

Committee of Practitioners

Thursday, March 23, 2023

9:00 am-12:00 pm

Welcome

- Dr. Ken Banter - Senior Program Manager, Title I, Part A
- Shaun Owen – Deputy Superintendent, Federal Programs
- John Wight – Associate Superintendent, Federal Programs
- Kathleen Yarbrough-Director of Federal Programs

Committee of Practitioners

- Approval of October 20, 2022, Meeting Minutes

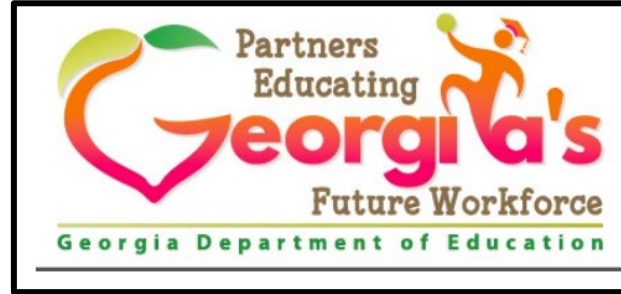


Consolidation of Funds

Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager
cambler@doe.k12.ga.us

Consolidation of Funds

Perkins & Perkins Plus Reserve CoF Pilot



- Stakeholder meeting held March 12, 2023 (Calhoun City and Gainesville City)
- Updated CoF Manual with Perkins Guidance
- Stakeholder Review of Cof Manual, Intent and Purpose and updated support documents with two LEAs and Perkins GaDOE staff
- ED and legal counsel reviewing

Consolidation of Funds

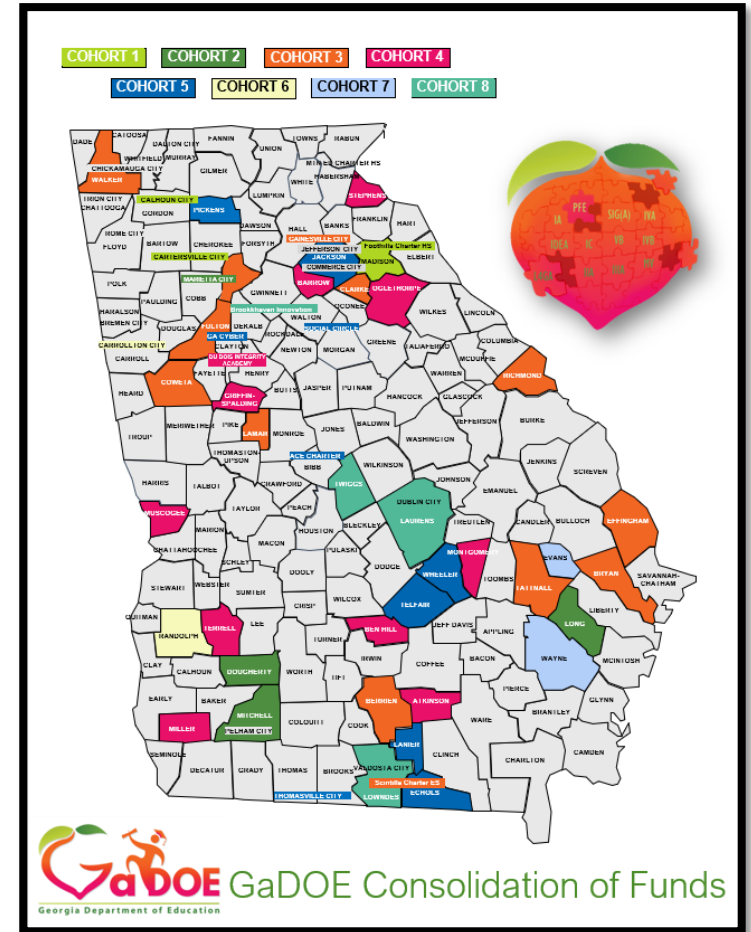
NAESPA CoF Presentation

- GaDOE CoF team Presented on February 2, 2023
- Interest from conference attendees
- Follow up meetings with Arkansas and Oregon to discuss implementation and logistics of implementing CoF



Consolidation of Funds Cohort 8 Recruitment

- Conducted interest meetings virtual and on site
- Brookhaven Innovation Academy, Laurens, Lowndes, and Twiggs have committed to joining CoF in FY24
- Cohort commitment by March 31, 2023



Consolidation of Funds

Mid-Year Update Webinar Topics


- Set Up Fund 150 in Accounting Software
- Use of Allowable Program Codes
 - CoF Program Code 8881
 - Special Education Program Code 2011
 - CTAE Program Code 3011
- Use of School, Function and Object Codes
- Correct Allocation of Funds from 150 to Participating Federal Funds
- Alignment of Fiscal Documentation with CoF Guidance

Consolidation of Funds

CoF Implementation Reports ('Health Check')

Optional Consolidation of Funds Showcase Feedback Session

FY22 Consolidation of Funds Program Health Checklist (Summarized, Final Checklist may be more detailed)	Data Source (Year & Document)
Fund 150 – Finance Implementation	
Accounting Software includes 150	2022 EoY Actuals DE 46
QBE Program Codes need to be in Fund 150	2022 EoY Actuals DE 46
Coded by School	2022 EoY Actuals DE 46
Include only Allowable Functions (but not a single function)	2022 EoY Actuals DE 46
Budgeted at Object Level (even though JE by function)	2022 EoY Actuals DE 46
Use of 'Incoming/Outgoing Transfer' for the state/local portion in Fund 150	2022 EoY Actuals DE 46
Journal Entries by Function	2022 EoY Actuals DE 46
Program Code 8881 used for allocations in Fund 100, 150, & Federal Funds	2022 EoY Actuals DE 46
Object Code 881 was used for allocations in Fund 100, 150, & Federal Funds	2022 EoY Actuals DE 46
Make JE only for functions with actual expenses	2022 EoY Actuals DE 46
Special Education Program Code 2011 was used for allocations (if applicable)	2022 EoY Actuals DE 46
CTAE Program Code 3011 was used for allocations (if applicable)	2022 EoY Actuals DE 46
Zero Balance by Fund (Disregard immaterial rounding)	2022 EoY Actuals DE 46
Zero Balance by 881 across the funds (Disregard immaterial rounding)	2022 EoY Actuals DE 46
Zero Balance by Function (Disregard immaterial rounding)	2022 EoY Actuals DE 46
Zero Balance by School (Disregard immaterial rounding)	2022 EoY Actuals DE 46
Did any schools exceed Fund 150 Budget?	2022 EoY Actuals DE 46
EOY percentages match JE by school	2022 EoY Actuals DE 46
Frequency of Reconciliation (Journal Entries to Federal Programs)	2022 EoY Actuals DE 46
Fund 150 Period July 1–June 30	2022 EoY Actuals DE 46
Apply Indirect cost in Federal Programs not Fund 150	2022 EoY Actuals DE 46
Federal expenditure program codes are not used in Fund 150	2022 EoY Actuals DE 46
Fund 150 - Program Implementation	
Participation Form: Completed Annually	FY23 Participation Form
Participation Form: Could additional schools be consolidated?	FY23 Participation Form
CLIP: Indicates Consolidation	FY23 CLIP
CLIP: Programs Match Participation Form	FY23 Participation Form, FY23 CLIP
CLIP: Migrant Plan	FY23 Migrant Plan
Budget: Month Budget Approved	FY23 ConApp Budget
Budget: Uploads CoF Documents in Correct Location	FY23 ConApp Budget
Budget: Intent and Purpose Uploaded	FY23 ConApp Budget
Budget: SWP Uploaded	FY23 ConApp Budget
Budget: I&P & SWP Align (same schools)	FY23 ConApp Budget



Consolidation of Funds Implementation Reports:

- Fiscal and program analysis for LEAs. Analysis is in checklist form.
- LEAs monitored in FY23 received a more detailed fiscal analysis as a part of monitoring.

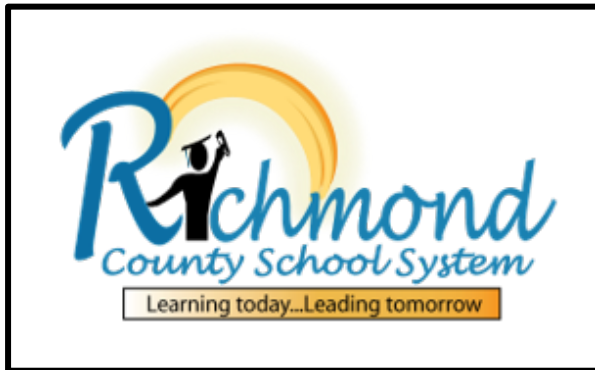
ESEA Equitable Services

Carly Ambler
Consolidation of Funds and
Equitable Services
Senior Program Manager
cambler@doe.k12.ga.us



Equitable Services

EQSVS Mid-Year Update Webinar



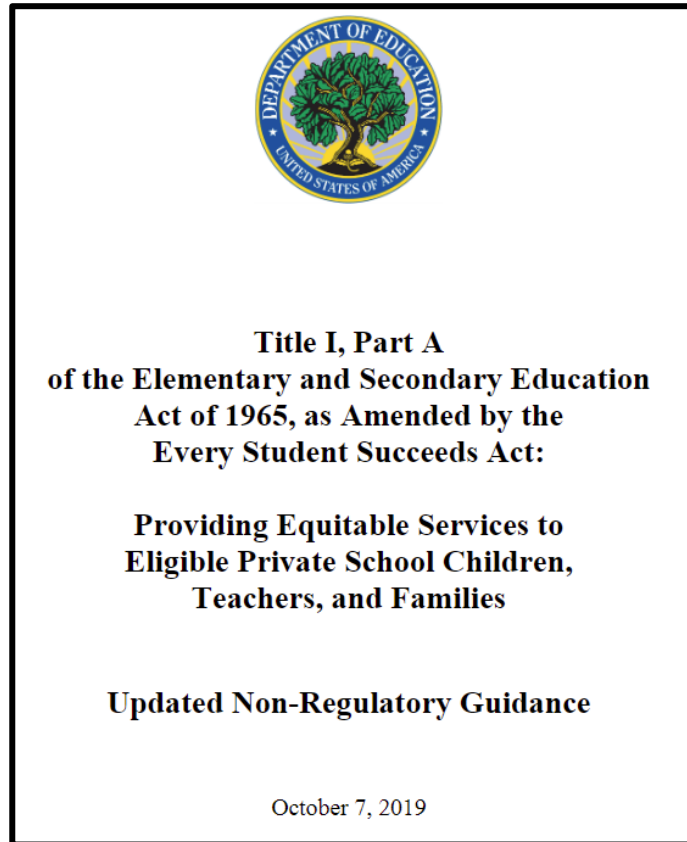
Richmond County
School District



Bibb County
School District

Equitable Services

Title I Non-Regulatory Guidance Update



The Department made draft updates to three questions—A-9, B-11, and B-13—and added a new draft question B-11a largely to address extrapolation in when using a survey to determine poverty.

Summary of updates

- With respect to poverty, meaningful consultation must occur prior to a decision. Keep in mind the goal is to come to an agreement so discuss poverty options before the decision.
- If you use a survey to determine poverty and don't receive a representative sample or receive incomplete data, please read the updated guidance. There are options on how to implement this practice.

Equitable Services

2021-2022 Form B

Form B

Form B Affirmation of Timely and Meaningful Consultation & Equitable Provision of Services.

