

Title III FY20 Process and Updates Meeting

Arizona Department of Education
Office of English Language Acquisition Services
February 13, 2019



Welcome

Kate Wright

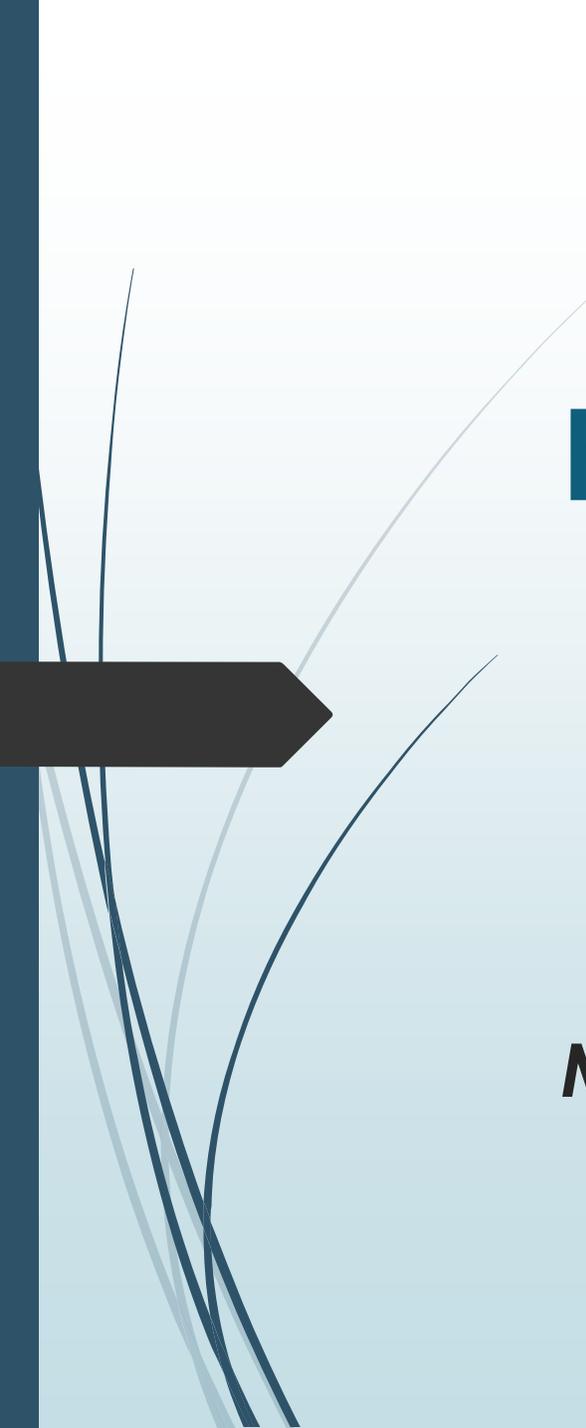
Deputy Associate Superintendent

Office of English Language Acquisition Services



Agenda

- ▶ Preliminary Allocations and Data
- ▶ FY20 Timeline
- ▶ CNA, RCA, and IAP
- ▶ Application Review Process
- ▶ Understanding Supplement, Not Supplant
- ▶ Parent and Family Engagement
- ▶ Professional Development
- ▶ USFR Coding Reminders
- ▶ 15 minute Break
- ▶ Panel Discussion



Preliminary Allocations & Data

Micky Gutier, EL Data Specialist



Federal Update Regarding Title III Allocations

- For the preliminary allocations, as authorized by section 3111(c)(3)(A) of the ESEA, as amended by the ESSA, for the portion of a State's allocation that is based on the number of English learners (ELs), ED plans to use a combination of counts from the U.S. Census Bureau's American Community Survey (ACS).
- Specifically, multiyear estimates covering the period 2013 - 2017 and State-reported English learner counts. The ACS data will be weighted at 75 percent and the State-reported data at 25 percent.



Federal Update Regarding Title III Allocations Continued

- ▶ As required by section 3111(c)(3)(B) of the ESEA, as amended by the ESSA, for the portion of a State's allocation that is based on the number of immigrant children and youth, ED will use ACS data (specifically, multiyear estimates covering the period 2013 - 2017).



Federal Update Regarding Title III Allocation Determinations

- The ACS multiyear estimates covering the period 2013 - 2017 are not yet available to ED.
- Once the ACS estimates are available, ED will release preliminary Title III, Part A allocations.
- ED also expects to issue final allocations in June, which will be the basis for the July 1, 2019 grant award.



