4006
General In-person Session	Friday, July 19, 2013	10am - 1pm	9014
Morning Office Hours	Tuesday, July 23, 2013	9am - 12pm	4006
Webinar	Wednesday, July 24, 2013	10am - 12pm	
Morning Office Hours	Thursday, July 25, 2013	9am - 12pm	4006
Afternoon Office Hours	Tuesday, July 30, 2013	1pm -4pm	4006
Afternoon Office Hours	Thursday, August 1, 2013	1pm -4pm	4006
Morning Office Hours	Tuesday, August 6, 2013	9am - 12pm	4006
Morning Office Hours	Thursday, August 8, 2013	9am - 12pm	4006
Afternoon Office Hours	Tuesday, August 13, 2013	1pm -4pm	4006
Afternoon Office Hours	Thursday, August 15, 2013	1pm -4pm	4006

Guidance, Resources, and Technical Assistance



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Office of the State Superintendent of Education

Questions and Feedback

