



Federal Fiscal Year 2013 Consolidated Application Guidebook

Office of the State Superintendent of Education

Emily Durso, Interim State Superintendent

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Dear Local Education Agency Representatives:

The Office of the State Superintendent of Education (OSSE) remains committed to working with and ensuring that local education agencies (LEAs) have multiple access points to useful information. OSSE has developed this guidebook which specifically correlates to each portion of the Federal Fiscal Year 2013 Consolidated Application. It was designed to provide LEAs with a collection of individual technical assistance documents for critical sections of the application. The guidebook contains clear steps that each LEA should follow and gives each LEA the ability to access specific parts of the Federal Fiscal Year 2013 Consolidated Application as needed without reviewing the entire Phase II instructions document. The guidebook provides (1) each program's purpose, (2) each program's eligibility, (3) step by step instructions on how to complete the section, and (4) associated links for further guidance specific to the covered programs.

In addition, OSSE will provide multiple opportunities for technical assistance, including multiple sessions to guide LEAs to the completion of the application. The sessions include general in-person training, webinars, and Office Hours. Office hours will be used as working sessions to provide individualized support. The OSSE's website will be updated weekly for LEAs to track their approval status.

In an effort to continue our commitment toward making sure LEAs are equipped with the correct tools, OSSE is including an FFY13 consolidated application calendar to assist with planning. Please feel free to contact your LEA's assigned OSSE grants management specialist or myself for any questions about the Federal Fiscal Year 2013 Consolidated Application and requirements for covered programs.

Sincerely,

Iris Bond-Gill
Director Grants Management and Compliance
Office of the State Superintendent of Education

Classification of Identified Schools

Priority, Focus, and Failed Annual Measurable Objective Schools

Purpose

To clarify the LEA responsibilities with a school classified as Priority, Focus, and/or Failed Annual Measurable Objective (AMO). LEAs must complete the 20% set-aside in the Consolidated Application for all Priority, Focus, and Failed AMO schools served. Details about each classification are outlined in the following sections.

Priority schools are classified as any school that has:

- 1) Tier I or Tier II School Improvement Grant (SIG) schools;
- 2) Graduation rate of 60% or below for two (2) or more consecutive years;
- 3) School index score of 25 points or below based on insufficient proficiency and growth; or
- 4) Student participation rate of less than 95% for two (2) or more years, even if the school index score is above 25.

What are the requirements of the LEAs with Priority schools?

LEAs with Priority schools that are not also classified as SIG schools must implement the seven turnaround principles using the appropriate intervention strategies to yield school progress. The principles include:

1. School leadership
2. Effective staffing practices and instruction
3. Effective use of time
4. Curriculum, assessment, and intervention system
5. Effective data use
6. School climate and culture
7. Effective family and community engagement

LEAs must set aside a total of 20% of Title I, Part A funds to use toward interventions. If LEAs have schools in multiple categories, the set-aside will still be a total of 20% of Title I, Part A funds. LEAs may choose how to allocate the 20% set-aside among identified schools and among intervention strategies.

Focus schools are classified as any school that has not met the needs of:

- 1) Students with disabilities (SWD)
- 2) English Language Learners (ELL)
- 3) Other subgroups of students

What are the requirements of the LEAs with Focus schools?

LEAs with Focus schools that are not also classified as Priority must implement per subgroup the appropriate intervention strategies to yield school progress. The interventions include:

- 1) Students with disabilities
 - Align the curriculum to the Common Core State Standards (CCSS);
 - Increase collaboration among teachers;
 - Improve use of data for differentiating instruction;
 - Build capacity for all teachers, particularly for special education teachers to better understand the rigor of the CCSS; or
 - Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.
- 2) ELL
 - Include research-based strategies for teaching academic English;
 - Improve the use of native language support;
 - Scaffold learning to meet the rigorous requirements of the CCSS;
 - Build capacity for all teachers to learn strategies for meeting the content learning needs of ELLs and to better understand the rigorous requirements of the CCSS; or
 - Other promising strategies that differentiate interventions and are sufficient to achieve change and demonstrate progress.
- 3) Other subgroups of students
 - Build capacity for school leaders focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction;
 - Provide time for collaboration on the use of data to inform instruction;
 - Use formative assessment design and data analysis to improve and differentiate instruction;
 - Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports;
 - Build capacity for all staff on the effective support of students with disabilities and ELLs and their families;
 - Build capacity for all staff on the development and implementation of effective, academically-focused family and community engagement;
 - Extend learning time before, during, and after school that is aligned to CCSS; or
 - Other promising strategies that address the areas of deficiency that placed the school in Focus status and are sufficient to achieve change and demonstrate progress.

