Budgeting Title III, Part A Subgrant Award Funds

Title IIIA Director Training

August 13, 2021

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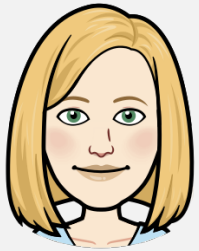

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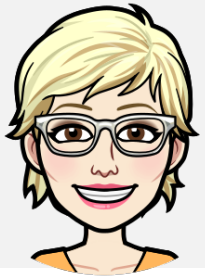


Session Logistics

- **Today's Presentation:** Highlights of budgeting Title III funds
  - Previous presentations available on the Title III website for specifics on aligning CLIP/Plan/Budget and Designing a Title IIIA Program.
- **Handouts:** Presentation and EL Program Information Plan Template available for download in the handouts section and on the Title III website following this session.
- **Questions:** Enter questions/comments in the questions box
- **On Demand:** Session recordings will be available for on-demand access following the close of this session on the Title III website .

2021-2022 Presentations

July 14 - On the Road to Success with Title III - PPT

July 26 - Designing a Supplemental English Learner Language Program - PPT; Recording

August 13 - Budgeting Title III Funds - Registration Link; PPT; Recording

August 26 - Ensuring Accurate EL and Immigrant Data - Registration Link; PPT; Recording

September 22 - After the Title III Budget is Approved: Program Implementation & Monitoring - Registration Link; PPT; Recording

January 11 - Immigrant Program Planning - Registration Link; PPT; Recording

January 13 - Budgeting Immigrant Carryover Funds - Registration Link; PPT; Recording

March 17 - Forming a Title III, Part A Consortium - Registration Link; PPT; Recording

May 5 - Conducting an EL Program Comprehensive Needs Assessment - Registration Link; PPT; Recording

Session GOALS

1. Know where to find the resources that will help in budgeting Title III funds
2. Review the fundamentals about budgeting
   - Statutory guidance
   - **NEW English Learner (EL) Program Information Plan** template
   - Budget tools
3. Prepare to successfully implement and monitor the budget
   - Title III Completion Report
   - Amendment process
4. Learn the rest of the story! – Self-paced Learning Section

Resources

David Tucker

FY 22 Title III Training Events

- On The Road to Success with Title III (July 14)
  - Aligning the CLIP, EL program plan and Title III Budget
- Designing a Supplemental English Learner Language Program (July 26)
  - Conducting an EL language program needs assessment
  - Developing a supplemental Language Instruction educational program (LIEP) for students,
  - Developing an EL-focused professional development program for teachers and administrators of ELs
  - Developing an EL parent, family and community engagement program.

Additional resources

- Schools' Civil Rights Obligations to English Learners and their Families. (ESOL Language Program Requirements which Title IIIA supplements)
- ESOL QBE/FTE allocations – GaDOE Budget Services/QBE Reports/Allotment Sheets (To see what Title IIIA supplements)
- Title III, Part A Statute - Requirements for a language instruction program that supplements the core ESOL language program
- Title III Part A Non-Regulatory Guidance
- Addendum to the Title III, Part A Non-Regulatory Guidance
- Federal Formula Allocations - Title III PPT
- GaDOE Title III, Part A Program Handbook
- GaDOE Federal Programs Handbook

eLearning Courses on the SLDS/PL platform!

1. Title III, Part A: EL Language Programs - New Directors' Course
2. Title III, Part A: EL Entrance Procedures
3. Title III, Part A: EL Exit Procedures
4. Title III, Part A Supplemental Language Services
5. Self-monitoring your Title IIIA Programs
6. Identifying and Supporting Immigrant Children and their Families

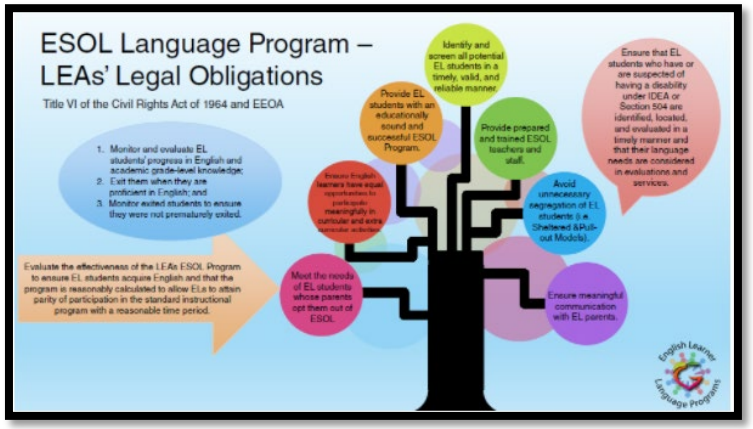
Title III, Part A English Learner Language Programs - New Director's Course

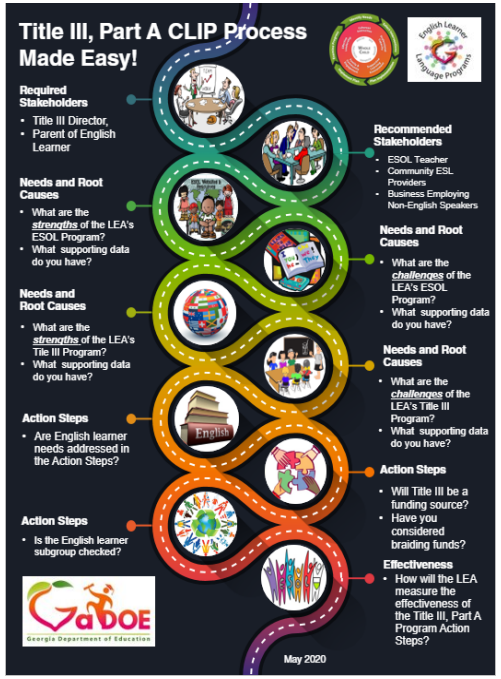
Course ID: 579535

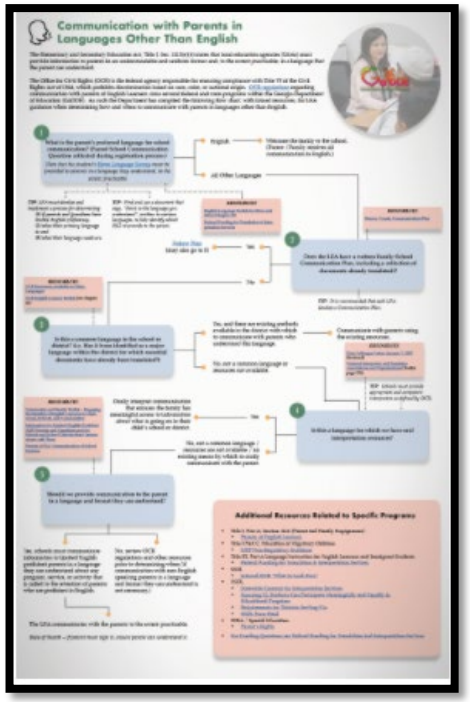
Title III, Part A: EL Exit Procedures

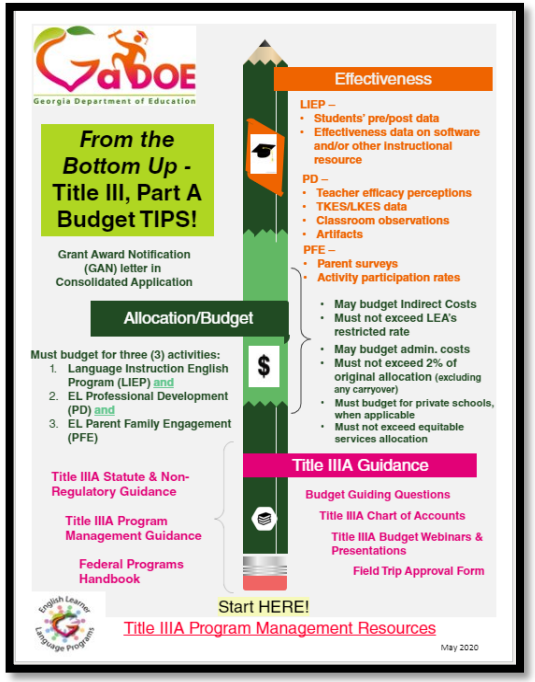
Course ID: 516772

Infographics









Budgeting Fundamentals

Tammie Smith

FUND YOUR PLANS; DON'T PLAN YOUR FUNDS!

Title III-A Statute Requirements

Provide effective language instruction educational programs to English learners (ELs) who need it, in addition to the state-funded ESOL program services they already receive.

Provide effective ongoing sustained EL-focused professional learning opportunities for teachers, administrators, and other staff working with EL students.

Provide other effective activities/strategies to enhance the Title III language program, which includes parent, family and community engagement outreach activities.

Budget Building Tools for You!

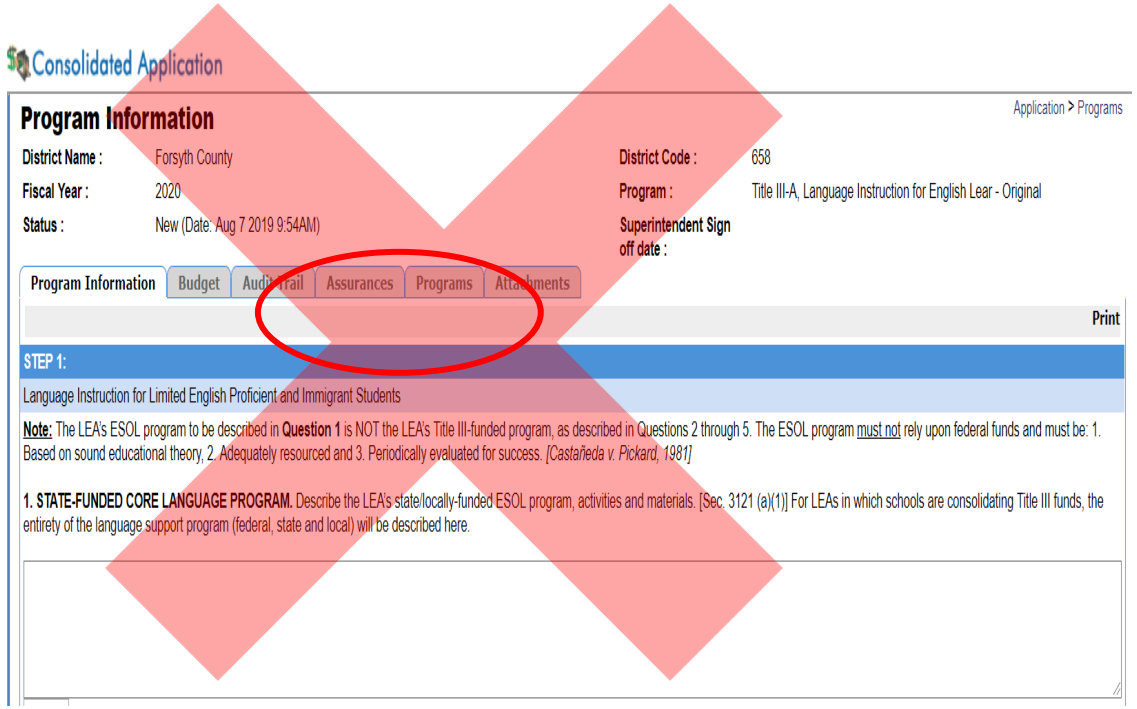
Title III Part A Budget Tools

- **NEW:** English Learner Program Information Plan TEMPLATE
- Program Funding Differences: State ESOL and Federal Title III, Part A
- Budget Guiding Questions
- Title III, Part A Chart of Accounts
- Title III Budget FAQs
- FY22 Indirect Cost Rates
- Indirect Cost Rate Calculator
- Field Trip Approval Form (English Learner)
- Field Trip Approval Form (Immigrant)
- Effectiveness Level Template
- Recommended Logic Model Template
- Title III Time Log Template
- Budget Submission Checklist
- Budget Amendment Flowchart Infographic

