



FFY 2018 ESEA Consolidated Application

August and September, 2018



Agenda

- Introduction
- Phase II Application Process
- Grant-by-Grant Overview: ESEA Titles I-IV-A
- Compliance Requirements
- Application in EGMS
- Key Contacts
- Question and Answer



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

Every Student Succeeds Act (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.



Overview: 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 allocations for Titles I-IV-A are distributed on a formula basis.
- Federal fiscal year 2018 (FFY18) is OSSE's FY19 and LEAs' 2018-19 school year. The initial grant period is July 1, 2018 – Sept. 30, 2019.
- For more guidance about appropriate uses of ESEA Title I-IV-A funds, see OSSE's Fiscal Grants Toolkit [here](#).



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 commit to specific assurances (Phase I) and submit detailed program plans (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](#).
- LEAs may be monitored for compliance as part of OSSE's [Risk-Based Monitoring Framework](#).



Phase II: Process



Phase II Process Notes

- Applications are due Sept. 30, 2018 by 3 p.m. (after 3:00 EST, the “submit” button will disappear and LEAs cannot submit)
- Applications are reviewed on a rolling basis as they are submitted – feel free to submit early!
- Reimbursement requests for expenditures cannot be submitted until the Phase II application is completed and approved.
- The first date to begin submitting reimbursements is Oct. 1, 2018 (if you have an approved application).



Important Dates

- Grant Period: July 1, 2018 – Sept. 30, 2019 (**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, 2018	June 30, 2018
Phase II	July 1, 2018	Sept. 30, 2018 (3 p.m.)
Fully Approved Phase II Application Required to Avoid Re-allocation	N/A	Dec. 31, 2018

Please avoid technical issues by submitting early!



Grant-by-Grant Overview



ESSA: Title I, Part A



Title I, Part A: Improving Basic Programs

Purpose

To provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” LEAs and eligible schools must use their Title I funds to improve student outcomes, including academic achievement.

Summary of Allowable Uses

1. Providing eligible students with a well-rounded education
2. Instructional supports
3. Non-instructional supports, such as behavior and mentoring supports, and social and emotional learning
4. Improving school quality



Title I, Part A - Resources

Resources for designing your Title I-A plan:

1. Department of Education Title I Schoolwide Program Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

2. OSSE Federal Funds Toolkit for ESEA and IDEA

<https://osse.dc.gov/publication/federal-formula-grants-toolkit-esea-and-idea>



Program Model 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 experiencing homelessness.

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 students struggling to meet state academic standards.



Consolidated Schoolwide Program Pool

- An LEA that 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
- To consolidate funding from IDEA Part B or Title IV-B (21st 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.



Schoolwide Needs Assessment

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

- A comprehensive needs assessment:
 1. **Is based on academic achievement information** about all students in the school
 2. **Helps the school understand the subjects and skills** for which teaching and learning need to be improved
 3. **Identifies the specific academic needs** of students and groups of students who are not yet achieving the state's academic standards
 4. **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 LEA must document in Enterprise Grant Management System (EGMS) how the needs assessment was conducted and the conclusions drawn from those results.

Resource: [Designing a Needs Assessment for Title I Schoolwide Programs](#)



Title I-A: Schoolwide Plan Uses of Funds

Schoolwide plan schools use Title I funds to serve all students, and may include:

- **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 1114



Title I-A: Targeted Assistance Uses of Funds

Targeted assistance schools may use Title I funds to serve their eligible students by:

- **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



ESSA: Title II, Part A



Title II, Part A: High Quality Teachers and School Leaders

Purpose

To provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

1. **Increase student achievement** consistent with the state challenging academic standards,
2. **Improve the quality and effectiveness** of teachers, principals, and other school leaders,
3. **Increase the number of teachers, principals, and other school leaders who are effective** in improving student academic achievement in schools, and
4. **Provide low-income and minority students greater access** to effective teachers, principals, and other school leaders.

Resources for designing your Title II-A Plan

1. Department of Education – Building Systems of Support for Excellent Teaching and Learning: <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>
2. OSSE Federal Funds Toolkit for ESEA and IDEA
<https://osse.dc.gov/node/1267731>



Title II, Part A: High Quality Teachers and School Leaders

Allowable Uses

1. Developing or improving a rigorous transparent and fair evaluation and support system for teachers and school leaders
2. Recruiting, hiring and retaining effective teachers; implementing supports for school leaders
3. Recruiting from other fields
4. Class size reduction
5. Personalized professional development
6. Increasing teacher effectiveness for students with disabilities and English learners
7. Supporting early education
8. Supporting effective use of assessments
9. Supporting awareness and treatment of trauma and mental illness and school conditions for student learning
10. Supporting gifted and talented students
11. School library programs
12. Preventing and recognizing child sexual abuse
13. Supporting science, technology, engineering and mathematics
14. Feedback mechanisms to improve school working conditions
15. Supporting postsecondary and workforce readiness
16. Other activities

ESEA, Section 2103(b)(3)



ESSA: Title III, Part A



Title III, Part A: Language Instruction for English Learners and Immigrant Students

Purposes

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.