LEAs must set aside a total of 20% of Title I, Part A funds to use toward interventions. If LEAs have schools in multiple categories, the set-aside will still be a total of 20% of Title I, Part A funds. LEAs may choose how to allocate the 20% set-aside among identified schools and among intervention strategies.

AMO schools are classified as any school that has:

- 1) Failed to meet AMOs for 2 consecutive years; and
- 2) Not already identified as having Priority or Focus schools

What are the requirements of the LEAs with AMO schools?

LEAs with AMO schools that are not also classified as Priority or Focus schools must implement the appropriate intervention strategies to yield school progress. The interventions may include one or more of the following options:

- Training to improve the quality of school leadership;
- High-quality curriculum aligned to the CCSS;
- Expansion of learning time before, during and after school to supplement instruction to school-selected students provided by external providers, schools, or LEAs;
- Assistance in the analysis and use of data;
- Supplemental research-based and job-embedded professional development; or
- Any other activity that is specifically required by an action step included in the Title I plan of the Title I grant application in support of an objective.

LEAs must set aside a total of 20% of Title I, Part A funds to use toward interventions. If LEAs have schools in multiple categories, the set -side will still be a total of 20% of Title I, Part A funds. LEAs may choose how to allocate the 20% set-aside among identified schools and among intervention strategies.

Related Links

The DC ESEA Waiver and additional information are available at:

<http://osse.dc.gov/release/district-columbia-receives-esea-waiver-approval-us-department-education>

**Intervention Strategies for Identified Schools
Priority, Focus, & Failed AMO Schools**

Identifier 1: Orange tab 2a

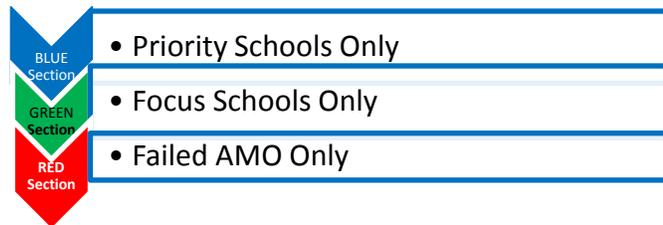
Identifier 2: Green tab 9 (Expenditure details), and tab 10 (Budget)

Purpose

To describe the direct correlation between the required Title I, Part A, Flexibility set-aside and requirements to address principles for Priority and Focus schools and those schools that failed to meet AMO for two consecutive years in the FFY13 Consolidated Application.

Who must take the Interventions set-aside?

Title I schools that have been classified as Priority, Focus, and/or identified as failed AMOs for two consecutive years.



LEAs with multiple classifications must address all schools utilizing the 20% set-aside in the Priority, Focus, and/or Failed AMO section.

If an LEA is required to take the 20% set-aside, follow these steps to complete the Intervention Strategies tab:

1. Determine if schools within the LEA have been identified as Priority, Focus, Failed AMOs, or a combination of these classifications.
2. Select “Yes” on line 7. The total amount of the set-aside will populate in line below 19.

Priority – Blue section

3. Describe how all seven turnaround principles for all priority schools will be addressed.
4. Determine how funding will be spent on all seven principles for all Priority schools.
5. Allocate a reasonable portion of funds to all identified principles that fall under Priority classification.
6. Ensure that the total of all amounts allocated to all strategies equal the 20% set-aside, if so, line 379 will turn green.
7. List all positions to be funded individually with the correct program category and set-aside category selected. (Tab 9)
8. List the total amount charged for all individual positions along with a “brief” description of responsibilities. Each position must have a percentage of the salary charged to the set-aside pool of funds. (Tab 9)
9. List line item planned expenditures for all additional budget categories selecting the correct program and set-aside categories. (Tab 9)
10. Match the total amount of expenditures detailed on Tab 9 with the set-aside pool of funds on Tab 2b. If there is any inconsistency, the LEA must add, delete, or revise items listed on Tab 9.
11. Tab 10 will show the entire budget listed on Tab 9.

