

Office of English Language Acquisition Services (OELAS)

VIRTUAL Boot Camp Meeting For New EL Coordinators

August 10, 2021



Kathy Hoffman
Superintendent of Public Instruction

EL Program Funding: Big Picture Overview

**This session is for participants
with access to GME Funding
Applications and/or LIAPs.**

Information From Today's Session

- Who are we at ADE?
- A million acronyms
- LEA Process Flow and Roles
- Title III awards
- What are the rules and requirements for Title III?
- What does the grant review process look like?
- What are important due dates and timelines?
- What is SEI Budget?

Grant Review Team

Ecaterina Avelar, Title III Regional Specialist for Southwest Arizona, including Pima and Yuma Counties

Cristina Brownfield, Title III Regional Specialist for Northwestern Arizona, including Coconino, Mohave, La Paz, and Yavapai Counties

Tina DuPont-Soto, Title III Regional Specialist for Central Arizona, including Maricopa and Pinal Counties

Andrea Grabow, Title III Regional Specialist for Eastern Arizona, including Graham, Greenlee, Santa Cruz, Apache, and Navajo Counties

Roxanne Reese, SEI Budget Review and Title III Regional Specialist for Central Arizona, including Maricopa and Pinal Counties

Mary Ricci-Marriott, Fiscal Specialist for Title III and Emergency Immigrant

Micky Gutier, Emergency Immigrant Grant Reviewer and EL Data Specialist

Nicole von Prisk, Director of Title III & EL Funding



TINA



NICOLE



CATERINA



ANDREA

The GRANTS Bunch



CRISTINA



ROXANNE



MICKY



MARY

Check in: **MENTIMETER**

Grab your phone or open a tab on your web browser.

- Use the link in the chat

OR

Go to **www.menti.com**

Enter the code: **1408 1885**

Answer the question:

What role do you have with your LEA's funding?



Acronyms – Who Doesn't Love Them?

12 Common Funding Acronyms

1. GME
2. LEA
3. CNA
4. RCA
5. SIAP
6. LIAP
7. USFR
8. HL
9. EL
10. RS
11. SA
12. SNS



Use your note catcher to fill in as many of these 12 Acronym meanings as you can in the next 90 seconds.