Private School Name: [REDACTED]

Private School Address: [REDACTED]

Private School Official: [REDACTED]

LEA/CBO Name: [REDACTED] County

LEA Official: [REDACTED]

Program Participation	▼
Consultation	▼
Implementation	▼
Carryover Expended	▼
End of Year Balance	▼
Sign Off	▼

Sign Off Cancel

Summary of Updates

- **Unified Responses**
Program tabs have been combined into a single page submission.
- **Questions Condensed**
Several end of year questions were combined to streamline the number of questions.
- **Save As You Go**
LEAs may save sections as they go.
- **Title I, Part A PFE Carryover**
New location to report private school PFE carryover.
- **Pooling**
LEAs who contribute to pooling can indicate pooling and do not have to send Form B to private schools. This will apply to pooling Cohort 1.
- **Carryover Options Clarified**
Carryover options include definitions.

Equitable Services

Form B – Summary of Results

Submission

- 45 LEAs must submit Form B (228 Forms)
- Submission pending for 17 LEAs

Program	'Yes' Participated	Program	Students Served
IA	131	IA	3,121
IIA	127	IIA	32,186
IIIA	8	IIIA	261
IVA	105	IVA	27,249
IVB	Not reported	IVB	Not reported

Timely and Meaningful Consultation

School Responses 182 'Yes', 1 'No'

Equitable and Satisfactory Services

School Responses 182 'Yes', 1 'No'

Participation

8 Schools in 10 LEAs completed Form A but did not participate in any program as of 03.21.23. Submission pending for 17 LEAs.

Students served

Data calculated as of 03.21.23. Submission pending for 17 LEAs.

Equitable Services

Form B – Summary of Results

Submission

- 45 LEAs must submit Form B (228 Forms)
- Submission pending for 17 LEAs

Program	Carryover Unspent	New Carryover	Redistribute	Reserve	\$0 Remaining
IA	\$488,060.66	\$1,445,525.37	18	67	31
IA - PFE	N/A	\$17,937.38	18	69	29
IIA	\$524,666.91	\$823,753.85	12	100	15
IIIA	\$266.55	\$11,149.83	0	7	1
IVA	\$36,458.42	\$293,172.97	8	82	15

Carryover: Data calculated as of 03.21.23. Submission pending for 17 LEAs.

Key Excerpts from EQSVS Non-Regulatory Guidance:

- If an LEA is engaging in ongoing consultation, providing equitable services as required, and meeting the obligation of funds requirement in ESEA, it generally should not have any, and certainly no significant, carryover.
- An LEA—not private school officials—is responsible for ensuring that ESEA funds are obligated in a timely manner. In some cases, however, action by private school officials is necessary for the LEA to meet this obligation.

Equitable Services

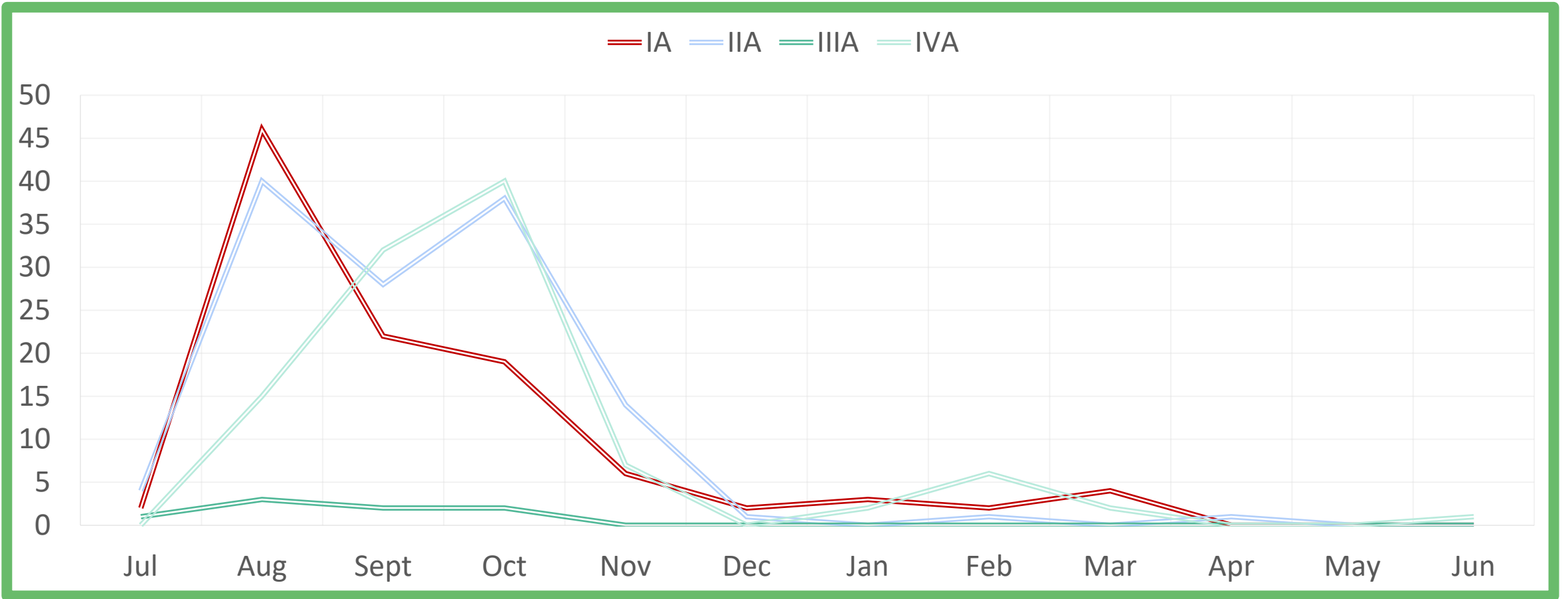
Form B – Summary of Results

Key Excerpts from EQSVS Non-Regulatory Guidance:

- If an LEA is engaging in ongoing consultation, providing equitable services as required, and meeting the obligation of funds requirement in ESEA, it generally should not have any, and certainly no significant, carryover.
- An LEA—not private school officials—is responsible for ensuring that ESEA funds are obligated in a timely manner. In some cases, however, action by private school officials is necessary for the LEA to meet this obligation. If a deadline is established in consultation and in the context of the requirement to obligate funds generated for equitable services in the current fiscal year, it would be reasonable for the LEA to inform private school officials that, if the deadline is not met and the private school officials have not notified the LEA of obstacles to meeting the deadline in a timely manner, the LEA may consider the private school to have declined services. Generally, however, the ongoing consultation required by the ESEA will help prevent this situation from occurring because consultation throughout the year provides an established forum for private school officials to alert the LEA if there are obstacles to meeting a deadline.

Equitable Services

Form B – Summary of Results



Start of Services: Data calculated as of 03.21.23. Submission pending for 17 LEAs.



Equitable Services

ES4PS Form A

Form A will have a delayed opening due to reconfiguration.

- IDEA will not be in Form A
- Form A will include indirect cost reservation
- Form A will include intent to transfer IIA/IVA
- Intent to participate in online WIDA if participating in IIIA
- Ability to indicate no schools in the area served

Equitable Services 4 Private Schools (ES4PS)

Home School List Invitation Manager Form A Form B Manager Admin Upload Log Out

School Year: 2023 - 2024 District: County You are logged in as: District User

Invitations Summary	
Total Invitations Sent:	1
Invitations Opened:	1
Invitations Accepted:	0
Percentage Invitations Accepted:	0%

Form A Summary	
Total Form A:	0
Total Form A Created:	0
Total Form A Sent:	0
Form A District Revision Requested:	0
Form A School Saved:	0
Form A School Signed Off:	0
Form A School & District Signed Off:	0
Non Participation Sign Off:	0
Percentage School & District Signed Off:	0%

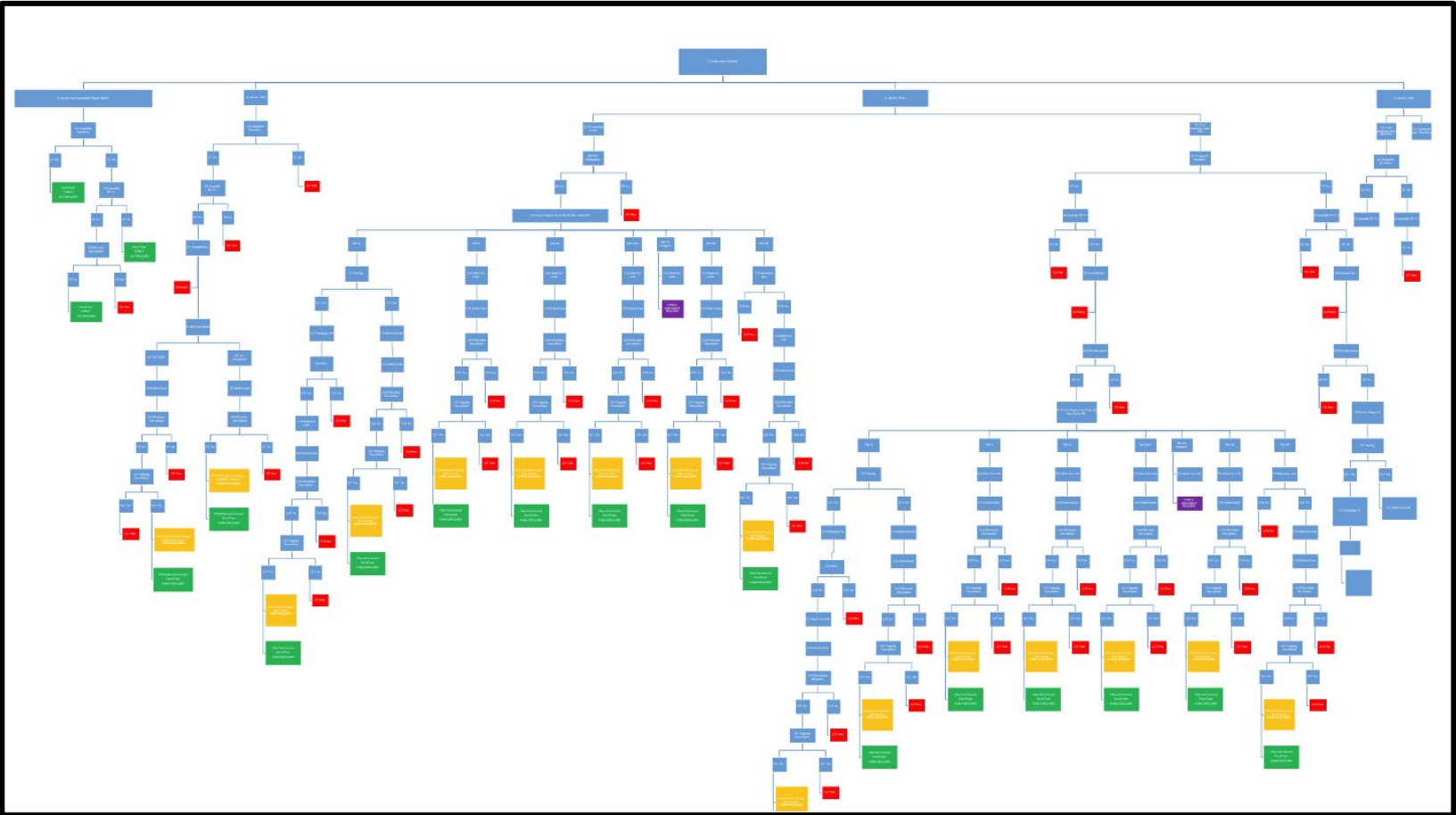
Form A Amendment Summary	
Total Form A Amendment:	0
Total Form A Amendment Created:	0
Total Form A Amendment Sent:	0
Form A Amendment District Revision Requested:	0
Form A Amendment School Saved:	0
Form A Amendment School Signed Off:	0
Form A Amendment School & District Signed Off:	0
Non Participation Sign Off:	0
Percentage School & District Signed Off:	0%

Form B Summary	
Total Form B:	0
Total Form B Created:	0
Total Form B Sent:	0
Form B District Revision Requested:	0
Form B School Saved:	0
Form B School Signed Off:	0
Form B School & District Signed Off:	0
Non Participation Sign Off:	0
Percentage School & District Signed Off:	0%

Fiscal Year	Invitations	Form A	Form A Amendment	Form B
2021-2022	Sep 03, 2020 to May 14, 2021	Oct 05, 2020 to Jun 15, 2021	Oct 01, 2021 to Oct 16, 2021	Feb 07, 2023 to Feb 24, 2023
2022-2023	Sep 03, 2021 to Jul 08, 2022	Jun 21, 2022 to Jun 29, 2022	Oct 10, 2022 to Oct 14, 2022	Oct 02, 2023 to Dec 05, 2023
2023-2024	Sep 28, 2022 to May 01, 2023	May 01, 2023 to Jun 15, 2023	Oct 03, 2023 to Oct 16, 2023	Dec 15, 2022 to Jan 31, 2023

Equitable Services

ES4PS Logic Models for Updates



Equitable Services

Proportionate Share Worksheet

- Equitable Services worksheets will also be updated with carryover once Form B in ES4PS is complete and submitted to the GaDOE.
- GaDOE staff will input the information on allocations and expenditures from Form B and adjust the Equitable Services worksheets.
- The final allocation for the private schools with the adjustment to allocation and carryover can be found in the green column.

