



# Pre-Application Conference: FFY 2017 ESEA Consolidated Application

August and September, 2017



# Agenda

- Purpose, Overview, and General Changes
- Phase I Assurances
- Phase II Application Content
- Application Timelines
- Contact Information
- Q and A



# ESEA Timeline

1965

The Elementary and Secondary Education Act (ESEA) was first passed, emphasizing equal access to education for all children.

2002

No Child Left Behind (NCLB) was passed, which ushered in an era of increased accountability through data and evaluation of schools.

2011

NCLB flexibility waivers required states to meet new accountability and teacher evaluation criteria in exchange for flexibility from NCLB's requirements.

2015

ESSA was passed, emphasizing the role of states in setting standards, ensuring accountability, and establishing other education policies.

LEAs and schools are still being held accountable for student achievement and progress.



# Purpose: ESEA as Amended by ESSA

- The intent of the *Elementary and Secondary Education Act of 1965* (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. The Every Student Succeeds Act (ESSA) was signed into law in December 2015, reauthorizing ESEA.
- ESEA emphasizes transparency through increased public reporting.
- ESSA adds additional emphasis on ensuring the performance of particular groups of students:
  - Students with disabilities, English learners, homeless students, students in foster care, students in the juvenile justice system, students of military families
- OSSE's FFY 2017 ESEA grant application has been updated to reflect changes in the law. These funds are provided to the SEA and LEAs using formulas outlined in regulations. For more guidance about appropriate uses of ESEA Titles I-IV-A, see OSSE's Fiscal Grants Toolkit [here](#).

**NOTE: bolded text throughout the presentation = new ESSA requirements**



# Overview: Grant Administration Requirements

- LEAs that accept funds must comply with the specific requirements outlined in the law.
- To qualify for funding under the law, LEAs must commit to specific assurances (phase I) and programmatic requirements (phase II).
- Once applications are fully approved, LEA expenditures must adhere to requirements outlined in the federal Uniform Grants Guidance (UGG), 2 CFR Part 200.
- Funding is allocated in accordance with federal requirements, as outlined in OSSE's ESEA Allocation Policy, which can be found [here](#).



# General Requirements: Use of Funds

- In order to be allowable, an expenditure must be:
  - Necessary means the use meets the needs of the program.
  - Reasonable means that they are purchased at a cost that a prudent person would pay.
  - Allocable means that the percent of funding paid out of the program funds is not more than the percent of the item/time used to support the related program activities.



# Key Fiscal Change: Supplement, Not Supplant (SNS)

Purpose of Requirement: To help ensure that federal grant funds supplement existing local and state funds, rather than supplant local funds required to educate children.

- LEAs must use a methodology to allocate State and local funds to each school receiving assistance under Title I, Part A to ensure that the school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under Title I.
- Under No Child Left Behind, there were different compliance tests at the LEA and school level.
- Under ESSA, there is only one compliance test, and no LEA shall be required to identify that an individual costs or service supported under this part is supplemental.
- LEAs must comply with new SNS requirements by December 10, 2017. OSSE will provide additional detailed guidance and an interim reporting tool for the 2017-18 school year later in October.
- LEAs should use a methodology to distribute UPSFF and other local funds to schools that:
  - Addresses the core requirement of SNS; and
  - Allows the LEA to demonstrate compliance.



# Key Fiscal Change: Maintenance of Effort (MOE)

Maintenance of Effort is now required for all LEAs (**ESSA: Charter LEAs included**).

MOE requires LEAs to maintain a consistent floor of state and local funding for free public education from year to year.

- An LEA may only receive federal funds from covered programs (Title I, Part A; Title II, Part A; Title III, Part A; and **Title IV, Part A**) if OSSE finds that either:
  - The combined LEA and state expenditures per student; or
  - The aggregate LEA and state expenditures for free public education for the previous fiscal year (whichever method is more favorable to the LEA) were **at least 90% as high** as the second preceding fiscal year.
- If the LEA fails to maintain effort, and also failed to meet MOE **once before within the last five years**, OSSE will reduce the LEA's federal funding allocation in the exact proportion by which the LEA failed to maintain effort. Any such reduction will not count in future years' calculations (ESEA, Sections 1118(a) and 8521).

\* Please note that additional detailed OSSE guidance regarding MOE compliance tests will be issued this fall.





# New Emphasis: Early Learning

ESSA emphasizes coordination and quality.

- LEAs receiving Title I funds must **develop a written MOA** with Head Start programs, and other early learning programs if applicable, on records, communication, student needs, transition, and services (ESEA Sec. 1119).
- OSSE will provide guidance that LEAs may use. The **guidance document** will be posted on the OSSE website at <https://osse.dc.gov/service/dc-head-start-state-collaboration-office>.
- The DC Head Start Association and LEAs are developing a working group on coordination, with a goal of developing a citywide MOA LEAs may join later in the 2017-18 school year.
- LEAs must describe in their Title I plans, if applicable, how they will **support, coordinate, and integrate** Title I services with other early childhood education programs at the LEA or school level, including transition to the LEA.
- An LEA's Title I plan must provide an assurance that the LEA will, if it uses funds to provide early childhood education, ensure that programs comply with the [Head Start Education Performance Standards](#). Note: under NCLB, this only applied to DCPS, but **ESSA now applies this to charter schools as well (ESEA Sec. 1112(c)(7))**.
- LEAs may view all Head Start centers and programs in DC at this link: <https://eclkc.ohs.acf.hhs.gov/center-locator>
- DC pre-K 3 and pre-K 4 programs can be found here: [find.myschooldc.org](http://find.myschooldc.org)



# New Emphasis: Parent Involvement

Key updates include the following:

- LEAs must conduct outreach to **all** parents and **family members**.
- All LEAs must create a Parent **and Family** Engagement Policy that **establishes LEA's expectations and objectives for parent and family involvement**.
- All LEAs must involve parents **and family members** with both the parent and family engagement policy, LEA Title I plan, and **school-wide program plan**.
  - **If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments along with the plan when submitting the plan to the State Education Agency.**
- LEAs must provide meaningful opportunities for the **informed participation of parents and family members (including those who have limited English proficiency, those with disabilities, and those with migratory children)**.
- The parent compact (DCPS only) must have **regular two-way, meaningful communication between family members and school staff**.
- LEAs must notify parents if students are identified as **English Learners (ELs)** within 30 days of school start, or within two weeks during the school year.
- To the extent practicable, communication must be **in a language that family members can understand**.