Budget Process Steps

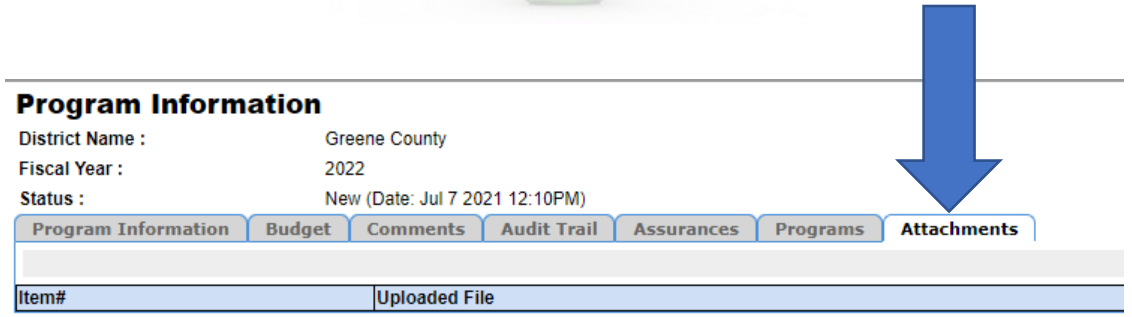
1. LEA has an approved CLIP.
2. Read the GAN and its attachments.
3. Design a plan for students, teachers, and parents.
   - Select evidence-based interventions
   - Check the SAM database, as applicable
4. Complete and Upload the *English Learner Information Program Plan*
5. Using the tools, build a budget that supports your plan.
6. Review the Budget Checklist to make sure you didn't miss anything.
7. Prepare the attachments to upload.
8. Superintendent accepts Program Assurances

Title IIIA Program Information Tab



Title III Part A Budget Tools

- **NEW:** English Learner Program Information Plan TEMPLATE



English Learner Program Information Plan Template

FY 2022 Title III, Part A English Learner Program Information Plan

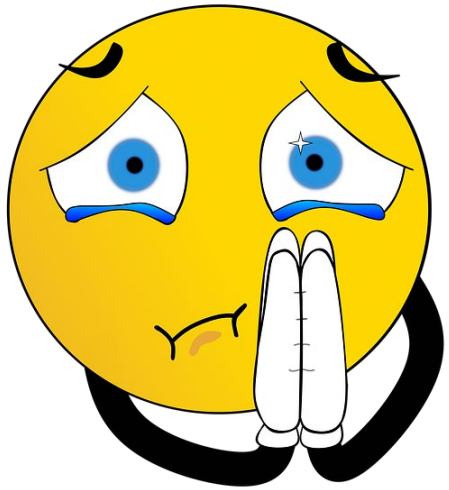
Name and role of person completing this form: Click or tap here to enter text.

Name of LEA: Click or tap here to enter text.

Date: Click or tap to enter a date.

Instructions: *Traditionally funded LEAs complete #1-4 only. LEAs consolidating funds complete #1 and #5 only.* Upload completed form in the "Attachments" tab in the consolidated application when submitting the FY 22 Title III, Part A English Learner Budget. Use the following naming convention: LEA name_FY22_EL Program Information Plan.

1. **STATE-FUNDED CORE LANGUAGE PROGRAM** - Describe the LEA's state/locally funded ESOL program, activities, and materials **[ESEA/ESSA § 3121 (a)(1)]**. Describe how the LEA meets the ten OCR obligations for language instruction programs. Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE or through consolidated funds: ESOL teachers, ESOL Instructional Coaches, and the number of district level ESOL support staff, if any (e.g., interpreters, translators, admissions staff, counselors, etc.). For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state, and local) should be described here.



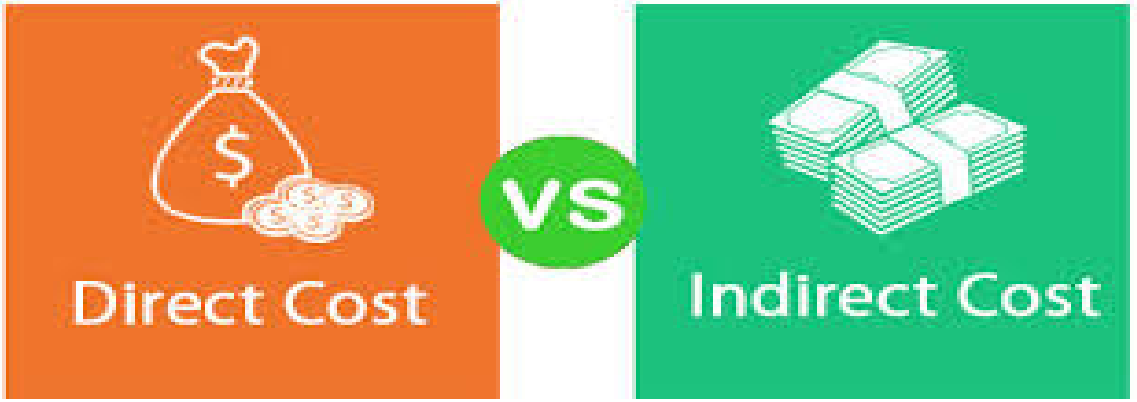
Budget Guiding Questions

199 Other Salaries and Compensation	**Think about:** ☐ Who will these teachers be teaching? (Should only be ELs or immigrant students.) ☐ Is the hourly rate equal to the federally approved district rate per hour for this type of work? (Must be yes.) ☐ Is this additional compensation for an employed teacher working off-contract hours? (Must be yes.) **Must include in budget line-item description:** ☐ The title of activity ☐ The hourly rate ☐ The number of staff who will be paid for this activity ☐ The number of hours each person will work (or the number of days they will work in this capacity) ☐ The timeframe for this work (before school, after school, summer, Saturday school, etc.) ☐ The level of effectiveness with ELs for this activity/strategy/program **Required attachment:** ☐ An informal job/work description	• Dated/Timed/Signed Teacher Attendance Rosters • Dated/Timed/Signed Student Attendance Rosters • Lesson Plans and/or other instructional documentation • Signed Periodic Certification • Job/Work Description • Effectiveness data on LIEP program (tutoring? Summer school? After school?) • Other documentation as needed

Grant Administration
(Function 2230)

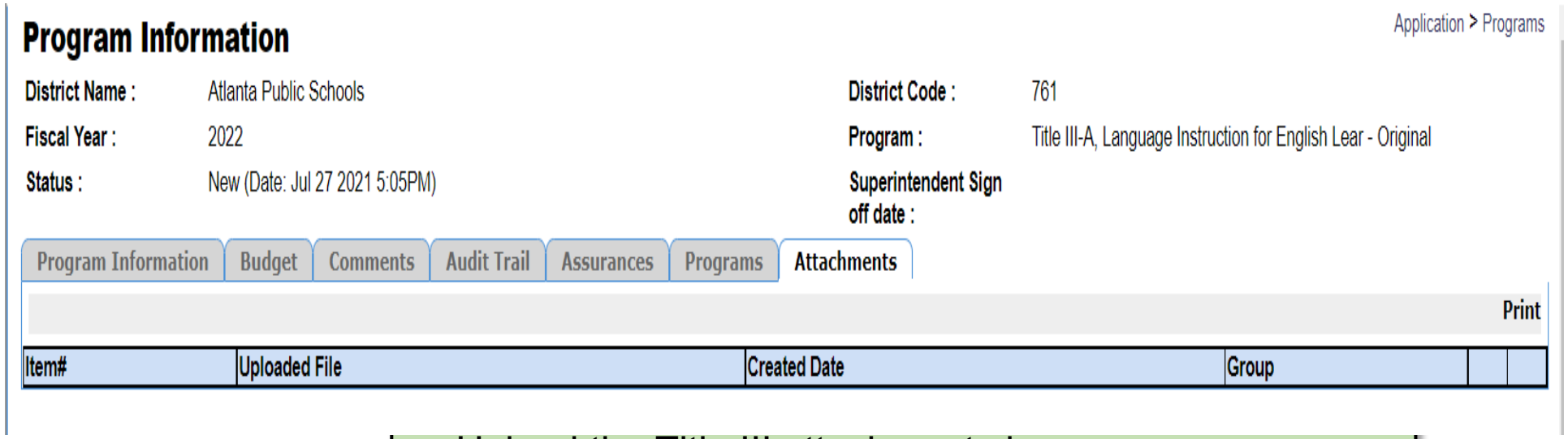
- Maximum **2%** of the ***original FY allocation***
  - **Must round down in order to not exceed 2%**
  - Does not include Indirect Costs
- Direct administration costs include:
  - Costs related to directly administering and managing the grant.
  - Cost of Title III-A Director's participation in conferences and trainings focused on managing a federal grant
  - Audit cost, when applicable.

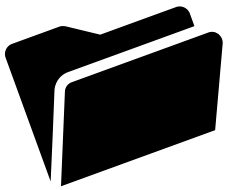
Indirect Costs
(function 2300)



- **NOTE:** Charging indirect costs to the Title III-A grant is **not** required
- Use the LEA's negotiated FY Title I, Part A restricted indirect cost rate. (**Complete worksheet and upload with budget.)**
- Follow Federal Programs' guidelines for drawdown of Indirect Costs.