FY22 Form B LEA Responses (Dec 2022)						Carryover Redistributed Public/ NonPublic	Entry Total budgeted including (allocation, redistribution and carryover) AMOUNTS ROUNDED DOWN TO NEAREST
FY21 Allocation	FY21 Expenditures	FY22 Allocation	FY22 Expenditures	FY22 Carryover for Private School	FY22 Carryover to be Redistributed		
\$28,058.00	\$10,448.35	\$29,255.25	\$0.00	\$46,864.90	\$0.00	\$23.02	\$81,666.00
\$20,169.00	\$7,401.00	\$21,890.86	\$0.00	\$34,658.86	\$0.00	\$17.51	\$61,139.00
\$7,889.00	\$3,047.35	\$7,364.39	\$0.00	\$12,206.04	\$0.00	\$5.50	\$20,527.00
\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00

Equitable Services Pooling

SAMPLE

Title I, Part A Pooling Memorandum of Understanding

By signing this MOU, all parties agree to the terms and conditions outlined in Federal and State statute, regulations, and non-regulatory guidance and the pooling program description.

Parties Participating in Title I, Part A Pooling, Contact Information, and Electronic Signatures					
Organization Name	Role	Name	Email Address	Phone Number	Electronic Signature
Nonpublic School	Nonpublic School Official				
Managing LEA	Superintendent				
	Finance Director				
	Federal Programs Director				
Pooling LEA #1	Superintendent				
	Finance Director				
	Federal Programs Director				
Pooling LEA #2	Superintendent				
	Finance Director				
	Federal Programs Director				
Pooling LEA #3	Superintendent				
	Finance Director				
	Federal Programs Director				
Pooling LEA #4	Superintendent				
	Finance Director				
	Federal Programs Director				

Pooling for FY24

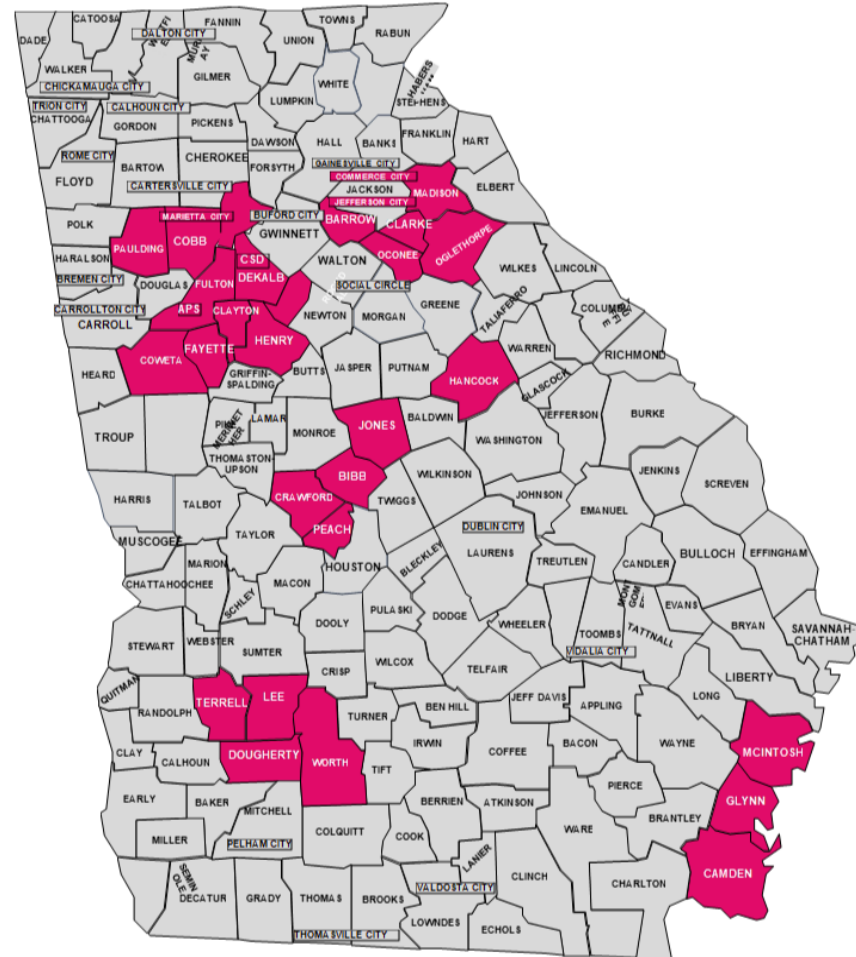
- Offers flexibility, streamlining of administration and supports for students.
- Proportionate share allocation is subtracted and added accordingly in the portal to the contributing and managing LEA.
- Both LEAs must complete consultation with private schools, each other and all parties need to sign the MOU during the process.
- **MOU due date to GaDOE-March 30, 2023.**

Equitable Services

Pooling Title I, Part A Funds Across LEAs

FY23 Pooling Schools

- Atlanta Youth Academy
- Berean Christian
- Boyce Ansley
- Dar Un Noor
- Light of the World
- St. Francis Xavier
- St. John the Evangelist
- St. Joseph (Athens)
- St. Joseph (Marietta)
- St. Peter Claver
- St. Teresa
- St. Thomas More
- Torah Day
- Waseca



**Thank you to
the 28 LEAs
supporting
pooling
including 10
managing
LEAs!**

Title I, Part A





Megan Roedl

Family Engagement Specialist

Federal Programs

Georgia Department of Education

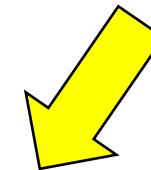
404-548-5388

Megan.Roedl@doe.k12.ga.us

Georgia's Systems of Continuous Improvement



Click here
to learn
more!



Family and Community Engagement System
Supporting Student Academic Achievement

Family-School Partnerships: Purpose

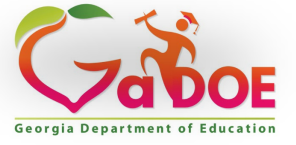
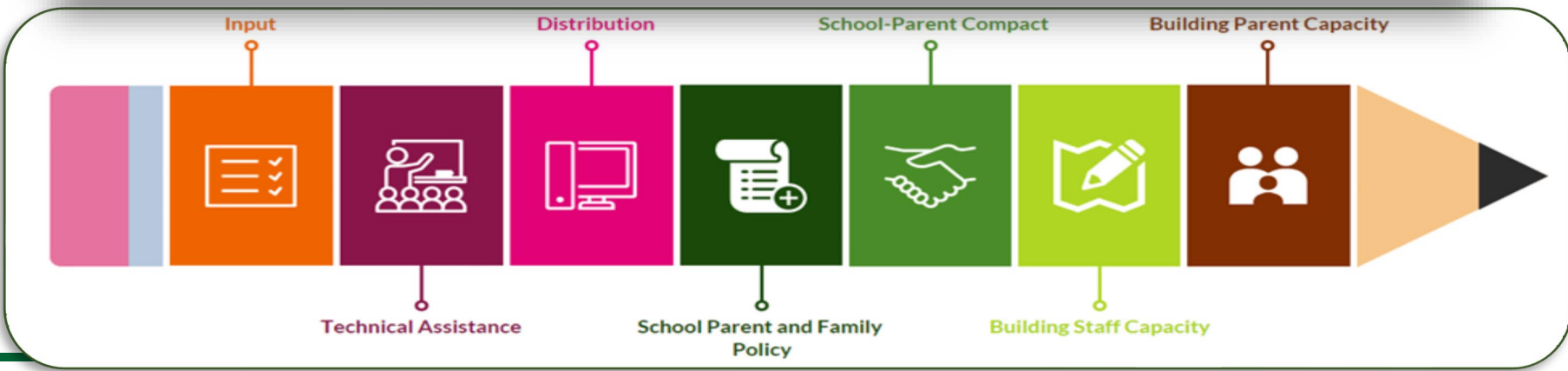
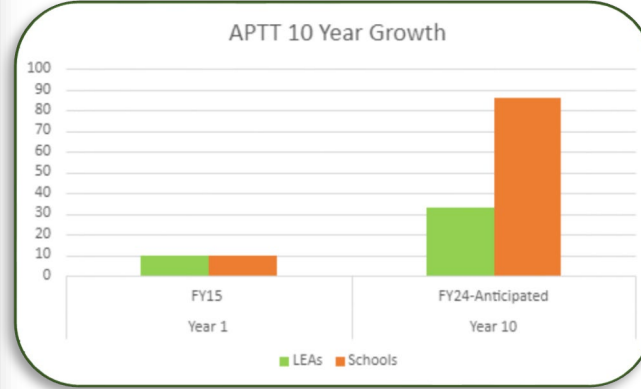
1. Welcoming all Families and the Community
2. Communicating Effectively with Families and the Community
3. Supporting Student Success
4. Empowering Families
5. Sharing Leadership with Families and the Community
6. Collaborating with Families and the Community



Vision: The Family-School Partnership Program believes that parents, families, schools, and communities working together can create meaningful partnerships that ultimately lead to significant gains in student achievement across the board.

WHAT?	WHY?	WHO?	HOW?
<p>Parent and family engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.</p>	<p>An abundance of research tells us that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels.</p>	<p>Students, parents, and family members are ultimately at the center of our efforts; however, our primary audience is the local educational agency and school-level staff funded by Title I, Part A.</p>	<ul style="list-style-type: none"> Provides information on effective family engagement strategies to Title I LEAs and Schools Delivers communications to schools and school districts on the factors that influence student success. Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives.