Focus – Green section

12. For LEAs identified as having Focus schools, summarize intervention strategies for students in specific subgroups to increase the achievement gap of the subgroup(s). Ensure that strategies are in the correct section (Students with Disabilities, English Language Learners, or Other Subgroups). – Line 19, 21, 22, etc.
13. Allocate a reasonable portion of funds to all identified schools that fall under the Focus classification.
14. Determine how much funding will be allocated to these separate strategies, if Focus schools are identified along with Priority and/or schools that failed AMOs.
15. Ensure that the total of all amounts allocated to all strategies equal the 20% set-aside, if so, line 379 will turn green.
16. List all positions to be funded individually with the correct program category and set-aside category selected (Tab 9).
17. List the total amount charged for all individual positions along with a “brief” description of responsibilities. Each position must have a percentage of their salary charged to the set-aside pool of funds (Tab 9).
18. List line item planned expenditures for all additional budget categories selecting the correct program and set-aside categories (Tab 9).
19. Match the total amount of expenditures detailed on Tab 9 with the set-aside pool of funds on Tab 2b. If there is any inconsistency, the LEA must add, delete, or revise items listed on Tab 9.
20. Tab 10 will show the entire budget listed on Tab 9.

Failed AMO – Red section

21. Summarize the strategies that will be used to meet AMOs, if schools that failed AMOs for two consecutive years have been identified.
22. Determine how much funding will be allocated to these strategies, if schools not meeting AMOs are identified along with Priority and/or Focus schools.
23. Allocate a reasonable portion of funds to all identified schools that fall under the Failed AMO classification.
24. Ensure that the total of all amounts allocated to all strategies equal the 20% set-aside, if so, line 379 will turn green.
25. List all positions to be funded individually with the correct program category and set-aside category selected. (Tab 9)
26. List the total amount charged for all individual positions along with a “brief” description of responsibilities. Each position must have a percentage of their salary charged to the set-aside pool of funds. (Tab 9)
27. List line item planned expenditures for all additional budget categories selecting the correct program and set-aside categories. (Tab 9)
28. Match the total amount of expenditures detailed on Tab 9 with the set-aside pool of funds on Tab 2b. If there is any inconsistency, the LEA must add, delete, or revise items listed on Tab 9.
29. Tab 10 will show the entire budget listed on Tab 9.

Related Links

The DC ESEA Waiver and additional information are available at:

<http://osse.dc.gov/release/district-columbia-receives-esea-waiver-approval-us-department-education>

Required and Optional Set-Asides and Reservations from Title I, Part A Funds

Identifier 1: Orange tab 2b

Identifier 2: Green tab 9 (Expenditure details), and tab 10 (Budget)

Purpose

The purpose of required and optional set-asides is to plan for additional interventions. Below are the specific categories:

- a. **Parental involvement** set-aside provides support to parents to help their children meet high standards on the state assessments; the amount is exactly 1% of total Title I allocation;
- b. **Equitable services** set-aside provides services to low-income children and teachers in private schools (i.e., such as opportunities for supplemental instruction for students);
- c. **Homeless** set-aside is to give reasonable support to homeless students;
- d. **Neglected and Delinquent** set-aside is to provide services to children in institutions for neglected and/or delinquent students;
- e. **Administrative** set-aside is to provide funds for Title I grant administration costs; set-aside may not exceed more than 10% of total Title I allocation (i.e., such as supplemental staff solely dedicated to Title I grant administration);
- f. **Financial Incentives and Rewards** set-aside allows LEA to provide rewards for teachers (i.e., such as monetary rewards to teachers for improved student achievement);
- g. **Additional off the Top Reservation** is available to reserve any amount to conduct district-level programs for Title I (i.e., such as district wide literacy initiatives for Title I schools).

Who must take the Intervention set-aside?

Any LEA that receives at least \$500,000 in Title I funds must take the Parental Involvement set-aside at an amount equal to 1% of the Title I allocation. District of Columbia Public Schools (DCPS) must take the Equitable Services, Homeless, and Neglected and Delinquent Children set-asides. Any LEA that receives Title I funds may choose to take the optional set-asides: Administration, Financial Incentives and Rewards and/or the Additional off the Top Reservation.

