**Slide 1 -** Greetings, Title III-A Directors! The purpose of this presentation is to help you understand how to develop an approvable Title III-A budget. This is a long presentation with a lot of helpful information; therefore, you may want to view it over two or three sessions. ​

**Slide 2 -** Here is a list of the topics we will cover in this presentation. I'll give you a couple of seconds to read through them. ​

**Slide 3 -** According to Title III-A law (as found on pages 10-13 in the ESEA/ESSA "pink book" as posted on the Title III-A website for you to print), Title III-A has four main purposes... (READ the SLIDE)​

**Slide 4 -** (READ the SLIDE.) Note that LEA stands for Local Education Agency, i.e....school district or state approved charter school..​

**Slide 5 -** The law requires that Local Education Agencies use Title IIIA funds to provide the three items noted on this slide and accordingly, funds must be budgeted in Functions 1000, 2100 and 2213, at a minimum. (READ the SLIDE) to demonstrate that your program plan and budget is providing for strategies and activities for all three of these groups: the EL students, their teachers, and their parents. ​

**Slide 6 -** Title IIIA statue under the ESSA still has a supplement not supplant clause.​

​

To use T3 funds on something required by another federal law or by OCR, or that is otherwise provided to non-ELs, would likely constitute “supplanting”.  This means that if another program or fund source requires that activity or strategy or item, or it another fund source is purchasing it for all students, then it is not allowable under Title IIIA.​

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Be sure you check out the presentation on the difference between the ESOL language program and the Title IIIA language program. You’ll need to be clear about what ESOL should be funding without Title IIIA funds.​

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**Slide 7 -** Keep these 3 questions in your head in order to avoid supplanting as you design a program and build the budget necessary for implementation of the plan.​

**Slide 8 -** In late spring of each year, the United States Department of Education notifies GA of the state’s Title III-A allocation for the upcoming school year. This amount is divided by the total number of identified English Learners currently in attendance in Georgia public and participating private schools, as collected in the annual March FTE count. This results in an English Learner per pupil allocation or PPA. Then, the PPA is multiplied by the number of identified ELs in each LEA to determine how many EL students would be needed to qualify for at least $10,000 minimum required to receive any Title IIIA funds. USED will not allow states to award a Title III-A subgrant less than $10,000. The number of English Learners necessary to earn the minimum $10,000 allocation changes each year. The Department will notify the state what this number is each year.

**Slide 9 -** After the State Board of Education approves the federal program allocations in July of each year, the Grant Award Notice (or GAN) will be loaded into the consolidated application for each LEA that is receiving a federal grant. This is a picture of the GAN and it includes a lot of important information as noted on this slide, most important of all is the award amount, the Indirect cost rate (more about that later), and all the assurances and attachments that the LEA is attesting to when receiving the funds.​

**Slide 10 -** Here is a picture of where you will find your GAN once it is loaded. ​

**Slide 11 -** After finding your Title IIIA GAN and confirming that you will receive a Title III-A allocation, you will need to "add" Title IIIA to the Program page in the ConApp. Please don't add "Immigrant" until you are notified in November if you will be receiving an Immigrant grant. Only LEAs who qualify will receive that extra allocation.​

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It is important to know that even if you discover that your LEA will not get a Title IIIA allocation this year, but got one last year, then you should add the "Title III Carryover"  to this page in the Con APP so your unexpended funds carried over, if you have any, may be populated by the finance office. Your district's Title III-A Completion Report from the past school year will let you know if you will get any carryover for this new year.  You will need to submit a budget to expend these funds before the end of this 2nd year (up to the 27th month).​

**Slide 12 -** The FAIN number will be noted on the Title IIIA GAN. This number is important because it must be included on your inventory of Title III-A funded equipment, if applicable. Notice the two red "Xs"; these represent the two-digit fiscal year of last year (the grant year as noted in the FAIN is always one year behind the actual GA fiscal year). For example, for FY 21, the Title IIIA FAIN will be S365A**20**0010 with "20" being the last fiscal year. Yes, I know it's confusing and doesn't make sense to us. But, the federal government's fiscal year and GA's fiscal year are noted differently. ​

**Slide 13 -** These are important dates to remember!​

​

The grant period of performance spans a total of 15 months – July 1 through September 30 of the following year; and after that, any unexpended funds can be carried over for another 12 months for a total of 27 months. Budgets are due to be submitted via the consolidated application on or before October 1, which is when the new fiscal year officially begins. Completion reports from the previous year must be submitted to the state by October 30. Carryover will be received, and amendments may be submitted anytime between November and September 30 of the following year. ​