Federal July 1, 2019 Estimate

- ▶ Currently, the posted federal July 1, 2019 estimate is:

\$13,071,494

- ▶ We are hoping that the multiyear American Community Survey data leaves Arizona close to that estimated amount.



Authorized Reservations

From the July 1 Federal estimated amount, OELAS is authorized to reserve the following:

- ▶ 2.5% = OELAS Administration Amount
- ▶ 2.5% = OELAS Technical Assistance Amount
- ▶ 1% = Emergency Immigrant Allocation Amount
- ▶ 1% = New and Expanding Charter Schools Amount



FY 2020 Title III Allocation Amount

- The total amount of FY 2020 Title III funds available to LEAs: **\$12,156,489.42**
- The preliminary allocations are being calculated by utilizing ninety percent (90%) of these available funds: **\$10,940,840.48**



FY 2020 Title III Allocation Amount

- The FY 2020 Title III Preliminary Allocation Amount for eligible LEAs is being calculated by using the **FY 2019 October 1 Enrollment EL Counts** as of **5:00 PM on February 15, 2019.**

Reports

Fiscal
Year:

2019 ▾

Local Education Agency:

Select an Option ▾

Reports

Please select a report from the menu.

The **OCT1 – October 1 Enrollment Report** compiles student level enrollment and program data for October 1 Enrollment purposes. Data is validated with specific integrity rules relevant to October 1 for numerous data elements, which includes EL, Homeless, NCLB1, NCLB2, SPED, and Title I. The student membership information displayed on this report is by District of Residence (DOR) and is post-integrity.

Student Detail

Accountability

English Language
Learner

Special Education

Student-Teacher-
Course
Connection

Support Program

ADM

OCT1OCT1 – October 1
Enrollment Report

Reports

Fiscal Year:

2019 ▾

Local Education Agency:

Select an Option ▾

Student Detail

Accountability

English Language Learner

Special Education

Student-Teacher-Course Connection

Support Program

ADM

OCT1

OCT1 – October 1 Enrollment Report

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School(s):

[View Report](#)

Click on the **OCT1** tab to access the **OCT1 – October 1 Enrollment Report**



Reports

Fiscal Year:

2019

Local Education Agency:

Villa Montessori Charter School (4339)

[Student Detail](#)[Accountability](#)[English Language Learner](#)[Special Education](#)[Student-Teacher-Course Connection](#)[Support Program](#)[ADM](#)[OCT1](#)[OCT1 - October 1 Enrollment Report](#)

OCT1 – October 1 Enrollment Report

This report compiles student level enrollment and program data for October 1 Enrollment purposes. Data is validated with specific integrity rules relevant to October 1 for numerous data elements, which includes EL, Homeless, NCLB1, NCLB2, SPED, and Title I. The student membership information displayed on this report is by District of Residence (DOR) and is post-integrity.

School(s): All

Click on CSV and Open File[View Report](#)

CSV

1 of 2 ? Find | Next

OCT1 – October 1 Enrollment Report

School Name: Villa Montessori - Phoenix Campus
 SchoolID: 5513
 School CTDS: 078715101

Identification			Demographics					Enrollment				
Oct1 Eligible	State Student ID	District ID	Last Name	First Name	Gender	Is Hispanic	Race	Age on Oct1	Enrollment Start Date	Enrollment End Date	DOA	DOA Name

GradeLevel	ELL	Homeless	SPED	Title1	NCLB1	NCLB2
2	Y	N	N	Y	Y	N
3	Y	N	N	N	N	Y
KG	N	Y	N	N	N	N
1	N	N	N	N	N	N
4	N	N	Y	Y	Y	N



ELL71 - ELL Program Participation Report

VERY IMPORTANT:

- Review and verify that all of the ELL data transactions displayed on the **ELL71 - ELL Program Participation Report** are **PASSING INTEGRITY** accordingly.