# New Emphasis: Parent Involvement

## Reservation of Funds for Parent and Family Engagement:

- Each LEA shall reserve at least 1 percent of its Title I-A Allocation to assist schools to carry out parent **and family engagement** activities (except for LEAs where 1 percent of the LEA grant is \$5,000 or less).
- Distribution of funds: Not less than **90 percent of the funds reserved** shall be distributed to schools served under Title I-A

## McKinney-Vento Homeless Assistance Act: LEAs must post understandable homeless education rights in locations frequented by parents, guardians, and disconnected youth

## Title I Use of Funds for Parent and Family Engagement

Must be used to carry out the parent and family engagement policy, including at least one:

- Professional development for LEA and school personnel regarding parent and family engagement, **which may be provided jointly to school staff, parents, and family members**
- Reaching family members **at home, in the community, and at school**
- **Disseminating best practices on increasing parent and family engagement, especially economically disadvantaged parents and families**
- **Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement**



# New Emphasis: Equitable Services (DCPS)

- **Proportionate share** must be calculated **BEFORE** any allowable expenditures and transfers by the LEA.
- **The State must ensure all teachers and paraprofessionals working in a Title I program meet applicable State certification and licensure requirements.**
- **Title I-A Services may now include: Special educational services, Instructional services (including evaluations to determine the progress in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, and other benefits under Title I (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment).**
- **Title II-A Services may now include: evaluation systems, recruitment/hiring/retention, training for teachers to serve students with disabilities and English learners, improving teachers' skills in serving students through age 8, school library instruction, and feedback to improve school working conditions.**
- **Title III-A:** Grantees receiving funds under this subpart must continue to provide equitable services to students and teachers in private schools to address their needs in accordance with the provisions of Sec. 8501.
- **Title IV-A (new ESSA grant program):** Also subject to equitable services.



# New Emphasis: Equitable Services (DCPS)

- Each **SEA** must provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.
- Funds allocated to a local educational agency for educational services and other benefits to eligible private school children **shall be obligated in the fiscal year for which the funds are received by the agency.**
- To help ensure equitable services and other benefits for eligible private school children and teachers and other educational personnel, and families, an **SEA must designate an ombudsman to monitor and enforce ESEA equitable services requirements**
- **Equitable Services Complaint Procedures:**
- **Each SEA** must develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations and the SEA must ensure resolution **within 45 days.**



Phase I:  
Assurances



# Overview

- Sub-grantees are required to ensure compliance with key requirements of ESEA through making assurances of compliance.
- Eligible sub-grantees must submit a set of “substantially approvable” assurances to Office of the State Superintendent of Education (OSSE) through phase I of the application process.
- OSSE typically releases phase I on June 1 of each year. LEAs are provided 30 calendar days to complete assurances so that they can begin obligating funds.
- LEAs can begin obligating funds only when OSSE has approved the LEA’s phase I application, as early as July 1 or the date upon which assurances are approved, whichever is later.
- Failure to agree to the assurances will result in the inability to obligate funds.



# New Phase I Assurances: Title I-A

- Develop an LEA plan through **timely and meaningful** consultation with teachers, principals, **other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools)**, administrators (including administrators of programs described in other parts of this title), **other appropriate school personnel**, and with parents of children in schools served under this part (ESEA Section 1112(a)(1)(A)).
- Coordinate with other programs under the Elementary and Secondary Education Act of 1965, as amended, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), **the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.)**, the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), **the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)**, the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate (ESEA Section 1112(a)(1)(B)).





# New Phase I Assurances: Title I-A

- **Ensure that** migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services (Section 1112(c)(1)). (Under NCLB, a description was required.)
- Coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children **and youths**, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program (Section 1112(c)(4)).



# New Phase I Assurances: Title I-A

- **Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care (Section 1112(c)(5)).**
- **Collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and by not later than December 10, 2016, the date of enactment of the Every Student Succeeds Act (Section 1112(c)(5)(A)).**
- **ESSA Removes NCLB’s Highly Qualified Teacher definition. ESSA: All teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification (Section 1112(c)(6)).**



# New Phase I Assurances: Title I-A

- **ESSA now requires the following of charter school LEAs, not just DCPS:**

Ensure that early childhood education services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)), if funds are used under this part to provide early childhood education services to low-income children below the age of compulsory school attendance (Section 1112(c)(7)).

- Notify the parents of each student attending any school receiving funds, at the beginning of each school year, that they may request information regarding the professional qualifications of the student's classroom teachers, including whether the teacher has met State licensing, is teaching under emergency credentials, **is teaching in the field of discipline of their certification**, or is a paraprofessional. The LEA must provide this information to the parent in a timely manner (Section 1112(e)(1)(A)).
- Develop jointly with, agreed on with, and distributed to, parents and family members of participating children a written parent **and family engagement** policy (Section 1116(a)(2)).



# New Phase I Assurances: Title I-A

- Submit in writing to OSSE by October 1 of each year that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools (Section 8524(b)).
- **Submit a maintenance of effort report by February 1<sup>st</sup> of each year to OSSE (Sections 1118A and 8521).**



# Phase I Assurances: Title II-A

- Develop with **meaningful consultation** with teachers, principals, other school leaders, **paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; sort advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community (Section 2102(b)(3)(A-C).**
- **Submit to OSSE, in accordance with the required report in Section 2104(a), such information as the State requires (Section 2104(b)).**



# Phase I Assurances: Title II-A

- **Submit maintenance of effort report by February 1<sup>st</sup> of each year to OSSE (Section 8521).**
- A copy of the list of dates for consultation meetings with private school officials will be uploaded.
- Funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II (Section 2301).
- Submit in writing to OSSE by October 1 of each year that no policy of the local educational agency prevents, or otherwise denies participation in constitutionally protected prayer in elementary schools and secondary schools (Section 8524(b)).