​

Now, you may be wondering what "Carryover funds" are. If your LEA doesn't spend all their federal funds in one fiscal year, the funds will be "carried over" to the next fiscal year and will be added to the next year’s allocation in November. ​

​**Slide 14 -** The original allocation for each fiscal year spans 15 months...July 1 of the first year to September 30 of the following year. Once carryover funds are added, the LEA has an additional 12 months to spend them. The funds are intended to benefit the English Learners enrolled during the present fiscal year. However, if funds can be saved by making a purchase that extends beyond one year, then it is permissible. For example, if a particular conference of interest will be held in October of one year and your district can take advantage of an early bird discount by registering for the conference by the prior August, then this is permissible, even though the activity won't take place until the next fiscal year. ​

**Slide 15 -** Use the guidance provided in the Federal Programs Handbook and the Title III-A Program Handbook to ensure you’re following federal guidelines for your Title IIIA program and budget.​

**Slide 16 -** Like other federal programs, Title III requires that LEA budgets adhere to the federal requirements in ESSA statute and the EDGAR regulations, for all the areas noted on this slide. Follow all instructions in the Federal Program Handbook and you’ll be fine!​

**Slide 17 -** As you plan your budget, you will also need to be familiar with, understand and follow the fiduciary regulations in EDGAR to which all federal grantees must adhere. Keep flags or post=it notes handy to mark important sections because it doesn’t have a ‘typical” organization! When you receive the grant, you assure that you will follow these regulations.​

​**Slide 18 -** Please be sure to use the various tools posted on the Title III website, to include the Chart of Accounts, the Budget Guiding Questions, Budget Checklist, the Effectiveness Level Template, the Logic Model Template, the field trip approval form, the Indirect Cost calculator, and the current year federal program budget power point (overarching and Title III sections). ​

​**Slide 19 -** Now you have all the information or know where to go to find it and build your budget….but not quite….Before submitting your Title IIIA budget, please work through the steps noted on this slide. (READ the slide)​

**Slide 20 -** You will remember that Program Assurances were mentioned in the federal Programs’ Budget Webinar – Title III Section. As the Title III Director, it is important that you are familiar with these and that you ensure that your district is abiding by them. Your superintendent will be required to sign off on these at the initial budget submission. ​

**Slide 21 -** (PARAPHRASE these slides highlight those that are new for 2020-2021 and why)

**Slide 22 -** (PARAPHRASE these slides highlight those that are new for 2020-2021 and why)

**Slide 23** (PARAPHRASE these slides)

**Slide 24 -** Now, let's talk about the Title IIIA EL Program Plan tab. You will recall that this was the main topic of the Title III portion of the very long federal program's budget training. ​

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This is where you will describe your EL Program Plan based on the strengths and challenges identified in the CLIP and any DIP action steps. All Title III Grantee LEAs will answer Q1. Non-consolidation of Funds Districts will then answer Questions 2, 3, 4 describing how they plan to meet the three Title III requirements for using these funds. ONLY Consolidation of Funds Districts answer Question #5.​

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Please be sure describe your program plan for students, for teachers, and for EL parents. Be sure to list all the components (think Object Codes) that when all put together make up your EL Program language instruction, professional development, and parent engagement activities.​

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If tend to write a lot (you know who you are), please answer the Questions on a WORD document, and upload it in the Title III ATTACHMENTS TAB and just write in this section “See Plan in the Attachments”.​

**Slide 25 -** Here are the five questions that you will answer to describe your program plan. Note that ALL LEAs that receive a Title III allocation will answer question #1. Non CoF LEAs will answer questions 2, 3, and 4 and CoF LEAs will answer question 5. You may want to check out the Title IIIA technical assistance PowerPoints about aligning the CLIP to the Program Plan to the Budget. By answering these questions thoroughly, you will identify what items will be in the budget.​ Budget should include the resources necessary to implement the EL Program plan and meet identified EL students’, teachers’ and families’ needs (CLIP).​

​**Slide 26 -** ESSA, as amended by ESEA, requires that federal funds be spent on initiatives that are effective. Therefore, LEAs must indicate the level of effectiveness of Title III-A initiatives (strategies, activities, and interventions) budgeted in Functions 1000, 2100, 2210, 2213. Effectiveness documentation will be reviewed at Cross Functional Monitoring. ​