- FSP Initiatives**
- State School Superintendent’s Parent Advisory Council ([PAC](#))
 - Family-Friendly Partnership Schools ([FFPS](#))
 - Family Engagement Month ([FEM](#))
 - Academic Parent-Teacher Teams ([APTT](#))



Family-School Partnerships

FY 23 Initiatives
&
FY 24 Plans



Initiative	Purpose	PTA Standard	Lead Specialist
Academic Parent-Teacher Teams (APTT)	Increase student academic achievement by building parent/family capacity.	4	Megan Roedl
Family-Friendly Partnership Schools	Create inviting school environments where parents/families feel welcome and a sense of belonging.	1, 4	Dawn Scott
State School Superintendent's Parent Advisory Council	Provide an opportunity for parents/families to share input on policies, projects, and materials.	2	Mandi Griffin

Initiative	Purpose	PTA Standard	Lead Specialist
Communication	Develop and deliver communications to schools and school districts on the factors that influence student success.	2	Mandi Griffin
Service and Support	Monitor Title I schools and districts to ensure compliance.	5	ALL
Resource Development	Support and provide effective and practical, research-based practices.	1	ALL

Initiative	Purpose	PTA Standard	Lead Specialist
Family Engagement Month: November	Celebrate the value and contributions of parents/families as their child’s first and most important teachers.	1	Dawn Scott
Internal and External Organizational Collaboration	Collaborate and coordinate with other Departments and programs to ensure that parent and family engagement remains the focus.	3, 6	ALL
Building Capacity: Staff and Families	Utilize high-impact strategies to support LEAs and schools to build the capacity of staff to partner effectively with parents, <u>and</u> build the capacity of parents/families to support home learning.	1 – 6	ALL

How Can We Support You?

Please feel free to contact a member of our team to let us know how we can best support your schools as they focus on the needs of their students, parents/families, and teachers/staff through the lens of family engagement.

Family Engagement Specialist	Region	Contact Information
Mandi Griffin	North Georgia	Phone: 404-576-5086 Email: mgriffin@doe.k12.ga.us
Dawn Scott	Middle Georgia	Phone: 404-694-4209 Email: dscott@doe.k12.ga.us
Megan Roedl	South Georgia	Phone: 404-548-5388 Email: megan.roedl@doe.k12.ga.us
Harriett Neal	Administrative Assistant	Email: fspprogram@doe.k12.ga.us



Questions?

Connect with us!



@GaDOEPartners



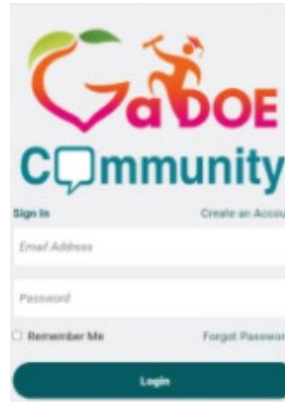
[GaDOEPartnerships](#)



[Title I, Part A Family-School Partnership Program](#)

Coming Soon!

FSP Professional Learning Courses



<https://community.gadoe.org/>



Dawn Scott
Family Engagement Specialist
Phone: 404-694-4209
Email: dscott@doe.k12.ga.us



Mandi Griffin
Family Engagement Specialist
Phone: 404-576-5086
Email: mgriffin@doe.k12.ga.us



Megan Roedl
Family Engagement Specialist
Phone: 404-548-5388
Email: megan.roedl@doe.k12.ga.us



Harriett Neal
Federal Programs Administrative Assistant
Phone: 404-295-2687
Email: hneal@doe.k12.ga.us



Happy Trails to You, Susan!



Susan Holcomb
Program Manager
Family-School
Partnership Program
2020 - 2023

Dear Susan,

Thank you for your many years of dedicated service to students, teachers, parents, and families across Georgia. We have grown under your leadership at the GaDOE and wish you all the best in your retirement!

You will be missed.

Dawn, Harriett, Mandi & Megan



English Learners

Meg Baker
Title III, Part A
Program Manager
mbaker@doe.k12.ga.us

English Learners in Title I, Part A



Fast Facts

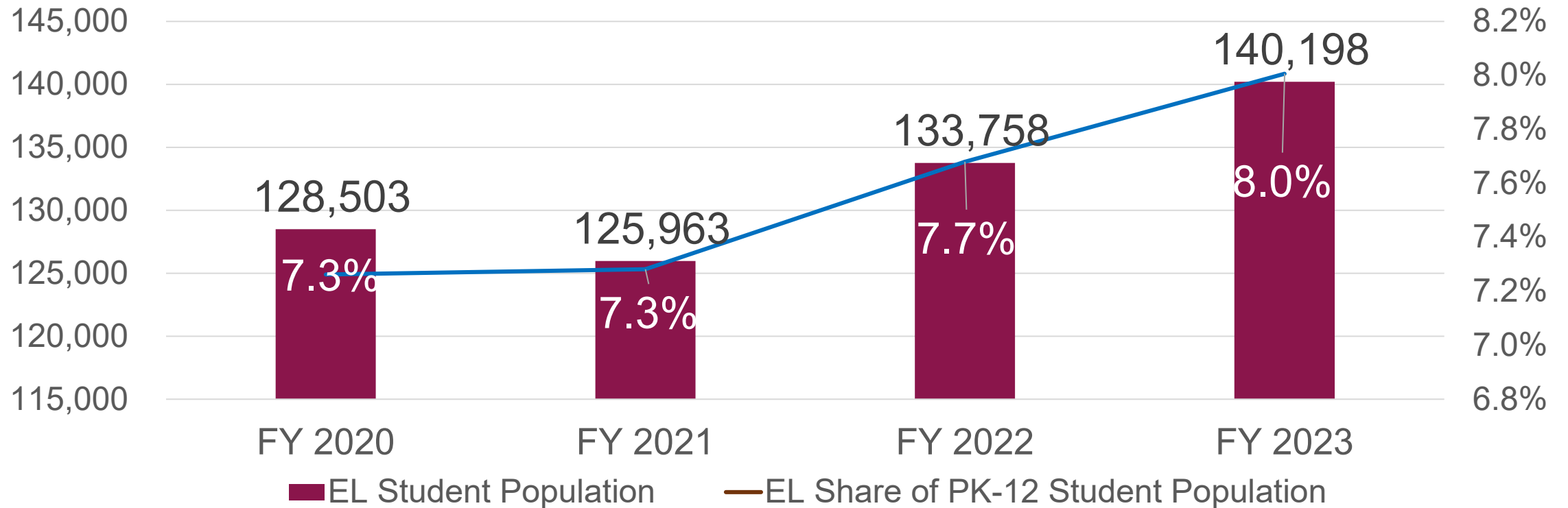
Data Review Tools

Assessment & Accountability

Instructional Planning Tools

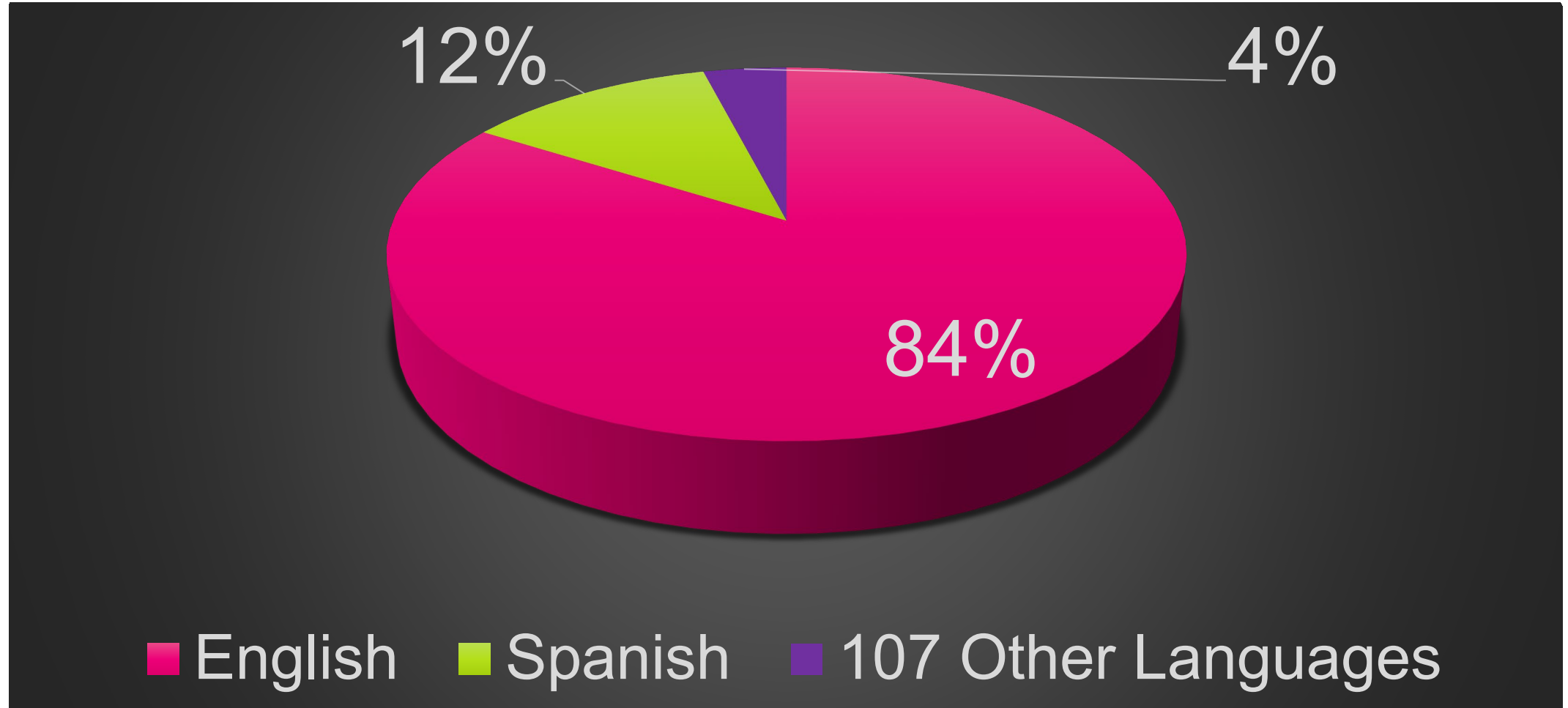
Fast Fact #1 – Growing EL Population

Total EL Students and Percent of PK-12 Student Population



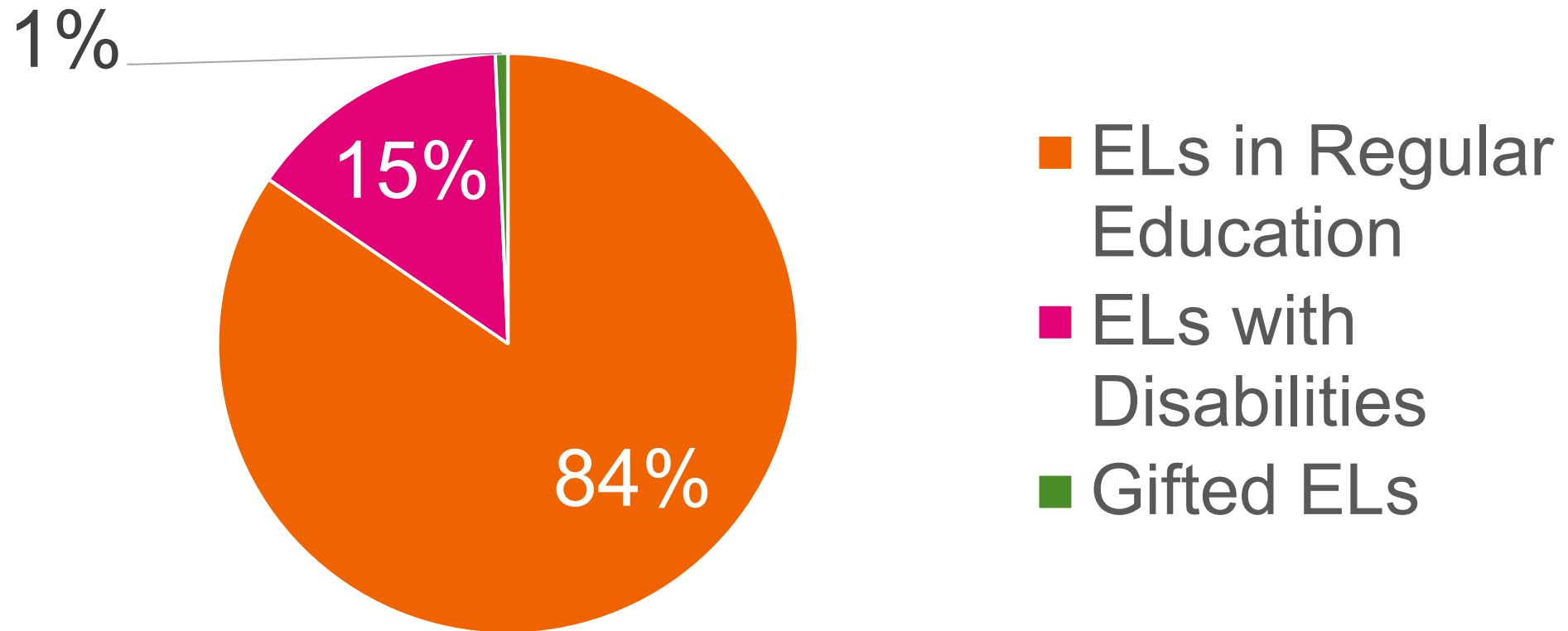
October 2020 - 2022 GaDOE Data Collections Report