Title III, Part A: Resources

Resources

1. Department of Education Title III Non-Regulatory Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf>

2. OSSE English Learners Guidebook 2.0: Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia

<https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators>

3. OSSE Federal Grants Toolkit for ESEA and IDEA

<https://osse.dc.gov/publication/federal-formula-grants-toolkit-esea-and-idea>



Title III-A: Required Activities

LEAs **must use** Title III EL funds for three activities:

1. Providing **effective language instruction educational programs (LIEPs)** to meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement.
2. Providing **effective professional development** to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - a. Designed to improve the instruction and assessment of ELs,
 - b. Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs,
 - c. Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers,
 - d. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom.
 - e. Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which must include **parent, family, and community engagement activities**, and may include strategies that serve to coordinate and align related programs.

ESEA – Section 3115(c)



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 ELs:
 - 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.

ESEA 3115 (d)



Title III-A: Authorized Activities (cont.)

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 ELs; and
 - Assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
7. Improving the instruction of ELs, which may include ELs 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 Section 3115.

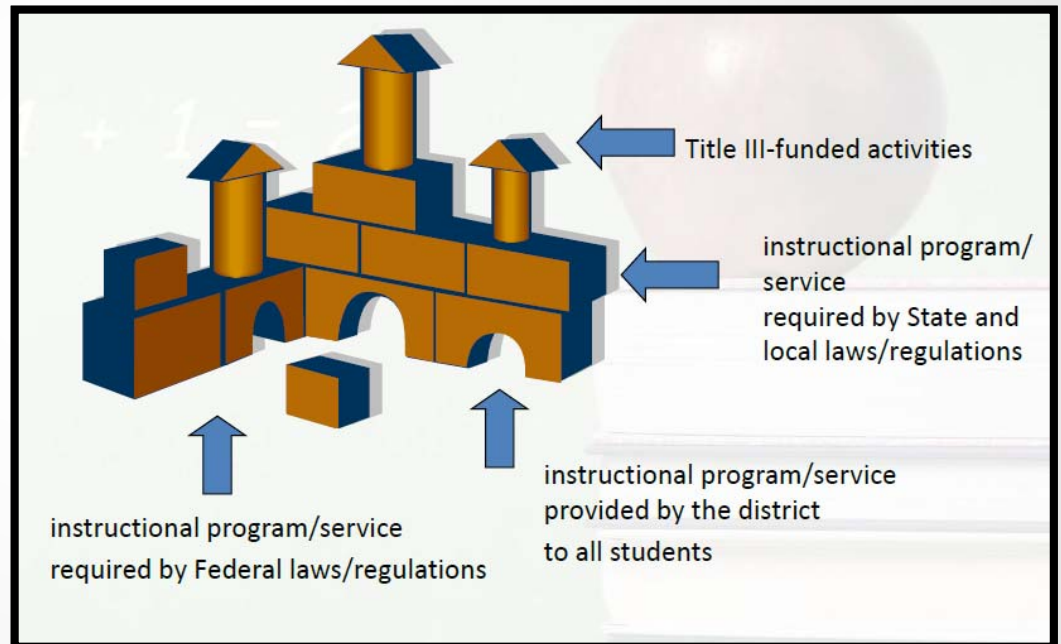
ESEA 3115 (d)



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 English Language Proficiency (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 may be presumed if an LEA uses Title III funds to provide services the LEA paid for with state or local funds the prior year.



ESSA: Title IV, Part A



Title IV, Part A Student Support and Academic Enrichment

Purpose

To improve students' academic achievement by increasing the capacity of states, local education agencies 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.

Resources

1. Department of Education Title IV Non-Regulatory Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

2. OSSE Federal Grants Toolkit for ESEA and IDEA

<https://osse.dc.gov/publication/federal-formula-grants-toolkit-esea-and-idea>



Title IV-A: Uses of Funds

- **LEAs that receive \$30,000 or more must use funding for each of the following:**
 - **Well-rounded educational opportunities** (at least 20 percent)
 - Funds may be used under ESEA 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 percent)
 - Funds may be used under ESEA section 4108 to develop, implement, and evaluate comprehensive activities and programs.
 - **Effective use of technology** (no more than 15 percent on technology infrastructure)
 - Funds may be used under ESEA section 4109 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 of the other purposes.
- **LEAs receiving under \$30,000 may use funding for any of these uses in any ratio (*ESEA 4106 (f)*)**
- **LEAs may join a consortium to pool funds and achieve economies of scale (*ESEA 4106(b)*)**



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) activities and complete text box:

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: Amend Phase I Assurances

In the EGMS Access Select Page, open ESEA Phase I Assurances to amend the Title IV Part A tab to accept the funding and complete appropriate assurances for the LEA's funding level.

