2020 ESSA Conference
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Session Goals

FY 2020

- To improve efficiency of the application revision process
- To ensure alignment between needs and expenditures
- To prepare LEAs for closing out their FY20 Title III program

FY 2021

- To clarify changes to the CNA, RCA and IAP processes
- To ensure understanding of Title III grant requirements
- To improve efficiency of the application submission process
- To clarify changes to the SEI Budget process

Ground zero

What Is Your Role?

Raise your hand if…

…you are responsible for completing the funding application

…you are responsible for completing the CNA, RCA, SIAP and/or LIAP

…you have applied for/and received SEI Budget in recent years

Pre-Test

-Where can Title III Allocations be found?

-How many revisions are allowed each fiscal year?

-How much carryover does Title III allow?

-How much can LEAs spend on direct administrative expenses?

-How much can LEAs budget for indirect costs?

-Name 3 things which must be completed prior to submitting the Title III Funding Application.

Staying on Track With FY 2020

Requirement

EDGAR 2 CFR 200.308 (b)

- Recipients are required to report deviations from budget or project scope or objective, and request prior approvals from Federal awarding agencies for budget and program plan revisions, in accordance with this section.

Application Revision vs. Original Application

Grant applications are fluid

- Unlimited Application Revisions track the changes until the project end date or completion report is initiated
- Completion Reports memorialize your expenditures

Consider the timeline

- Original Application = a plan for spending
- Application Revision = a change in plans throughout the school year

Expenditures at Completion Report time MAY be disallowed if not evidenced in the approved grant application

Reasons for LEA-initiated Revisions

- Dollars allocated in the budget differ from actual expenditures (Fiscal change)

- Previously approved activity or service has changed or will be eliminated (Programmatic change)

- NEW activity or service will be added (Programmatic change)

Application Revisions

Resubmissions are not the same as new revisions

- **RECOMMENDED:** Preserve the narrative in line items from the approved application
- Be economical with your words
- Call attention to the change
    - Clearly label the revision number
    - Use different font color or highlight the revision
- Double-check the math
- Comply with USFR coding

Preparing for FY 2021

Plan Requirement

Title III Part A Sec. 3116(a-b)

- Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State which describes the effective programs and activities implemented to assist English learners and promote parent and family engagement in the education of English learners.

Tasks Needed Before Requesting Funding

Comprehensive Needs Assessment (CNA)

- Site level – every site completes all six principles to determine three primary needs

Root Cause Analysis (RCA)

- Three primary needs require fishbone RCA for each

Site Integrated Action Plan (SIAP)

- Site(s) build Integrated Action Plans according to each site's primary needs

LEA Integrated Action Plan (LIAP)

REMEMBER: Needs come before the funds!

Compilation of all sites' needs, based on SIAPs

- Create a Strategy and Action Step under each applicable Principle
- Add appropriate Title III funding tag
- Determine appropriate dates for action steps

Include sufficient, yet concise, details to fully describe the activity or program

- Eliminate unnecessary fiscal information (dollar amounts, quantities, etc.)
- Explain how the activity improves outcomes for ELs
- Provide details to confirm supplement not supplant (SNS)

Tip for Success: The Planning Tool folder in the Grants Management Resource Library in GME has videos and quick reference guides on the IAP process.

Supplement Not Supplant (SNS)

REMEMBER: Title III has the strictest SNS requirement of all Title funds.

Before you submit your LIAP and application, do your narratives explain whether the requests are:

- above and beyond LEA obligations under other Federal and State laws? **AND…**
- for activities/programs/services not currently being provided with other Federal, State or local funds to non-ELs? **AND…**
- for activities/programs/services not previously funded with other funds?