12 Acronyms and their Meanings

GME – Grants Management Enterprise

LEA – Local Educational Agency

CNA – Comprehensive Needs Assessment

RCA – Root Cause Analysis

SIAP – Site Integrated Action Plan

LIAP – LEA Integrated Action Plan

USFR – Uniform System of Financial Records

HL – History Log

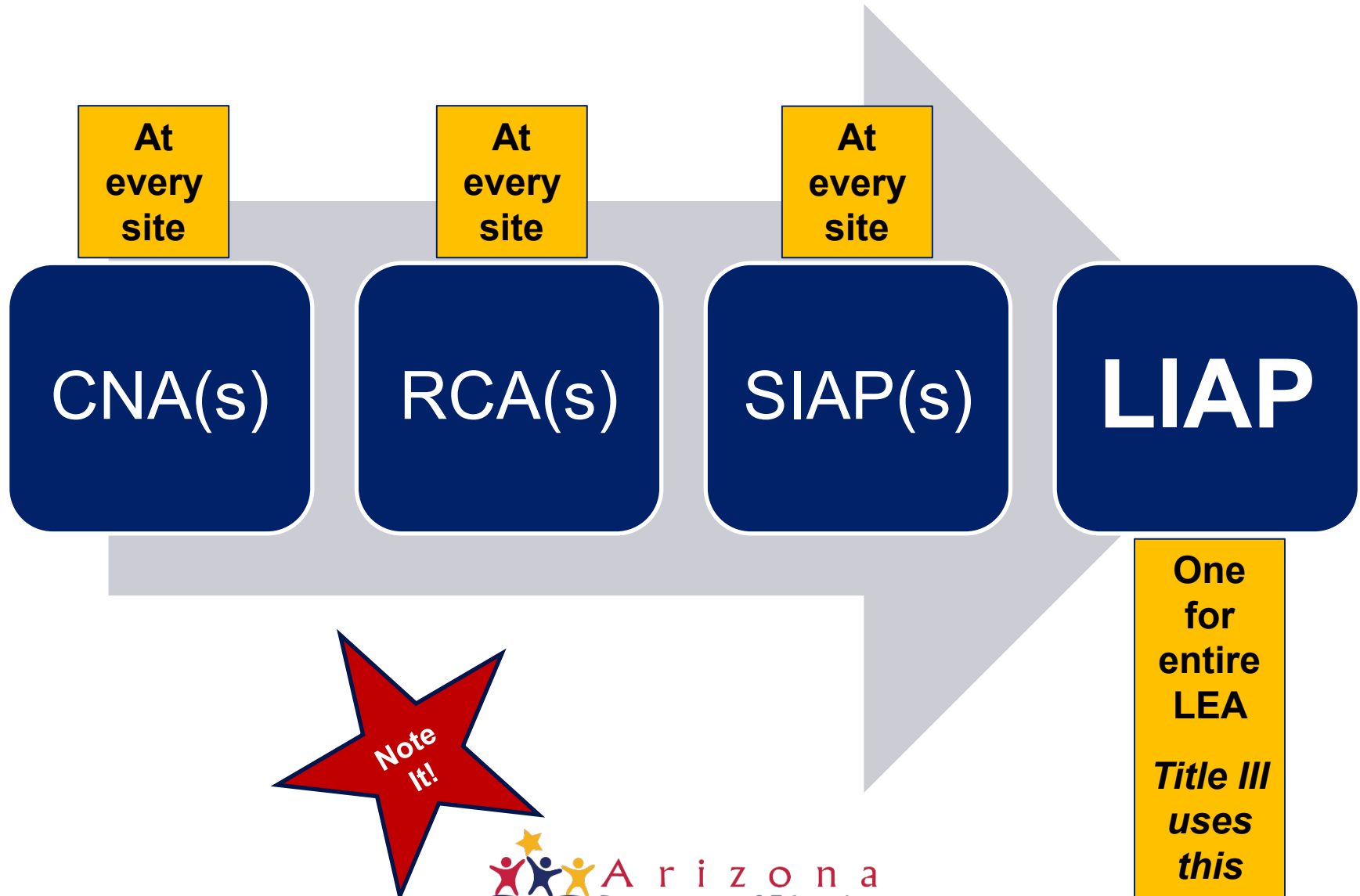
EL – English Learner

RS – Regional Specialist

SA – Substantial Approval

SNS – Supplement, Not Supplant

Process Before Applying





Title III

Title III funds are Federal grant funds administered by the Arizona Department of Education to eligible entities in the state to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. Funds are to be used to provide supplemental programming and services to improve the education of English learners through effective professional development activities which improve the knowledge and skills of staff responsible for providing instruction and also to promote parental, family, and community participation in language instruction educational programs for eligible English learners