- OVERVIEW
- TITLE I PART A
- TITLE II PART A
- TITLE III PART A
- TITLE IV PART A
- GENERAL ASSURANCES
- DCPS ONLY
- STATEWIDE ACCOUNTABILITY
- ASSURANCES AGREEMENT
- SUBMIT
- ASSURANCES PRINT

Title IV, Part A Assurances

Is the LEA applying for Title IV Part A funds?

YES NO



Compliance Requirements



“Top Ten” Compliance Requirements

LEAs are encouraged to keep the following requirements in mind as they prepare to implement ESEA programs in the 2018-19 school year:

1. **Allowable uses of funds** (required in the application budget a reimbursements)
2. **Time and Effort Certifications** (must be documented for all personnel expenses)
3. **Supplement not Supplant Title I Rule** (methodology required for some LEAs in Phase II)
4. **Supplement not Supplant Titles II, III and IV Rule** (reviewed in application)
5. **Maintenance of Effort Report** (required for all LEAs beginning FY20)
6. **Early Learning – Head Start MOA** (required in application: LEAs serving pre-K or K)
7. **Family Engagement Policy and Activities** (required in application and may be monitored)
8. **Schoolwide or Targeted Assistance Plan** (required in application and may be monitored)
9. **Needs Assessment** for Schoolwide Program Plan (may be monitored)
10. **Title II Only - Equitable Access** (participation in DC Staffing Data Collaborative, or report required in application)



Allowable Uses of Funds

All costs charged to federal funds must be:

- 1. Necessary and reasonable** for the performance of the grant. It should be clear to an objective observer why a decision to spend funds is a good idea considering the amount of money being spent, the needs of the program, and other relevant circumstances. The LEA should also follow sound business practices, ensure costs are in accordance with federal and District laws and regulations and the terms and conditions of the federal award, pay a fair market price for the good or service, act with prudence under the circumstances, and follow its established practices and policies regarding the incurrence of costs.
- 2. Allocable** to the federal grant that paid for the cost. This means that a grant must benefit from the cost in proportion to the amount paid by the grant. Similarly, LEAs must be able to demonstrate that salary and benefit costs supported with federal funds benefit the federal program in proportion to the amount paid.
- 3. Adequately documented** by maintaining sufficient evidence to walk an auditor or monitor through all phases of the grant process. The documentation should be sufficient so that an objective observer can understand the decision to spend funds on a given cost and can trace how the funds were spent.



Allowable Uses of Funds (cont.)

4. Consistent with the application for funds approved by the State Education Agency (SEA). The subgrantee cannot apply for funding for one purpose, receive OSSE approval, and then spend funds on a different purpose.

Documentation LEAs Must Maintain:

1. Invoices and receipts with proof of payment
2. Contracts or invoices including scope of work, dates and rates
3. Contracts for all professional services and equipment expenditures above \$5,000 per unit must be uploaded with reimbursement requests



Time and Effort Certifications

For all personnel expenditures, LEAs should collect and maintain time and effort certifications.

Time and Effort Certifications **must**:

- Include the name, title, and grant role (cost objective) of the employee or contractor;
- Be dated to align with the grant period;
- Be signed and dated after the fact; and
- Match payroll records.

Time and Effort Certifications **should**:

- Be validated with a supervisor's signature; and
- Be completed quarterly, at a minimum, for personnel that meet multiple cost objectives.

Time and Effort Certifications **may**:

- Follow a semi-annual report pattern for single cost objectives; and
- Be signed electronically within a secure system.

Resource: [OSSE Federal Funds Toolkit: ESEA and IDEA](#)

Documentation LEAs are Required to Maintain: Time and Effort Certifications



Supplement, Not Supplant (SNS): Title I-A

- LEAs may only use federal Title I funds to supplement and not supplant state and local funds that would otherwise be made available for the education of students participating in Title I programs.
- LEAs must demonstrate that the methodology used to allocate local funds to each Title I school ensures that each Title I school receives all local funds it would otherwise receive without federal Title I funds.
- Beginning with the 2018-19 school year, OSSE will require that **LEAs with more than one school per grade span** submit written methodology for distributing non-federal funds as part of the application in the fall.
- As part of OSSE's consolidated, risk-based monitoring of the 2018-19 school year, LEAs identified for Title I monitoring will be required to submit evidence of actual allocations to Title I and non-Title I schools in order to demonstrate the appropriate implementation of SNS requirements.



Supplement, Not Supplant (SNS): Title I-A (cont.)

- To meet SNS compliance under ESEA Title I, LEAs must ensure Title I schools are not deprived of local resources based on the: (1) status as a Title I school; or (2) the schools' amount of Title I funding received. LEAs must allocate local funds to Title I schools in a manner that is either Title I-neutral or provides Title I schools with additional local funds.