# New Phase I Assurances: Title III-A

The following are **NEW in ESSA** (not all) Title III-A assurances from Phase I:

- **Each LEA that is included in the eligible entity must comply with section 1112(e) -- parent notification requirements -- prior to, and throughout, each school year as of the date of application;**
- **The eligible entity must not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;**
- **The eligible entity must assure it consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and**
- **The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.**



## Title IV-A: Phase I Assurances

- **Develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, and others with expertise (Sec. 4106(c)(1)).**
- **Engage in continued consultation with the entities above (Sec. 4106(c)(2)).**
- **The LEA or a consortium of LEAs must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:**
  - **are among those with the greatest needs, as determined by the LEA;**
  - **have the highest numbers of students from low-income families;**
  - **are identified for intervention under the accountability system in Title I, Part A of the ESEA;**
  - **are identified as a persistently dangerous public school under section 8532 of the ESEA.**
- **Report annually to the State how funds are being used (Sec. 4106(e)(2)(F)).**
- **Spend no more than 15 percent on technology infrastructure (4109(b)).**
- **Funds must supplement and not supplant non-federal funds (Sec. 4110).**





## Title IV-A: Phase I Assurances

**Now that LEAs know their preliminary allocation, please return to the phase I assurances to complete the correct assurances.**

OSSE may not grant funds to LEAs in amounts less than \$10,000 (Sec. 4105(a)(2)). If initial allocations were below \$10,000, OSSE increased allocations to \$10,000 and ratably reduced all other LEAs' allocations.

The following assurances are only required for LEAs with an allocation of \$30,000 or more:

- Conduct a needs assessment every three years (Sec. 4106(d)).
  - Use not less than 20 percent of funds on Well-Rounded Education activities.
  - Use not less than 20 percent of funds on Safe and Healthy Students activities.
  - Use a portion of funds on Effective Use of Technology activities.
- (Sec. 4106(e)(2))

LEAs may join a consortium to pool funds, no matter their allocation size.



Phase II:

Application Content



# Phase II Application Overview

- OSSE releases the Phase II application each fall, after receiving Grant Award Notices (GANs) from the US Department of Education.
- OSSE typically aims to release the Phase II application by July 31 and provide LEAs with a 60 calendar day window to complete and submit for review.
- This year, due to a delayed release, LEAs will have until **October 20, 2017** to complete their Phase II applications.
- Reimbursement requests for expenditures cannot be approved until the Phase II application is completed and approved.



# A Note about Successful Narratives

- Make a clear link between the data, the needs identified, the activities proposed to address the identified need, and the evidence-based strategies that will be utilized.
- Be detailed, yet concise.



# A Note about Successful Budgeting

## **Summary of Planned Expenditures:**

- Summarize planned uses of funds.
- Align the summary of expenditures with the project.

## **Itemized Budgets:**

- Provide detailed expenditures for the proposed project.
- Provide a description for each line item.
- Align the itemized budget with permissible use of funds and with the summary of expenditures.

## **Budget Summary:**

- Summary of costs by program category and budget category.
- This table is automatically populated with information from the itemized expenditures tabs.



# Getting Started: LEA Contact Section

OVERVIEW

CONTACT  
INFORMATION

DATA SOURCES

LEA PLAN

TITLE\_IA SET-ASIDES

ALLOCATIONS

FUNDING  
DISTRIBUTION

ASSURANCES  
CONFIRMATION

SUBMIT

APPLICATION  
HISTORY

APPLICATION PRINT

## Contact Information

\* Denotes required field

### Application Approval / Disapproval Copy Email Addresses

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. Only the Superintendent or Authorized Representative will be included in this list. Any other users who should receive notification should be listed.

Local Educational Agency (LEA)

- Applicants must provide contact information for:
  - Head of Organization
  - Grant Contact
  - Fiscal Contact
  - If different than the grant contact, please also provide contact information for the person responsible for submitting the application.



# Overview of General Changes



# LEA Needs Assessment and Planning





# Data Sources

- All LEAs must conduct an LEA-level needs assessment.
- To create better alignment within the application, OSSE has created a “Data Sources” tab to identify data sources used as part of the LEA needs assessment process for all titles. – **New**

OVERVIEW CONTACT INFORMATION DATA SOURCES LEA PLAN TITLE\_IA SET-ASIDES ALLOCATIONS FUNDING DISTRIBUTION ASSURANCES CONFIRMATION

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Data Sources

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Please indicate below the data sources that were used to perform the needs assessment.

**Quantitative Data Sources:**

- PARCC
- Other student achievement data (please specify)
- Attendance rates
- Enrollment count
- Graduation rates
- English language proficiency assessments
- Demographic information/statistics
- Human resources data

**Qualitative Data Sources:**

- Survey and interview results from school leaders and administrators, principals, teachers, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, parents, students, and other community stakeholders
- Evaluations of safety or climate issues that may present barriers to learning
- Focus groups
- Classroom observations
- Other (please specify)



# LEA Plans

The content of LEA Plan tabs has been revised according to ESSA and a Title IV-A tab has been included. – *New*

OVERVIEW	CONTACT INFORMATION	DATA SOURCES	LEA PLAN	TITLE_IA SET-ASIDES	ALLOCATIONS	FUNDING DISTRIBUTION	ASSURANCES CONFIRMATION
LEA CERTIFICATION	LEA_PLAN TITLE IA PAGE 1	LEA_PLAN TITLE IA PAGE 2	LEA_PLAN TITLE IIA	LEA_PLAN TITLE IIIA	LEA_PLAN TITLE IVA PAGE 1	LEA_PLAN TITLE IVA PAGE 2	



# Consolidated Application: LEA Plan

- The LEA Rank and Serve list can now be uploaded (DCPS only). – **New**

OVERVIEW	LEA PLAN	TITLE IA SET-ASIDES	ALLOCATIONS	FUNDING DISTRIBUTION	ASSURANCES CONFIRMATION	
LEA CERTIFICATION	LEA_PLAN TITLE IA PAGE 1	LEA_PLAN TITLE IA PAGE 2	LEA_PLAN TITLE IIA	LEA_PLAN TITLE IIIA	LEA_PLAN TITLE IVA PAGE 1	LEA_PLAN TITLE IVA PAGE 2

**LEA Certification of Application**

Click the link below to open the required .pdf file and have the Board Chairperson or Chancellor sign to certify that all of the information contained in this application is true and accurate to the best of his or her knowledge. Then, upload the signed .pdf file in the following section.

[LEA Certification of Application](#)

**Rank and Serve List (DCPS only)**

As provided in ESEA, as amended by ESSA, Section 1113(a)(3)(A-B), a Local Education Agency (LEA) should:

- annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and
- serve such eligible school attendance areas in rank order
- EXCEPTION: the LEA may lower the threshold to 50% for high schools served by the LEA.

If funds remain after serving all eligible school attendance areas, a local educational agency shall (Section 1113(a)(4)):

- (A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and
- (B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

Demonstration of compliance should be provided to the State Education Agency (SEA) with the submission of the LEA's ESEA Consolidated Application. Upload the Rank and Serve list in the following section.

No file chosen

Uploaded Files:  
No files are currently uploaded for this page.