Fast Fact #2 – Languages in Georgia



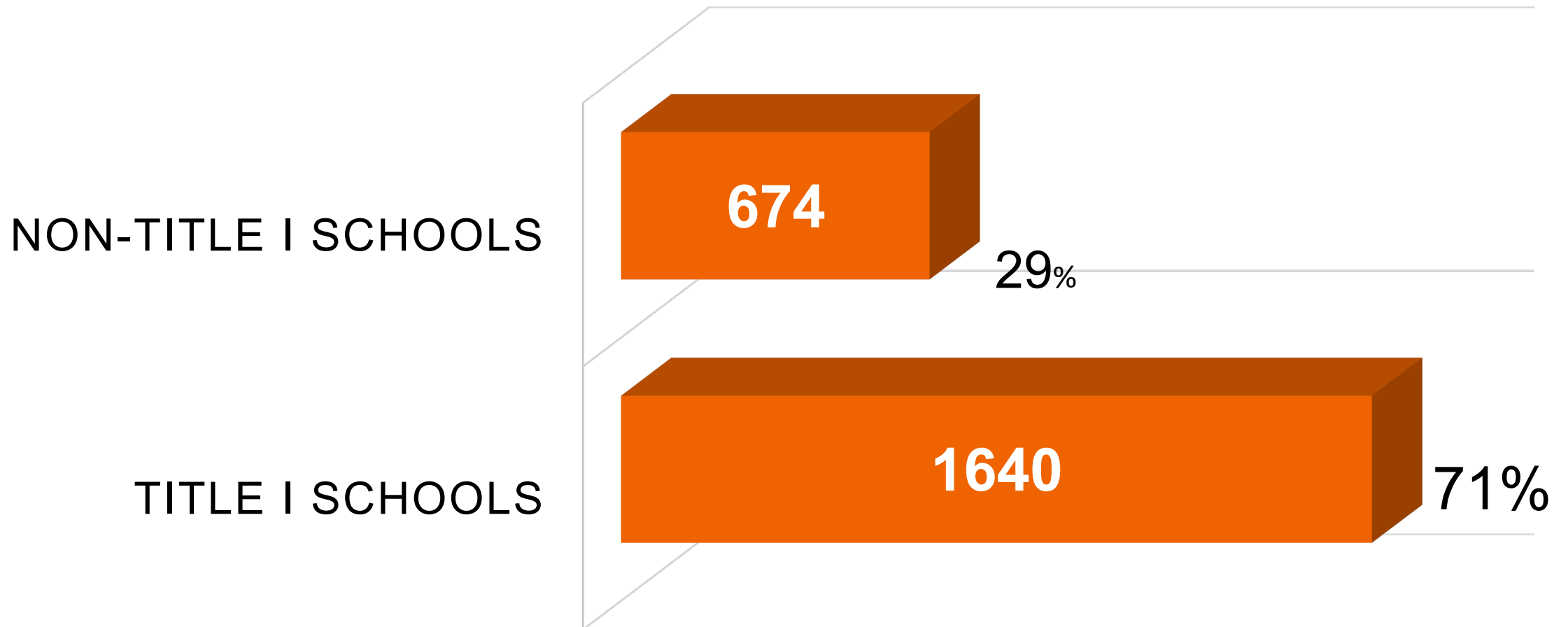
October 2022 GaDOE Data Collections Report

Fast Fact #3 – Dually Identified ELs



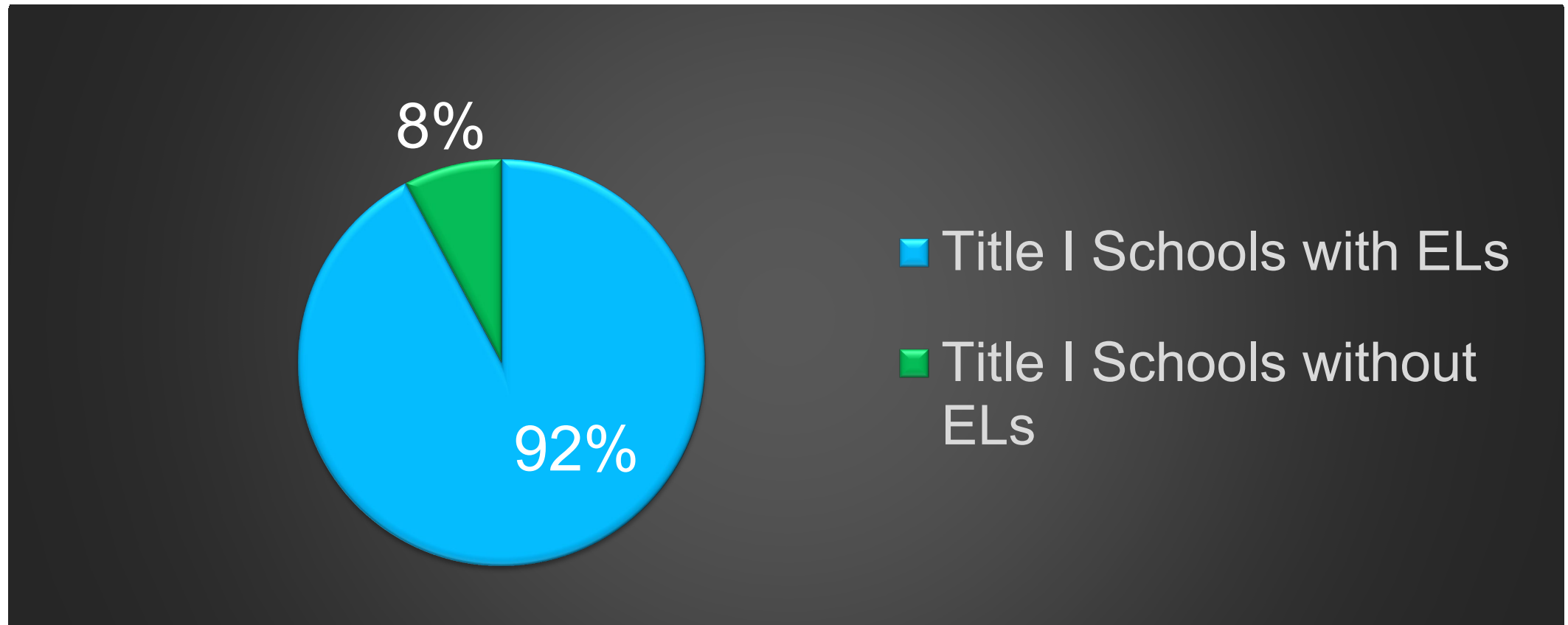
October 2022 GaDOE Data Collections Report

Fast Fact #4 – Number and Percent of Title I and Non-Title I Schools in Georgia



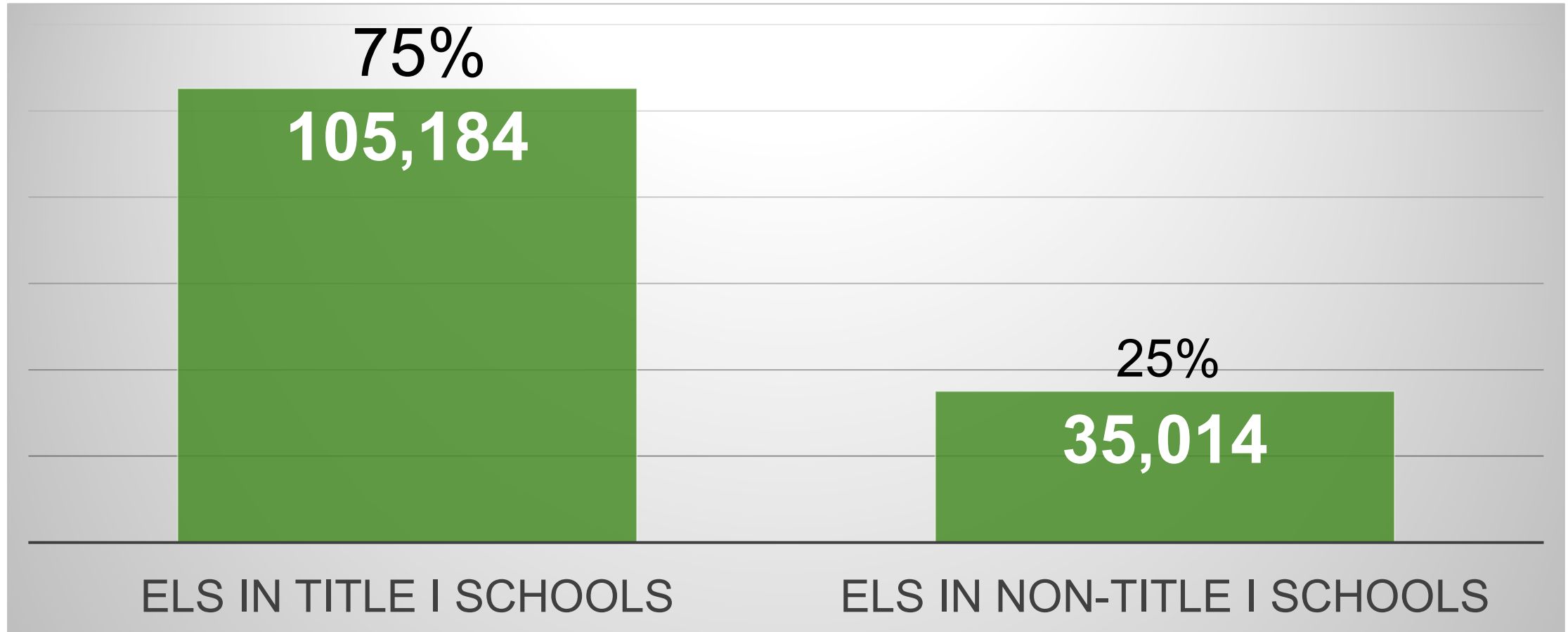
October 2022 GaDOE Data Collections Report

Fast Fact #5 – Title I Schools with/without EL Students



October 2022 GaDOE Data Collections Report

Fast Fact #6 – Number and Percent of ELs in Title I and non-Title I Schools



October 2022 GaDOE Data Collections Report



Data Review Tools for CNA

- [Title III, Part A Program](#) webpage
 - EL Data Process Guide and templates
 - EL Language Program Guide and Template Data Sets
 - EL Risk Factors Checklist
 - Title IIIA EL Program Overview Report (on the [CFM webpage](#))
 - **Data Snapshot – EL Language Program**
- [ESOL Language Program](#) webpage
 - EL Risk Factors Checklist
- **Data Snapshot – EL Language Program**
- [Georgia Student Growth Model for English Language Proficiency](#) (GSGM for ELP) webpage
 - Fact Sheet – *Understanding the Growth Report*
 - FAQs
 - Flyer
 - Key Questions
 - Overview

What is *GSGM for ELP*?