Resource: [OSSE Title I Supplement Not Supplant Guidance](#)

Documentation applicable LEAs must Submit with Application: Written methodology for distributing non-federal funds

Documentation applicable LEAs Must Maintain: Evidence of actual allocations to Title I and non-Title I schools

ESEA, Section 1118



Supplement, Not Supplant (SNS): II-A & III-A

Title II-A

Supplanting is presumed when:

1. An LEA uses Title II funds to pay for an activity that is required by federal, state or local law; or
2. An LEA uses Title II funds to pay for an activity it supported with state or local funds the prior year

An LEA may be able to overcome a presumption of supplanting if it has written documentation (for example, state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the Title II, Part A funds.

Title III-A

At its most basic, SNS requires Title III funds to add to (supplement) and not replace (supplant) other federal, state, and local funds. Whether a cost complies with SNS is situation specific, but in general there are three issues to consider:

1. Compliance with SNS is tested using same two “presumptions” as Title II;
2. An LEA may not use Title III funds to meet its civil rights obligations to EL students, including identifying ELs and the required annual English Language Proficiency assessment; and
3. In some circumstances, an LEA may use Title III funds to pay for EL-related activities under Title I, Part A.



Supplement, Not Supplant (SNS): Title IV-A

Title IV-A

Supplanting is presumed when:

1. An LEA uses Student Support and Academic Enrichment (SSAE) funds to pay for an activity that is required by federal, state or local law, or
2. An LEA uses SSAE funds to pay for an activity it supported with state or local funds the prior.

An LEA may overcome a presumption of supplanting if it has written documentation (e.g., state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.

Resource: [OSSE Federal Funds Toolkit: ESEA and IDEA](#)



Maintenance of Effort (MOE)

- MOE requires LEAs to demonstrate:
 - The combined LEA and state expenditures per student; or
 - The aggregate LEA and state expenditures (whichever method is more favorable to the LEA) from the previous fiscal year were **at least 90 percent as high** as the second preceding fiscal year.
- MOE requires LEAs to maintain a consistent floor of state and local funding for free public education from year to year.
- ESSA amended the DC School Reform Act to require DC charter schools to report MOE data, like other LEAs nationwide. (DCPS is still required to submit MOE reports.)
- MOE reporting will be required for all LEAs applying for ESEA funds beginning in FY20.
- FY20 reporting will require comparing FY18 to FY19. LEAs may use OSSE's optional MOE planning tool to compare past and current years of spending and determine whether they would meet MOE, before reporting is required for FY20 applications.

Resource: [ESSA Fiscal Requirements](#) and the [OSSE MOE Planning Tool](#)

Documentation LEAs Will Be Required to Submit Sept. 30, 2020: MOE Report



Early Learning – Head Start MOA

- **LEAs serving pre-K and/or kindergarten that receive Title I funds** must develop a written Memorandum of Agreement (MOA) with Head Start programs, and other early learning programs if applicable, on records, communication, student needs, transition, and services (ESEA Sec. 1119).
- To help LEAs meet the requirement, OSSE hosted a year-long working group with the DC Head Start Association, LEAs, FOCUS, and PCSB to develop a draft citywide MOA LEAs may join. LEAs may either sign the citywide MOA (Option A), modify the MOA template or develop their own separate MOA and get all six Head Start agencies to sign (Option B).
- Guidance and the draft MOA will be available here: <https://osse.dc.gov/page/essa-early-learning-coordination-working-group>.
- 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.
- **Only if an LEA chooses to use Title I funds for early childhood education**, an LEA's Title I plan must provide an assurance that the LEA will 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)).

Documentation LEAs Must Submit: Signed MOA (Option A or B) uploaded to EGMS with your application



Family Engagement and Parent Involvement

- LEAs receiving ESEA funding must comply with parent and family engagement requirements.
- The requirements are extensive and specific to each Title of ESEA.
- Please refer to the [ESSA Requirements for Parent and Family Engagement](#) for full details.
- DCPS has specific requirements, including the Title I School-Parent Compact that may not be required for all LEAs, but may be considered a best practice for parent involvement.

Documentation LEAs are Required to Maintain:

1. Compliant family engagement policies/practices
2. Evidence of family engagement activities



Title I Schoolwide Plan

1. All LEAs consolidating funds in a Title I consolidated schoolwide program pool must create and document a schoolwide plan. The schoolwide program plan must include descriptions of:
 - How the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment;
 - How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students;
 - How the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education; and
 - Benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
2. LEAs must conduct a comprehensive needs assessment to inform the schoolwide plan.
3. LEAs must annually evaluate the plan and revise it based on the results of the evaluation.
4. Additional requirements for the plan may be found in ESEA Section 1114(b) and the resources below.