Allowable file types are Microsoft Word (.doc/.docx), Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 3MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.



# Set- Asides



# Set-Asides

In general, LEAS must:

- Summarize the planned use of funds reserved as set-asides
- Indicate whether or not the LEA will reserve funds for program administration
- Provide details regarding planned expenditures on the *Expenditure Details* tab under each Title
- Summarize the process used to determine the amount to be reserved for:
  - Parent and Family Engagement and
  - Equitable Services (DCPS only)



# Title I-A Set-Asides

## Title I Equitable Services Reservation for Parent and Family Engagement Activities (DCPS only) – *New*

- The LEA must reserve funds to provide equitable services to eligible private school students for parent and family engagement activities in accordance with Section 1116(a)(3)(A). The amount shall be determined based on the total amount of funds received by the LEA prior to any allowable expenditures or transfers by the LEA. (Section 1117(a)(4)(A)(ii))
- Summarize the process used to determine the amount to be reserved
- Summarize the planned uses of funds of set asides
- Provide details regarding planned expenditures on the Expenditure Details

## Early Childhood Education Set-Aside (DCPS only) – *New*

- Optional - DCPS may reserve funds to provide early childhood education programs for eligible students (Section 1113(c)(5))



# Title II-A Set-Asides

- Administrative Set-Aside (optional): The LEA may use a necessary and reasonable amount from its Title II, Part A allocation for costs associated with the administration of the grant program. **OSSE will closely scrutinize plans to spend more than 5% of funds for administration.**
- Equitable Services Reservation (DCPS only)
  - The LEA must reserve funds to provide equitable services to eligible private school students, their teachers, and families in accordance with Section 1117(c). The proportionate share of funds shall be determined based on the total amount of funds received by the LEA prior to any allowable expenditures or transfers by the LEA (Section 1117(a)(4)(A)(ii))
  - Summarize the process used to determine the amount to be reserved
  - Summarize the planned uses of funds of set asides
  - Provide details regarding planned expenditures on the Expenditure Details

*\* Optional or required set asides cannot be consolidated within schoolwide programs; all must be tracked and reported separately*



# Title III-A: Set-Asides

- Administrative Set-Aside (optional): The LEA may use a necessary and reasonable amount from its Title III, Part A allocation for costs associated with the administration of the grant program. **LEAs may spend up to 2% of Title III-A funds for administration** (ESEA Sec. 3115(b)).
- Equitable Services Reservation (DCPS only)
  - The LEA must reserve funds to provide equitable services to eligible private school students, their teachers, and families in accordance with Section 1117(c). The proportionate share of funds shall be determined based on the total amount of funds received by the LEA prior to any allowable expenditures or transfers by the LEA (Section 1117(a)(4)(A)(ii))
  - Summarize the process used to determine the amount to be reserved
  - Summarize the planned uses of funds of set asides
  - Provide details regarding planned expenditures on the Expenditure Details





## Title IV-A: Set-Asides

- Administrative Set-Aside (optional): The LEA may use a necessary and reasonable amount from its Title IV, Part A allocation for costs associated with the administration of the grant program. **LEAs may spend up to 2% of funds for administration** (ESEA Sec. 4105(c)).
- Equitable Services Reservation (DCPS only)
  - Summarize the process used to determine the amount to be reserved
  - Summarize the planned uses of funds of set asides
  - Provide details regarding planned expenditures on the Expenditure Details



# Funding Flexibilities



# Funding Flexibilities

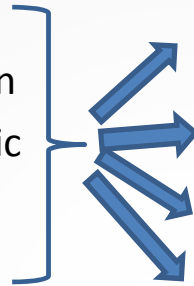
- OSSE has completed updates to the application to allow for transferability of Title funds in accordance with ESSA.
- The EGMS system now also allows for consolidation of funding from IDEA Part B and 21CLC grants for LEAs operating schoolwide programs.



# Transferability of Funds Expanded Under ESSA

LEA may transfer all or some of funds received under:

- Title II-A, Supporting Effective Instruction
- Title IV-A, Student Support and Academic Enrichment



LEA may transfer funds into the following Titles:

- Title I-A, Improving Basic Programs Operated by LEAs
- Title II-A, Supporting Effective Instruction
- Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A, Student Support and Academic Enrichment

## **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.

USED guidance: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>  
ESEA, Section 5103(b)



# ESEA Transferability: Funding Distribution

- LEAs are now able to transfer funds from Title II-A and Title IV-A – **New**
  - Title II-A funds can be transferred into Title I-A, III-A, and IV-A
  - Title IV-A funds can be transferred into Title I-A, Title II-A, and Title III-A

**Transferability:**

An LEA **may** transfer any or all of its federal funds **from** the following programs:

- Title II, Part A – Supporting Effective Instruction
- Title IV, Part A – Student Support and Academic Enrichment

An LEA **may** transfer those federal funds **into** its allotment from the following programs:

- Title I, Part A – Improving basic programs operated by LEAs
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition
- Title IV, Part A – Student Support and Academic Enrichment

Transferred funds become funds of the program to which they are transferred and are subject to all the rules and requirements of the programs to which the funds are transferred. (ESEA Section 5103(e))

The amount of funds that the LEA is designating to be transferred should be entered into the respective field for the grant labeled "Optional Transfer Of Funds." Transferred funds retain the identity of the fiscal year for which the funds were appropriated. Any remaining funds that were not transferred must be budgeted within the original grant funding source, as appropriate.

Optional Transfer of Funds	SCHOOLWIDE	TitleIA	TitleIIA	TitleIIIA	TitleIVA
Applicable Percentage	0%	0%	100%	0%	100%
Current Year	\$0.00	\$0.00	\$6,000,000.00	\$0.00	\$50,110.56
Cap for Rollover					
<b>Total Available for Transfer</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,000,000.00</b>	<b>\$0.00</b>	<b>\$50,110.56</b>
From TitleIIA (+) ←		0.00		0.00	0.00
From TitleIVA (+) ←		0.00	0.00	0.00	
<b>Total Transfer</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>



# Schoolwide Program Eligibility

## Targeted Assistance Model

- Any school below 40 percent poverty
- Any school in its first year of operation
- Programs and services must be provided to students who:
  - Are failing, or at risk of failing, to meet state standards;
  - Participated in certain federally-funded preschool programs;
  - Received services under the Migrant Education Program;
  - Are in a local institution for neglected or delinquent children or are attending a community day program; or
  - Are homeless.