If eligible, follow these steps to complete the Required & Optional Set-Asides tab:

1. Verify that the budget amount for Parental Involvement has populated on Line 13, if the LEA qualifies for the Parental Involvement set-aside.
2. Write the narrative on how the LEA will use Parental Involvement money in the next box.
3. Enter a reasonable amount for the total funds to be spent on Equitable Services on line 49 (DCPS only).
4. Write the narrative on how the LEA will spend the Equitable Services Funds.
5. Enter a reasonable amount for the total funds to be spent on the Homeless set-aside in line 91 (DCPS only).
6. Write the narrative on how the LEA will spend the Homeless set-aside.
7. Enter a reasonable amount for the total funds to be spent on the Neglected and Delinquent set-aside in line 133 (DCPS only).
8. Write the narrative on how the LEA will spend the Neglected and Delinquent set-aside.

9. Enter a reasonable amount of funding, but not to exceed 10% of the Title I allocation, in line 175 for Administrative set-aside (optional).
10. Write the narrative explaining how the LEA will spend the Administrative set-aside.
11. Enter a reasonable amount of funding in line 216 for Financial Incentives and Rewards set-aside (optional).
12. Write the narrative on how the LEA will spend the Financial Incentives and Rewards set-aside.
13. Enter a reasonable amount of funding to take the Additional Off the Top set-aside in line 258 (optional).
14. Write the narrative on how the LEA will spend the Off the Top set-aside.
15. List all positions to be funded individually with the correct program category and set-aside category selected (Tab 9).
16. List the total amount charged for all individual positions along with a “brief” description of responsibilities. Each position must have a percentage of their salary charged to the set-aside pool of funds (Tab 9).
17. List line item planned expenditures for all additional budget categories selecting the correct program and set-aside categories (Tab 9).
18. Match the total amount of expenditures detailed on Tab 9 with the set-aside pool of funds on Tab 2b. If there is any inconsistency, the LEA must add, delete, or revise items listed on Tab 9.
19. Tab 10 will show the entire budget listed on Tab 9.

Related Links

Additional Title I guidance (including information on set-asides) can be found at:
<http://www2.ed.gov/policy/gen/leg/recovery/guidance/title-i.pdf>

Consolidated Schoolwide Program (SWP)

Identifiers: Yellow Tabs 5 (Expenditure Summary), 6 (Expenditure Details), & 7 (Budget)

Purpose

A schoolwide program school may use its Title I, Part A funds coupled with other federal education funds to upgrade the school's entire educational program, rather than to target services only on identified children. For example, a schoolwide program funded under Title I, Part A, which also receives professional development funds under Title II, and bilingual education funds under Title III, could combine those funds with its other funds to support overall schoolwide initiatives for all students.

Who is eligible to Consolidate SWP funds?

Title I schools with percentages of students from low-income families of at least 40% may use Title I funds, along with other federal, state, and local funds, to operate a "schoolwide program."

If eligible to consolidate funds, follow these steps to complete the Consolidated SWP tabs:

1. Align all planned expenditures with the LEA-Approved Schoolwide plan(s).
2. Provide the percentage of Consolidated Schoolwide Program funds dedicated to each initiative (Tab 5).
3. Summarize planned use of funds for each initiative, up to 10 initiatives (Tab 5).
4. List the individual positions to be funded with the correct program category selected (Tab 5).
5. List the total amount charged for each position along with a "brief" description of responsibilities (Tab 6).
6. List line item planned expenditures for all additional budget categories (Tab 6).
7. Match the total amount of expenditures detailed on Tab 6 with the Consolidated Schoolwide Program pool of funds on Tab 7. If they do not match, the LEA must add, delete, or revise items listed on Tab 6.
8. Tab 7 will equal the breakdown stated on Tab 3. When the budgets are correct, the validation column on tab 7 will turn green.

Related Links

The statutory requirements necessary to operate a schoolwide program are listed in Section 1114 of the ESEA, which is available at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>

• Extremely helpful guidance from the Federal Register is available at:

<http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html>

• Additional information regarding designing schoolwide programs is available at:

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

• Also, information on consolidating funding sources into a schoolwide program pool is available at:

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc> Section E.