Planning Tool Navigator



▶ **Title III Allocations**

▶ **Title III Funding Guidance**

▶ **ADE Cross-Agency Funding Presentations**

AZELLA

EL Data

EL Forms

ELP Standards

Professional Learning ▾

SEI Budget

SEI Endorsement

SEI Models

Title III

Planning Tool Navigator

<https://www.azed.gov/titlei/planning-workflow>

The screenshot shows the Arizona Department of Education website. At the top left is the logo for the Arizona Department of Education. To its right are navigation links for COVID-19, Students & Families, Educators, Administrators, and Programs. A search icon is also present. Below the navigation bar, the breadcrumb trail reads: Home / Educator & School Excellence / Planning Tool Navigator. The main heading is "Planning Tool Navigator" followed by the subtitle "The Comprehensive Needs Assessment & Integrated Action Plan". A paragraph explains that schools will use the Six Principles of Effective Schools, Indicators and Elements to identify strengths and needs in order to increase student achievement and strengthen school systems leading to sustainable improvement. The primary needs identified in the Comprehensive Needs Assessment become the foundation for the Schools Integrated Action Plan. The LEA Integrated Action Plan is based on the Schools' Comprehensive Needs Assessment findings. It supports the implementation of the School Integrated Action Plan. Another paragraph states that the Planning Tool Navigator website is intended to be a resource for SIAP and LIAP processes and functionality of the 'new' GME Planning Tool. Below this are two bullet points: [GME Planning Tool Training](#) and [GME Planning Tool Micro-Training Video](#). A section titled "SIAP-" follows with four bullet points: [GME IAP Review Checklist](#) *New 7.28.2021*, [Starting your Plan](#), [Quick Reference Guide: School Integrated Action Plan - GME Planning Tool](#), [Quick Reference Guide: Printing Integrated Action Plans PDF](#), and [User Roles Assignment - Planning Tool \(Short Snip\)](#). At the bottom, there is a grid of six blue buttons with white text: "Assemble the School Planning Team(s)", "Complete Comprehensive Needs Assessment(s)", "Final Summary", "SIAP Principles, Strategies and Action Steps", "SIAP Program Requirements", and "SIAP Funding and Program Tags".

Planning Tool Navigator

LIAP-

- [GME IAP Review Checklist](#) *New 7.28.2021*
- [Quick Reference Guide: LEA Integrated Action Plan - GME Planning Tool](#)

**Assemble the LEA
Planning Team(s)**

LEA District Summary

**LIAP Principles
Strategies and Action
Plans**

**LIAP Program
Requirements**

**LIAP Funding and
Program Tags**

**SIAP & LIAP
Implementation,
Monitoring and
Evaluation**



Receiving Title III Funds

Title III Allocations Posted

azed.gov/oelas/title-iii



ARIZONA DEPARTMENT OF EDUCATION

COVID-19 Students & Families Educators Administrators Programs & Supports About ADE



Home / OELAS / Title III

Title III

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Planning Tool Navigator

▼ Title III Allocations

[FY 2022 Title III Part A Overview](#)

[FY 2022 Title III Preliminary Allocations List](#)

[FY 2022 Title III Preliminary Allocation Letter](#)

AZELLA

EL Data

EL Forms

ELP Standards

Professional Learning ▾

SEI Budget

SEI Endorsement

SEI Models

Title III

Contact

FY 2022 Title III Preliminary Allocations List - For OELAS Reporting Purposes

County	Entity ID	CTDS	LEA Name	Type	FY 2021 October 1 Enrollment EL Counts	Title III LEA Eligible Allocation Formula Counts	FY 2022 Title III Preliminary Allocation Amount
Pinal	1000166	118720000	A+ Charter Schools	Charter	16	16	\$2,882.61
Maricopa	90878	078242000	Academy of Mathematics and Science South, Inc.	Charter	1119	1119	\$201,602.50
Pima	79961	108713000	Academy of Mathematics and Science, Inc.	Charter	45	45	\$8,107.34
Maricopa	92768	078270000	Academy of Mathematics and Science, Inc.	Charter	323	323	\$58,192.68
Pima	78897	108665000	Academy of Tucson, Inc. (Waived Funds)	Charter	17	0	\$0.00
Maricopa	4325	078701000	Acclaim Charter School	Charter	65	65	\$11,710.60
Yavapai	79437	138760000	Acorn Montessori Charter School	Charter	17	17	\$3,062.77
Maricopa	4289	070516000	Agua Fria Union High School District	District	150	150	\$27,024.46
Maricopa	4249	070363000	Aguila Elementary District	District	37	37	\$6,666.03
Pima	4409	100215000	Ajo Unified District	District	80	80	\$14,413.05
Maricopa	4280	070468000	Alhambra Elementary District	District	2571	2571	\$463,199.31
Maricopa	79969	078967000	All Aboard Charter School	Charter	5	5	\$900.82
Pima	4418	100351000	Altar Valley Elementary District	District	62	62	\$11,170.11
Maricopa	79215	078989000	American Basic Schools LLC	Charter	258	0	\$0.00
Pima	80995	108794000	American Charter Schools Foundation d.b.a. Alta Vista High School	Charter	63	63	\$11,350.27
Pinal	79883	118703000	American Charter Schools Foundation d.b.a. Apache Trail High School	Charter	1	1	\$180.16
Maricopa	79874	078950000	American Charter Schools Foundation d.b.a. Crestview College Preparatory High Sc	Charter	23	23	\$4,143.75
Maricopa	79872	078947000	American Charter Schools Foundation d.b.a. Desert Hills High School	Charter	6	6	\$1,080.98
Maricopa	79873	078948000	American Charter Schools Foundation d.b.a. Estrella High School	Charter	15	15	\$2,702.45
Maricopa	79875	078951000	American Charter Schools Foundation d.b.a. Peoria Accelerated High School	Charter	19	19	\$3,423.10
Maricopa	80989	078983000	American Charter Schools Foundation d.b.a. South Pointe High School	Charter	65	65	\$11,710.60