**Slide 27 -** LEAs must indicate the effectiveness evidence level in the budget line item descriptor and **may** attach an Effectiveness Level template or logic model template for each applicable item. When your budget is reviewed, we will look to see that you have noted either "strong", "moderate", "promising" or "logic model" in the line item description for items budgeted in Functions 1000, 2100, 2210 and 2213. Note that you don’t need to indicate an effectiveness level for supplies (budgeted in object code 610) or for any benefits. ​

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**Slide 28 -** Here are some common budget errors with regards to the effectiveness level label.  (Read the slide)​

**Slide 29 -** This is where you will build the Title III budget, writing item line descriptors by Function & Object codes. You’ll choose the function/object codes that match everything you described in the Program Plan.​

**Slide 30 -** We have given you a Title III Chart of Accounts and Budget Guiding Questions. We want to show you how to make the connection between the Questions in the EL Program Plan and the Budget you’re going to build.​

**Slide 31 -** This is a screenshot of the Title III-A Chart of Accounts. The "Xs" represent areas where Title IIIA funds may be budgeted. If you want to budget in a function/object code that doesn't have an "X", please contact your Title IIIA Program Specialist to discuss further.

**Slide 32 -** You will find, on the Title III-A website, a document called  "Budget Guiding Questions" that should be used when entering your budget in the consolidated application. If you address everything that is listed on this document for each function/object code and you complete the program plan and attach the required documents, your budget has a good chance of being approved on the first submission. ​

**Slide 33 -** In Functions 1000 and 2700, you will build the part of your budget that corresponds to your answer to question #2 of the Program Plan – the supplemental language instruction educational program and all its components.​

**Slide 34 -** This is another snip from the Budget Guiding Questions (point out a few specifics).​

**Slide 35 -** (point out a few specifics)

**Slide 36 -** (point out a few specifics)

**Slide 37 -** Required attachments include formal job descriptions for Title III funded staff, Informal job descriptions for Title III funded "additional compensation" duties as budgeted in object code 199, Field Trip Request forms and the completed Indirect Cost worksheet, if applicable. You may describe the effectiveness of your Title III funded initiatives in the EL Program Plan or upload an effectiveness template but you must indicate the effectiveness on the budget line item descriptor. Please keep the evidence on file for monitoring.​

**Slide 38 -** READ the SLIDE​

**Slide 39 -** Some common Function 1000 errors that we see in budgets include... (READ the slide)​

**Slide 40 -** This is a repeat of what you saw in the overarching section of the long Federal Program's budget webinar. To the extent practicable, the non-federal entity (LEA) must distribute micro-purchases equitably among qualified suppliers. Micro purchases may be awarded without soliciting competitive quotations if the non-federal entity considers the price to be reasonable. For purchases from one vendor for an amount between $10,001 - $250,000, price or rate quotations must be obtained from an adequate number (at least 2) of qualified sources. For purchases from one vendor that cost more than $250,000, sealed bids must be publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price. ​

**Slide 41 -** When deciding on initiatives to purchase with Title III funds, you must keep in mind that if the district will spend more than $25,000 with any one vendor or individual (across all funding sources), the Suspension and Debarment website must be checked to ensure that the entity has not been suspended or debarred from receiving federal funds. ​

**Slide 42 -** This is a screenshot of the System for Award Management (SAM) website. When you check this site for a particular company/vendor, be sure to print out the results that are dated to show when the SAM website was checked. This documentation will be viewed at Cross Functional Monitoring time. ​

**Slide 43 -** This slide is a summary of the previous two slides on suspension and debarment. I won't read this, but it is here for you if you have questions. All this information is in the Federal Programs Handbook because it applies to all federal programs, not just Title III, Part A.​

**Slide 44 -** We are going to look at the Function Codes needed to build the budget for your Title III EL Professional Development Plan - 2210 and 2213. The PD Plan you described in your answer to Question #3 and all its various components will be in these Function Codes with its corresponding Object Codes.​

**Slide 45 -** Function code 2213 should be used when budgeting PD for instructional staff. Function 2210 should not be used for professional development. ​

**Slide 46 -** (point out a few specifics)

**Slide 47 -** (point out a few specifics)

**Slide 48 -** (point out a few specifics)

**Slide 49 -** Common Function 2210 and 2213 budget errors include... (READ the slide)

**Slide 50 -** Additional common Function 2210 and 2213 budget errors include... (READ the slide)​

**Slide 51 -** We don't see a lot of travel-related errors in the actual budget but we often see errors when reviewing travel documentation during cross functional monitoring. So, please keep the points on this slide in mind when you decide to budget for PD travel. Remember...you're spending taxpayer funds and thus you must choose wisely and be prudent in saving money while still ensuring safety of your staff.