Budget Attachments



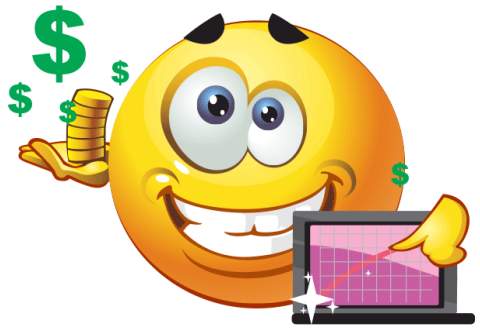


- Upload the Title III attachments here.
- Naming Conventions:
  - fiscal year (FY XX)
  - program name (Title III)
  - LEA name
  - brief description of the information included on the attachment
- Example: FY22 Title III XXX County Schools Job Description – After School Tutor

Budget Submission Checklist

- ❑Is the CLIP approved?
- ❑Are all outstanding audit and monitoring findings cleared?
- ❑Are all the EL Program Plan questions answered thoroughly on the new template and uploaded?
- ❑Does the budget align with the Program Plan?
- ❑Does each description in the budget line items give enough detail and clarity to demonstrate federal cost principles (allowable, allocable, necessary, reasonable)?
- ❑Have I used the LEA's restricted negotiated rate for Indirect Costs, if these are being charged to the grant?

Budget Submission Checklist



- ❑Are the Function & Object Codes used correctly?
  (See FY 22 Budget tools!)
- ❑Is the set-aside amount for private schools' equitable services equal to the current proportionate share as posted on the Ombudsman website?
- ❑Are the necessary attachments uploaded?
- ❑Does the budget include all the information as noted in the *Budget Guiding Questions Chart*?
- ❑Is the effectiveness level of the activities labeled in the line-item description for all items budgeted in Functions 1000, 2100, 2210 and 2213?

Implementation & Monitoring

Dr. Adria Griffin

FINALLY! Submitting the Title III Budget

Enter

Enter the budget within Consolidated Application

- Ensure that the Title III-A Director and the Superintendent are provisioned to sign off.

Submit

Submit the budget to the GaDOE for approval

- Title III Director and Superintendent sign off

After the Budget is Approved

LEA's finance department enters budget, as approved by the GaDOE, into the local financial accounting system and updates after each budget amendment is submitted and approved.

LEA implements approved budget activities, per the Program Plan within the grant period of performance.

Remember, Title III-A funds may not be used to purchase items or services for non-ELs, ELs who are not served in ESOL, and exited ELs who are being "monitored".

Expenditure Detail Reports

Request from your finance office on a regular basis.

Review to ensure that expenditures have been coded to the correct function/object codes, as approved by the GaDOE.

Review to ensure that expenditures within each function/object code do not exceed the approved budget.

If errors are identified, work with your finance office to correct the errors.

Remember: The expenditure detail report must match the most recently GaDOE approved budget!

Amendments and Draw Downs

Title III-A requires that an amendment be submitted whenever there is a change in the budget. For example, if you submitted a budget for after school tutors for $3,000 (1000-199) but later discover that the cost of the tutors will be $3,455, a budget amendment must be submitted.

Once the amendment has been approved by the GaDOE, share it with your finance department so they can update the budget as entered in the local accounting system.

Best Practice: Review, sign and date each draw down request prior to submission to the GaDOE. This will provide an extra level of budget monitoring to help you catch possible errors.

Title III-A Completion Report

- The LEA's finance office will (most likely) create and submit the Title III-A Completion Report by October 31 of each year.
- **Best Practice:** Review the Completion Report prior to submission. It is very important that there are no over-expenditures in any function/object code area.
  - If you discover over-expenditures, submit a budget amendment before Sept. 30!
  - When the fiscal year closes on September 30, changes cannot be made.
- The Title III-A Completion Report must match the final, approved amended Title IIIA budget.

Title III-A Completion Report

Function	Object	Amount Budgeted	7/1/2019-6/30/2020 Expenditures	7/1/2020-9/30/2020 Expenditures	Variance	Budget vs Expenses Diff
1000 - INSTRUCTION		$316,852.00	$215,928.70	$63,864.58	88.30%	$37,058.72
	532 - Communications – Web-based Subscriptions and Licenses	$148,500.00	$148,185.00	$0.00		$315.00
	610 - SUPPLIES	$74,952.00	$9,002.02	$51,272.74		$14,677.24
	611 - Supplies - Technology Related	$13,400.00	$5,713.68	$0.00		$7,686.32
	642 - BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS	$80,000.00	$53,028.00	$12,591.84		$14,380.16
2100 - PUPIL SERVICES		$15,505.00	$5,988.31	$0.00	38.62%	$9,516.69
	199 - Other Salaries and Compensation	$12,500.00	$0.00	$0.00		$12,500.00
	199 - Other Salaries and Compensation	$0.00	$4,074.36	$0.00		($4,074.36)
	210 - State Health Insurance	$0.00	$945.00	$0.00		($945.00)
	220 - FICA	$0.00	$55.31	$0.00		($55.31)
	230 - Teachers Retirement System	$0.00	$862.12	$0.00		($862.12)
	290 - Other Employee Benefits	$0.00	$51.52	$0.00		($51.52)
	610 - SUPPLIES	$3,005.00	$0.00	$0.00		$3,005.00
2213 - INSTRUCTIONAL STAFF TRAINING		$388,700.00	$306,675.55	$20,198.60	84.09%	$61,825.85
	113 - SUBSTITUTE/TEMPORARY EMPLOYEE	$2,000.00	$93.00	$0.00		$1,907.00
	116 - PROFESSIONAL DEVELOPMENT STIPENDS	$6,000.00	$2,850.00	$2,143.75		$1,006.25
	191 - OTHER ADMINISTRATIVE PERSONNEL	$240,000.00	$202,693.56	$11,764.74		$25,541.70
	199 - Other Salaries and Compensation	$2,200.00	$200.00	$0.00		$2,000.00
	200 - EMPLOYEE BENEFITS	$72,000.00	$0.00	$0.00		$72,000.00
	210 - State Health Insurance	$0.00	$34,311.74	$1,691.46		($36,003.20)
	220 - FICA	$0.00	$2,740.54	$188.70		($2,929.24)
	230 - Teachers Retirement System	$0.00	$41,937.66	$1,508.40		($43,446.06)
	290 - Other Employee Benefits	$0.00	$1,222.92	$142.75		($1,365.67)
	300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	$5,000.00	$0.00	$0.00		$5,000.00
	532 - Communications – Web-based	$0.00	$1,500.00	$0.00		($1,500.00)

Function	Object	Amount Budgeted	7/1/2019-6/30/2020 Expenditures	7/1/2020-9/30/2020 Expenditures	Variance	Budget vs Expenses Diff
1000 - INSTRUCTION		$33,746.00	$32,349.35	$0.00	95.86%	$1,396.65
	532 - Communications - Web-based Subscriptions and Licenses	$7,113.00	$7,112.03	$0.00		$0.97
	610 - SUPPLIES	$2,074.00	$1,993.51	$0.00		$80.49
	611 - Supplies - Technology Related	$2,227.00	$1,313.48	$0.00		$913.52
	612 - COMPUTER SOFTWARE	$1,125.00	$1,125.00	$0.00		$0.00
	615 - EXPENDABLE EQUIPMENT	$9,000.00	$9,000.00	$0.00		$0.00
	616 - EXPENDABLE COMPUTER EQUIPMENT	$8,046.00	$8,046.00	$0.00		$0.00
	642 - BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS	$4,161.00	$3,759.33	$0.00		$401.67
2100 - PUPIL SERVICES		$900.00	$0.00	$0.00	0.00%	$900.00
	642 - BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS	$900.00	$0.00	$0.00		$900.00
2213 - INSTRUCTIONAL STAFF TRAINING		$10,730.00	$7,835.32	$0.00	73.02%	$2,894.68
	199 - Other Salaries and Compensation	$2,000.00	$2,000.00	$0.00		$0.00
	220 - FICA	$153.00	$137.72	$0.00		$15.28
	230 - Teachers Retirement System	$481.00	$380.69	$0.00		$100.31
	300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	$696.00	$220.50	$0.00		$475.50
	580 - TRAVEL - EMPLOYEES	$4,000.00	$2,999.61	$0.00		$1,000.39
	642 - BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS	$400.00	$261.80	$0.00		$138.20
	810 - DUES AND FEES	$3,000.00	$1,835.00	$0.00		$1,165.00
2300 - GENERAL ADMINISTRATION		$250.00	$50.18	$0.00	20.07%	$199.82
	300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	$250.00	$50.18	$0.00		$199.82

Stop & Ask Yourself….

- Does the current ***Expenditure Detail Report*** align with the most recently approved budget?
- Have expenditures in one Function/Object code exceeded the approved budget?
- Do we need to submit an amendment before **September 30**?
- Will the Completion Report in October align with this amendment?

Carryover after the Completion Report

- LEAs are expected to implement their EL Program Plan and expend 100% of the original Title III-A allocation during the 15-month period of performance.
- Any unexpended funds may be carried over to the next fiscal year but must be 100% expended in that year, NO exceptions.
- After the 27 months, any unexpended carryover funds are returned to the GaDOE.
- IF the LEA did not receive an allocation this year, but received one last year, the Carryover budget from last year will need to be added to this year's Programs Page in the ConAPP.
- This carryover will need to be budgeted, even though there is no current allocation this year.

Amending the Budget

EDGAR 2 CFR Part 200.308

- Please write the word **AMEND Increase** or **AMEND Decrease** **or** **AMEND NEW** in the budget line-item description and specify why the increase or decrease. Budget line items cannot remain the same in an amended section.
- Changes must be supported in the CNA/DIP and must align to the EL Program Plan (**NOTE:** You will need to submit an updated the EL Program Information Plan if major changes are made to the original budget!)
- Amendments are subject to a comprehensive review process, including the original budget.
- Amendments may be submitted until the end of the federal fiscal year
  - (Sept. 30).

Did we meet our

?

1. Do we know where to find the resources that will help in budgeting Title III funds?
2. Are we familiar with the fundamentals about budgeting?
   - Statutory guidance
   - **NEW English Learner (EL) Program Information Plan** template
   - Budget tools
3. Do we feel prepared to successfully implement and monitor the budget?
   - Title III Completion Report
   - Amendment process
4. Are we ready to learn the rest of the story? – Self-paced Learning Section

That's all Folks!

The Rest of the Story!

Self-paced Learning Section

Topics:

1. Differences between ESOL and Title III
2. Purposes for Title III, Part A
3. Title III Statute Requirements
4. Supplement Not Supplant
5. How Title III-A allocations are calculated
6. Grant Award Notification (GAN) & FAIN
7. Important Budget Dates & Period of Performance
8. Overarching Requirements & Uniform Grant Guidance
9. Steps before submitting budget
10. Budgeting details by Function & Object Codes
11. Common Budgeting errors
12. Budget Submission Checklist
13. Submitting the Budget
14. Implementing the program plan
15. Carryover, Amendments, & Completion Reports
16. Monitoring the Expenditures and Financial Records
17. Where to find additional resources

Please review the remaining slides for additional information on Title III budgeting.