Title III Eligibility

- ELs must be enrolled in a language program and passing integrity on EL71
 - Prior year EL count determines current year Title III allocation
- Title III is a per-pupil allocation
 - Federal allocation ÷ statewide EL count
- For-profit LEAs not eligible
- LEAs receiving current year allocations **more than \$10,000** will have an individual Title III LEP application open on March 1
- LEAs receiving current year allocations **less than \$10,000** are not eligible for an individual LEP grant
 - once allocation is released, must notify OELAS of intention to join or form a consortium, or to waive funding
 - LEAs must follow timeline in Title III award notices in order to have an application built or join a consortium
- Carryover cannot be used to meet the \$10,000 threshold

Title III Nuts and Bolts



What is Supplement Not Supplant (SNS)

- Foundation for allowability for Title III funds
- Title III SNS is strictest of all Title funds
- Supplement = in addition to
- Supplant = to not replace
- Cannot supplant other FEDERAL, State or local funds

Ask yourself – “In the absence of Title III funds...

...is my LEA **required** to do this under another law or statute?”

...is this **already being provided** with other funds to other students, including non-ELs?”

...would ELs **already have access and availability** just like their non-EL peers?”

Understanding SNS

Concept 1: Consider legal obligations under other laws

- Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974
 - LEAs must ensure that EL students can participate meaningfully and equally in educational programs
 - LEAs must identify, assess, monitor and provide language services to eligible EL students
 - LEAs must have qualified EL teachers, staff, and administrators to effectively implement their EL program
- SEI Models, Title I and more
 - Teachers of record
 - SEI Endorsements for teachers delivering required minutes of ELs at public LEAs
 - AZELLA testing and reporting, Parent Notification and Consent, FEP Monitoring, etc.

Keep it simple: If another law requires it, Title III CAN'T fund it!

Understanding SNS

Concept 2: Consider your EL students as being entitled to extra

- EL students must have equal access to the same programs and services provided through other federal, state and local funding sources to **their non-EL peers**
- EL students are entitled to programs and services ABOVE AND BEYOND what they should already have access to and what non-ELs receive
- Title III funds do not provide MORE OF THE SAME
- Title III provides a supplemental funding source for LEAs to meet the unique challenges associated with instructing and supporting ELs

To learn more visit:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

Understanding SNS

Concept 3: Support for parents of EL students

- Parents of ELs are secondary beneficiaries of Title III funds to allow them additional opportunities to support language development of their EL children **who are eligible for language services**
- *EL parents* are not the same as *parents of ELs*
 - ***A student's language need, not a parent's language need, determines access to funds***
- Parents of ELs have a civil right to receive information and communication which all parents receive and in a language they can understand