## Schoolwide Program Model

- Any school with at least 40 percent poverty
- Any school below 40 percent poverty (i.e. Targeted Assistance) with a waiver issued by the state
- Programs and services must be provided to all students in the school, particularly those of students struggling to meet state academic standards.



# Title I-A: Targeted Assistance Uses of Funds

Targeted assistance schools may use Title I funds to serve their eligible students by (bold = new in ESSA):

- Expanding learning time for eligible students, including before- and afterschool programs, and summer programs and opportunities;
- **Providing early intervening services to eligible students;**
- **Schoolwide multi-tiered system of** supports to address behavior problems, coordinated with similar activities and services carried out under IDEA;
- Providing eligible students with extra supports aligned to the school's regular education program, which may include services to assist preschool children in the transition from early childhood education programs to elementary school programs;
- Providing professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, **specialized instructional support personnel**, and other school personnel who work with eligible students;
- **Providing dual or concurrent enrollment program services to eligible children;**
- **Implementing strategies to increase the involvement of parents of eligible students, including family literacy; and**
- Health, nutrition, and other social services **not otherwise available, after a comprehensive needs assessment and in partnership with service providers.**

ESEA, Section 1115(f)



# Title I-A: Schoolwide Plan Uses of Funds

Schoolwide plan schools may use Title I funds to serve all students, including through (**bold = new in ESSA**):

- Counseling, **school-based mental health, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject areas**
- Preparation for and awareness of opportunities for **postsecondary education and the workforce**, including career and technical education, **Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**
- A **schoolwide multi-tiered system of supports** to address behavior problems **and early intervention services coordinated with IDEA**
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction **and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects**
- Strategies for assisting preschool transition
- Preschool programs for children under age 6. If LEAs use Title I funds for preschool services, they must follow Head Start performance standards: <https://eclkc.ohs.acf.hhs.gov/policy> (**ESSA: all LEAs, not just DCPS**)
- Dual or Concurrent Enrollment Programs, including training teachers, joint professional development in collaboration with career and technical educators and educators from institutions of higher education; tuition, fees, books, required instructional materials, and innovative delivery methods; and transportation to and from such programs. For more information, visit <https://osse.dc.gov/service/secondary-and-post-secondary-partnerships>.
- Partnerships with external providers with expertise in using evidence-based strategies to improve student achievement.

(ESEA, Section 1112)





# Schoolwide Needs Assessment

**All schools that operate a Title I, Part A schoolwide program must conduct a comprehensive needs assessment.**

A comprehensive needs assessment:

- Is based on academic achievement information about all students in the school
- Helps the school understand the subjects and skills for which teaching and learning need to be improved
- Identifies the specific academic needs of students and groups of students who are not yet achieving the State's academic standards
- Assesses the needs of the school relative to each of the components of the schoolwide program

The comprehensive needs assessment must be developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the schoolwide program plan.

**The school must document in EGMS how it conducted the needs assessment and the conclusions it drew from those results.**

**[Needs Assessment Webinars](#): Aug. 23, 9-10 a.m.; Sep. 12, 3-4 p.m.; Sep. 19, 9-10 a.m.**



# Consolidated Schoolwide Program Pool

- An LEA which operates a Title I Consolidated Schoolwide Program may consolidate funds into a schoolwide funding pool to more flexibly serve all students in the high-poverty school.
- In EGMS, LEAs may select the amount (if any) from Title I-A, Title II-A, Title III-A, and/or Title IV-A to consolidate into the Title I-A schoolwide pool, labeled “To Schoolwide.”
- To consolidate funding from IDEA Part B or Title IV-B (21<sup>st</sup> Century Community Learning Centers), go into the separate EGMS applications.
- LEAs are not prohibited from consolidating other federal grant programs and DC local grants, using their own accounting systems.
- When an LEA consolidates funds in a schoolwide program, the funds lose their individual identity and the school may use the funds to support any schoolwide program activity.
- The school must maintain records showing that the schoolwide program as a whole addresses the intent and purposes of each federal program.



# Consolidated Funding: IDEA

- Please note that there is a specific formula which needs to be applied if LEAs are utilizing IDEA Part B funding to support schoolwide activities.
- The IDEA provides a straightforward formula for LEAs and their schools that wish to consolidate a portion of their IDEA Part B funds in any fiscal year to carry out a schoolwide program. (IDEA section 613(a)(2)(D); 34 C.F.R. § 300.206).
- First, the LEA determines the amount of funds it received under the IDEA section 611 (ages 3-21) and 619 (ages 3-5) programs.
- Second, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA.
- Third, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program.



# ESEA Consolidation: Funding Distribution

## Consolidation in a Title I Schoolwide Program:

- An LEA which operates a Title I consolidated schoolwide program may elect to consolidate all or a portion of funds it receives into a schoolwide funding pool to more effectively serve all students in the high-poverty school.
- Title I-A, Title II-A, Title III-A, Title IV-A, Title IV-B (21st Century Community Learning Centers), and IDEA Part B are the federal grants that EGMS currently has capacity to consolidate into a Title I schoolwide funding pool. LEAs are not prohibited from consolidating other federal grant programs and DC local grants, along with the consolidated grant funds identified in this application, in the LEA's accounting systems and operating its schoolwide program using all of the consolidated funds.
- The IDEA Part B provides a straightforward formula for LEAs and their schools that wish to consolidate a portion of their IDEA Part B funds in any fiscal year to carry out a schoolwide program. (IDEA section 613(a)(2)(D); 34 C.F.R. § 300.206). First, the LEA determines the amount of funds it received under the IDEA section 611 (ages 3-21) and 619 (ages 3-5) programs. Second, the LEA must divide the total amount of its IDEA grants by the number of children with disabilities in the jurisdiction of the LEA. Third, the LEA then multiplies this figure by the number of children with disabilities who will be participating in the schoolwide program. Guidance can be found [here](#)
- LEAs which consolidate funds from IDEA Part B or ESEA Title IV-B will do so in each respective grant application. The amount of funds that the LEA is designating be moved from ESEA Titles I-IV into the schoolwide pool should be entered into the respective field for the grant labeled "To Schoolwide."
- Any remaining funds must be budgeted within the appropriate grant program.
- When an LEA consolidates funds for an eligible school in a schoolwide program, the funds lose their individual identity and the school may use the funds to support any schoolwide program activity as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the Schoolwide program. (ESEA Section 1114(a)(3)(C))

If no schools in the LEA operate schoolwide programs or if no schoolwide program schools will consolidate Title I funds with funds from any other source/s, skip this section.