Important: SNS is situation-specific for each LEA based on expenditure history

GME Requirements

FFATA & GSA Verification

- Required for Funding Application approval

Assurances

- Outline all grant-specific rules and requirements
- Previously found on the Program Details page
- Required to be fully completed for Funding Application approval

Title III Required Activities

Title III Sec. 3115(c) Required Subgrantee Activities:

An eligible entity receiving funds under section 3114(a) shall use the funds –

(1) to provide **effective language instruction educational programs** that meet the needs of English learners and demonstrate success in increasing English language proficiency and student achievement

(2) to provide **effective professional development** designed to improve the instruction and assessment of English learners

(3) to provide and implement other effective activities and strategies that shall include **parent, family, and community engagement activities which enhance or supplement language instruction educational programs for English learners**

Funding Application

Needs are identified – let's add the money!

- Fiscal information (quantity, number, rate, percentage, etc.) lives in the Funding Application

- Be economical with your words

- Provide enough information to determine allowability

- Double-check the math

- Comply with USFR coding

Alignment

- Ensure every funding request has a correlated action step and Title III funding tag in the LIAP

- Ensure alignment with the GME narratives and detailed LIAP descriptions

- Make sure when you summarize for GME, the message stays the same (position titles, PD names, curriculum names, etc.)

- Review comprehensive LIAP details to identify all programs/services/materials being provided across all funding sources to ensure SNS for Title III

Understanding and Applying Feedback

- Start with the History Log (HL)
  - Look for fiscal and programmatic feedback from application review

- Make all changes and/or provide clarification based on OELAS feedback

- If requested to post a comment in the HL, make sure to check the box on 'Create Comment' page and select your Regional Specialist as the recipient

- Contact your Regional Specialist for assistance if feedback is unclear

Tip for Success: Keeping the fiscal details out of the LIAP reduces or eliminates the need for applications to be returned to the LEA.
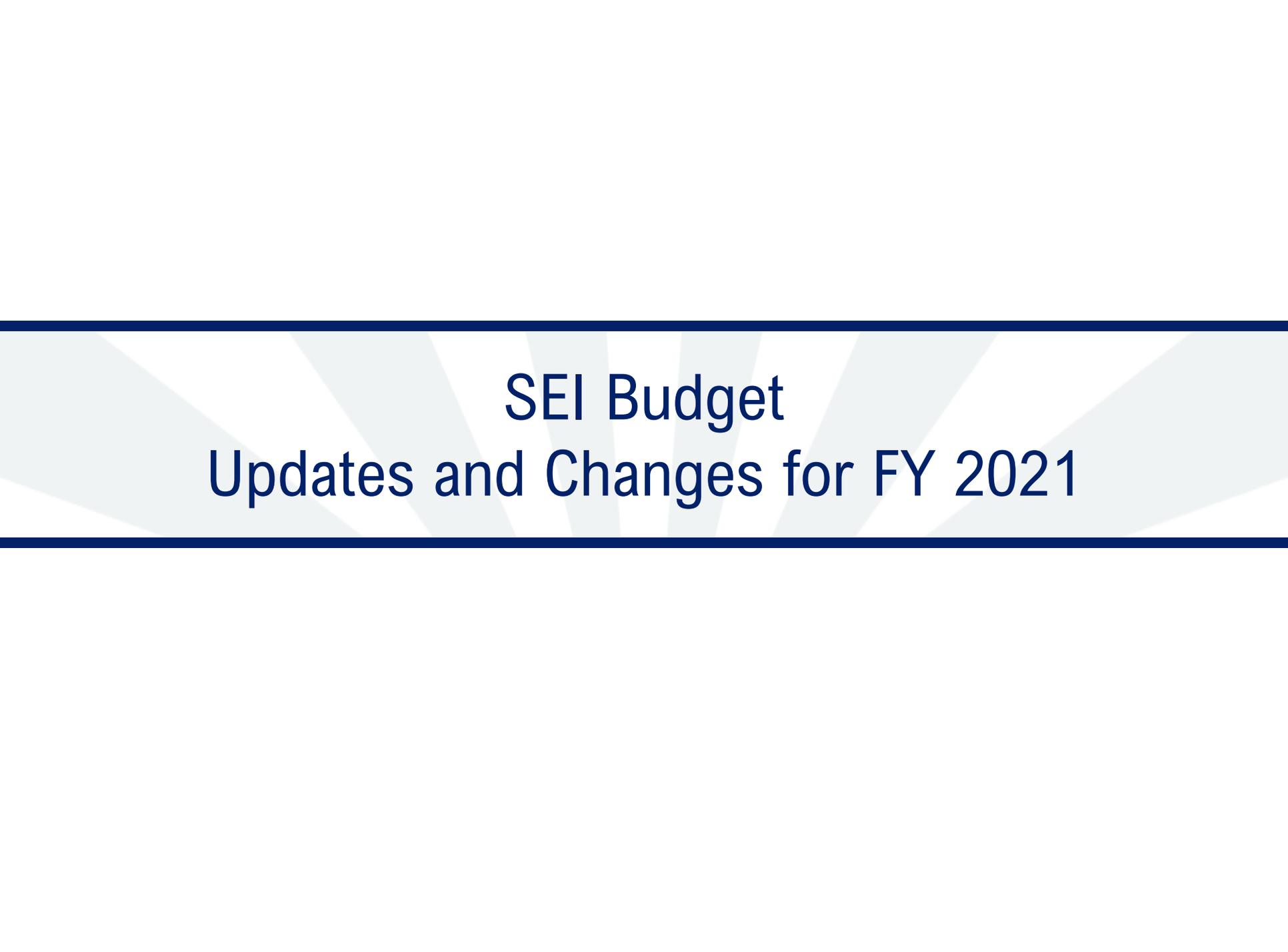
SEI Budget
Updates and Changes for FY 2021