To learn more

visit: <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

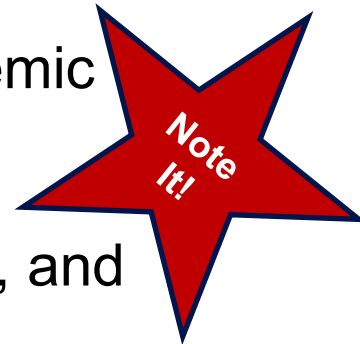
Required Expenditures in Title III

REQUIRED SUBGRANTEE ACTIVITIES.—An eligible entity receiving funds under section 3114(a) shall use the funds to:

Provide language instruction educational programs that increase English language proficiency and student academic achievement

Provide professional development to classroom teachers, and school staff which improves the instruction of ELs and enhances the abilities of the staff to do so

Provide other activities and strategies which include parent, family and community engagement which enhances and supplements the EL program



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Go to **www.menti.com**

Enter the code: **1408 1885**

Answer the question:

What expenditures must be in your Title III funding application?



Coding is IMPORTANT

What is the USFR?

- The Uniform System of Financial Records (USFR) is the accounting and financial reporting manual for Arizona school districts.
- Find it here: <https://www.azauditor.gov/usfr>

What is the Chart of Accounts?

- The Chart of Accounts is a standardized structure of accounting for Arizona school districts to ensure compliance with U.S. generally accepted accounting principles
- Ensures uniformity of expenditures across Arizona and nationally
- Required for all grant requests
- Bolded codes are required; un-bolded codes allow LEAs to fine-tune expenses
- Updated regularly
- Find it here:
[**https://www.azauditor.gov/sites/default/files/USFRCOA63021.pdf**](https://www.azauditor.gov/sites/default/files/USFRCOA63021.pdf)

Limitations and Carryover

Direct administrative expenses are allowable but may not exceed 2% of the **current year** allocation

Indirect costs are allowable and the rate is approved for one year at a time

Federal vs. State requirements

Title III funds must be used to meet the requirements under Title III of the Every Student Succeeds Act (ESSA)

Expenses must be reasonable, allowable, allocable

Carryover is 100% of remaining balance from approved grant / 27-month lifespan of funds

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OR

Go to **www.menti.com**

Enter the code: **1408 1885**

Answer the question:

**How much
carryover does
Title III allow?**



Common Disallowed Costs

Keeping in mind the idea of SNS, these common things are not allowed:

- AZELLA testing expenses and materials
- EL portion of district-wide provided things
- Salary for teachers of record
 - **Note:** The teacher of record is not always the 'homeroom teacher'; it is the teacher responsible for the instruction during a given period
- Translators / interpreters for required communication (for example, P/T Conferences) or communication the LEA shares with all parents
- Food, swag, and prizes

Substantial vs. Director Approval

Substantial approval is:

- the time stamp for when an LEA may begin to obligate funds
- the date you submitted an application that met certain baseline criteria

Director approval is:

- actual approval of goods, services, and items requested in the budget
- confirmation that grant expenditures are reasonable, allowable and allocable
- confirmation that LIAP is in “saved” status and aligns with grant requests
- the beginning of reimbursement request process (post July 1)

Original Application vs. Revision

Consider the timeline

- Original Application: A plan for spending based on identified needs
- Application Revision: Identified plan and budget changes made throughout the project period and after initial approval

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

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

Application Revisions not allowed after project end date –OR– after initiation of the Completion Report

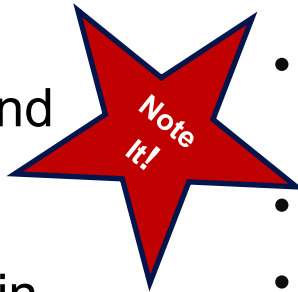


Our Review Process

Programmatic vs. Fiscal Review

Programmatic Review:

- Comparing LIAP action steps to funding requests
- Checking for alignment
- Looking for allowability and supplemental nature of requests
- Looking for justifications in LIAP- determining if purchases are reasonable
- Reaches out to LEA to ask for additional information to determine approvability



Fiscal Review:

- Confirm purchases are supplemental, not supplanting
- Verifying correct USFR coding
- Checking math
- Checking assurances
- Checking program details
- Ensuring tribal consultation requirement is present

Note: Programmatic and fiscal reviews must be satisfactory before forwarding to Director for final review and approval

Once You Submit Your Funding Application

Your Regional Specialist conducts a programmatic review

Once the programmatic review is complete, your Regional Specialist leaves **programmatic** feedback **in black font** in the history log of the FA, the LIAP, or both. She then sends the application to fiscal review.

- During this time, you should make requested edits or provide additional information regarding the LIAP
- Be in communication with your RS about feedback

Fiscal specialist reviews and leaves her **fiscal** feedback **in red font** in the FA History Log.

Your grant progresses once requested changes are made and either is returned to you for edits or pushed to final review.

Title III Timeline January - December

Title III Specific Timeline

- Every January-February: CNA, RCA, SIAP and LIAP development
- Every January: Consortia member participation lists provided to OELAS by lead agents
- Every February: Preliminary allocations announced by OELAS
- Every March 1: Applications Open in GME
- Every May 1: Applications due
- Every May-June: Private school surveys completed
- Every July 1: Applications should be Director Approved
- Every July 1: CRs open for prior year
- Every Fall: Final allocations announced by OELAS
- Every September 30: Prior year Title III projects close
- Every December 30: Prior year CR due

January - February

January

- Work on CNAs, RCAs, and SIAPs
- If Consortia member or lead agent, notify OELAS of membership for next grant cycle

February

- Create LIAP
- Start to sketch budget
- Receive preliminary allocation from OELAS
- Prepare for March 1 grant opening

March - April

March

- Prepare Funding Application (FA) in GME
- Check LIAP Title III tagged action steps for alignment
- If consortia member or lead agent, complete required forms for lead agent to upload in FA

April

- Complete FA in GME once LIAP has been completed and saved
- Work with OELAS Regional Specialist to get grant moved along to Director approval
- Use History Logs in FA and LIAP!

May - June

May

- Submit funding application (FA) in GME
- Confirm LIAP Title III tagged action steps are aligned to FA
- If consortia member or lead agent, complete required forms for lead agent to upload in FA

June

- Ensure the FA is progressing towards Director approval
- Follow the directions of your Regional and Fiscal Specialists when edits are needed
- USE History Log!

July - August

July

- Begin to draw down funds on approved projects
- Monitor approved plans and expenditures and revise plan and budget as needed throughout the project
- Possibly begin CR

August

- Continue to draw down funds on approved projects (2 overlapping)
- Monitor approved plans and expenditures and revise plan and budget as needed throughout the project
- USE History Logs!

September - October

September

- Final revisions submitted mid-month
- Close out project
- Make sure CR is ready for submission
- Draw down funds on current project through reimbursement requests

October

- Make sure prior year's CR is ready for submission
- Draw down funds on current project through reimbursement requests

November - December

November

- Revise as necessary
- Follow feedback from specialists
- USE History Log!
- Draw down funds

December

- Completion reports due for prior year project
- Continue to draw down funds for current year



Useful Resources

Grants Management Resource Library



Grants Management Enterprise
GME



- GME Home
- Administer
- Search
- Reports
- Inbox
- Contact ADE
- Grants Management Resource Library
- Help
- GME Sign Out

GME Home

Announcements

Grants Management Monthly Review: August/September 2021 (7/26/2021)

August

Reminder:

- **Completion Reports (CRs):** Submit your CRs for grants that ended 6/30/2021. Some grants with later end date (past 6/30) have CRs already available as well.
- **Reimbursement Requests (RRs):** RRs for FY22 grants that have received SEA Director Approval are available and should be submitted regularly. RRs for FY21 grants with a project end date after 6/30/2021 are available until the project end date.
- **Roles and User Access:** This is a reminder that if you are an LEA User Access Administrator, you need to regularly review GME user access and user roles provided within your organization. For more information, [click here](#).
- **LEA Desk Guide:** The **LEA Desk Guide** has been created with you in mind. It is meant to supplement training and policies that already exist.
- **Fiscal Year 2022 Important Dates (Fast Facts):** The **Fiscal Year 2022 Important Dates (Fast Facts)** has been created with you in mind. It is meant to provide an overview of Grants Management's important dates for the fiscal year 2022 in a user-friendly format.

Important Due Dates:

- **State Tutoring Completion Reports (CRs):** CRs for State Tutoring grant are due 8/27/2021.

September

Important Due Dates:

- **Completion Reports (CRs):** CRs for FY21 projects that ended 6/30 are due on 9/30/2021.

Von prisk, Nicole

Production

Session Timeout
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Fiscal Year 2022 Important Dates Checklist by Months

Fiscal Year 2022 Important Dates



July

- 7/1/2021:** Reimbursement Requests re-open for FY21 projects ending after **6/30** and FY22 projects
- 7/1/2021:** FY21 Completion Reports for projects that ended **6/30 open** (includes also some with later end date)
- Check FY21 and FY22 Funding Applications for possible revisions needed

August

- Submit Reimbursement Requests for FY21 projects ending after **6/30** and FY22 projects
- Submit FY21 Completion Reports for projects that ended **6/30**
- Check FY21 and FY22 Funding Applications for possible revisions needed

September

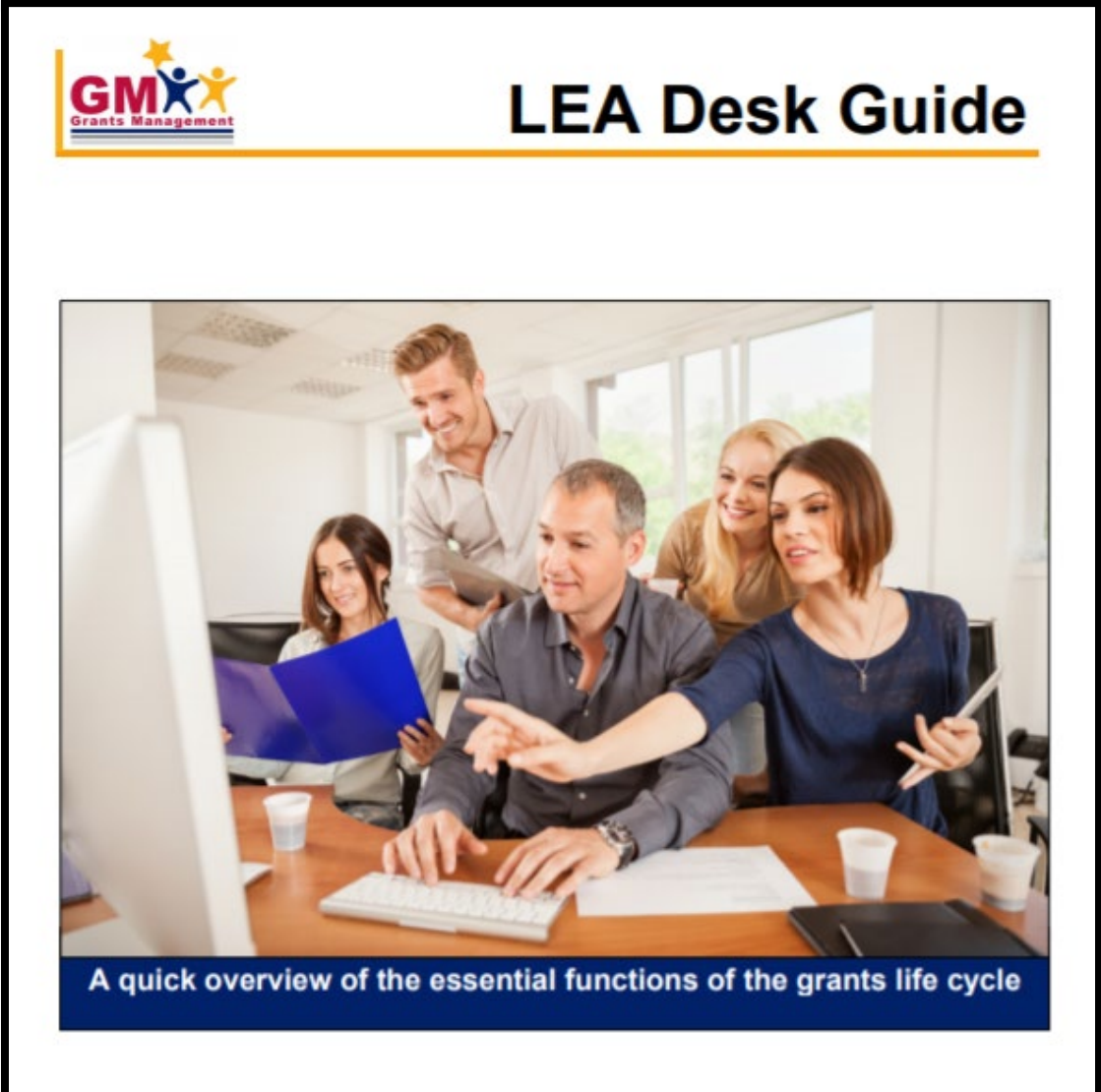
- 9/30/2021:** FY21 Completion Reports for projects that ended **6/30** are **due**
- Submit Reimbursement Requests for FY21 projects ending after **6/30** and FY22 projects
- Check FY21 Funding Applications for possible revisions needed