Resource: [Department of Education Guidance](#), [OSSE Guidance](#)

Documentation LEAs Must Maintain:

1. Compliant Schoolwide Program Plan
2. Evidence of implementation of the plan including evaluation, consultation and revision



Needs Assessments for Schoolwide Programs

- A comprehensive needs assessment:
 1. Is based on academic achievement information about all students in the school;
 2. Helps the school understand the subjects and skills for which teaching and learning need to be improved;
 3. Identifies the specific academic needs of students and groups of students who are not yet achieving the state's academic standards; and
 4. 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 how it conducted the needs assessment, the results it obtained and the conclusions it drew from the results.

Resource: [Designing a Needs Assessment for Title I Schoolwide Programs](#)

Documentation LEAs Must Maintain:

1. Compliant needs assessment



Targeted Assistance Plan

- A targeted assistance model, uses Title I funds to help only identified students, as opposed to all students in the school.
- Components of a targeted assistance plan include:
 - Description of how students are identified;
 - Description of programs, activities and academic courses that will serve identified students;
 - Description of instructional strategies and methods that may be used;
 - Coordination with regular education program;
 - Possible professional development for school educators;
 - Strategies to engage families; and
 - Other requirements in ESEA Section 1115(b).
- Students are eligible for Title I in a targeted assistance school if they:
 1. Are failing, or at risk of failing, to meet state standards;
 2. Participated in certain federally-funded preschool programs;
 3. Received services under the Migrant Education Program;
 4. Are in a local institution for neglected or delinquent children or are attending a community day program;
or
 5. Are experiencing homelessness

Documentation LEAs Must Maintain:

1. Documentation of the targeted assistance plan and implementation



ESSA Equitable Access Requirements

Equitable Access to Effective, Experienced, and In-Field Teachers

- ESSA removes the federal “Highly Qualified Teacher” definition and provides flexibilities to LEAs on teacher evaluation and qualifications. ESSA 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

Title II-A

- LEAs need to meet the Equitable Access compliance requirement by either participating in the DC Staffing Collaborative or completing the Equity Plan Template
- Those LEAs not in the Collaborative may find the template here:

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/LEA%20Equity%20Plan%20Template%20and%20Related%20Guidance.pdf

6. **Equitable Access Plans.** Per the ESEA, as amended by the ESSA, Section 1112(b)(2) and OSSE's guidance regarding requirements related to equitable access to effective teachers, all LEAs that received an "Equitable Access Gap Identification Letter" sent by OSSE via email in May 2018, must complete sections one through four of the fillable [Local Education Equity Plan Template and Related Guidance](#) and upload the completed document below. LEAs that did not receive this letter should not complete this section.

(0 of 4000 maximum characters used)

Choose File No file chosen UPLOAD

No files are currently uploaded for this page.



DCPS Only – Compliance Requirements

Equitable Services

ESEA and the DC School Reform Act require that DCPS provide equitable services to eligible low-income private school students in the attendance area. DCPS must reserve a proportional amount based on the number of eligible low-income private school students in the LEA attendance area, which is all of DC

Comparability

The Title I comparability requirement requires LEAs to use state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.

For more information about both of these requirements, please see the [OSS Federal Grants Toolkit](#)



Set-Asides



Set-Asides

For all Titles, 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; and
- 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

- For each type of set-aside, the maximum amount is displayed and an LEA may choose an amount up to that maximum.
- Make sure your expenditure summary for the set-asides matches the detailed expenditures.

OVERVIEW	TARGETED ASSISTANCE	PARENT AND FAMILY ENGAGEMENT	TITLE IA SET-ASIDES	SUMMARY OF PLANNED EXPENDITURES (UNCONSOLIDATED)	DETAILED PLANNED EXPENDITURES
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Required and Optional Set-Asides and Reservations from Title I, Part A Funds

For each required or optional set-aside or reservation listed below, the LEA must provide a summary of plans for the use of the set-aside/reservation, as applicable. Under no circumstances may any of the set-asides or reservations listed below be consolidated within schoolwide programs at the school level; all must be tracked and reported separately.

1. Parent and Family Engagement Set-Aside



Title I: Parent Involvement Set-Aside

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.

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:

- The annual parent meeting
- 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 with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement



Title II-IV Set-Asides

- **Title II-A 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 percent of funds for administration.**
- **Title III-A 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 percent of Title III-A funds for administration (ESEA Sec. 3115(b)).**
- **Title IV-A 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 percent of funds for administration (ESEA Sec. 4105(c)).**

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



The Application in EGMS



Contact Information

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(s)
 - Fiscal Contact(s)
- Contacts should match those listed in eSchoolsPLUS



Data Sources

- All LEAs must conduct an LEA-level needs assessment to inform the LEA plan.
- Identify the data sources used for the needs assessment.