Title I, Part A (Unconsolidated)

Identifiers:

Green Tabs **8** (Expenditure Summary), **9** (Expenditure Details), & **10** (Budget)

Purpose

The purpose of Title I funds is to provide supplemental services to low-income students to ensure they are meeting the same achievement bar as others on statewide assessment(s). This section should only be completed if the LEA has Title I, Part A funds that are not being consolidated in the SWP pool.

Who is eligible for Title I, Part A funds?

Title I, Part A (Title I) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- An LEA is eligible to receive Title I, Part A funds if:
 - The LEA serves at least one K-12 student, and
 - The LEA's K-12 poverty rate for the prior year meets an eligibility threshold (which is 35.9% for FFY 2013).

If eligible, follow these steps to complete the Title 1, unconsolidated tabs:

1. Align all planned expenditures with the LEA-approved schoolwide plan(s).
2. List one or more initiatives that will be funded with Title I, Part A (unconsolidated) funds (Tab 8).
3. Provide the percentage of Unconsolidated Title I funds dedicated to each initiative (Tab 8).
4. Summarize planned use of funds for each initiative, up to 10 initiatives (Tab 8).
5. Do not include summaries related to Title I set-asides/reservations on this worksheet.
6. List line item planned expenditures for all budget categories for the unconsolidated Title I funds (Tab 9).
7. Match the total amount of expenditures detailed on Tab 8 allocations minus any Title I, Part A funds that are being consolidated in a Consolidated Schoolwide Program pool of funds. If they do not match, the LEA must add, delete, or revise items listed on Tab 8.
8. List the individual positions to be funded with the correct program category selected.
9. Select List the total amount charged for each position along with a "brief" description of responsibilities (Tab 9).
10. Tab 10 will equal the breakdown stated on Tab 3. When the budgets are correct, the validation column on tab 10 will turn green.

Related Links

The statutory requirements necessary to operate a schoolwide program are listed in Section 1114 of the ESEA, which is available at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114>

• Extremely helpful guidance from the Federal Register is available at:

<http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.html>

• Additional information regarding designing schoolwide programs is available at:

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

• Also, information on consolidating funding sources into a schoolwide program pool is available at:

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc> Section E.

Title II, Part A (Unconsolidated)

Identifiers:

Blue Tabs **11** (Planning), **12** (Expenditure Summary), **13** (Expenditure Details), & **14** (Budget)

Purpose

Title II, Part A provides LEAs with the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders. LEAs should target their funds to areas where their needs are greatest, as identified by the local needs assessment.

Who is eligible for Title II, Part A funds?

- An LEA is eligible to receive Title II, Part A funds if:
 - The LEA serves at least one K-12 student

If eligible, follow these steps to complete the Title II, Part A unconsolidated tab:

1. Align all planned expenditures with the LEA-approved schoolwide plan(s).
2. Summarize the planned use of funds for each initiative (Tab 12).
3. List the individual positions to be funded with Title II, Part A unconsolidated funds (Tab 13).
4. Select the correct type of activity; indicate the percentage of individual's salaries (Tab 13).
5. List the total amount charged for each position along with a "brief" description of responsibilities (Tab 13).
6. List line item planned expenditures for all additional budget categories (Tab 13).
7. Select the correct program category, type of activity, and indicate cost for each line item.
8. Provide a brief description of the purpose of the purchase for each line item.
9. Match the total amount of expenditures detailed on Tab 13 with the Title II, unconsolidated funds on Tab 14. If they do not match, the LEA must add, delete, or revise items listed on Tab 13.
10. If total amount of expenditures detailed on Tab 13 does not match the Title II, Part A unconsolidated program funds on Tab 14, the LEA must add, delete, or revise items listed on Tab 13.

Related Links

For more information about the needs assessment process, please see questions D-11 through D-18 of the U.S. Department of Education's Improving Teacher Quality State Grants Non-Regulatory Guidance, available at: <http://www.ed.gov/programs/teacherqual/guidance.pdf>.