**Slide 52 -** In Function 2100, you will budget for your Family and Community engagement activities as they are described in question #4 of the program plan. ​

**Slide 53 -** (point out a few specifics)

**Slide 54 -** (point out a few specifics)

**Slide 55 -** Common budget errors seen in Function 2100 include... (READ the slide)​

**Slide 56 -** Function 2700 errors include... (READ the slide)​

**Slide 57 -** Function 2230 is where you will budget people or items needed to operate the Title III grant. Function 2300 is where you will budget for Audit and Indirect Costs, if you district requires you to use Title III funds for these expenses.

**Slide 58 -** (Point out some specifics.) Please notice here that 2230-882 may only be used by LEAs who have received prior GaDOE approval to consolidate administrative funds. A maximum of 2% of the original Title IIIA allocation may be budgeted in 2230 + 2300 (excluding indirect cost). ​

**Slide 59 -** There are two types of grant administration costs: Direct Costs and Indirect Costs.​

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Direct costs are those that relate directly to the administration of the grant, such as a portion of the Title III Director's salary (if the LEA requires this), and registration and travel expenses for the director to attend conferences and trainings focused on managing the Title III grant and audit costs, when applicable. ​

**Slide 60 -** Indirect costs are not a required Title III budget item. However, if your district requires that these costs be charged to the grant, the amount charged may not exceed the LEA's negotiated rate for the current fiscal year. You can find the current rates posted on the Title I-A "other resources" webpage. Examples of Indirect costs are electricity, copy machine services, your office building rental/mortgage, etc.  Indirect costs DO NOT need to be itemized. All you need to write for this line item is "Indirect Costs". Be sure to follow the guidelines for drawing down indirect costs as found in the Federal Programs manual since you can only draw down indirect costs in proportion to the percentage of Title III funds that have been drawn down.​

**Slide 61 -** Noted here are some common 2230 and 2300 budget errors. (READ the slide)​

**Slide 62 - I**f your district did not spend the full 2% direct administrative costs in the previous fiscal year, the remainder may be budgeted in the current fiscal year, in addition to the current year's 2% allocation. However, this may only be done after the completion report is submitted and after carryover is added. If you decide to budget the unexpended funds, please enter this on a separate line item from the current year's direct admin cost. ​

**Slide 63 -** Title III has its own Attachments tab within the consolidated application. Please load all attachments necessary and/or required to this tab, following the naming convention noted on this slide. ​

**Slide 64 -** Some budget attachment errors include...(READ the slide)​

**Slide 65 -** You will find a Budget Checklist posted on the Title III website. Please use this as you prepare your budget and please ensure that all items, as applicable, have been addressed prior to submitting your budget. If you follow this checklist, the chances of your budget being approved the first time are greatly increased.

**Slide 66 -** (READ the slide)

**Slide 67 -** Once you have finished developing your budget and you have compared it to the Budget Checklist, you will enter it in the consolidated application, sign off and ensure that your superintendent signs off. Sometimes the notification that you signed off gets lost in the Superintendent’s email inbox and budgets sit for weeks while waiting for the superintendent to sign off. You will want to remain vigilant and contact your superintendent if he/she doesn't sign off within a reasonable amount of time. As you know, it's very easy for emails to get buried and Superintendents will appreciate being prompted after a while.​

**Slide 68 -** So far, we have completed topics 1-12 in this training. We will now review topics 13-17.​

**Slide 69 -** Once your budget is approved by the DOE, you are ready to implement your Title III plan and spend the funds! You will work closely with your finance office, so it is important that you have a good relationship with them! Your finance office should enter the budget, as approved by the DOE, into the local financial accounting system and you should verify that this has been done so it matches the approved budget. Remember that this year's budget is meant to serve this year's English Learners; therefore, it is important to spend the funds in a timely manner to ensure maximum benefit. And, of course, don't spend Title III funds on non-ELs, monitored ELs or ELs who are not participating in the ESOL program. ​

**Slide 70 -** Be careful not to purchase anything that isn't noted on the approved budget. If you need to make changes, you may always submit a budget amendment. Title III requires that amendments be submitted whenever a change is necessary and prior to the September 30 close of the grant year. (READ the slide).​