OVERVIEW CONTACT INFORMATION DATA SOURCES LEA PLAN TITLE_IA SET-ASIDES ALLOCATIONS FUNDING DISTRIBUTION ASSURANCES CONFIRMATION

Data Sources

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

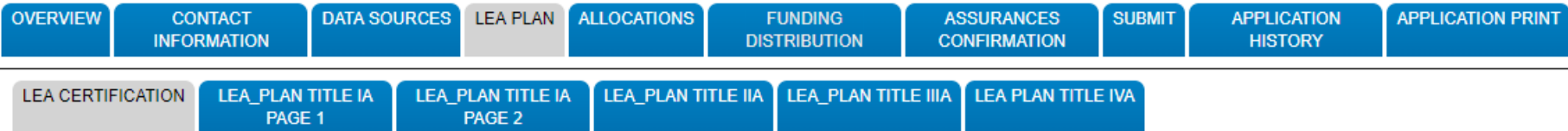
Qualitative Data Sources:

- 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 Plan: Titles I-IV Part A

The LEA plan tabs for each title are designed to ensure that LEAs can describe how they are meeting all the programmatic requirements of the grant



- LEAs must complete the tabs for each title for which the LEA will be receiving funds (put N/A for the other titles in the first text box)
- These tabs should be completed regardless of if you are consolidating funds with a schoolwide program
- Allowable activities lists for each title are linked in these tabs and may inform your program strategies



LEA Plan Tab: Required Uploads

1. LEA Certification of Application – must be signed by the board chair or chancellor

LEA Certification of Application

[Instructio](#)

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](#)

Uploaded Files:

No files are currently uploaded for this page.

2. Early Childhood MOA (LEAs serving pre-K or K and applying for Title I)

Memorandum of Agreement

Section 1119 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), requires that LEAs receiving Title I funding must develop written agreements with Head Start agencies and other early childhood development programs.

The DC ESSA Early Learning Working Group has drafted a model citywide Memorandum of Agreement (MOA) that outlines how LEAs will work with Head Start and other early childhood programs. To meet the ESSA requirement, LEAs serving pre-K or K must choose **one** of the following options:

Option A: Complete and upload a signed pdf of the required ESSA Early Learning Coordination Citywide Memorandum of Agreement; or,

Option B: Upload the LEA's Memorandum of Agreements with each DC Head Start agency sending students to the LEA. A list of DC Head Start agencies is available [here](#).

Unloaded Files:



Required Uploads – DCPS Only

1. Equitable Services Set-Aside Workbook

Equitable Services Set-aside (DCPS only)

As provided in ESEA, as amended by ESSA, Section 1117(a)(4)(A): expenditures for equitable services to eligible private school children, teachers and other educational personnel, and families must be equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend private schools. An LEA must determine the proportionate share of Title I funds available for equitable services based on the total amount of Title I funds received by the LEA *prior to any allowable expenditures or transfers of funds*.

Click this link to access the required Excel template [Equitable Services Workbook](#). Once completed, upload the document below.

 No file chosen

Uploaded Files:

2. Rank and Serve List

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:



Allocations

- View the allocations for each title.
- Ensure that they match your allocation memo.
- Allocations will change between preliminary (July) and final (October).
- You will amend the budget of your approved application when the final allocations are released.

OVERVIEW CONTACT INFORMATION DATA SOURCES LEA PLAN ALLOCATIONS FUNDING DISTRIBUTION ASSURANCES CONFIRMATION SUBMIT APPLICATION HISTORY APPLICATION PRINT

Allocations

The allocations below are provided by the State Education Agency for each program for which the LEA is applying for funding through this application. For Title III, Part A and Title IV, Part A, the LEA is eligible to apply through this application only if the allocation is at least \$10,000. Please note that allocations are subject to change according to the applicable Federal and State statutes, regulations, and policies.

LEA Allocation for Title I, Part A	LEA Allocation for Title II, Part A	LEA Allocation for Title III, Part A	LEA Allocation for Title IV, Part A
13,500.00	13,500.00	13,500.00	13,500.00

Please indicate, by checking the applicable box below, the schedule that the LEA will follow for Federal Fiscal Year 2018 (July 1, 2018-September 30, 2020, including the 'Tydings' period) for submitting reimbursement requests for all grants included in this application in order to maintain regular drawdowns of federal funds. From among these options, the LEA has the flexibility to choose a schedule that best meets its needs.

Monthly (12 workbooks per year) Bi-Monthly (6 workbooks per year) Quarterly (4 workbooks per year)

SAVE PAGE

- Choose a reimbursement schedule that suits your needs and ensures that you will be able to reimburse in a timely manner.