Georgia's Student Growth Model is now also applied to EL students' English language proficiency (ELP) assessment results.

- Shows ELP growth made between **prior** and **current year** WIDA *ACCESS for ELLs* assessments.
- Provides individual EL student growth percentiles (**SGPs**)
- Provides additional information about EL students' development of academic English – ***the rest of the story!***

Why calculate growth in ELP?






















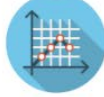

- **Answers** fundamental questions about an EL student's English language proficiency.
 1. How much academic language growth is an EL student making each year?
 2. Is the student's development of academic English proficiency typical when compared to like peers?
 3. Is the student's language growth adequate to become fully English proficient within a reasonable period?
- **Offers** information on the **rest of the story** – EL student's language learning trajectory relative to similar ELs (like peers) in Georgia.
- **Provides context** for understanding academic achievement outcomes based on development of academic English.

What does an *ACCESS* SGP tell us about the student's development of English?

- Provides a snapshot of one year language growth in comparison to like peers
 - Overall Composite Proficiency Level (CPL) only, not individual language domains (Listening, Speaking, Reading, & Writing)
 - Scale scores, not proficiency levels
- Shows student's ELP growth trajectory based on previous years' data
- Projects one-year language growth based on last year's growth.

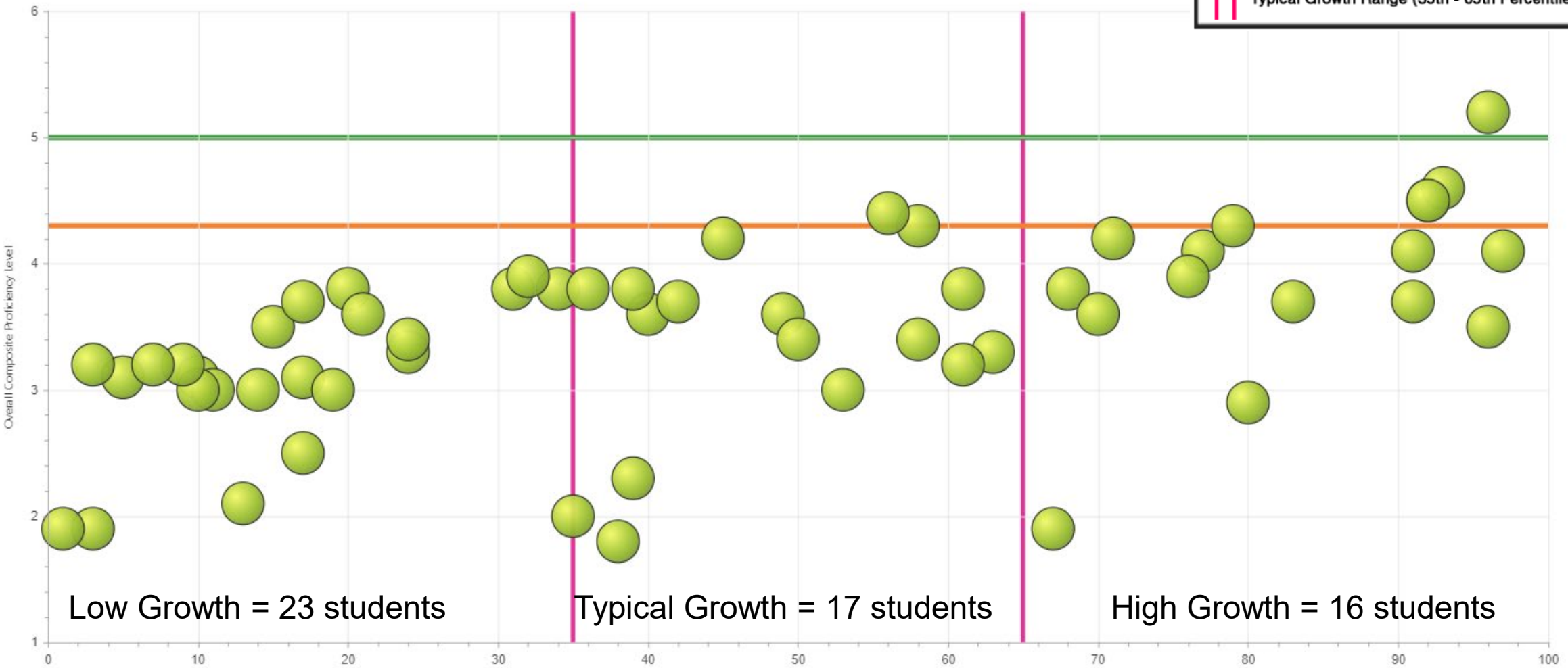
Where can we find our school's ELP growth data?



 SLDS Historical	 SLDS Operational	 ELP Growth Model	 CLIP/SIP	 Counselor Companion	 ELP Screener
 Georgia Learns - PD Hub	 Gifted Eligibility	 Growth Model	 GUIDE	 High School Feedback	 Hub
 IEP	 IIS Dashboard	 Keenville <i>i</i>	 MTSS/SST	 School Improvement	 SIDashboard <i>i</i>
 TestPad	 TKES/LKES	 TRL	 Usage Reports	 Logout	

Growth Data Visualization

Y Axis = Overall Composite Proficiency Level



X Axis = Student Growth Percentile




Student Information in Pop-out Box

Low Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 285
Overall Composite Proficiency Level: 1.9

Prior Assessment: ACCESS for ELLs
Prior Assessment Year: 2021
Prior Grade Level: 5
Prior Overall Composite Scale Score: 315

GROWTH
Growth Percentile: 1.0
SGP Level: Low




For more information on Growth in ELP click here ?

Typical Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 328
Overall Composite Proficiency Level: 3.0

Prior Assessment: ACCESS for ELLs
Prior Assessment Year: 2021
Prior Grade Level: 5
Prior Overall Composite Scale Score: 320

GROWTH
Growth Percentile: 53.0
SGP Level: Typical




For more information on Growth in ELP click here ?

High Growth

ENGLISH LANGUAGE PROFICIENCY
Overall Composite Scale Score: 355
Overall Composite Proficiency Level: 3.7

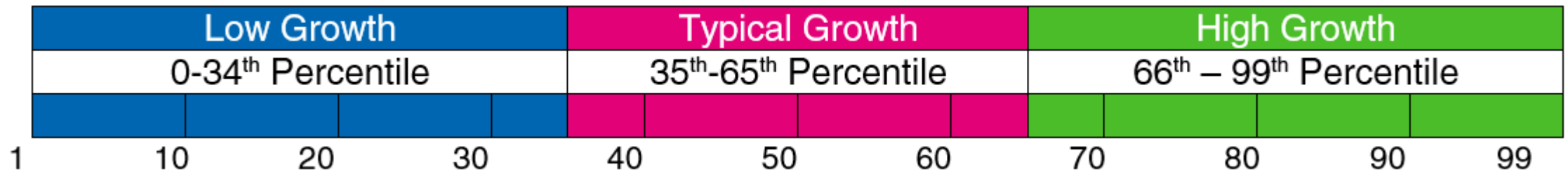
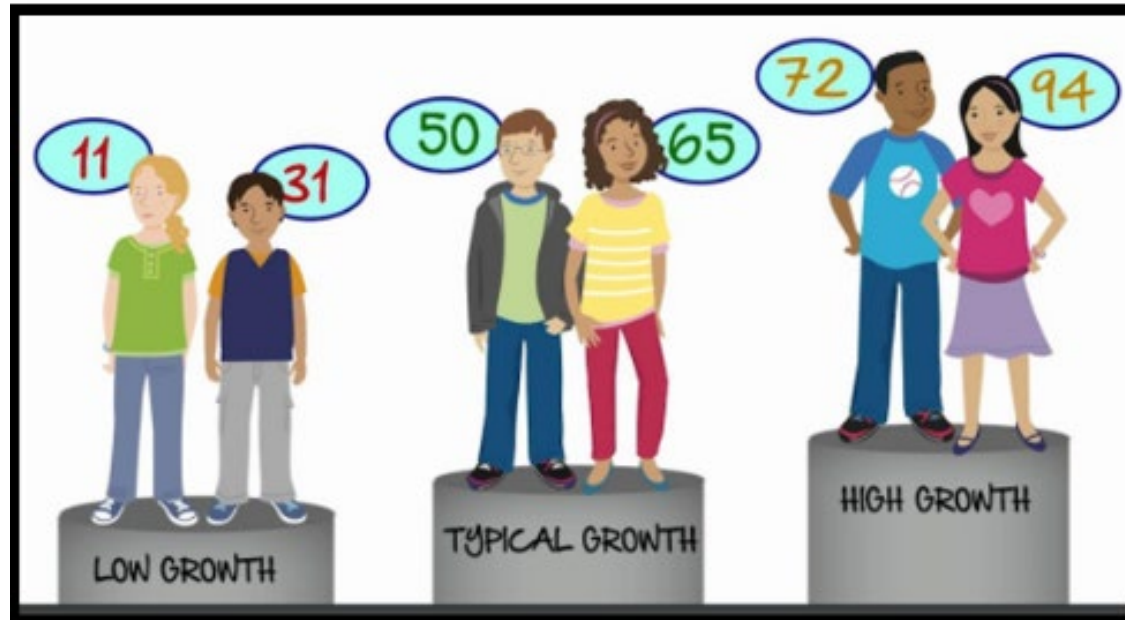
Prior Assessment: ACCESS for ELLs
Prior Assessment Year: 2021
Prior Grade Level: 5
Prior Overall Composite Scale Score: 344

GROWTH
Growth Percentile: 83.0
SGP Level: High



For more information on Growth in ELP click here ?

What is low, typical, and high growth?



What do the levels of language growth mean?

Low Growth	Typical Growth	High Growth
ACCESS SGP 1-34	ACCESS SGP 35-65	ACCESS SGP 66-99
A student who demonstrates low growth in English language proficiency generally will struggle to maintain or improve the level of academic achievement necessary for success in schools where English is the language of instruction and assessment.	A student who demonstrates typical growth in English language proficiency generally will maintain or improve the level of academic achievement necessary for success in schools where English is the language of instruction and assessment.	A student who demonstrates high growth in English language proficiency generally will improve the level of academic achievement necessary for success in schools where English is the language of instruction and assessment.



Student English Language Proficiency Growth Report 2022

The purpose of the annual WIDA ACCESS for ELLs assessment is to measure an English learner's (EL) academic English language proficiency (ELP) as required in Federal statute and the State ESSA Plan. When a student's ELP reaches the level the state and/or the local school system have established as fully English proficient, parents and educators can be confident the student can participate in school instruction and assessment in English without language support. This level of ELP is the minimum EL exit criterion to consider an EL for reclassification. Educators and parents can monitor students' growth in developing academic English by comparing current ACCESS for ELLs score results with previous scores. This report provides two consecutive years of proficiency levels and additional growth information based on score results.