Fiscal Year: 2019

ELL Program Participation Report

Page: 1 of 1

School Year: 2018 - 2019

Report Date: 02/01/2019 04:01 PM

School CTDS: 07-87-15-101

School Name: Villa Montessori - Phoenix Campus (5513)

Integrity Result: Passed

District Student ID	State Student ID	Last Name	First Name	Middle Name	DOB	Gender	Track	Grade	ELL Program	Service Entry	Service Exit	ELL Program Exit Reason
						M	1	KG	IP	10/09/18	05/22/19	End of school year
						F	1	1	IP	11/07/18	05/22/19	End of school year
						F	1	2	IP	08/06/18	05/22/19	End of school year
						M	1	3	IP	08/06/18	10/24/18	Withdrawn from school
						M	1	4	PW	08/06/18	05/22/19	End of school year

Section - Total Unduplicated Students: 5

Total Records: 5

School - Total Unduplicated Students: 5

Total Records: 5

District - Total Unduplicated Students: 5

Total Records: 5

NOTES:

1) ELL Program - Codes and Descriptions: A4 = Structured English Immersion (SEI) 4-Hour Model; A3 = Structured English Immersion (SEI) 3-Hour Model; A2 = Structured English Immersion (SEI) 2-Hour Model; B1 = Bilingual/Dual Language with Waiver 1; B2 = Bilingual/Dual Language with Waiver 2; B3 = Bilingual/Dual Language with Waiver 3; IP = Individual Language Learner Plan (ILLP); PW = Parent Withdrawn ELL.

2) Students will appear without a grade and a track when a program participation record is reported without a corresponding membership record. These cases should only appear in the section of students who have failed ELL integrity.

Gender	Track	Grade	ELL Program	Service Entry	Service Exit	ELL Program Exit Reason
M	1	KG	IP	10/09/18	05/22/19	End of school year
F	1	1	IP	11/07/18	05/22/19	End of school year
F	1	2	IP	08/06/18	05/22/19	End of school year
M	1	3	IP	08/06/18	10/24/18	Withdrawn from school
M	1	4	PW	08/06/18	05/22/19	End of school year

Section - Total Unduplicated Students: 5

Total Records: 5

School - Total Unduplicated Students: 5

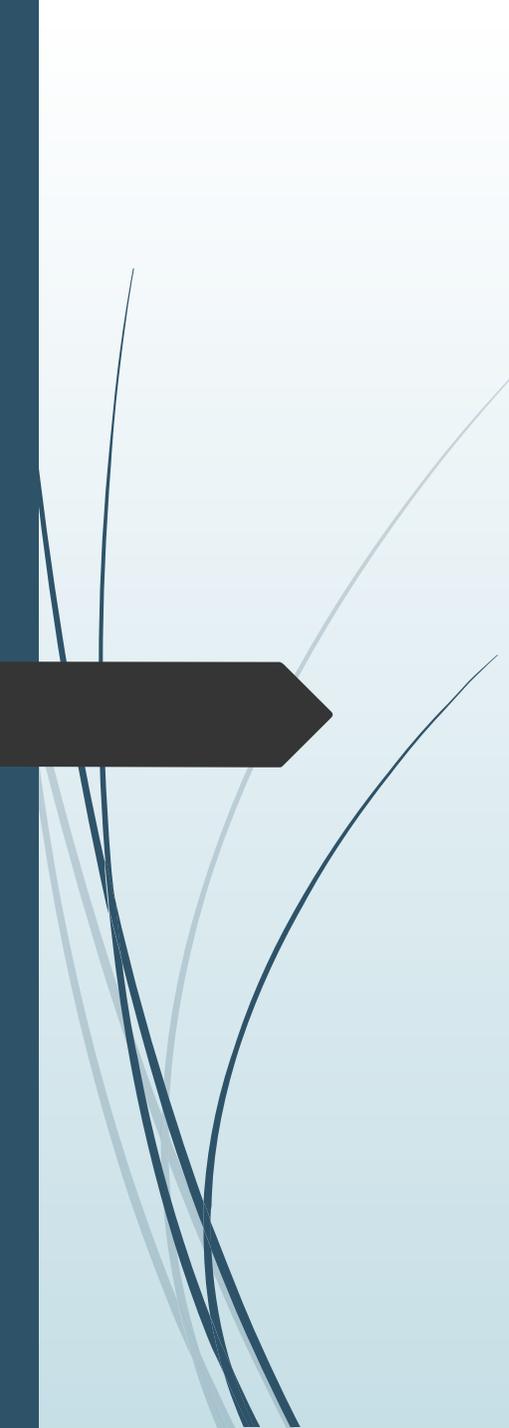
Total Records: 5

District - Total Unduplicated Students: 5

Total Records: 5

October 1 Enrollment EL Count = 2

GradeLevel	ELL	Homeless	SPED	Title1	NCLB1	NCLB2
2	Y	N	N	Y	Y	N
3	Y	N	N	N	N	Y
KG	N	Y	N	N	N	N
1	N	N	N	N	N	N
4	N	N	Y	Y	Y	N



FY20 Timeline for Applications and Final Allocations

Mary Ricci-Marriott, Title III Fiscal Specialist



FY 2020 Countdown to Open – OELAS Tasks

January 2019:

- application build

February 2019:

- required documents added to funding application (Title III guidance documents, consortium funding forms, tribal consultation docs, etc.)
- PRELIMINARY allocations calculated and data file built
- PRELIMINARY allocations loaded in GME
- formal FY 2020 PRELIMINARY award notification to LEAs

March 1, 2019

- FY 2020 Title III Grant opens!