Title III, Part A (Unconsolidated)

Identifiers:

Purple Tabs 15 (Planning), 16 (Expenditure Summary), 17 (Expenditure Details), & 18 (Budget)

Purpose

The purpose of Title III funds is to provide supplemental services to Limited English Proficient (LEP) students to ensure they are meeting the same achievement bar as others on the statewide assessment(s).

Who is eligible for Title III, Part A funds?

- An LEA is eligible to receive Title III, Part A funds if:
 - The LEA serves at least one Limited English Proficient student aged 3-21.

If eligible follow the steps to complete the Title III, Part A unconsolidated tabs:

1. All planned expenditures must align with the LEA-approved schoolwide plan(s).
2. Provide the percentage of Title III, Part A unconsolidated funds dedicated to the initiative (Tab 16).
3. Summarize planned use of funds for each initiative (Tab 16).
4. List the individual positions to be funded with Title III, Part A unconsolidated funds (Tab 17).
5. Select the correct type of activity; indicate the percentage of individual's salaries (Tab 17).
6. List the total amount charged for each position along with a "brief" description of responsibilities (Tab 17).
7. List line item planned expenditures for all additional budget categories (Tab 17).
8. Select the correct program category, type of activity, and indicate cost for each line item.
9. Provide a brief description of the purpose of the purchase for each line item.
10. Match the total amount of expenditures detailed on Tab 17 with the Title III, unconsolidated funds on Tab 18. If they do not match, the LEA must add, delete, or revise items listed on Tab 17.
11. If total amount of expenditures detailed on TAB 17 does not match the Title III, Part A. Unconsolidated program funds on TAB 18, the LEA must add, delete, or revise items listed on TAB 17.

Related Links

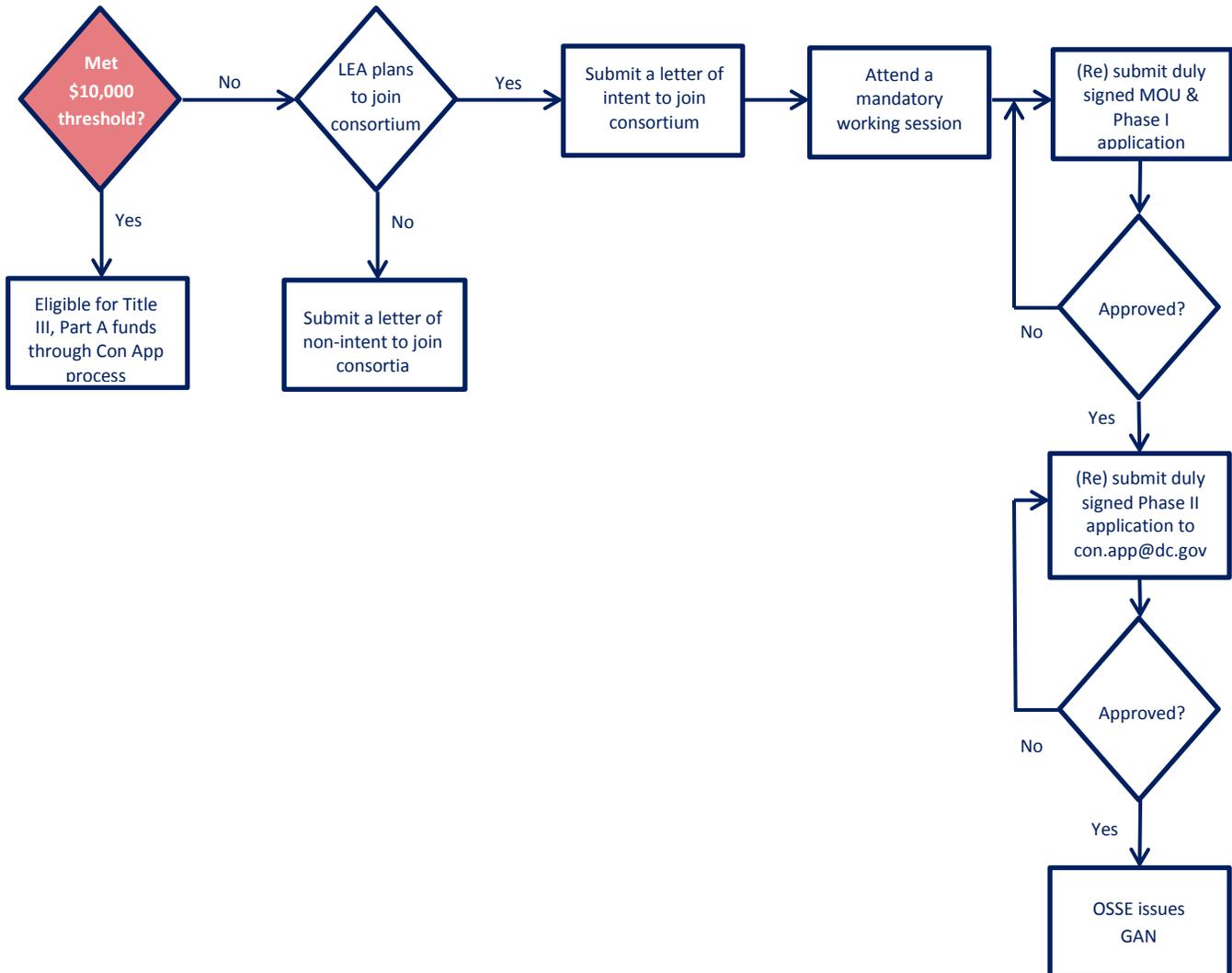
Section 3115 is available at: <http://www.ed.gov/policy/elsec/leg/esea02/pg41.html#sec3115>.