**Slide 71 -** As the Title III Director, you are responsible for reviewing the expenditures. Therefore, it is recommended that you request a Title III Expenditure Detail report from your finance office on a regular basis, monthly is best. (Read the slide).​

**Slide 72 -** Again, you, as the Title III Director, are ultimately responsible for this budget, and thus, it is recommended that you work collaboratively with your Finance office on the monthly draw downs. Your finance office will probably prepare the draw down, but it is recommended that you review it, sign it and date it (and keep a copy) prior to submission. You will want to review it to ensure that the expenditures have been charged to the same Function and Object code as approved in the budget and if not, you'll need to work with your finance office to make corrections prior to submission. In addition, you will want to review it to ensure that the expenditures as claimed on the draw down report match the actual expenditures made during the current month's submission. This is excellent evidence of you monitoring your Title III grant and should be retained for cross functional monitoring.  ​

**Slide 73 -** Internal controls are procedures written by the LEA that will be followed to ensure that the federal funds are expended according to program requirements, that the program is evaluated and that it is monitored for effectiveness. Your written internal controls and the district's adherence to those controls will be reviewed at cross functional monitoring.​

**Slide 74 -** This is a list of supporting documentation that the LEA must maintain as evidence of spending the federal funds in accordance with the law. This documentation will be reviewed at cross functional monitoring. ​

**Slide 75 -** Here is a list of source documentation that should be maintained for cross functional monitoring. Remember that everything you spend federal funds on must be supported with documentation that demonstrates how the funds were spent and evidence of participation by students and teachers. ​

**Slide 76 -** Time and Effort documentation must be maintained on everyone who is paid with federal funds, including teachers, substitutes, bus drivers, tutors, etc. If you split-fund salaries with Title III funds and another funding source, time logs must be maintained. If you fund a salary 100% with Title III funds, Periodic Certification must be maintained. More guidance can be found in the federal programs’ handbook. ​

**Slide 77 -** While it is expected that the LEAs will spend 100% of their Title III funds every year in order to implement their Title III plan, it is understandable that occasionally something happens that prevents all funds from being spent. Therefore, any unspent Title III funds from the previous year will be returned to the district as carryover in November. The district then has 12 months (until September 30 of the next year) to spend the carryover funds. Any carryover funds that are not spent during that period will be returned to the GaDOE.​

**Slide 78 -** LEAs may submit budget amendments when changes are necessary any time prior to September 30. If you decide that you want to spend more funds than originally budgeted in Function 1000, for example, and want to move some funds that you may have budgeted in Function 2700, you must do a budget amendment. ​

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If you change a line item, please be sure to write, AMEND Increase or AMEND Decrease or AMEND New at the beginning of each line item that is changed and then describe how the line item is being changed. ​

**Slide 79 -** Again, amendments are required when the budget will be changed from what was originally approved. Title III does not allow any overage in Function and Object codes on the fiscal year end completion report. Therefore, if you spent more in Function 2213 than noted in the most recently approved budget, you must submit a budget amendment to reconcile (meaning that you have budgeted at least as much as you have or will spend). In other words, you may not spend more in any function/object code than what has been approved in the most recently approved budget.​

**Slide 80 -** This is a summary of what we discussed previously about the completion report. It is important for you, the Title III Director, to review your expenditures in September for the previous year to ensure that there are no over-expenditures in any function/object code. If you discover overages, you must submit a budget amendment prior to September 30 to move money to the correct function/object code. ​

**Slide 81 -** Whew! We've given you a lot of important information in this presentation! Of course, we don't expect you to remember everything I've said today and that's why we have a lot of helpful resources on the Title III website. Listed here are just a few to check out. ​

**Slide 82 -** More resources...

**Slide 83 –** AndMore resources...

**Slide 84 -** Please be sure to view the e-learning modules, noted on this slide, that will be posted in the Statewide Longitudinal Data System Professional Learning Opportunities site for more in-depth guidance on various Title III-A related topics. ​

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**Slide 85 -** We have created several infographics on a variety of topics to help you implement your program and budget. These documents will be posted on the Title III-A website. ​

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**Slide 86 -** And finally, please know that you're not in this alone. We are here to help you and guide you through the budgeting process. We know it seems overwhelming right now so please be sure to contact your Program Specialist anytime with questions regarding **Title III-A.**Our contact information is noted on this slide. ​

**Slide 87 -** For questions and support about your **state-funded ESOL program**, please email us at ELPrograms@doe.k12.ga.us or call the phone number noted on this slide.