October

- 10/1/2021:** FY21 Completion Reports for projects ending **9/30 open**
- 10/1/2021:** Food Service Annual Financial Reports for non-LEAs (entities that are not local educational agencies) are **due**
- 10/15/2021:** Annual Financial Reports for LEAs are **due**
- 10/15/2021:** Food Service Annual Financial Reports for LEAs are **due**
- Submit Single Audit Qualifier Questionnaire if prompted by GME notification
- Submit Reimbursement Requests for FY21 specific projects (e.g. ESSER II, ESSER III) and FY22 projects
- Check FY22 Funding Applications for possible revisions needed

<https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentGuid=2d003a67-1db3-4666-8d0f-55c7dd9858d8&inline=true>

LEA Desk Guide

The image shows the cover of a 'LEA Desk Guide' document. At the top left is the 'GM Grants Management' logo, which features the letters 'GM' in red and blue, with a yellow star and two stylized human figures in blue and yellow. To the right of the logo, the title 'LEA Desk Guide' is written in a large, bold, black sans-serif font. Below the title is a photograph of five diverse office professionals (three men and two women) gathered around a desk, looking at a computer monitor and discussing documents. The scene is set in a bright office with large windows in the background. At the bottom of the photograph, a dark blue banner contains the text 'A quick overview of the essential functions of the grants life cycle' in white. The entire cover is enclosed in a thin black border.



SEI Budget Quick Facts

SEI Budget

- Semi-Competitive
 - Application Window Annually **March 1- May 1**
- Incremental costs
 - Teacher salaries/benefits only
- 12-month grant with no carryover
 - Project period: July 1 through June 30
- Offsets factor into LEA award amount
 - Funding for justified FTE minus Group B and EL Deseg

Check in: **MENTIMETER**

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OR

Go to **www.menti.com**

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Answer the question:

What are some questions you have about EL funding?



Thank You!



We hope this session has helped you to better understand the in-and-outs of Title III funding and how to get started with your EL program.