How are ESOL & Title IIIA the same?

Both...

- serve English learners (ELs) identified according to the **statewide standardized EL entrance and exit procedures**
- provide an **effective program(s)** with effective strategies, activities, and interventions for ELs
- ensure ELs reach full **English language** proficiency
- ensure ELs achieve **academic** proficiency

How are ESOL & Title IIIA different?

ESOL Language Program	Supplemental Title III, Part A Language Program

• **Is** the core, OCR-required, state-funded language instruction program funded through state ESOL QBE/FTE funds and local funds
• **Provides:**
  • ESOL teachers
  • ESOL classrooms, furniture/equipment and instructional resources
  • ESOL teacher training
	• **Is** the supplemental language program funded by federal funds
	• **Provides**:
	  • Additional, supplemental language instruction and
	  • Professional learning and
	  • Parent and community engagement activities
	  • Sometimes includes funds to provide an Immigrant program

How are ESOL & Title IIIA Different?

ESOL Language Program	Supplemental Title III, Part A Language Program
• Is required by OCR for each & every EL in the LEA • LEA monitors and evaluates ELs whose parents have opted them out of ESOL • LEA monitors and evaluates exited ELs' progress	• Is provided only to ELs based on need for extra English language instruction • These specific ELs must also be receiving core ESOL language instruction. • Only these students are coded "Title III-served".

Purposes of Title III, Part A

ESEA/ESSA, Sec. 3115(a)

1. Develop & implement **new** language instruction educational programs (LIEPs) and academic content instructional programs for English learners and immigrant children and youth.
2. Carry out highly focused, innovative, locally designed activities to **expand or enhance** existing Language Instruction Educational Programs (LIEPs) for English learners and immigrant children and youth.
3. Implement…schoolwide programs for **restructuring, reforming, and upgrading** all relevant programs, activities, and operations relating to LIEPs for English learners and immigrant children and youth.
4. Implement…LEA-wide programs for **restructuring, reforming, and upgrading** all relevant programs, activities, and operations relating to LIEPs for English learners and immigrant children and youth.

What is “Supplanting” in Title III?

- Title III is federal funding that supplements – is in addition to state ESOL funding, which is based on the ESOL FTE earned by the LEA.
- Title III funds **may not** fund anything necessary to run the basic, high-quality ESOL program, NOR can Title III fund anything that is required by **other** Title programs **or** the Office for Civil Rights.
- To use Title III funds on something required by a different law, by OCR or that is otherwise provided to non-ELs, would likely constitute “supplanting”.

Supplement Not Supplant (Sec 3115g)

Presumption of Supplanting:

1. Is the LEA using Federal funds to provide services that the LEA was required to make available under other laws?
2. Is the LEA using Federal funds to provide services that the LEA provided with non-Federal funds in the prior year?
3. Would the expenditures or activities happen in the absence of Federal funds?

How is the LEA Title III, Part A EL subgrant calculated?

Title III English Learner Grant is divided by the total EL student population in Georgia public + private schools as of March every year

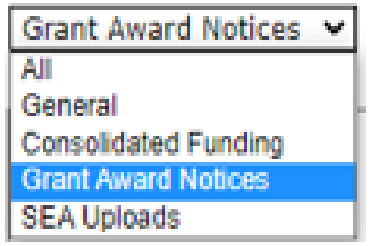
Results in an English Learner Per Pupil Allocation (PPA) Amount

Total EL students in each LEA is multiplied by PPA to identify which LEAs meet the $10,000 minimum threshold

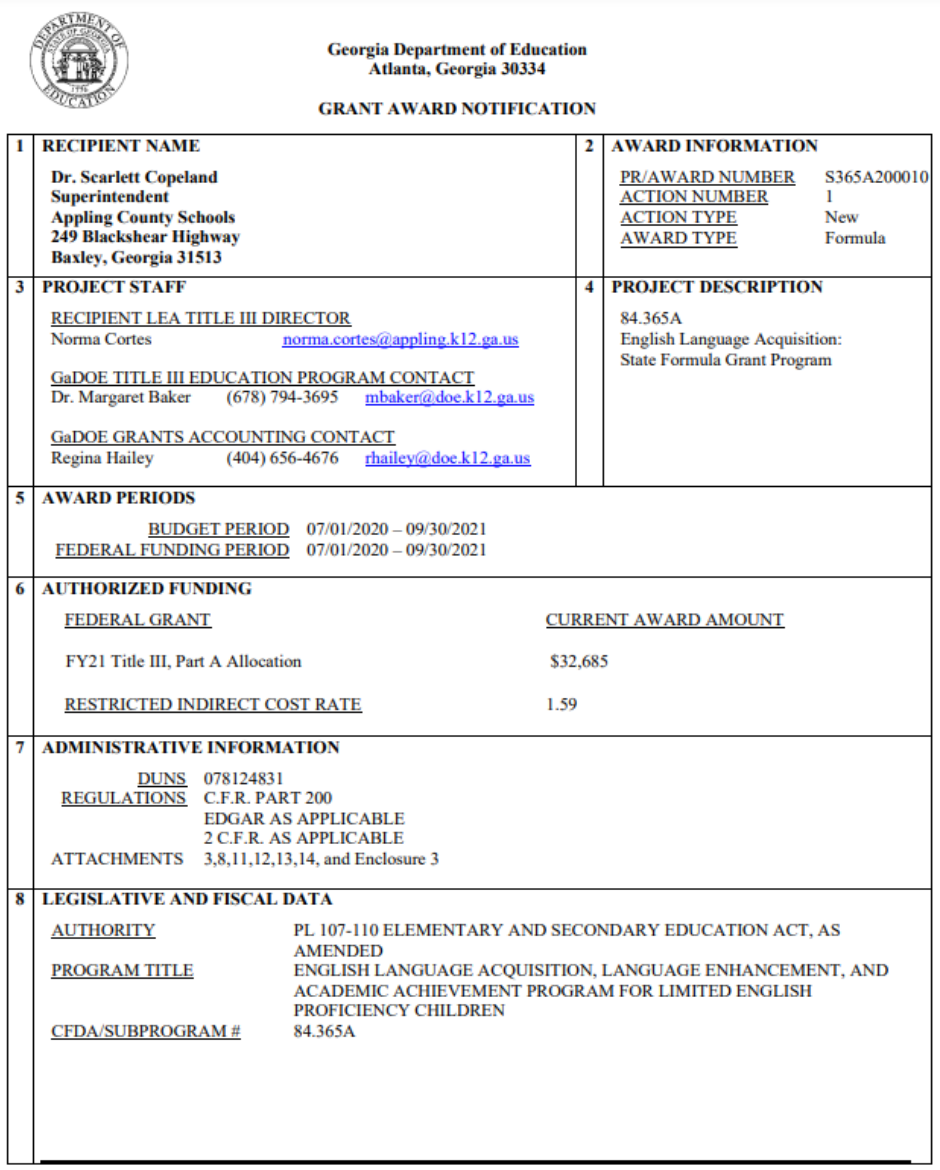
Minimum number of EL students required to meet $10,000 threshold

Grant Award Notice (GAN)

Federal Programs Handbook, pg. 25



- The GAN will be loaded to the Attachments tab in the consolidated application in the MyGaDOE portal for each federal award or competitive grant.
- Useful information includes:
  - Award Amount
  - Award Period
  - FAIN
  - Restricted Indirect Cost Rate
  - DUNS
  - LUA Program Code
  - CFDA
  - Contact Information