Funding Distribution

This tab displays the distribution of your LEA's total allocations between titles:

- Current preliminary allocation
- Last year's carryover from final allocation

	SCHOOLWIDE	TitleIA	TitleIIA	TitleIIIA	TitleIVA
Current Year Funds					
Allocation	\$0.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00
ReAllocated (+)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released (-)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Current Year Funds	\$0.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00
Prior Year(s) Funds					
Rollover (+)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ReAllocated (+)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Prior Year(s) Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Sub Total	\$0.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00
Multi-District					
Transfer In (+)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transfer Out (-)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Administrative Agent					
Adjusted Sub Total	\$0.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00



Transferring and Consolidating Funds

1. Transfer funds

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	TitleIII A	TitleIVA
Applicable Percentage	0%	0%	100%	0%	100%
Current Year	\$0.00	\$0.00	\$13,500.00	\$0.00	\$13,500.00
Cap for Rollover					
Total Available for Transfer	\$0.00	\$0.00	\$13,500.00	\$0.00	\$13,500.00
From TitleIIA (+)		0.00		0.00	0.00
From TitleIVA (+)		0.00	0.00	0.00	
Total Transfer		\$0.00	\$0.00	\$0.00	\$0.00

2. Consolidate funds

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.

Amount Available for Consolidation		\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00
To School Wide (-)		0.00	0.00	0.00	0.00

Funds not applied for

(Select the boxes below ONLY if the Organization is electing to release its Program funds back to OSSE to be reallocated to other Organizations.)

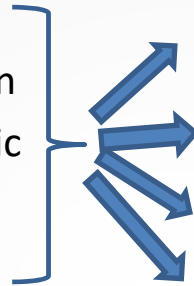
Current Year Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior Year Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Net Adjustment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Available for Budgeting	\$0.00	\$13,500.00	\$13,500.00	\$13,500.00	\$13,500.00
	SCHOOLWIDE	TitleIA	TitleIIA	TitleIII A	TitleIVA



Transferability of Funds

LEA may transfer all or some of the 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.

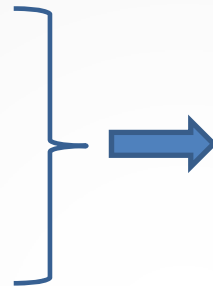
USED guidance: <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
ESEA, Section 5103(b)



Consolidation of Funds

LEAs may consolidate all or some of the funds received under:

- Title I-A, Improving Basic Programs
- Title II-A, Effective Instruction
- Title III-A, Language Instruction for ELs
- Title IV-A, Student Support and Academic Enrichment



LEA may consolidate funds with the following Titles:

- Title I-A, Improving Basic Programs – Schoolwide Program

Key requirements of Consolidation:

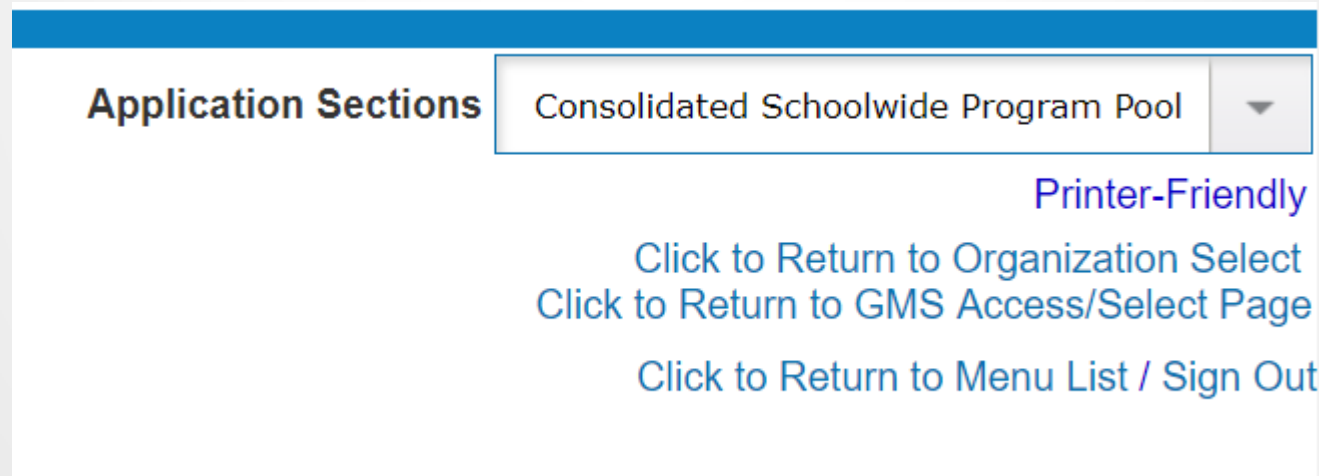
- When an LEA consolidates funds in a schoolwide program, the funds lose their individual identity and the school may use the funds to support any schoolwide program activity. The school must maintain records showing that the schoolwide program as a whole addresses the intent and purposes of each federal program title.

ESEA, Section 114(a)



Navigating Sections

- After funding distributions, navigate to the appropriate tabs to complete your targeted assistance or schoolwide program plans and budgets.
- Use the menu in the upper right to complete the rest of the application.