<b>Amount Available for Consolidation</b>		<b>\$26,562,817.36</b>	<b>\$6,000,000.00</b>	<b>\$50,110.56</b>	<b>\$50,110.56</b>
<b>To School Wide (-)</b>		0.00	0.00	0.00	0.00



# Key Changes Under ESSA: Title I-A



# Title I, Part A - Uses of Funds

**LEA Uses of Funds:** The following are now specifically allowed under ESSA:

- **Counseling and mental health programs**
- **Mentoring services**
- **Access to advanced coursework**
- **Student behavioral supports**
- **Recruitment and retention activities for teachers**
- **Dual enrollment programs**

\* This list does not include all possible uses of funds.



# Title I-A: Targeted Assistance & Involvement of Parents and Family Members

- To reflect better alignment within the application, the following tabs were repositioned from the Program Design Tab:
  - The Targeted Assistance tab – ***New***
  - Involvement of Parents and Family Members tab:
    - Name changed from *Involvement of Parents and Community Members* [ESEA Section 1116] – ***New***
    - Questions 8-14 are required for DCPS and *optional* for Charter LEAs – ***New***



# Key Changes Under ESSA: Title II-A





# ESSA Equitable Access Requirements

## **UNDER NCLB AND ESEA WAIVER**

Consistent with federal requirements, OSSE required LEAs to follow state policy on teacher evaluation and teacher qualifications and annually report Highly Qualified Teachers and evaluation rates.

## **WHAT IS NEW UNDER ESSA?**

ESSA provides greater flexibilities to LEAs on teacher evaluation and qualifications, and instead shifts the focus to equity. While deciding on qualifications and teacher evaluation policy on their own, LEAs will complete the following table as part of the Consolidated Grant Application (screenshot on following page).

Based on citywide comparison, OSSE will report back to each LEA whether there are teacher equity gaps at any of the LEA's schools. If any equity gaps are present, LEAs will be given until the submission date of the following year's Consolidated Grant Application to conduct a root cause analysis on the challenges in attracting and retaining excellent teachers in these schools and identify strategies to address them. LEAs that participate in the DC Staffing Data Collaborative will be exempt from this reporting and will fulfill their requirements as part of their participation in the project. *For more details, see OSSE's Equitable Access guidance on our website [here](#).*



# ESSA Equitable Access Requirements

Instructions for Completing the “Equitable Access to Teachers” Form: Per ESEA Section 1112(b)(2) and OSSE’s guidance to LEAs regarding requirements related to equitable access to effective teachers, for each school in the LEA, identify the number of: total teachers, novice teachers, out-of-field teachers, highly effective teachers, effective teachers, and below effective teachers, per the definitions included within the form. The information will be used to identify whether low-income and minority students in Washington DC are disproportionately served by novice, ineffective, and/or out-of-field teachers. Please include in the form data from the 2016-17 school year. Click on the links below to access the required Excel document and to upload the LEA’s completed document. [For more information, see the Local Education Agency Equity Gap Calculation Guidance.](#)

[Equitable Access to Teachers Form](#)

Please upload the Excel form.

 No file chosen

Uploaded Files:

[Blankx20170804110947x38732.pdf](#)

As part of the consolidated grant application review process, OSSE will provide LEAs with written notice on whether gaps exist at any of their schools. If any equity gaps are present, LEAs will be given until the submission date of next year’s consolidated grant application to 1) conduct a root cause analysis on the challenges related to attracting and retaining excellent teachers in these schools, and 2) identify strategies to address these challenges. LEAs will be required to report on how they plan to use Title II funds for strategies that will close identified gaps in a manner that is consistent with OSSE’s guidance.

	Total number of teachers in the school	Novice	Out-of-field	Rating on LEA’s teacher evaluation system		
				Highly Effective: Only include in this category teachers rated in the highest evaluation tier	Effective: Include in this category teachers rated “effective” or above but not in the highest evaluation tier	Below Effective: Include in this category any teachers rated on an evaluation tier that is lower than “effective,” e.g. partially effective, minimally effective, not effective
School A						
School B						



# Title II-A Uses of Funds: ESSA Changes

Most activities that were allowable under NCLB remain in effect, but instead of focusing on “highly qualified teachers” and federal core content areas, the focus is on improving educator effectiveness and equity. Funding is not limited to federal core content areas; this, it may be used to support all educators, as long as the activities are evidence-based.

- **Develop or improve rigorous, transparent, and fair evaluation and support systems for teachers, principals, or other school leaders.**
- Develop and implement initiatives to assist in recruiting, hiring and retaining **effective** teachers, particularly **in low-income schools with high percentages of ineffective teachers.**
- Recruit qualified **individuals from other fields to become teachers, principals or other school leaders.**



# Title II-A Uses of Funds: ESSA Changes

- Reduce class size **to a level that is evidence-based.**
- Provide **high quality** personalized professional development that is **evidence-based.**
- Develop programs and activities that increase the ability of teachers to effectively teach **children with disabilities and English language learners.**
- **Provide training and capacity building in selecting assessments and data to improve student achievement.**
- Districts that receive Title II professional development funds must use the money to address the learning needs of all students, **including children with disabilities, English learners and gifted and talented students.**



# Key Changes under ESSA: Title III-A



# Title III-A: Required Activities

LEAs **must** use Title III, Part A funds to:

- Provide **effective** language instruction educational programs that **meet the needs of ELs and demonstrate success** in increasing language proficiency and student academic achievement.
- Provide **effective** professional development to classroom teachers (including teachers of general education classrooms), principals, and other school leaders, administrators, and other school or community-based organizational personnel.
- **Develop and implement other effective activities that enhance or supplement language programs for ELs, which must include parent, family, and community engagement activities.**

(Section 3115)



# Title III-A: Authorized Activities

LEAs can use funds for a variety of uses, including:

1. Upgrading program objectives and effective instructional strategies.
2. Improving instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
3. Provide to English learners:
  - tutorials, academic, or **career and technical** education to ELs
  - intensified instruction to ELs, **which may include materials in understandable languages, interpreters, and translators.**
4. Developing and implementing **effective preschool**, elementary school, or secondary language instruction educational programs that are coordinated with other relevant programs.
5. Improving the English language proficiency and academic achievement of ELs.
6. Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to:
  - improve the English language skills of English learners; and
  - assist parents **and families** in helping their children to improve their academic achievement and becoming active participants in the education of their children.