FY 2020 Countdown to Open – LEA Tasks and Important Target Dates

February 2019:

- complete Comprehensive Needs Assessment, Root Cause Analyses and Site IAPs, compile results to create LEA Integrated Action Plan

note: Title III uses the LIAP for application review and approval

March 1, 2019

- begin FY 2020 Title III funding application

May 1, 2019

- ensure submission of the funding application and IAP by this date

July 1, 2019

- approval date for all FY 2020 grants



FY 2020 Grant Applications – Final Allocations

Fall 2019:

- FINAL FY 2020 award notification from US Department of Ed
- FINAL allocations loaded into existing applications
- Consortium-eligible LEAs not meeting the May 1st submission deadline must wait for Fall reallocation period

September 30, 2020

- FY 2020 project end date (15 month project period)
- submit Application Revisions as needed throughout the project period



CNAs, RCAs, and IAPs

Nicole von Prisk, Director of Title III and EL Funding



FY 2020 Requirements for all LEAs and Charters

- ▶ Each school conducts a new comprehensive needs assessment (CNA)
 - ▶ Use updated spreadsheet
- ▶ A root cause analysis (RCA) is conducted for three primary needs identified from the CNA
 - ▶ Use the fishbone method
- ▶ Create a new school integrated action plan (SIAP)
- ▶ Create a new LEA integrated action plan (LIAP)
 - ▶ Utilize the school CNAs and IAPs to develop the district plan (LIAP)

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Suggested Timeline for LEAs

- ▶ Processing CNA - November through January
- ▶ Root Cause Analysis – February through March
- ▶ Development of IAP for all Programmatic Areas – March through April
- ▶ Submission of grants aligned to Integrated Action Plan (SIAP & LIAP) – before May 1



NEW FY 2020 Integrated Action Plans

- ▶ Users have two organizations
 - ▶ FY19 (e.g. ABC District)
 - ▶ Current Plan
 - ▶ Monitoring Instruments
 - ▶ FY20 (e.g. ABC District 2019-2020)
 - ▶ FY 20 Plan you'll need to create from scratch
 - ▶ No Monitoring Instruments YET



Application Review Process

Mary Ricci-Marriott, Title III Fiscal Specialist

Roxanne Reese, Education Program Specialist

Fiscal Review – Application Sections

Sections

Arizona Department of Education (000111000) Test District - FY 2

Application Status: Not Started

Change Status To: [Draft Started](#)

[View ADE History Log](#)
[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

- History Log
 - [History Log](#)
 - [Create Comment](#)
- Allocations
 - [Allocations](#)
- Title III LEP
 - [Budget](#)
 - [Budget Overview](#)
 - [Program Details](#)
 - [Related Documents](#)
- Contacts

- **HISTORY LOG:** running record of all communication between OELAS and LEA, including feedback from application reviews
- **PROGRAM DETAILS:** contains Title III Program Assurances, GSA and FFATA info
- **RELATED DOCUMENTS:** capital outlay worksheet, *Affirmation of Tribal Consultation* (if applicable), required consortium documents, any other supporting documents requested from OELAS

Fiscal Review – Required Components

Federal Requirements

- Provide effective language instruction programs for English learners
[Title III, Section 3115 (c) (1)]
- Professional Development
[Title III, Section 3115 (c) (2)]
- Parent, Family and Community Engagement
[Title III, Section 3115 (c) (3)]
- Costs must be reasonable, allowable and allocable
[Uniform Grant Guidance UGG]

State Requirements

- Follow USFR Chart of Accounts for accounting codes

School Districts

<https://www.azauditor.gov/usfr>

Charter Schools

<https://www.azauditor.gov/reports-publications/charter-schools/manuals-memorandums>



Fiscal Review - Expenditures

- ▶ 2% cap on Direct Administration [Title III, Section 3115(b)]
(Administration = admin, clerical and program management)
- ▶ Indirect Costs
 - allowable under Title III and separate from the 2% cap
- ▶ Supplement, not Supplant
 - compare with other applications and previous Title III expenses
 - verify other legal requirements (Title I, Title VI, EEOA, SEI Model, etc.)
- ▶ Math calculations
 - verify accuracy of itemized costs
 - benefits within customary 25%, or details provided

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Program Review – Foundation

All grant expenses must be for the purpose of increasing English language proficiency and academic achievement of English learners by providing effective language instruction educational programs (LIEPs) that meet their unique needs.