Definition of Incremental

For SEI Budget purposes, "incremental costs" are the costs associated with implementing the <u>required</u> structured English immersion program. These costs are <u>in addition to</u> normal costs of conducting programs for English proficient students. These are not costs that replace the same types of services provided to English proficient students or compensatory instruction.

Timeline for FY21 SEI Budget

March 1, 2020   ● Application opens in GME

May 1, 2020   ● Application submission target date

July 1, 2020 ● Application approval date

June 30, 2021 ● Project ends (no carryover)

July 1, 2020 - June 30, 2021 ● Draw down funds using regular reimbursement requests

Tip for Success: No carryover is allowed with SEI Budget, so do not wait to request reimbursement until mid-June. All reimbursement requests should be submitted by mid-June.

SEI Budget-Comprehensive Application

Sections page

Sections

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0

Application Status: Draft Started

Change Status To: Draft Completed

View ADE History Log
View Change Log

Description (View Sections Only View All Pages)	Validation	Print ☐ Select Items
All	Messages	Print
⊟ **History Log**		Print
History Log		Print
Create Comment		
⊟ **Allocations**	Messages	Print
Allocations	Messages	Print
⊟ **FFATA & GSA Verification**	Messages	Print
FFATA & GSA Verification	Messages	Print
⊟ **Information / Instructions**		Print
Information/Instructions		Print
Budget Instructions		Print
⊟ **Contacts**	Messages	Print
Contacts	Messages	Print
⊟ **Assurances, Certifications & Attestations**	Messages	Print
Certifications & Attestations	Messages	Print
⊟ **SEI Budget - Comprehensive**	Messages	Print
Budget		Print
Budget Overview		Print
Site/Model Selection Form		Print
Incremental Teacher Spreadsheet		Print
LEA Offsets Worksheet		Print
Related Documents	Messages	Print
⊟ **New Applicant Summary**		Print
New Applicant Summary		Print
⊟ **SEI Budget - Comprehensive Checklist**		Print
SEI Budget - Comprehensive Checklist		Print
All	Messages	Print

Information/Instructions

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0 - Information / Instructions

Go To ▶

Information/Instructions

1.	LEAs must request funding for incremental costs for teacher salaries, benefits and professional development associated with specific grade level(s) at individual sites.
2.	Enter a brief narrative which justifies the requested funding and how it is incremental.
3.	Include how many required instructional ELD minutes per day are assigned to the teacher(s).
4.	Describe how professional development of teachers who support ELs is a new incremental cost for your LEA.
5.	Keep in mind, any awarded amounts will be reduced by approved offsets (Group B weight and the EL percentage of any Desegregation funding the LEA receives).
6.	Submission of this funding application does not guarantee award of SEI Budget funds.