## Title III-A: Uses of Funds, Cont.

7. Improving the instruction of ELs, **which may include English learners with a disability**, by providing for:

- the acquisition or development of educational technology or instructional materials;
- access to, and participation in, electronic networks for materials, training, and communication; and
- incorporation of the resources described above into curricula and programs, such as those funded under Title III.

**8. Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.**

9. Carrying out other activities that are consistent with the purposes of this section

(Section 3115)

**If the LEA chooses to use funds for these activities, it must provide a description for each planned authorized activity within the consolidated application.**

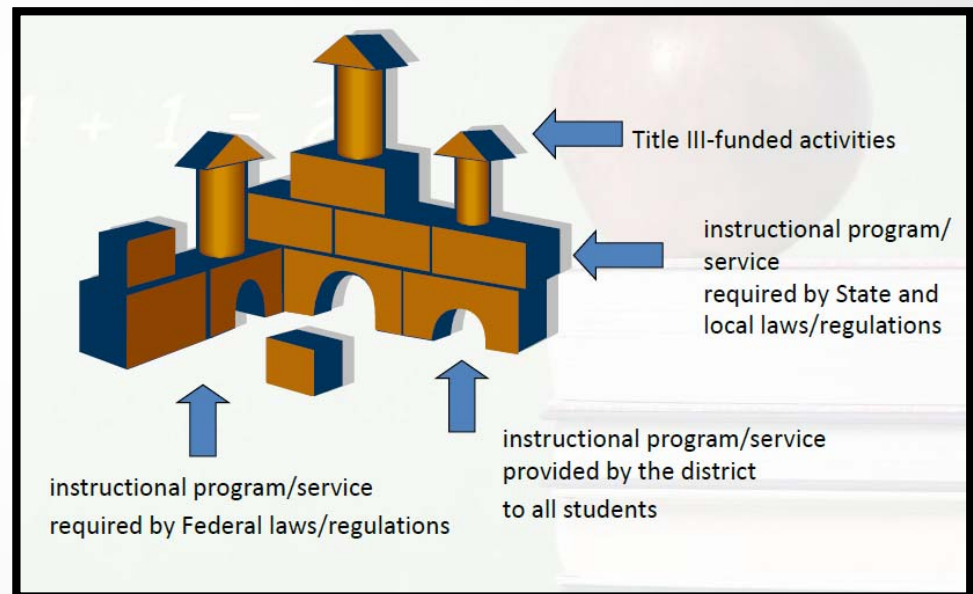




# Title III-A Supplement not Supplant

Title III funds cannot be used to fulfill an LEA's obligations under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act (EEOA), and other laws.

- LEAs may not use Title III funds for purposes relating to identification of ELs.
- LEAs may not use Title III funds to administer the annual ELP assessment.
- Title III funds may be used for additional materials and staff to support ELs as long as the LEA has already met its civil rights obligations to provide a language assistance program.



Supplanting is also presumed if an LEA uses Title III funds to provide services the LEA paid for with state or local funds the prior year.



New Under ESSA:  
Title IV-A



# Title IV-A: Uses of Funds

- **Purposes** of this grant are to:
  - Provide all students access to a well-rounded education
  - Improve school conditions for student learning, and
  - Improve the use of technology to improve the academic achievement and digital literacy of all students
- **LEA funding:**
  - allocations are based on LEAs' relative share of Title I, Part A funds
  - LEAs which would receive allocations < \$10,000 will have their allocations increased to \$10,000. All others are ratably reduced.
- LEAs may choose to use a portion of their funds to cover expenses in the absence of these previous federal programs
- LEAs with an allocation of any size may form a consortium to pool funds for the same purpose and achieve economies of scale.



## Title IV-A: Uses of Funds

- **Now that allocations are released, all LEAs must go back into Phase I and complete the correct assurances.**
- **LEAs that receive \$30,000 or more must use funding for each of the following:**
  - **Well-rounded educational opportunities (at least 20%)**
    - Funds may be used under section 4107 for any program or activity that supports student access to and success in well-rounded educational experiences.
  - **Safe and healthy students (at least 20%)**
    - Funds may be used under section 4108 to develop, implement, and evaluate comprehensive activities and programs.
  - **Effective use of technology (no more than 15% on technology infrastructure)**
    - Funds may be used to improve the use of technology and thus improve the academic achievement and digital literacy of all students.
  - **After the minimum percentages for each activity, LEAs may use remaining funds for any other of the other purposes**
- **LEAs receiving under \$30,000 may use funding for any of these uses in any ratio.**
- **LEAs may join a consortium to pool funds and achieve economies of scale.**



# Title IV-A: Application Overview

*Note: If an LEA receives an initial allocation less than \$10,000, OSSE will increase the allocation to the minimum, and ratably reduce all others.*

*LEAs may form a consortium to combine funds. (Section 4105(a)(3))*

OVERVIEW

TITLE IVA SET-  
ASIDES

SUMMARY OF  
PLANNED  
EXPENDITURES

DETAILED PLANNED  
EXPENDITURES

## Title IV, Part A - Student Support and Academic Enrichment Grants

**Due Date:** Phase II due on September 30th of each year.

**Program:** Title IV, Part A - Student Support and Academic Enrichment Grants

**Funding Period:** Funds for this program must be encumbered between July 1, 2017 and September 30, 2019 (which includes the Tydings period)

**Funding Source:** CFDA - 84.424

**Funding Limitation:** OSSE shall not award a subgrant in an amount less than \$10,000, unless funding is insufficient to make the minimum allocation to all eligible local educational agencies. In such cases, the allocations shall be ratably reduced. (Section 4105(a)(2) & (b))

Local educational agencies may form a consortium with other local educational agencies and combine the funds each such agency in the consortium receives under this section to jointly carry out the local activities described in this subpart. (Section 4105(a)(3))

**Purpose:** The purpose of this subgrant is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to -

- (1) Provide all students with access to a well-rounded education;
- (2) Improve school conditions for student learning; and
- (3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

**Legislation:** [Elementary and Secondary Education Act of 1965, As Amended Through P. L. 114-328, Enacted December 2015](#)

**Guidance:** [Student Support and Academic Enrichment Grants](#)



# Title IV: Summary of Planned Expenditures— Budget Allocation

*Note: If the allocation is \$30,000 **or more**, the following three categories of expenditures will be populated.*

## Allowable Uses

**An LEA that receives an allocation less than \$30,000 is only required to comply with one of the three uses below. Such an LEA shall expend funds consistent with the assurance it gave on use of funds regarding these three content areas. (Section 4106(f))**