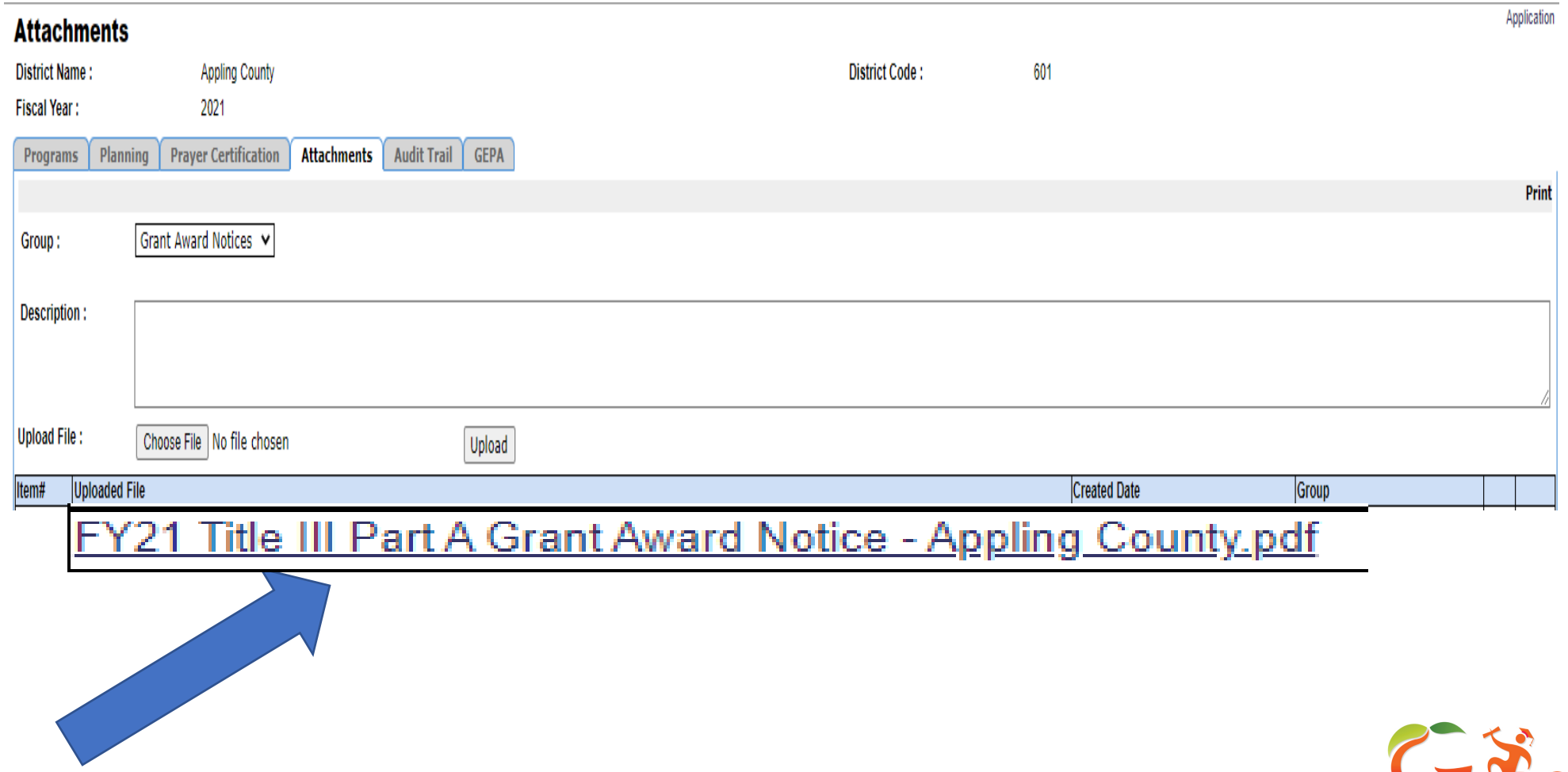


Georgia Department of Education
Atlanta, Georgia 30334

GRANT AWARD NOTIFICATION

1	**RECIPIENT NAME** **Dr. Scarlett Copeland** **Superintendent** **Appling County Schools** **249 Blackshear Highway** **Baxley, Georgia 31513**	2	**AWARD INFORMATION** PR/AWARD NUMBER S365A200010 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Formula
3	**PROJECT STAFF** RECIPIENT LEA TITLE III DIRECTOR Norma Cortes norma.cortes@appling.k12.ga.us GaDOE TITLE III EDUCATION PROGRAM CONTACT Dr. Margaret Baker (678) 794-3695 mbaker@doe.k12.ga.us GaDOE GRANTS ACCOUNTING CONTACT Regina Hailey (404) 656-4676 rhailey@doe.k12.ga.us	4	**PROJECT DESCRIPTION** 84.365A English Language Acquisition: State Formula Grant Program
5	**AWARD PERIODS** BUDGET PERIOD 07/01/2020 – 09/30/2021 FEDERAL FUNDING PERIOD 07/01/2020 – 09/30/2021		
6	**AUTHORIZED FUNDING** FEDERAL GRANT — CURRENT AWARD AMOUNT FY21 Title III, Part A Allocation — $32,685 RESTRICTED INDIRECT COST RATE — 1.59		
7	**ADMINISTRATIVE INFORMATION** DUNS 078124831 REGULATIONS C.F.R. PART 200 EDGAR AS APPLICABLE 2 C.F.R. AS APPLICABLE ATTACHMENTS 3,8,11,12,13,14, and Enclosure 3		
8	**LEGISLATIVE AND FISCAL DATA** AUTHORITY PL 107-110 ELEMENTARY AND SECONDARY EDUCATION ACT, AS AMENDED PROGRAM TITLE ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT PROGRAM FOR LIMITED ENGLISH PROFICIENCY CHILDREN CFDA/SUBPROGRAM # 84.365A		

Where can we find our Grant Award Notification (GAN)?



Where do we find the budget?

Program Status

District Name : Appling County District Code : 601

Fiscal Year : 2022

Programs | Planning | Prayer Certification | Attachments | Audit Trail | GEPA

Title Programs

Program	Applied As	Budget Status	DC Status	Program Type
Homeless Education	Single District	New	New	Original
Title I -A, Improving the Academic Achieve	Single District	New	New	Original
Title I-A, Neglected & Delinquent	Single District	New	New	Original
Title I-C, Migrant Education	Single District	New	New	Original
Title II-A, Improving Teacher Quality	Single District	New	New	Original
Title IV-A, Student Support and Academic Enrichmen	Single District	New	New	Original
Title V-B, Rural and Low Income Schools	Single District	New	New	Original

Federal Grants

Program	Applied As	Budget Status	DC Status	Program Type
Title III-A, Language Instruction for English Lea	Single District	New	New	Original
Title III-A,Language Instruction for Immigrant Stu	Single District	New	New	Original

ADD IT

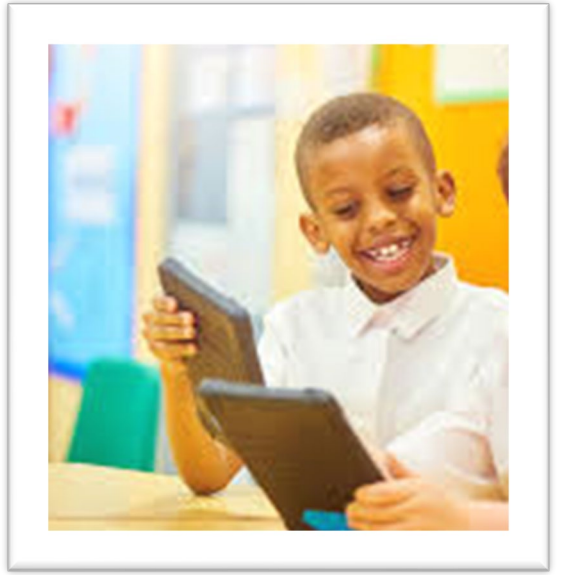
FAIN (Federal Award Identification Number)

An identification code assigned to a specific grant by the federal government for tracking purposes.

Title III-A FAIN: S365AXX0010

This number varies from year to year. The grant year (identified as XX here), is always one year *behind* the state fiscal year)

The FAIN must be on the Federal Inventory documentation.



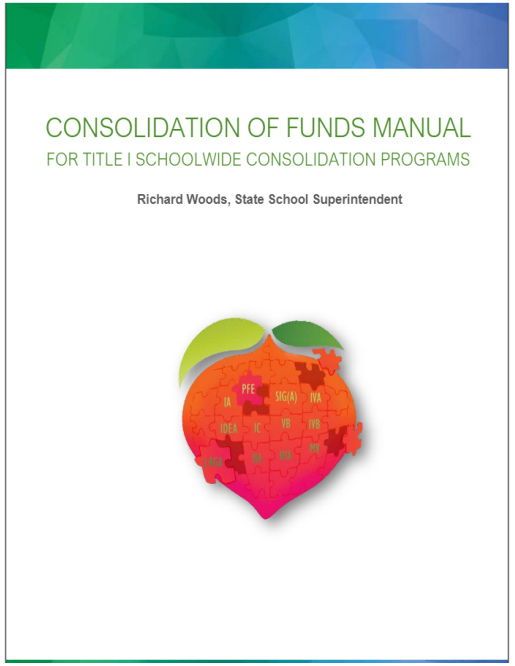
Important Budget Dates

- **July 1 - September 30 (of the following year) –**
- 15-month Grant Period of Performance
- **October 1 -** Budget submission Due Date - fiscal year begins
- **October 30 -** Completion Report Deadline
- **November - September 30 (of the following year) -** Carryover received and budget amendments due

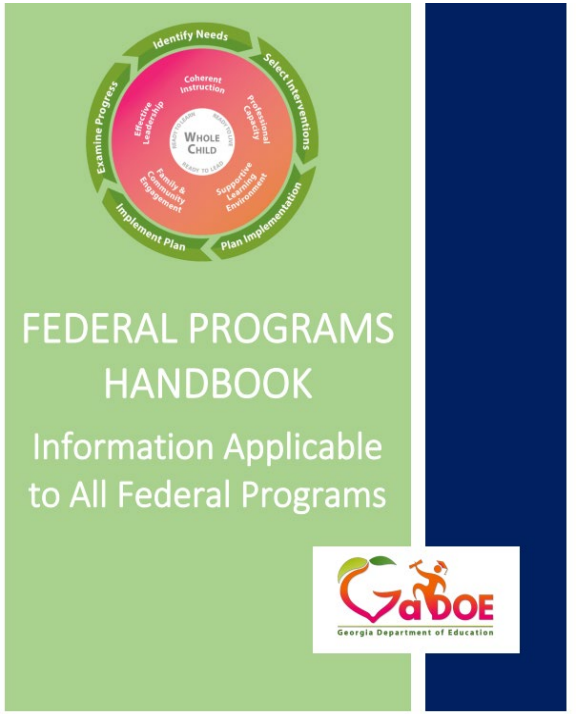
Period of Performance

- 15 months to spend original allocation (June, July, August)
- 27 months to spend any carryover funds
- Funds intended to benefit English learner students in the fiscal year for which they were granted per EL Program Plan
- Purchases may extend beyond one year to take advantage of cost reductions *IF the students in the current fiscal year receive benefit from the purchase*.
- **Leases/Licenses/Subscriptions**: IF instructional software subscriptions are purchased after January, the LEA **must** provide explanation within the budget line description indicating how students in the current fiscal year will benefit from the purchase

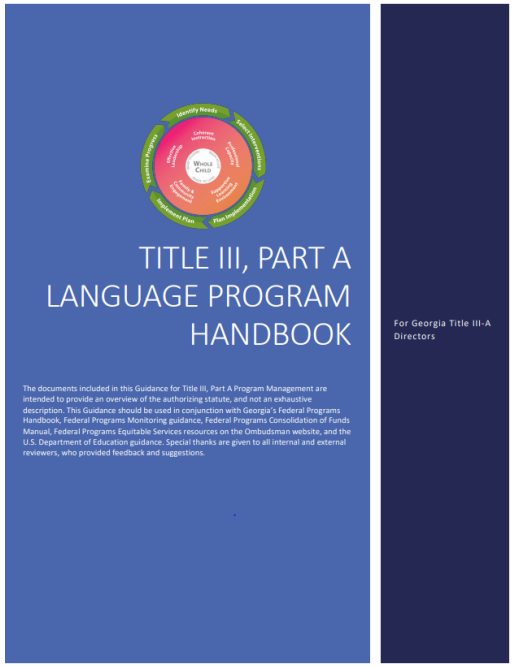
Consolidation of Funds Manual



Federal Programs Handbook



Title III, A Program Handbook

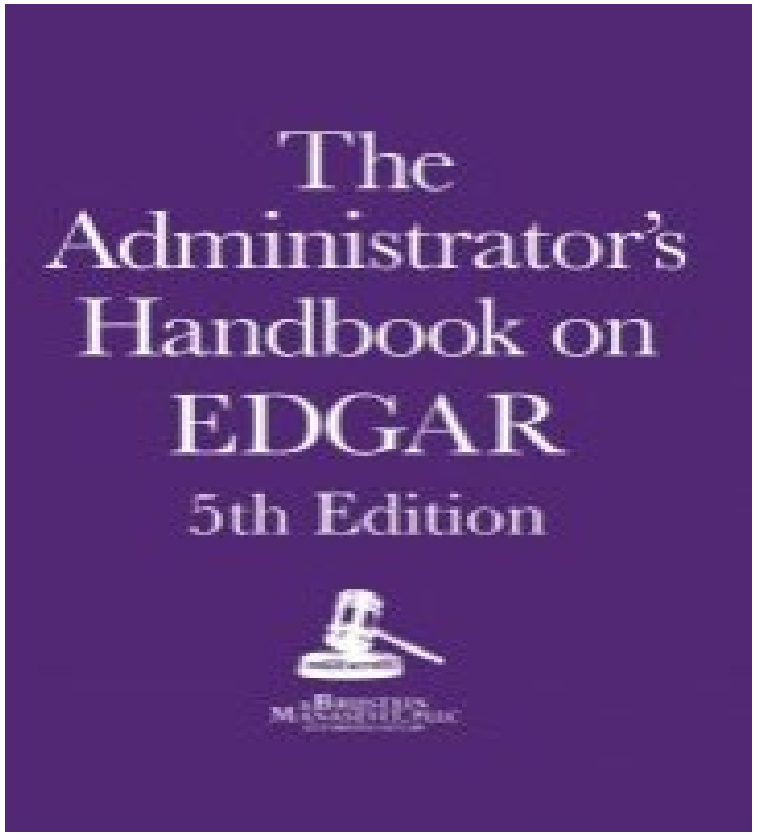


Title III-A operates much like other Federal Programs

- **Overarching Requirements**
- Alignment to the CLIP
- Financial Management Procedures
- Period of Performance
- Function and Object Codes
- Internal Controls
- Procurement
- Suspension and Debarment
- Inventory Controls
- Time and Effort
- Evidence-based
- Self-monitoring

Uniform Grant Guidance

- The LEA Title III Director is expected to manage Title III expenditures by adhering to the Uniform Grant Guidance in the Administrator's Handbook on EDGAR, 5th Edition (2020).