Go To ▶

Budget Instructions

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0 - Information / Instructions

Go To ▶

Structured English Immersion (SEI) Budget Instructions

Submitted costs must be compliant with the "cost efficient" requirement of the "SEI" models stated in 15-756.01 (B).

15-756.01 F The state board of education shall establish procedures for school districts and charter schools to determine the incremental costs for implementation of the research-based models of structured English immersion developed by the state board of education.

15-756.01 J 2: "Incremental Costs" means costs that are associated with a structured English immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.

INSTRUCTION

Incremental Teacher Salaries

Incremental teachers are teachers required to meet the state board of education approved model requirements, as per ARS §15-756.01.

Incremental Teacher Benefits

Benefits for the incremental teachers may include Retirement, Social Security Contributions, Unemployment Insurance, Workers' Compensation and health care coverage. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by 25% of the current statewide average teacher salary for the prior year for each teacher.

Registration costs for professional development for teachers new to supporting English learners in a English language development may be requested.

TRANSPORTATION

Transportation for Staff Between Classroom Sites for the SEI/ELD Program

If the model adopted requires the use of an itinerant teacher to service more than one site, funding for mileage is an allowable expense based on these standards.

Go To ▶

Contacts

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0 - Contacts

Go To ▶

Additional Contacts	
Type	**Contact(s)**
District Superintendent/Delegated Representative	
District ELL Coordinator	
District Chief Financial Officer/Delegated Representative	

Certifications & Attestations

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0 - Assurances, Certifications & Attestations

Go To ▶

ARS 15-756.03 B states that "Each school district or charter school structured English Immersion Budget Request shall include the signature of the superintendent of the school district and the chief financial officer of the school district or the principal of the charter school and the chief financial officer of the charter school that certifies that the information in the budget request is true to the best of that person's knowledge and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I and that monies from the Arizona Structured English Immersion Fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language learners that were budgeted for English language learners as of February 23, 2006.

Your signatures below certify that detailed records will be retained and made available for audit upon request.

I certify that:

1.) The information in the budget request is true to the best of my knowledge, and has been calculated in accordance with the form prescribed in section 15-756.01, subsection I; and,

2.) The monies from the Arizona Structured English Immersion fund established by section 15-756.04 will not be used to supplant any federal, state or local monies, including desegregation monies levied pursuant to section 15-910, used for English language Learners as of February 23, 2006; and,

3.) Instructional materials used for English language development of English Language Learners are aligned with the Arizona English Language Proficiency Standard.

Assurances

☐ 1. The LEA understands that failure to meet prior year completion report or other fiscal deadlines may result in a hold placed on the current project. If a hold is placed on the current SEI Budget, future funded year applications will not be reviewed, and funds from this grant will be withheld until the hold is resolved.

☐ 2. The LEA understands that SEI Budget funds can be used to support English learner students only.

☐ 3. The LEA understands that indirect costs are not allowable in the SEI Budget.

☐ 4. The LEA understands that the SEI Budget can only be used for incremental costs of the SEI Models. Incremental costs are those that are required for implementation of the SEI Models.

☐ 5. The LEA understands that the SEI Budget cannot be used to fund activities required by law outside of the SEI Models, such as AZELLA testing.

☐ **LEA has read and understands the above assurances.**

Attestation
Items marked with an asterisk (*) are required

School District Superintendent/Charter School Principal (e-signature)	Date
*	*

School District/Charter School Chief Financial Officer (e-signature)	Date
*	*

Typing the names for School District Superintendent/Charter School Principal and School District/Charter School Chief Financial Officer signifies an e-signature

Go To ▶

Site/Model Selection Form

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2018, 2019, 2020) - SEI Budget - Comprehensive - Rev 0 - SEI Budget - Comprehensive

Go To ▶

A.R.S. 15-756.02 Each school district governing board and each governing body of a charter school shall select one or more of the state board of education approved models for structured English immersion for implementation on a school-by-school basis.