Title IV Part A Unconsolidated Available Amount:

50,111

**Note: If the allocation is above \$30,000, the following three categories of expenditures will be populated.**

	Insert % Values (whole numbers)	Calculated Dollar Amounts
20% Minimum - 80% Max for activities to support Well-Rounded Educational Opportunities	<input type="text"/>	\$ <input type="text"/>
20% Minimum - 80% Max for activities to support Safe and Healthy Students	<input type="text"/>	\$ <input type="text"/>
0% Minimum - Max 60% for activities to support the Effective Use of Technology Note: No more than 15% on Technology Infrastructure: devices, eqpt, software & digital content	<input type="text"/>	\$ <input type="text"/>
Distribution Totals	0	\$ <input type="text"/>

**CALCULATE TOTALS**

**SAVE PAGE**



# Title IV: Summary of Planned Expenditures— Budget Allocation

*Note: If the allocation is **under** \$30,000, there are no minimum expenditures for EACH of the three allowable use categories.*

### Allowable Uses

**An LEA that receives an allocation less than \$30,000 is only required to comply with one of the three uses below. Such an LEA shall expend funds consistent with the assurance it gave on use of funds regarding these three content areas. (Section 4106(f))**

Title IV Part A Unconsolidated Available Amount:

20,000

**Note: If the allocation is under \$30,000, there are no minimum expenditures for EACH of the three allowable use categories.**

	Insert % Values (whole numbers)	Calculated Dollar Amounts
0% Minimum - 100% Max for activities to support Well-Rounded Educational Opportunities	<input type="text"/>	\$ <input type="text"/>
0% Minimum - 100% Max for activities to support Safe and Healthy Students	<input type="text"/>	\$ <input type="text"/>
0% Minimum - Max 100% for activities to support the Effective Use of Technology Note: No more than 15% on Technology Infrastructure: devices, eqpt, software & digital content	<input type="text"/>	\$ <input type="text"/>
Distribution Totals	0	\$ <input type="text"/>



# Title IV: Summary of Planned Expenditures— Allowable Activities

*Check any (or all) “allowable activities” and complete text box. Partial screenshot:*

## Allowable Activities

### Well Rounded Education Allowable Activities

- |                                                                      |                                                                 |
|----------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> 21st Century Life and Careers               | <input type="checkbox"/> Government Education                   |
| <input type="checkbox"/> Accelerated Learning Programs               | <input type="checkbox"/> Language Arts Literacy                 |
| <input type="checkbox"/> American History                            | <input type="checkbox"/> Mathematics                            |
| <input type="checkbox"/> Career and Technical Education              | <input type="checkbox"/> Music                                  |
| <input type="checkbox"/> College and Career Guidance and Counseling  | <input type="checkbox"/> Science                                |
| <input type="checkbox"/> Comprehensive Health and Physical Education | <input type="checkbox"/> Social Studies                         |
| <input type="checkbox"/> Computer science                            | <input type="checkbox"/> STEM                                   |
| <input type="checkbox"/> Dance                                       | <input type="checkbox"/> Technology                             |
| <input type="checkbox"/> Economics                                   | <input type="checkbox"/> Theater                                |
| <input type="checkbox"/> Engineering                                 | <input type="checkbox"/> Visual and Performing Arts             |
| <input type="checkbox"/> Environmental Education                     | <input type="checkbox"/> Volunteerism and Community Involvement |
| <input type="checkbox"/> Geography                                   | <input type="checkbox"/> World (Foreign) Languages              |
|                                                                      | <input type="checkbox"/> Other - Please specify                 |

### Safe and Healthy Schools Allowable Activities

- |                                                                                                        |                                                                 |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Bullying and harrassment prevention activities and programs                   | <input type="checkbox"/> Mentoring and counseling               |
| <input type="checkbox"/> Crisis and trauma-informed prevention and intervention trainings and programs | <input type="checkbox"/> Nutritional Education                  |
| <input type="checkbox"/> Drug abuse prevention training                                                | <input type="checkbox"/> Regular, structured physical education |





## Title IV: NOTE: Reimbursement Timeline

- ESEA Title IV is a new grant for the 2017-18 school year.
- Because ESEA Title IV funds are a new grant for the District, reimbursements will be allowable once the grant is authorized by Council and the budget is established.
- LEAs will be notified when this occurs and when reimbursements can commence.



# Application Submission



# The Application Submission

- All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://osse.dc.gov/service/enterprise-grants-management-system-egms>.
- All applications are due in EGMS on **Friday, October 20, 2017 by 3 p.m.**
  - To avoid last-minute submission issues, OSSE highly encourages LEAs to submit **by 3 p.m. Thursday, October 19, 2017**. The 3 p.m. deadline ensures that EGMS help desk staff and grant managers are available to assist applicants as needed.



## Application Printing and History

- Application Print: Available if you need a hard copy of the application.
  - Please note: EGMS generates PDFs only once per hour.*
- Application History: Available to see all actions involving the application.



# Reminder: Important Dates

- Grant Period: July 1, 2017 – September 30, 2018 (**Please note: LEAs can only obligate funds after receiving approval of their Phase I application**)
- Application Timeline:

Application	Release	Due Date
Phase I	June 1, 2017	June 30, 2017
Phase II	Week of August 21, 2017	3 p.m. on October 20, 2017
Fully Approved Phase II Application or Potential Re-allocation	N/A	December 31, 2017

*Please avoid technical issues by submitting early!*



# Key Contact Information

Program Contacts	Contact Information
Giana Hutton Title I-IV Grant Manager	<a href="mailto:Giana.Hutton@dc.gov">Giana.Hutton@dc.gov</a>
Mildred Washington Title I-IV Grant Manager	<a href="mailto:Mildred.Washington@dc.gov">Mildred.Washington@dc.gov</a>
EGMS Helpdesk	<a href="mailto:OSSE.Callcenter@dc.gov">OSSE.Callcenter@dc.gov</a> (202) 719-6500
English Learner Program Contacts	Contact Information
Gimari Jones Title III Grant and Program Management	<a href="mailto:Gimari.Jones@dc.gov">Gimari.Jones@dc.gov</a>
Anika Harris Professional Development and On-Site English Learner Program Assistance	<a href="mailto:Anika.Harris@dc.gov">Anika.Harris@dc.gov</a>
Michael Craig Special Populations Data and Assessment Support	<a href="mailto:Michael.Craig@dc.gov">Michael.Craig@dc.gov</a>



# Questions?



**Thank you for your participation!**