Program Review – Required Components

Grant expenditures must include activities which -

- provide effective professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELs, **and**
- provide and implement parent, family, and community engagement activities that supplement and enhance the EL program.



Program Review –Supplemental Activities

Four considerations for determining allowability of expenditures.

Activities must

- only be provided for ELs and are in addition to what is being provided for non-ELs
- not be funded with other Federal, State or local funds in the current or prior years
- be supplemental to the LEA's civil rights obligations to ELs and their parents under Title VI and the Equal Educational Opportunities Act (EEOA)
- not be required under other Federal, State or local laws

Program Review – Expenditure Details

- ▶ Ensure narratives in the IAP and/or the funding application fully describe EL programs/services/ materials
- ▶ Funding application narratives can be minimal **IF** the IAP contains sufficient details
- ▶ *Example:*
 - ✓ **GME: \$16,150** - partial salaries (1 at .3 FTE, 1 at .5 FTE) for 2 EL Intervention Instructional Support Specialists
 - ✓ **IAP:** The EL Intervention Instructional Support Specialists are classified staff who will assist the appropriately certified ELD teachers directly with small group instruction in the SEI classroom. They will provide push-in services during the regular instructional time. Instruction by the EL Specialists is provided under the direct supervision of the appropriately certified ELD teacher and will target, intervene and remediate identified learning gaps for qualifying ELs. EL students also receive other intervention services provided by the LEA but the services provided by the EL Specialists are a highly focused additional support to reinforce language skills and boost language acquisition.

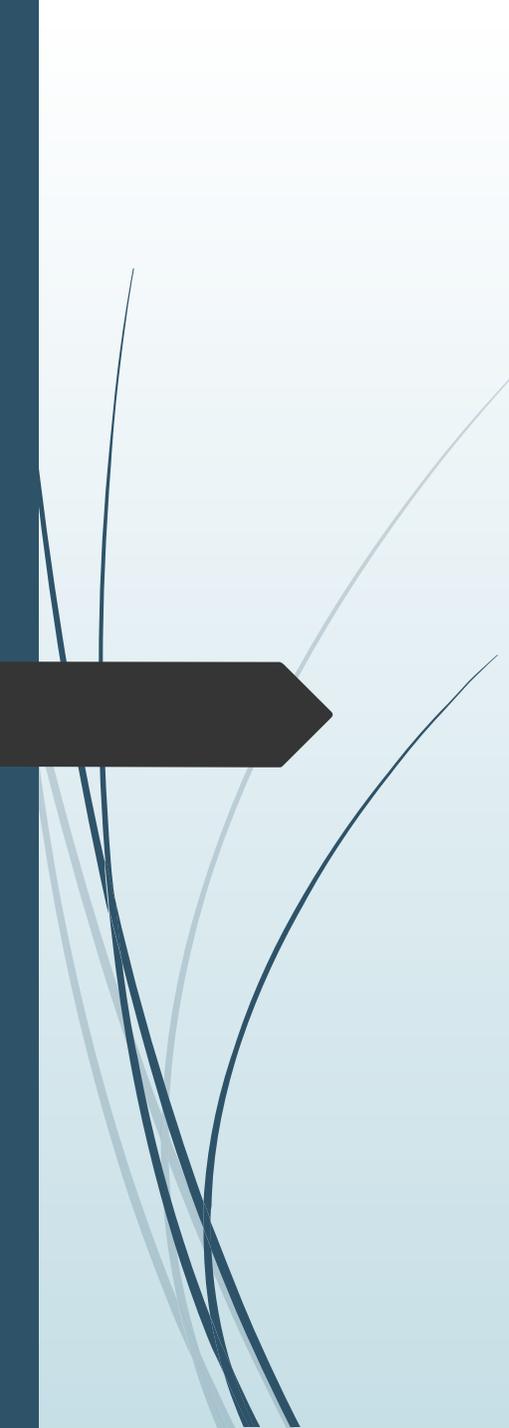
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Program Review – Integrated Action Plan