Grouping Methods (Select all that apply).

			Itinerant Teacher		Approved Alternate Model	
School Name	**Grade Level**	**Model Type**	**Itinerant Teacher**	**Description of grade levels served by itinerant teacher per day, number of minutes per group per day, and number of days per week**	**Approved Alternate Model**	**Alternate Model Description**
	Please select... ▼	○ Self-Contained ○ Departmentalized	☐		☐	

Model Type Legend

Self Contained: Students stay with one teacher for the entire day.

Departmentalized: Students switch teachers for each class period.

Go To ▶

Incremental Teacher Spreadsheet

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Go To ▶

Average Arizona Teacher Salary	$52,421.00
Total Requested	$ 32,763.13

Incremental Teacher Spreadsheet

School Information			Total Student Population			ELL Student Population				Incremental Costs			
School Name	Grade Levels	Total Student Population	Average Class Size	Teachers for Total Student Population	Total Non-ELL Student Population	Pre-emergent/ Emergent ELL Students	Basic ELL Students	Intermediate ELL Students	Total ELL Student Population	Required ELD Teachers	Incremental Staff Justification	Incremental Staff Salaries	Incremental Staff Benefits
										0.50 ▼		$ 26,210.50	$ 6,552.63

* Indicates no prior year assessment score exists.

Go To ▶

Approved $ – Offsets = Budget

Whatever FTE you are approved for gets multiplied by the Arizona average teacher salary + benefits

.25 FTE, .50 FTE, .75 FTE, 1.0 FTE etc.

$52,511.00 + $13,128 (benefits)

This amount gets reduced by any Group B weight.

It also gets reduced by your %EL Desegregation monies.

FTE x Teacher Salary – (Group B + %EL Deseg) = Budget received by LEA

A Math Problem

We approve your request for six .5 FTE and one .25 FTE

3.25 FTE x ($52,511.00 salary + $13,128 benefits)

$213,326.75 approved incremental costs

BUT…

Your LEA receives $409,622.17 in Group B weight

Your LEA receives $0 in Deseg funding

How much does this LEA get in SEI Budget funding?

LEA Offsets Worksheet

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| Go To ▶ |

State and Local Funds

	Offset Amount
Desegregation Funding: The portion of desegregation monies levied pursuant to ARS 15-910 determined by the English Language Learner population as a percentage of the qualified population. (As per ARS 15-756.01 subsection G 4).	
ELL "Group B Weight": The ELL support level weight prescribed in ARS 15-943. (As per ARS 15-756.01 subsection G 5.).	
Total State and Local Funding Offsets	$ 0.00

Professional Development

Professional Development Activity Description	Professional Development Cost	Professional Development Justification
	$	
Total Professional Development Request	$ 0.00	

Budget Request Worksheet

Total Incremental Costs of the models	$ 32,763.13
Professional Development Request	$ 0.00
Total Offsets	$ 0.00
Total Approvable Budget Request	$ 32,763.13
	The SEI Budget application budget must be equal to or less than this approvable budget amount.

Offset Variance Justifications

Desegregation Funding: The portion of desegregation monies levied pursuant to ARS 15-910 determined by the English Language Learner population as a percentage of the qualified population.

ELL "Group B Weight": The ELL support level weight prescribed in ARS 15-943.

| Go To ▶ |

32

Post-Test

-Where can Title III Allocations be found?

-How many revisions are allowed each fiscal year?

-How much carryover does Title III allow?

-How much can LEAs spend on direct administrative expenses?

-How much can LEAs budget for indirect costs?

-Name 3 things which must be completed prior to submitting the Title III Funding Application.

Help is out there!

There is a wealth of information in Title III section of the OELAS website

http://www.azed.gov/oelas/title-iii/

Contact us for help

Main Line 602.542.0753

Title III Fiscal Specialist 602.542.0794

OELAS Regional Specialists

THANK YOU!