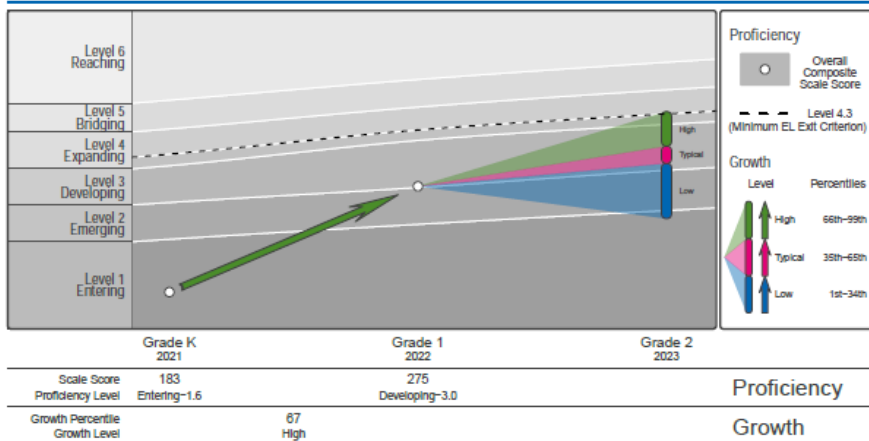
Proficiency: The WIDA ACCESS for ELLs Individual Student Report (ISR) provides information on students' test results, both scale scores and proficiency levels, for each language domain and four composites: Oral language, Comprehension, Literacy, and Overall. The Overall Composite scale score results from a combination of the Listening, Speaking, Reading, and Writing language domain scale scores. Scale scores are reported as one of six proficiency levels. From lowest to highest, these are: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching.

Growth: Georgia's Student Growth Model for English Language Proficiency (GSGM for ELP) compares the ELP growth each EL student makes in one year relative to EL students in the same grade across the state with similar prior year level of ELP. The model tells us how an English learner's growth in English proficiency compares to other same-grade students with similar proficiency in the prior year. The term student growth percentile (SGP) describes this comparison. Student growth percentiles range from 1 (lowest growth) to 99 (highest growth). Percentiles are not percent correct scores, and do not reflect students' levels of ELP. Students with low levels of ELP can have high student growth percentiles if their English proficiency has increased significantly from the previous year's assessment as compared to their like peers.

This growth report will help you understand your child's English language development and discuss questions like these with your child's teachers:

- What is a reasonable timeline for my child to become proficient in English?
- What level of growth is needed for my child to reach the EL exit criterion to be considered for reclassification?
- What could I do at home to help my child learn more English?

For more information about student ELP growth in Georgia, please visit <https://bit.ly/GSGM4ELP>



Cooperatively developed by the Georgia Department of Education (GaDOE) & the Center for Assessment, Inc. Distributed by GaDOE.

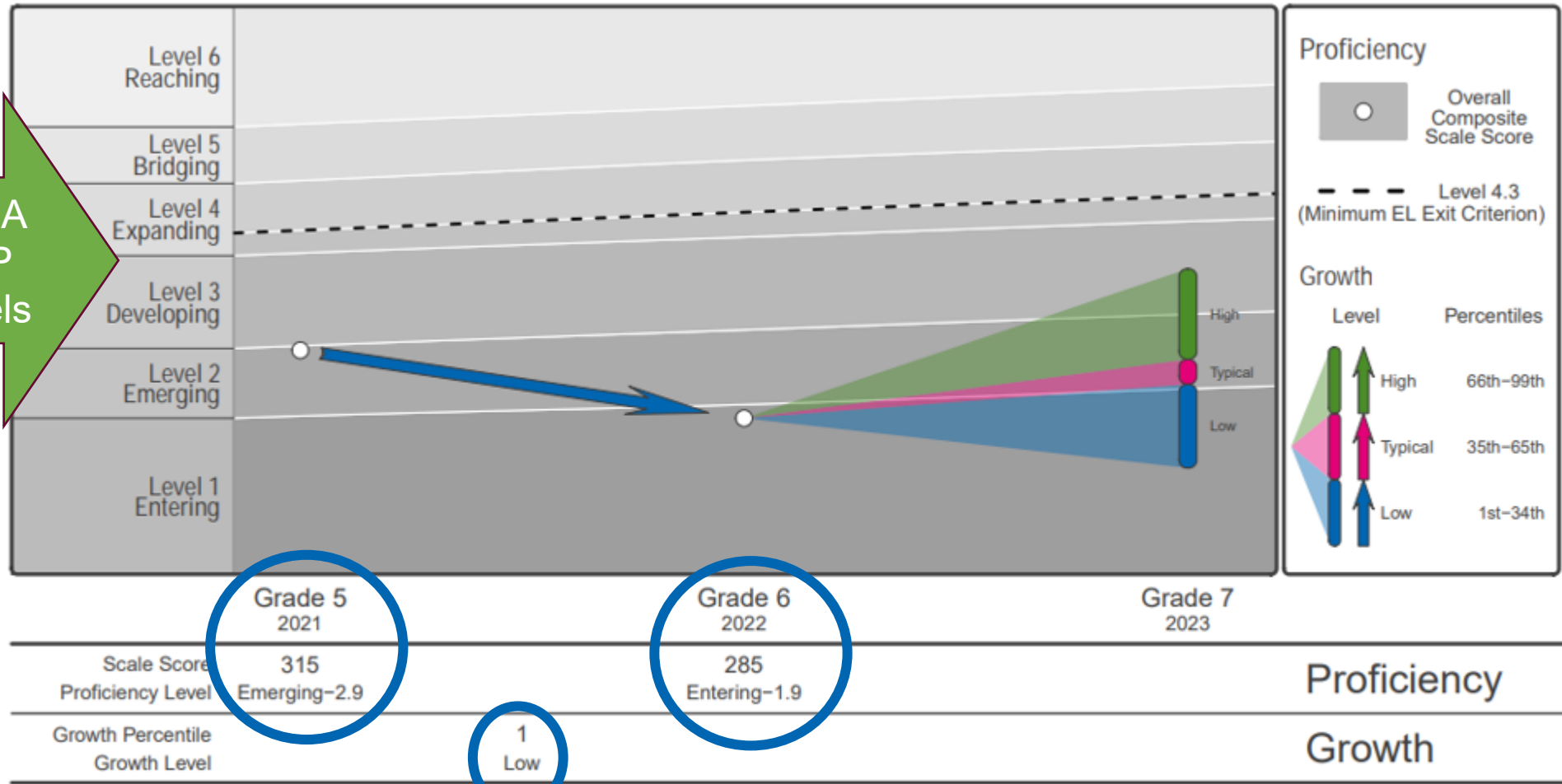
English Version – ACCESS for ELLs Growth Report

- Student has a WIDA Overall Composite Proficiency Level for two consecutive years from two different grade levels
- Student's WIDA AMS test file had all the required demographic data - Correct Name, GTID, Date of Birth, etc.



Low Growth Sample

WIDA
ELP
Levels



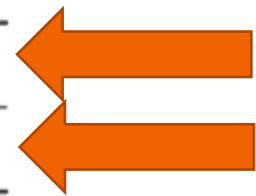
Proficiency

- Overall Composite Scale Score
- - - Level 4.3 (Minimum EL Exit Criterion)

Growth

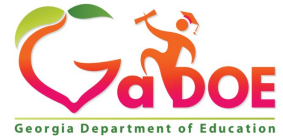
Level	Percentiles
High	66th-99th
Typical	35th-65th
Low	1st-34th

SGP Legend

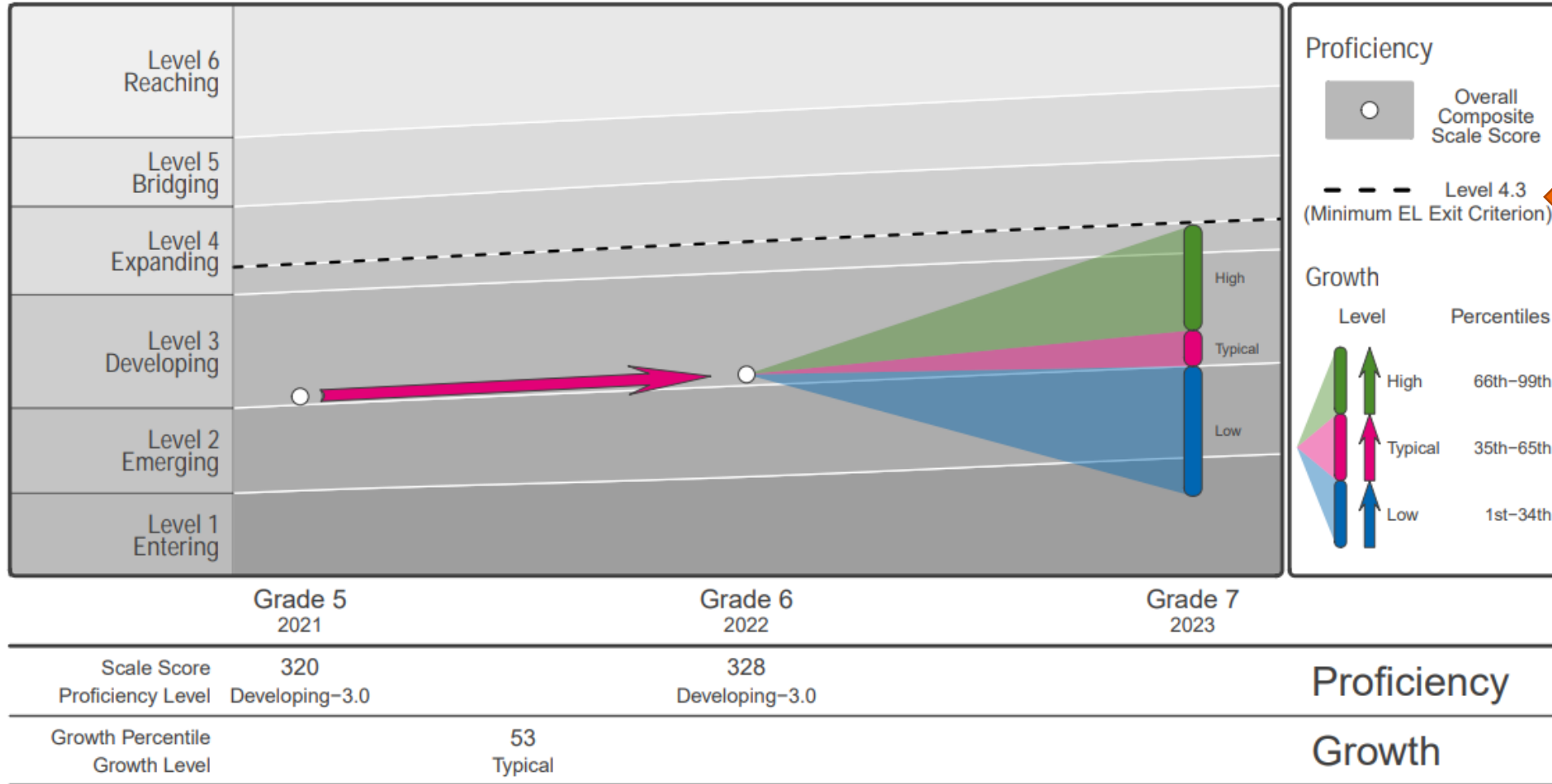


Proficiency
Growth

Cooperatively developed by the Georgia Department of Education (GaDOE) & the Center for Assessment, Inc. Distributed by GaDOE.