Parent and Family Engagement Tab

Title I recipients must complete the parent and family engagement tab in the Title I-A section, regardless of type of program plan

OVERVIEW	TARGETED ASSISTANCE	PARENT AND FAMILY ENGAGEMENT	TITLE IA SET-ASIDES	SUMMARY OF PLANNED EXPENDITURES (UNCONSOLIDATED)	DETAILED PLANNED EXPENDITURES
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Parent and Family Engagement

1. Indicate below which methods are used by the LEA in order to meaningfully engage with parents and family members. Documentation may be requested as evidence during monitoring. Methods which are required are indicated in parentheses.

- Written school level parent and family engagement policy (required by ESEA Section 1116(b)(1))
- Annual parent meeting at each Title I school (required by ESEA Section 1116(c)(1))
- School/parent compact (required by ESEA Section 1116(d)) (DCPS only) (Charters optional)
- School meetings offered at a variety of times (Section 1116(c)(2))
- Parent/family resource center (Section 1116(e)(4)) [DCPS only, Optional for Charter school]
- Family literacy programs (Section 1116(e)(7)) [DCPS only, Optional for Charter schools]
- Parent-teacher conferences (Section 1116(e)(10)) [DCPS only, Optional for Charter schools]
- Home visits (Section 1116(e)(10)) [DCPS only, Optional for Charter schools]
- Parent advisory council (Section 1116(e)(12)) [DCPS only, Optional for Charter schools]
- Other (please specify) (See Section 1116(e)(6), (8), (9), (11), (13))

2. How will the LEA ensure that notice and information to parents are in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand? (Sections 1111(h)(2), 1112(e)(4), 1114(b)(4), and 1116(b))

(0 of 2000 maximum characters used)



A Note about Successful Budgeting

Summary of Planned Expenditures:

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

Itemized Budgets:

- Provide detailed expenditures for the proposed project/plan.
- Provide a description for each line item that includes enough detail to determine allowability.
- Align the itemized budget 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.
- Use this table to check your category totals.



Application Submission



Assurances Confirmation

After completing all applicable sections, return to the Consolidated Application menu and the Assurances Confirmation tab:

1. Confirm that your LEA is aware that you made assurances to comply with grant requirements in Phase I.
2. The date you submitted Phase I will be displayed.
3. Click “Save” to make the confirmation (date will display automatically).



Assurances Confirmation

An Authorized Representative of the applicant must have previously agreed to the Phase I Assurances for ESEA Consolidated, and also the Certifications and Assurances within the Central Data collection.

NOTE: The Dates for Phase I Assurances and Certifications and Assurances will automatically populate with the dates when those assurances were agreed to in their respective collections. The only action the applicant must take on this page is to click Applicant Acknowledges. By clicking this button, the Assurances will be marked as Fully Agreed To, allowing the ESEA Consolidated Application to be submitted.

6/29/2018 Central Data Certifications and Assurances (Date these were agreed to must display).

6/29/2018 ESEA Consolidated - Phase I Assurances. (Date these were agreed to must display).

In order to submit the Phase II ESEA Consolidated Application, the applicant confirms that all Assurances were agreed to on this date:



Consistency Check and Submit

On the Submit tab:

1. Click “Consistency Check” to run validation on your entries. If inconsistencies come up in red, re-enter the application tabs indicated to correct them.
2. Otherwise, click “Submit to OSSE.”
3. Save or print your confirmation of submission.
4. If you get a message saying you cannot submit, contact your grant manager – you may be trying to submit after the deadline (Sept. 30 at 3 p.m.).

Assurances must be reviewed and approved before you can submit your application.

CONSISTENCY CHECK

LOCK APPLICATION

UNLOCK APPLICATION



Application Submission

- All applications must be submitted through 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 **Sunday, Sept. 30, 2018 by 3 p.m.**
- Application Print: Available if you need a hard copy of the application.
 - Please note: EGMS generates PDFs only once per hour on the hour.
- Application History: Available to see all actions involving the application.



Application Printing

- Request printing, wait an hour and check the Completed Print Jobs section

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

Request Print Job

- Consolidated Application
- Consolidated Schoolwide Program Pool
- Title I-A
- Title II-A
- Title III-A
- Title IV-A

REQUEST PRINT

Requested Print Jobs

Completed Print Jobs



Key Contact Information

Program Contacts	Contact Information
Bonnie Bacon Title I-IV Grant Supervisor	Bonnie.Bacon@dc.gov
Giana Hutton Title I-IV Grant Manager	Giana.Hutton@dc.gov
Mildred Washington Title I-IV Grant Manager	Mildred.Washington@dc.gov
EGMS Helpdesk	OSSE.Callcenter@dc.gov (202) 719-6500
English Learner Program Contacts	Contact Information
Anika Harris Professional Development and On-Site English Learner Program Assistance	Anika.Harris@dc.gov
Michael Craig Special Populations Data and Assessment Support	Michael.Craig@dc.gov



Questions?



Thank you for your participation!