- ▶ Review comprehensive IAP details to identify all programs/services/materials being provided by the LEA
- ▶ Ensure all grant expenditures are included and tagged in the IAP
- ▶ Make sure any fiscal information in the IAP is identical to the grant application
- ▶ Confirm action step dates reflect the project year or dates of the specific activity

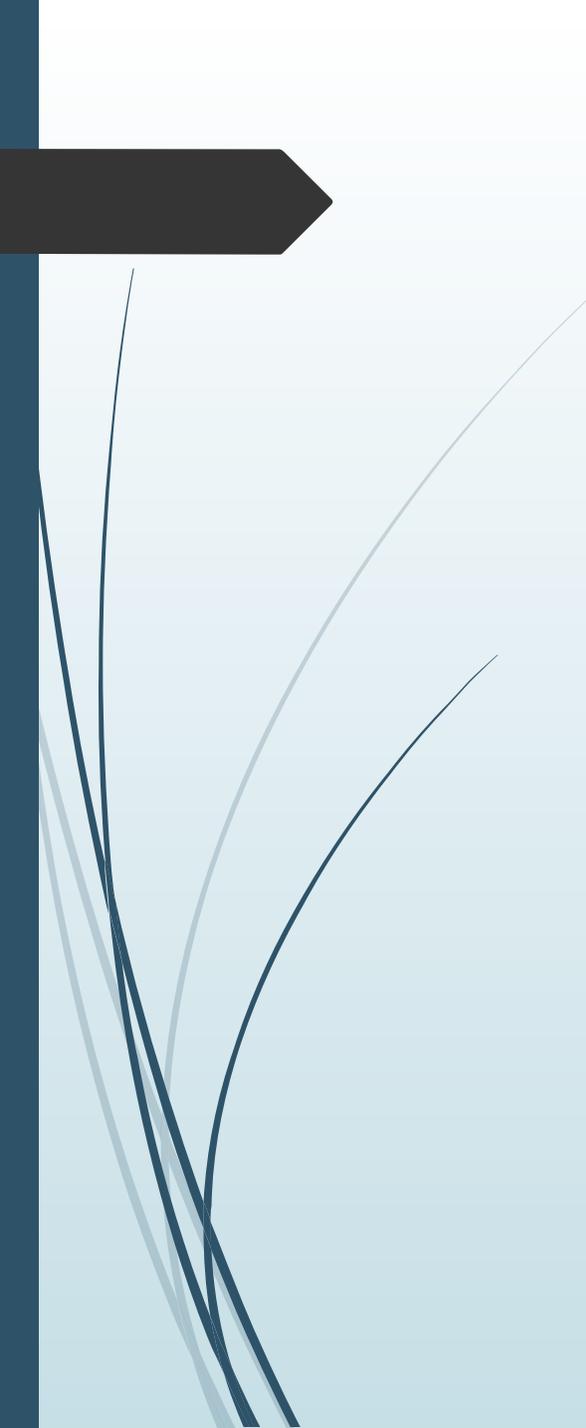
Program Review - Integrated Action Plan Tagging

- Confirm appropriate tagging in IAP
 - Title III tag = **Funding tag** = expenditures in Title III funding application
 - ELL tag = **Program tag** = ELs are beneficiaries of the activity but Title III funds do not provide financial support
- Title III funding tags are only present in an action step with another program area or ELL tag, **IF** clear split-funding is described in the narrative
 - .50 FTE para providing 4 hours of daily support in the EL class (This is a full-time position, other .50 is funded with Title I and M&O.)



Understanding Supplement, Not Supplant

Mary Ricci-Marriott, Title III Fiscal Specialist



Supplement, not Supplant (SNS) – What is it and why does it matter?

Title III Requirements - SEC 3115 (g)

SUPPLEMENT, NOT SUPPLANT- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Supplement = to add to; to go above and beyond

Supplant = to replace

NOTE: Title III's SNS requirement is different than other Title funds



Other Legal Requirements – Additional Factors for Determining Title III Allowability

- ▶ Knowing requirements under other laws is KEY to determining SNS for Title III
 - Title VI of the Civil Rights Act of 1964
 - Equal Educational Opportunities Act (EEOA)
 - Title I
 - Arizona Revised Statutes for SEI Models
- ▶ Determining SNS is situation specific based on all programs and services provided by an LEA



Why Does SNS Matter?