See 2CFR Part 200!

Steps Before Submitting the Budget

FY 2022 Title III, Part A English Learner Program Information Plan

Name and role of person completing this form: Click or tap here to enter text.

Name of LEA: Click or tap here to enter text.

Date: Click or tap to enter a date.

Instructions: *Traditionally funded LEAs complete #1-4 only. LEAs consolidating funds complete #1 and #5 only.* Upload completed form in the "Attachments" tab in the consolidated application when submitting the FY 22 Title III, Part A English Learner Budget. Use the following naming convention: LEA name_FY22_EL Program Information Plan.

1. **STATE-FUNDED CORE LANGUAGE PROGRAM -** Describe the LEA's state/locally funded ESOL program, activities, and materials **[ESEA/ESSA § 3121 (a)(1)]**. Describe how the LEA meets the ten OCR obligations for language instruction programs. Include in this response the number of ESOL personnel funded (fully or partially) through state/local QBE or through consolidated funds: ESOL teachers, ESOL Instructional Coaches, and the number of district level ESOL support staff, if any (e.g., interpreters, translators, admissions staff, counselors, etc.). For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state, and local) should be described here.

Download and complete the EL Program Plan. Then, upload to the Title III Attachments tab.

2. **SUPPLEMENTAL TITLE III LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)** - Briefly describe the effective Title III Part A Program Plan for extended, enhanced, or additional language learning opportunities, interventions, or other language-focused activities to be provided to specific English learners (based on CLIP data, needs, and root causes) that will help ELs increase their English language proficiency and meet state academic standards. Describe how this Title IIIA-funded LIEP supplements the ESOL Language Program described in #1 above and which subgroup of ELs were chosen for this extra language support (e.g., SLIFE, EL/SWD, gifted, recently arrived ELs, etc). *Please reference ALL proposed expenditures budgeted in Functions 1000 and 2700.* **[ESEA/ESSA § 3116(b)(1), § 3115(c)(1)]**

Click or tap here to enter text.

Identify the English Language Proficiency (ELP) levels of English learners that will be targeted for additional or enhanced language learning opportunities in the Title IIIA-funded LIEPs. (Choose all ELP levels that apply per grade level group.)

	ELP 1	ELP 2	ELP 3	ELP 4
Grades K-2	☐	☐	☐	☐
Grades 3-5	☐	☐	☐	☐
Grades 6-8	☐	☐	☐	☐
Grades 9-12	☐	☐	☐	☐

3. **SUSTAINED PROFESSIONAL LEARNING (PL) -** Briefly describe the effective Title III Part A Professional Learning Plan for sustained EL-focused PL opportunities, as identified in the CLIP, to be provided to educators, administrators, school, and system leaders working with English learners, that is designed to improve the instruction and assessment of ELs and the educators' ability to understand and implement practices, measures, and strategies specific to ELs. *Please reference ALL proposed expenditures budgeted in Functions 2210 and 2213.* **[ESEA/ESSA § 3115(c)(2)]**

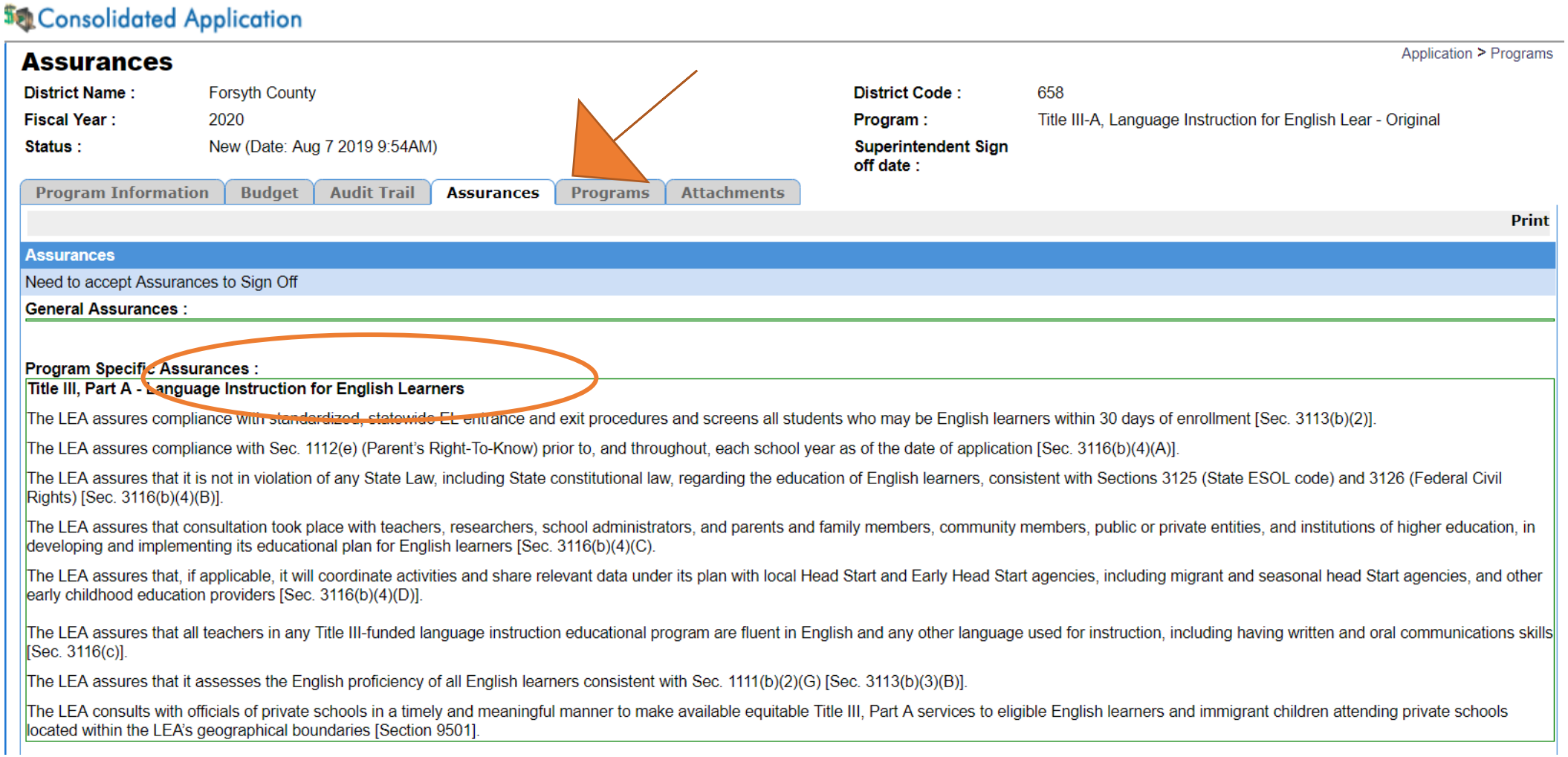
Click or tap here to enter text.

4. **OTHER ACTIVITIES -** Briefly describe the effective Title III Part A Plan to provide EL parents, families and community members with activities and programs that supplement the Title I Part A parent program activities identified in the CLIP, and which enhance or supplement the Title III Part A LIEP as described in the response to #2. Please do not reference state/locally required parent-teacher meetings or OCR-required translation/interpretation services for school communication which should be described in the response to #1. *Please reference ALL proposed expenditures budgeted in Function 2100.* **[ESEA/ESSA§ 3115(c)(3)]**

5. **TITLE III PROGRAM OVERSIGHT in LEAs Consolidating Title III funds - Only COF LEAs must respond to this question.** Briefly describe how district leadership will ensure that the LEA's elementary and secondary schools receiving consolidated Title IIIA funds for schoolwide programs are assisting their English learners in achieving English proficiency as defined by the ACCESS/Alt. ACCESS test score results and are meeting GA Milestones subgroup targets. Please be specific regarding district leadership actions that support school actions. **[ESEA/ESSA§ 3116 (b)(2)]**

LEAs consolidating funds into Fund 150 answer only questions 1 and 5.

Accept the Program Assurances!



Step #1: Program Assurances

The LEA assures compliance with the standardized, statewide English learner (EL) entrance and exit procedures and identifies students for EL status within 30 days of enrollment in a school in Georgia and within 10 days for students who enroll after the beginning of the school year [Sections 3113(b)(2) and 1112(e)(3)].

The LEA assures compliance with Sec. 1112(e), Parents Right-To-Know, prior to, and throughout, each school year as of the date of application [Sec. 3116(b)(4)(A)].

The LEA assures that it is not in violation of any State Law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 [Sec. 3116(b)(4)(B)].

Beginning 2020-2021: The LEA assures that each school with English learner students receives funds from non-Federal sources to fulfill the LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), before using Title III, Part A funds for languages services to EL students [Sec. 3115(g)].

More Program Assurances

The LEA assures that it complies with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English [Sec. 3113(b)(3)(A)].

The LEA assures that it annually assesses the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G).

The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners [Sec. 3116(b)(4)(C)].

Beginning 2020-2021: The LEA assures that it has selected one or more methods or forms of *effective* instruction to be used in Title III-funded programs and activities to assist EL students attain English proficiency and meet challenging state academic standards [Sec. 3115(f)(1)].

The Final 3 Program Assurances

The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers [Sec. 3116(b)(4)(D)].

The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [Sec. 3116(c)].

The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries [Sec. 9501].

Identifying the Level of Effectiveness

Budget line-item descriptor

LEA must label the *Level of Effectiveness Evidence* for each strategy, activity and intervention in Functions 1000, 2100, 2210 & 2213 (*Strong, Moderate, Promising, or Logic Model*).