Title III, Part A, Consortium Formation

Consortium Formation Chart Sections 3114(b) & 3116

Purpose

Title III, Part A of the ESEA provides funding to ensure that children who are Limited English Proficient attain English proficiency, develop high levels of academic achievement in English, and meet challenging academic content and achievement standards. To be eligible to receive Title III, Part A funds, LEAs must qualify for a \$10,000 award based on a per pupil allotment. Most District of Columbia LEAs do not have enough eligible ELL students to qualify for funding on their own. An LEA, however, may enter into consortium with other LEAs in order to receive funding and support their ELL program.

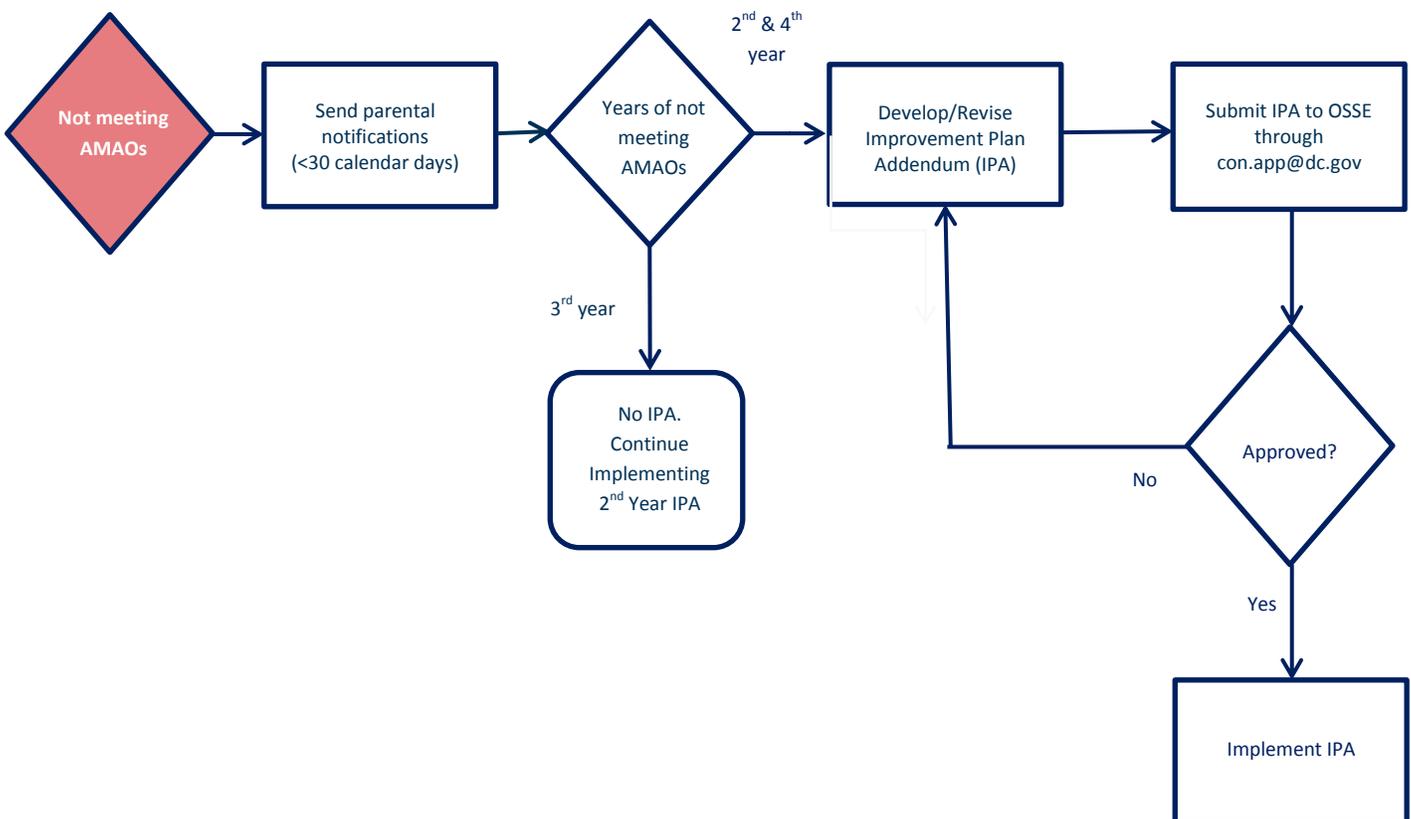


Title III, Part A Improvement Plan Addendum

Improvement Plan Addendum Requirement Chart Sections 3122 (b)(2), (b) (3)(A), (b)(4)(A), & 3302(b)

Purpose

All LEAs receiving ESEA Title III, Part A funding are required to meet the AMAOs for their LEP students. When an LEA fails to make progress toward meeting such objectives for two or four consecutive years, the LEA is required to develop an Improvement Plan Addendum (IPA). The IPA ensures that the LEA addresses the factors that prevented the objectives from being met. The IPA identifies specific goals, strategies, and action steps that will be taken to ensure that all students who are LEP receive a high quality instructional program that develops their English proficiency and provides access to grade level state standards in all content areas.



Roles and Responsibilities of the State Education Agency (OSSE) and the Local Education Agency (LEA)

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

OSSE LEA Contacts