- ▶ All students have the right to receive an education that is equal to that of their peers, regardless of language proficiency.
- ▶ Title III funds are awarded to English learners who are eligible for language services. Parents of ELs are a secondary beneficiary of funds.
- ▶ School districts have the responsibility to communicate with all parents in a language they can understand.
 - Remember.....The language proficiency of parents is completely independent of the language proficiency of students.



Parent and Family Engagement

Cristina Brownfield, Education Program Specialist

Denella Kirkland, Education Program Specialist

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ESSA Requirements for Parent/Family Engagement

- Goal is to assist in **improving language** as well as **academic achievement** of ELs.



ESSA Requirements for Parent/Family Engagement

- ▶ Activities must be supplemental to the families of eligible EL students and not also provided to the families of non-ELs through other funding sources.
 - ▶ Activities must be **above and beyond** all other parent engagement activities sponsored by the LEA.
 - ▶ Information shared must be **in addition to** the information LEAs are obligated to communicate under other laws to parents.

Integrated Action Plan GME

- The Integrated Action Plan must provide specific details to describe your Title III parent/family engagement program.
- The funding request must be in GME and match what is written in the IAP.

IAP Action Step

A Celebration Night for families of EL students only

The families of EL students will be invited to a Celebration Night in May to discuss the growth and the successes of the EL students. They will learn some tips on how to use the same strategies at home. Books will be purchased for parents to read with the students. This is above and beyond what is provided to families of non-EL students.

GME

6600/2100 \$500 Celebration Night for only families of EL students; Books will be purchased for parents to read to the students. This is above and beyond what is provided to families of non-EL students.

6100/2100 \$1000 Stipends will be paid to 5 teachers of ELs to plan and provide the Celebration Night only for families of EL students. This is above and beyond what is provided to families of non-EL students.



Questions to Ask:

Ensure Supplement; Not Supplant

- ▶ How does this meet the Title III parent engagement requirements?
- ▶ Is this activity above and beyond what the parents and families of non-ELs receive?
- ▶ Do parents and families of non-ELs receive this through other funding sources?
- ▶ Will this improve the academic achievement of EL students?
- ▶ Is this communication to parents that is required under Title ____?
- ▶ Is this unique to the EL students and their families?
- ▶ How does this assist all parents of ELs?

***Remember this is for “families and parents of EL students” -
NOT “EL Parents”**

Is this allowable?

In IAP:

Action Step: EL Family Literacy

EL teachers will make home visits to assist limited-English speaking parents with their EL students to help them better understand student progress, classroom/coursework expectations, homework support, etc. This service is designed to help improve EL student achievement and is not available to non-EL students and their families.

In GME:

Salaries 6100/2100 \$400 Stipend for HQ EL teachers for after-hours family visits. This supplemental service is provided only to families of EL students to assist them in helping their children with English language acquisition.

Supplies 6600/2100 \$500 Materials and supplies for home visits for exclusive use of parents of EL students. Supplies include handouts, folders, parent guides, etc.

Is this one allowable?

YES

In IAP:

Action Step: El Family Literacy
EL teachers will make home visits to assist limited-English speaking parents with their EL students to help them better understand student progress, classroom/coursework expectations, homework support, etc. This service is designed to help improve EL student achievement and is not available to non-EL students and their families.

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Professional Development

Cristina Brownfield, Education Program Specialist

Denella Kirkland, Education Program Specialist



Requirements for Professional Development

- ▶ Effective professional development activities shall be:
 - ▶ provided and designed to **improve the instruction of ELs.**
 - ▶ effective in **increasing children's English language proficiency.**
 - ▶ of **sufficient intensity and duration to have a positive and lasting impact** on the teachers' performance in the classroom.

Common PD Opportunities

► Conference

- **COSTS INVOLVED:** Registration; Travel; Stipend for non-contract day; Substitute coverage

*****Must confirm supplement, not supplant*****

- How was this opportunity funded in the past?
- How would the LEA provide this opportunity to teachers in the absence of Title III funds?
- Are other funds being used to send general education teachers?



Questions to Ask:

Ensure Supplement; Not Supplant

- ▶ How does this meet the professional development needs for teachers of ELs?
- ▶ How was the opportunity funded in the past?
- ▶ Are other funds being used to provide the identified PD to general education teachers?
- ▶ Would the given PD opportunity be provided to teachers of ELs in the absence of Title III funds?
- ▶ How will this improve the academic and language achievement of EL students?