See Federal Program Handbook, Overarching Requirements.

It is NOT necessary to upload with the budget an Effectiveness or Logic Model template. The LEA keep these on file to be reviewed at cross-functional monitoring.

Common Budget Errors: Effectiveness Label

- Activities sometimes are labeled as having a “Strong”, “Moderate”, or “Promising” evidence base, when there is no research evidence that these **“work” for English learners**
  - If this is the case, the LEA should design a Logic Model or Rationale to test the effectiveness of the strategy, activity or intervention with EL students, their teachers, and/or their parents.

Budget Tab

Application > Programs

Budget

District Name : Atlanta Public Schools
District Code : 761
Fiscal Year : 2022
Program : Title III-A, Language Instruction for English Lear - Original
Status : New (Date: Jul 27 2021 5:05PM)
Superintendent Sign off date :

Program Information | **Budget** | Comments | Audit Trail | Assurances | Programs | Attachments

Print

Program : Title III-A, Language Instruction for English Lear

Current FY Allocation :	$0.00
Additional Allocation :	$0.00
Carry Over :	$0.00
Total Grant Award :	$0.00
Transfer Amount :	$0.00
Total Amount to be Budgeted :	$0.00

Not Budgeted Funds : $0.00

Budget Detail Show ALL

Fiscal Year	From Program	School	To Program	Function	Object	Units	Price	Amount	Description
	Total :							**$0**	

Which Function Codes Match our EL Program Plan?

Georgia Department of Education
FY 22 Title III Chart of Accounts

Object Codes	1000 Instruction	2100 Pupil Services & Family Engagement	2210 Improvement of Instructional Services.	2213 Instructional Staff Training	2230 General Administration	2300 Audit Cost and Indirect Cost	2700 Student Transportation Services

Answers to Question #2

Answers to Question #4

Answers to Question #3

Answers to Question #3

Answers to Question #2

Which Object Codes do we need for our EL/Immigrant Program Plan activities, strategies, and programs?

Object Codes	1000 Instruction	2100 Pupil Services & Family Engagement	2210 Improvement of Instructional Services.	2213 Instructional Staff Training	2230 General Administration	2300 Audit Cost and Indirect Cost	2700 Student Transportation Services
113 - Substitute (for teachers)				x			
114 - Substitute (for parapros)				x			
116 - Professional Dev.Stipends			x	x			
140 - Aides, Paraprofessionals	x						
142 - Clerical					x		
177 - Family Services, Parent Coordinator		x					
180 - Bus Drivers							x
190 - Other Management Personnel			x		x		
191 - Other Administrative Personnel		x	x	x	x		
199 - Other Salaries and Compensation	x	x	x	x			
200 - ALL Benefits together	x	x	x	x	x		x
210 - State Health Insurance	x	x	x	x	x		x

Title III Budget Attachments

1. Formal Job Description(s)

Title III-funded or partially-funded staff.

2. Informal Description of Title III work coded as additional compensation (Object code 199 - required).

Field Trip Request Form
(when applicable)

1. Indirect Cost Worksheet

2. Consolidation of Administrative Funds Notification (when applicable)

Private Schools' Proportionate Share

- If you have private schools participating in Title III, Part A…
  - Enter separate line items for each private school
  - Include the name of the school in the description
  - See Ombudsman's *Private School Allocation Sheet.*

Common Budget Errors: Function 1000 (LIEP)

- Private School set aside doesn't match the posted equitable services allocation for the private schools
- Purchasing ESOL classroom equipment & supplies
- Not uploading job descriptions (formal & informal per job)
- Not specifying the split-funded sources on job descriptions
- Not including the subscription year for digital language learning resources' licenses

Procurement

See the Federal Programs Handbook – Overarching Requirements

Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)	Up to $10,000	
Small Purchase (2 CFR §200.320)	$10,001 - $250,000	2 price or rate quotations
Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)	$250,001+	RFP – sealed bids

48 CFR Subpart 2.1 (Definitions) – Updated periodically for inflation

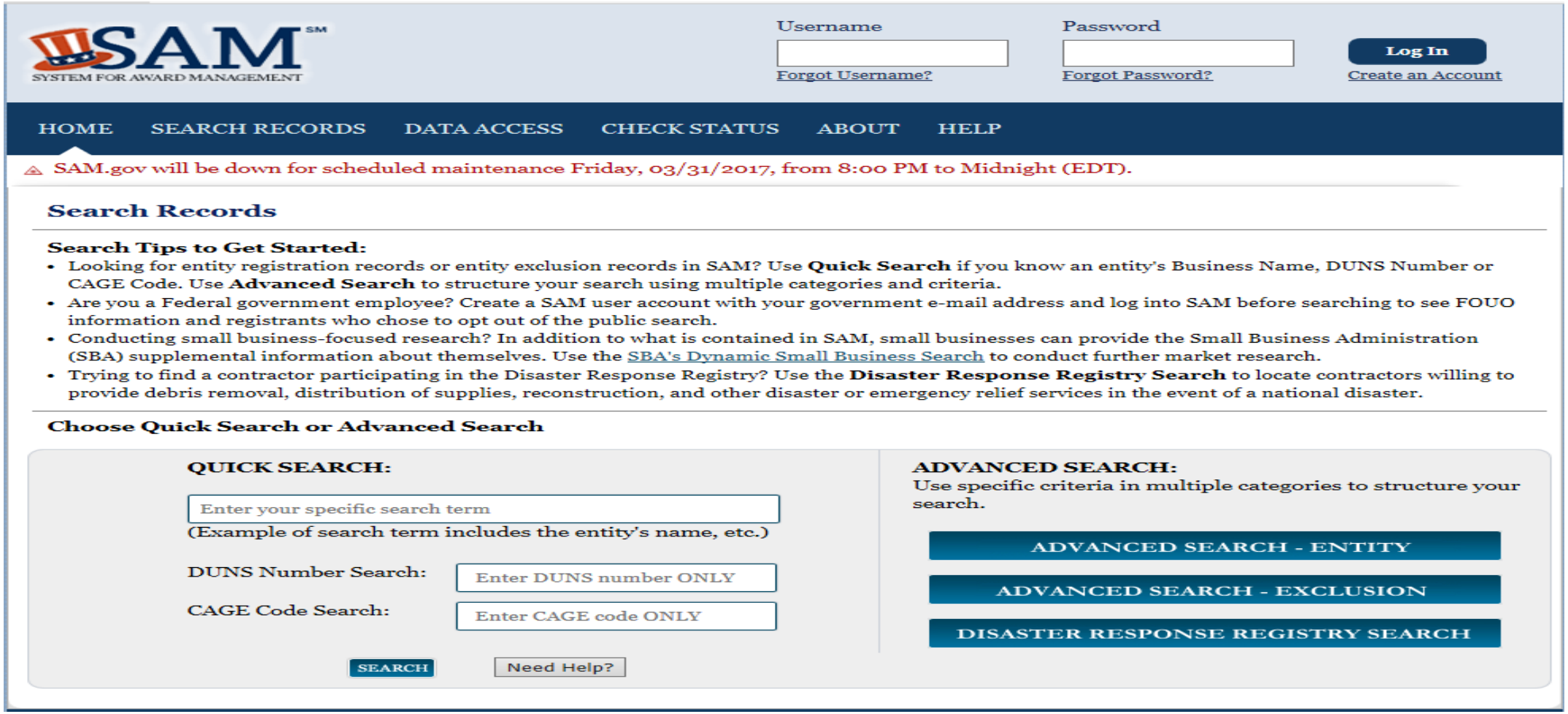
- If a micro-purchase is questioned, a review of websites would be sufficient to establish the cost as reasonable. (USDE FAQs on 2 CFR Part 200, Subpart D Question 19, March 17, 2016)
- USDE FAQs on 2 CFR Part 200, Subpart D Question 10, March 17, 2016 states that including vendors who are contractors in writing RFPs limits competition.

Suspension & Debarment

- Non-federal entities are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180.
- These regulations restrict awards, sub-awards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

2 CFR §200.213

SAM – Checking Suspension/Debarment



Suspension & Debarment Cont.

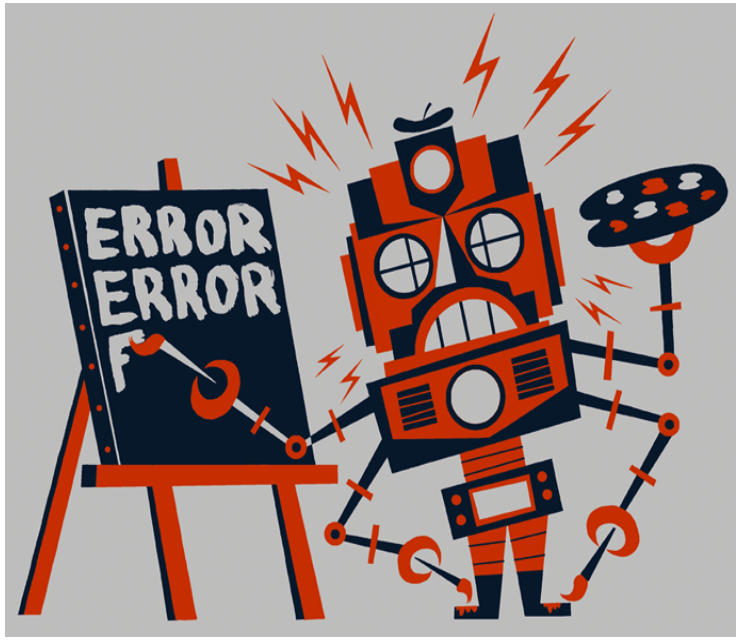
- 2 CFR 180.220 procurement contracts included as covered transactions:
- Any contract or subcontract expected to equal or exceed $25,000 must be checked against the System for Award Management (SAM) for suspension or debarment (includes contracted tutors)
- Evidence of the verification can be in the form of a date/time stamped print screen or other digital method that is readily available
- Documentation should include who checked, when it was checked and the query criteria

Professional Development Function 2210 vs. 2213

- **Function #2210** is for the *Improvement of Instructional Services* and should not be used for any PD costs.
  - Use for instructional coaches developing EL curriculum for ESOL courses or LEA curriculum maps with EL language objects & scaffolds
- In general, **Function #2213** should be used for **professional development of instructional staff:** *teachers, paraprofessionals, principals, assistant principals and instructional coaches*.