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Federal Fiscal Year 2013-14 Calendar of Events

July 2013

July 31 Last day to submit for FFY2011 or FFY2012 amendments

August 2013

August 1-15 Phase II Con App Office Hours ~ working sessions held at OSSE
 August 16 Title III Consortium Information Session Webinar (2pm – 3pm)
 August 18 Draft of Consolidated Application due
 August 23 Submission deadline of Notice of Intent to Enter a Title III Consortium
 August 30 OSSE Notification of Title III Consortium members

September 2013

September 16 Last date to submit “fully approvable” Consolidated Application
 September 30 Final date to obligate for FFY2011
 September 30 Final date to obligate for FFY2012

October 2013

October 1 First day to obligate the FFY2012 Tydings Period
 October 1 Amendment submission window reopens
 October 17 Title III Consortia Working Session
 October 24 Submission Deadline of Title III MOU and Phase I Application

November 2013

November 4-8 Optional Technical Assistance for Title III
 November 15 Submission Deadline of Phase II Application for Title III
 November 15 Final submission of all FFY2011 Tydings reimbursement workbooks
 November 15 Final submission of FFY2012 initial grant period reimbursement workbooks

January 2014

January 31 All FFY2013 workbooks with obligations through 12/31/13 due

April 2014

April 30 All FFY2013 workbooks with obligations through 3/31/14 due
 April 30 FFY14 New or Significantly Expanding Form Due
 April 30 FFY14 Release of Con App Planning Requirements

May 2014

May 1 All Title 1 SWP and Title III funds must be drawn down to at least 38%
 Per OSSE reallocation policy
 May 15-May31 FFY14 OSSE Technical Assistance Window for Consolidated Application

July 2014

July 31 All FFY2013 workbooks with obligations through 6/30/14 due