Common PD Opportunities Continued

- ▶ Book study on an EL instructional topic; provided for teachers of ELs only
 - **COSTS INVOLVED:** Books/Materials for group; Stipend for participation; Stipend for a facilitator
- ▶ Webinar on an EL instructional topic; teachers of ELs only
 - **COSTS INVOLVED:** Cost for webinar; Stipend for participation; Stipend for a facilitator

****Must confirm supplement, not supplant****

2. Is this allowable?

In IAP:

Action Step: Title III Professional Development

The LEA will conduct a book study and meet weekly about purchased book. The goal is to assist teachers of ELs with strategies to support the language acquisition of ELs. This will include the purchase of the book "Effective Instructional Strategies for Teachers of EL Students." It's supplemental to the program (it's in addition to what has been provided to teachers of non-ELs & has never been funded with other funds.)

In GME:

Supplies 6600/2100 \$100

Purchase books that provide Professional Development to SEI Classroom Teachers. This year the LEA will purchase four books (one for each SEI teacher) titled "Effective Instructional Strategies for Teachers of EL Students". This is provided only for teachers of ELs and not for teachers of non-ELs.

Book title is not real.

2.0 Is this allowable? **YES**

In IAP:

Action Step: Title III Professional Development

The LEA will conduct a book study and meet weekly about purchased book. The goal is to assist teachers of ELs with strategies to support the language acquisition of ELs. This will include the purchase of the book "Effective Instructional Strategies for Teachers of EL Students." It's supplemental to the program (it's in addition to what has been provided to teachers of non-ELs & has never been funded with other funds.)

In GME:

Supplies 6600/2100 \$100

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Book title is not real.

3. Is this allowable?

In IAP:

Action Step: AZELLA Professional Development

A stipend will be paid to two SEI teachers to attend AZELLA training webinars. Two teachers of EL students will complete the professional development in order to facilitate AZELLA assessment.

In GME:

Salaries 6100/2100 \$150 A stipend will be paid (\$25 x 3 hours x 2 teachers) to two HQ EL teachers to complete AZELLA test administration training. This training will be completed outside of regular school hours.

3.0 Is this allowable?

No

In IAP:

Action Step: AZELLA Professional Development

A stipend will be paid to two SEI teachers to attend AZELLA training webinars. Two teachers of EL students will complete the professional development in order to facilitate AZELLA assessment.

In GME:

Salaries 6100/2100 \$150 A stipend will be paid (\$25 x 3 hours x 2 teachers) to two HQ EL teachers to complete AZELLA test administration training. This training will be completed outside of regular school hours.

When Allocating for Professional Development:

Support (2100 Series)

- Registration and travel for teacher(s) to participate in:
 - Conference(s)
 - On-site training(s)
 - Virtual training(s)

Administrative (2300 Series)

- Registration and travel for:
 - PELL
 - EL Coordinator Boot Camp
 - Title III Grant Meeting
 - Conference Attendance for Directors, Admin, etc.

*****Must confirm supplement, not supplant*****



USFR Coding Reminders

Nicole von Prisk, Director of Title III and EL Funding

Common Object and Function Code Errors

- ▶ Fuel vs. mileage
- ▶ Substitute salaries
- ▶ Administrative costs 2%
 - ▶ Salaries
 - ▶ Professional Development
- ▶ Capital vs. Equipment
 - ▶ District Schools: Object codes 6700 – based on per unit cost
 - ▶ Charter Schools - based on capitalization threshold
 - Capital: Object Code 0190
 - Equipment: Object code 6600

NEW for FY20 – Capital Outlay worksheet is embedded in GME. Charters using OC6600 will still complete an asset listing found in the Related Documents section.

Title III Funding Resources

OELAS Resources

Title III

▶ Title III Allocations

▼ Title III Funding Guidance

Title III FAQs

Spending Guidance

[Administrative and Indirect Costs](#)

[LEP Parents' Rights](#)

[Spending Guidance for ESSA Programs](#)

[Understanding Supplement Not Supplant](#)

[Title VI and EEOA Requirements](#)

Consortia

[Forming a Title III Consortium – Guidance Document](#)

External Resources

▶ US Department of Education

<https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

▶ Arizona Auditor General's Office

<https://www.azauditor.gov/usfr>

BRAIN BREAKS



Panel Discussion

Sue Edman - **Title I**

Steve Larson - **Title II**

Mary Ricci-Marriott, Micky Gutier, &
Nicole von Prisk – **Title III**

Dustin Loehr - **Title IV**

Jennifer Cooper & Trish Geraghty – **Support
and Innovation**



Thank You!