Common Budget Errors: Functions 2210 & 2213 - PD

- **Allowability:**
  - ESOL teacher monthly meetings – required for an ESOL program, not Title III-A
  - Paying for ESOL teachers' travel to conferences funded locally or with other federal funds
- **Coding:** Title III-A director's travel to conferences focused on grant administration, instead of EL instruction – must be coded in 2230 instead



Common Allowability Errors: Functions 2210 & 2213 – PL

- Paying for certifications or PD that was paid for last year with other federal or local funds
- Paying for ESOL teacher training to administer the WIDA Screeners and ACCESS tests
- Paying Instructional Coaches to administer the ELP screeners & assessments (unless working with participating private schools after contracted hours)
- Paying for ESOL Coaches to work with principals to schedule EL students in ESOL courses

Common Errors: PD Travel

- Unreasonable/unnecessary/excessive travel expenses: lodging, meals per diem, taxi fees, flight upgrades, etc.
- Inconsistently applying Federal Programs and state travel guidelines
- Traveling to a non-EL-focused PD activity

Common Budget Errors: Function 2100 (EL Parent Engagement)

- **Allowability:**
  - ESOL parent meetings and/or parent-teacher conferences
  - Regular EL parent meetings
  - Translation/interpretation services for regular school communication or Title I-A or IDEA program
- **Budget:**
  - Description is unclear regarding how the parent activities enhance the EL student's supplemental language instruction program
  - Nothing budgeted in Function 2100! ☹

Common Budget Errors: Function 2700 (Transportation)

- Unclear budget description regarding the **share of costs** matching the share of EL population when coordinating different funding sources for transportation for extended learning opportunities
- Paying for ESOL teachers' & ESOL Coordinator's travel between schools to perform ESOL contract duties

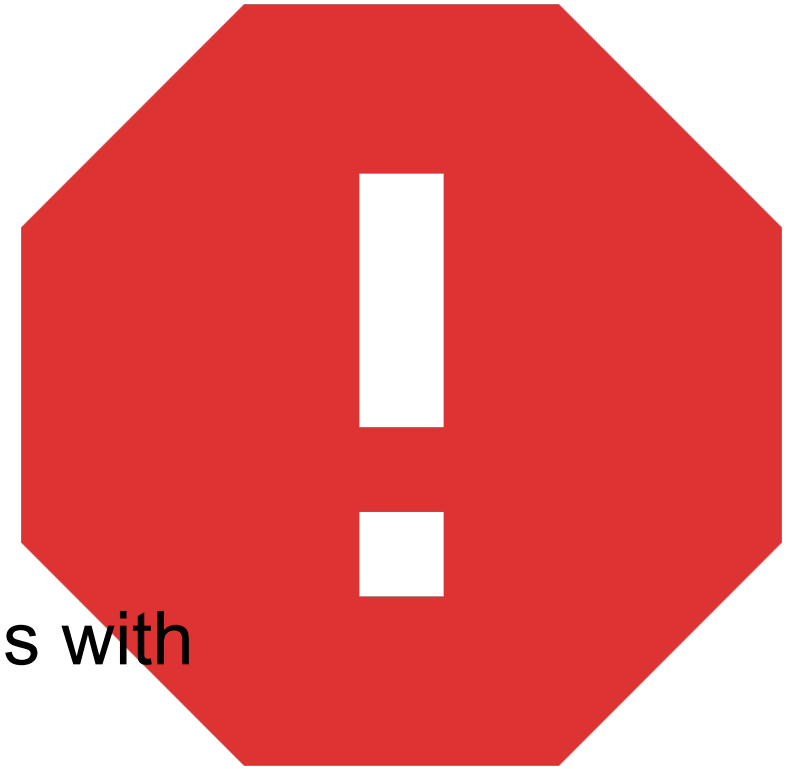
Common Budget Errors: Functions 2230 & 2300 – Admin Costs

- Did we budget more than the 2% CAP on the **original** allocation amount?
  - Did we round up instead of down, when cents involved…?
- Did we code items correctly?
- Did we use the current LEA's restricted *Indirect Cost* rate?
- Did we attach the *Indirect Cost Worksheet*?

Unexpended Direct Administrative Costs

- If the LEA did not spend the full 2% of direct admin costs last year, they may include the unexpended amount in the current year budget (after carryover is added).
- If this is done, please enter the unexpended allocation on a separate line item from the current year's direct admin cost and explain in the budget description.

Common Budget Errors: Attachments



- None attached, but some are needed
- Unclear, incomplete job descriptions
- Split-funded positions unclear which duty aligns with which source fund
- Field Trip Form missing or incomplete
  - Field trip is not language focused for ELs
  - Field trip is not pre-approved
- *Indirect Costs Worksheet* not attached, when applicable

Internal Controls

- The LEA establishes and implements procedures for ensuring that federal **funds are expended according to program requirements, evaluated, and monitored for effectiveness**, and that **expenditures adhere** to **Federal Cost Principles** as outlined in 2 CFR Part 200, Subpart E.
    1. **Allocable**
    2. **Allowable**
    3. **Necessary**
    4. **Reasonable**

See Title III Program Guide Appendix G!

Supporting Documentation to Maintain for CFM!

- *Detailed Expenditure Reports* organized by funding source, site, function, and object
- Financial controls & inventory
- Source documentation for all expenditures:
  - purchase orders
  - invoices
  - contracts, contract deliverables
  - subscriptions
  - agendas
  - receipts
  - travel authorizations
  - pre-approval
  - tutoring documentation
  - time-sheets
  - student sign-in sheets
  - administrative costs

Sample Source Documentation

Tutoring – teacher time sheets, lesson plans, student attendance

Inventory – see the guide for what must be included

Professional Learning – sign in sheets, agendas, completion certificates

Time & Effort records – Periodic certification, time logs

Procedures & Processes

Evidence of Effectiveness that corresponds to the approved budget

See Title III Program Guide

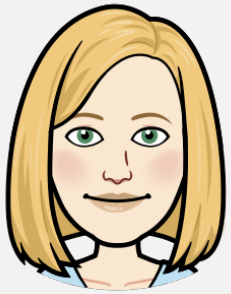
Time & Effort

- Flexibility (see the GaDOE's Federal Programs Handbook)
- Required for anyone paid with Title III-A funds (including salaried personnel, tutors, bus drivers, substitutes, etc.)
- Twice a year OR once a year as detailed in your district's written procedures (Split Time Logs are monthly)
- Supporting documentation for the activity (tutors, additional compensation, etc.)
- Individual personnel activity record (PAR) signed by employee or supervisor with knowledge of the work performed
- Group PAR signed by supervisor with knowledge of the work performed
- Time logs can be submitted to Title III Director quarterly or monthly, per LEA procedures.

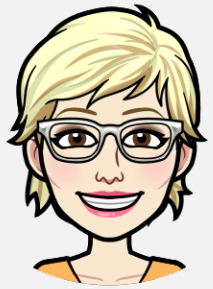
Contact your regional Title IIIA Program Specialist with questions.

North Region
David Tucker
michael.tucker@doe.k12.ga.us
404-991-4408

Central Region (including Metro Atlanta)
Dr. Adria Griffin
agriffin@doe.k12.ga.us
678-416-1273



South Region
Tammie Smith
tsmith@doe.k12.ga.us
678-794-3667



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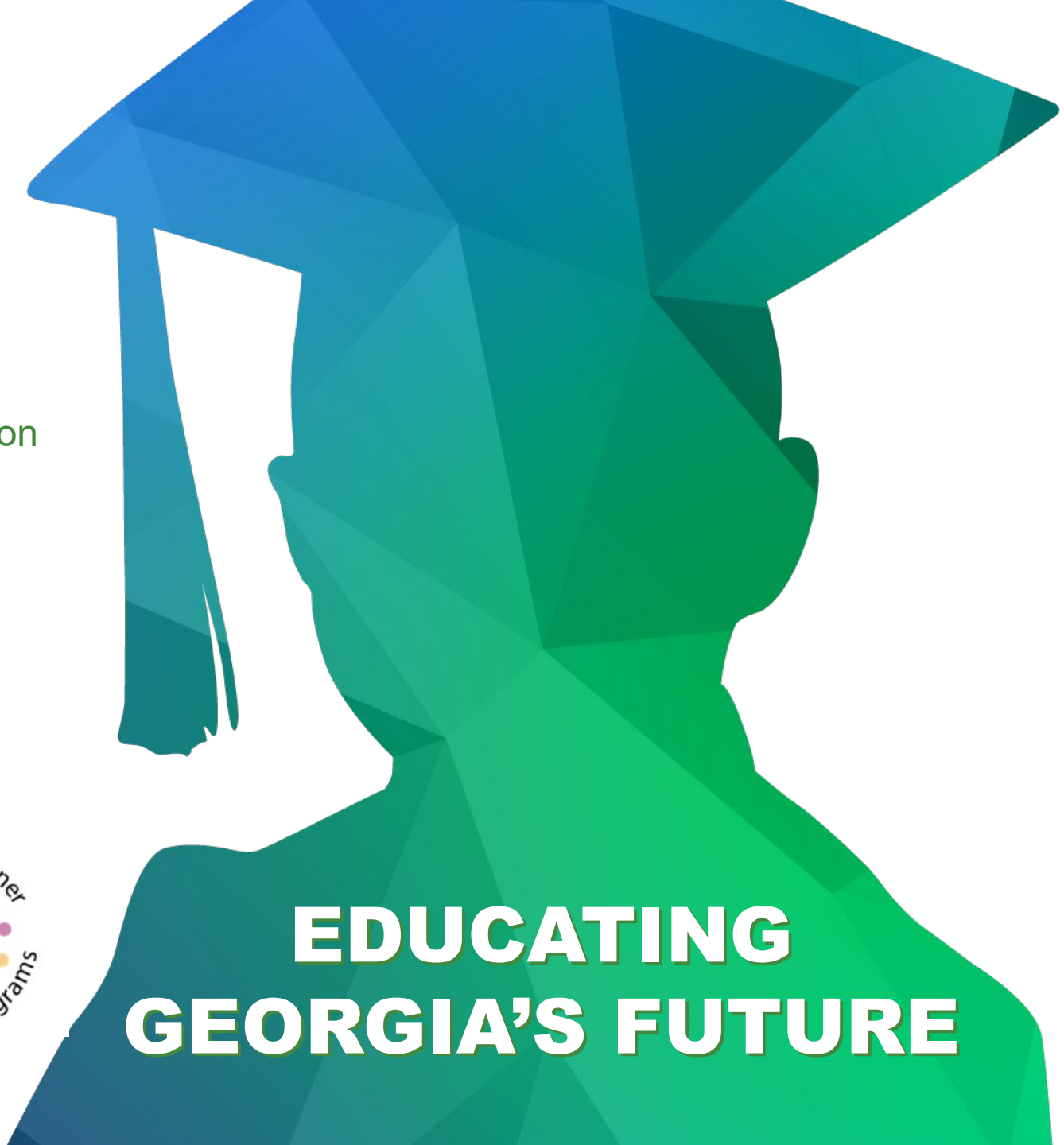
EL Language Programs Helpdesk

678-794-3695

ELPrograms@doe.k12.ga.us

Georgia Department of Education

English Learner Language Programs



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