Typical Growth Sample



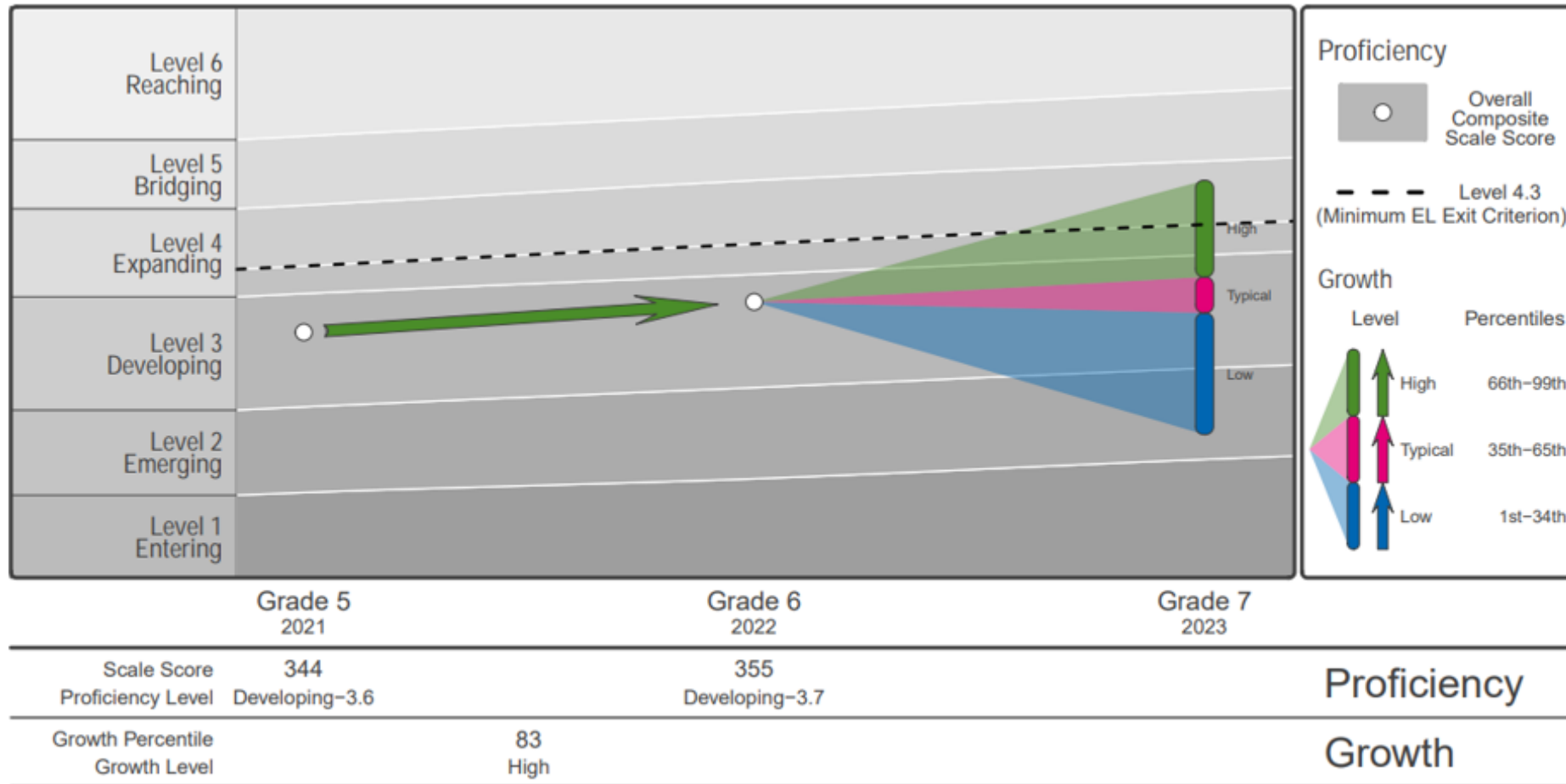
School System Choice

Cooperatively developed by the Georgia Department of Education (GaDOE) & the Center for Assessment, Inc. Distributed by GaDOE.



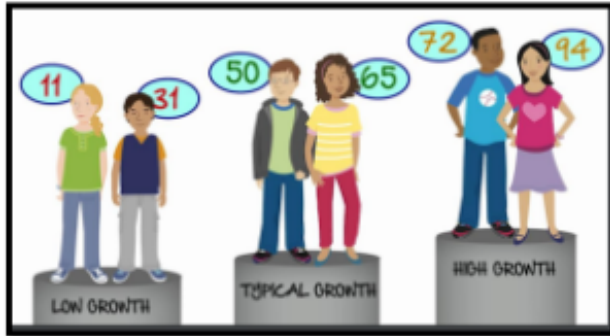
High Growth Sample

See [GSGM for ELP Fact Sheet](#)



Cooperatively developed by the Georgia Department of Education (GaDOE) & the Center for Assessment, Inc. Distributed by GaDOE.

Georgia Student Growth Model for English Language Proficiency



The Georgia Student Growth Model for English Language Proficiency (GSGM for ELP) is an exciting initiative designed to provide students, parents, and educators with important information about English learner (EL) students' development of academic English language proficiency (ELP). Knowing a student's level of ELP tells only part of the story. Knowing the student's language growth trajectory to reach that level of ELP tells a more complete story.

What is the GSGM for ELP?

Georgia is implementing the student growth percentile (SGP) methodology to describe the language proficiency growth an EL student has demonstrated relative to language-level-similar EL students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower language growth and higher percentiles indicating higher language growth. With SGPs, all EL students, regardless of their level of ELP, can exhibit all levels of language growth.

Contact Information



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Noel Wilkinson

ESOL Program Specialist
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GSGM for ELP Questions & Support
ELPrograms@doe.k12.ga.us

GSGM for ELP Resources

The following resources are available to assist educators and stakeholders in understanding and interpreting the GSGM for ELP.

Where can we find more information?

[GSGM for ELP](#) webpage

Assessment - Participation

- **ELP Assessment Participation Rates 2020-2022**

Number of LEAs with rates in each category the past three years.

Source: ELP Assessment Participation Rate Reports in MyGadoe Portal

Year	ELPAP Rates				TOTAL LEAs
	0	< 94.4	94.5 - 99	100	
2022	3	35	116	53	207
2021	3	65	89	46	203
2020	7	37	99	57	200

Accountability – English Language Proficiency

- **ELs Making Progress Toward Proficiency (CCRPI)**

Percent of English Learners’ Positive Movement on the Language Proficiency Performance Bands by Grade Level

Source: [State of Georgia 2022 College and Career Ready Performance Index \(CCRPI\)](#)

	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
Elementary	19.89%	12.20%	22.03%	45.88%
Middle	49.30%	10.09%	19.02%	21.59%
High	44.97%	11.41%	21.07%	22.55%

- **EL Exit Rates on the rise!**

Percent of English Learners Attaining English Proficiency, 2019-2022 Source: [The Governor’s Office of Student Achievement \(GOSA\)/Dashboards-Data-Report-Card/ Downloadable Data, English Learners \(EL\) Exit Rate \(State\)](#)

2019	2020	2021	2022
9.94%	9.29%	7.71%	10.53%

Accountability – Academic Achievement

Percent of English Learners’ Achievement Level Performance by Grade Level and Content

Source: [State of Georgia 2022 College and Career Ready Performance Index \(CCRPI\)](#)

	Beginning Learner Level 1			Developing Learner Level 2			Proficient Learner Level 3			Distinguished Learner Level 4		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS
ELA	38.46	40.43	62.29	25.28	37.21	28.31	14.52	20.10	8.39	4.29	2.26	1.01
Math	57.95	36.80	53.97	28.96	40.04	29.59	16.90	17.28	13.55	6.18	4.88	2.89
Science	54.73	52.71	55.25	23.70	28.52	24.23	16.61	15.59	16.69	4.96	3.20	3.83
Social Studies	N/A	39.48	54.51	N/A	38.55	25.39	N/A	17.60	15.50	N/A	4.37	4.61

Instructional Planning Tool #1



Courses

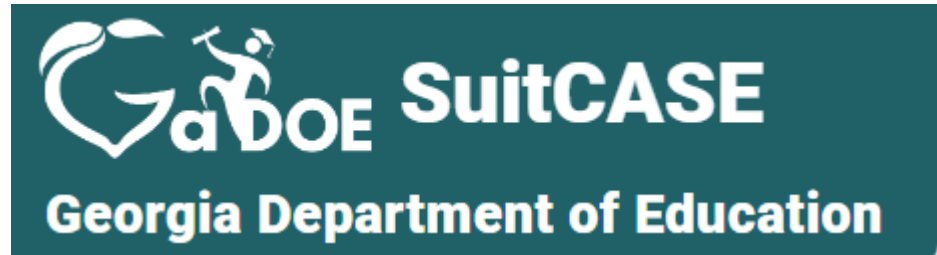
Show courses for: All Grades All Subjects

MY COURSES

Computer Science Kindergarten	1/2 Computer Science	Dance Kindergarten	Theatre Kindergarten	General Music Kindergarten	Visual Art Kindergarten	Language Arts Kindergarten	Physical Education Kindergarten	Science Kindergarten	Social Studies Kindergarten	Social Studies Resources (K, 2nd, 3rd, 4th, 5th, 6th)	Computer Science 1st Grade	Dance 1st Grade	Theatre 1st Grade	General Music 1st Grade	Visual Art 1st Grade	Language Arts 1st Grade	CSE Mathematics 1st Grade	Physical Education 1st Grade	Science 1st Grade	Social Studies 1st Grade	Computer Science 2nd Grade	Theatre 2nd Grade	General Music 2nd Grade
Visual Art 2nd Grade	Language Arts 2nd Grade	CSE Mathematics 2nd Grade	Physical Education 2nd Grade	Science 2nd Grade	Social Studies 2nd Grade	Computer Science 3rd Grade	Dance 3rd Grade	Theatre 3rd Grade	General Music 3rd Grade	Visual Art 3rd Grade	Language Arts 3rd Grade	CSE Mathematics 3rd Grade	Physical Education 3rd Grade	Science 3rd Grade	Social Studies 3rd Grade	Computer Science 4th Grade	Dance 4th Grade	Theatre 4th Grade	General Music 4th Grade	Visual Art 4th Grade	Language Arts 4th Grade	CSE Mathematics 4th Grade	Physical Education 4th Grade
Science 4th Grade	Social Studies 4th Grade	Computer Science 5th Grade	Dance 5th Grade	Theatre 5th Grade	General Music 5th Grade	Visual Art 5th Grade	Language Arts 5th Grade	CSE Mathematics 5th Grade	Physical Education 5th Grade	Science 5th Grade	Social Studies 5th Grade	Dance 6th Grade	Story Arts - Bookers & Matthews	Theatre 6th Grade	Beginning Band 6th Grade	General Music 6th Grade	Visual Art 6th Grade	Science 6th Grade	Social Studies 6th Grade	Dance 7th Grade	Theatre 7th Grade	General Music 7th Grade	Visual Art 7th Grade
Science 7th Grade	Social Studies 7th Grade	Dance 8th Grade	Theatre 8th Grade	General Music 8th Grade	Visual Art 8th Grade	Science 8th Grade	Social Studies 8th Grade	Dance Classical/Contemporary Partnering I	Dance Composition I	Dance I	Dance Modern Dance I	Dance World Dance Forms I	Dance/Ballet I	Jazz Dance I	Story Arts - Middle & Taylor - Walter - Room via Jeffrey - Stewart!	Theatre Acting I	Theatre Acting II	Theatre Advanced Drama I	Theatre Dramatic Writing I	Theatre Fundamentals of Theatre I	Theatre History and Literature I	Theatre Musical Theatre I	Theatre Technical Theatre I
	Story Arts - Beginning - Physical Education - Shared Report	Visual Art Art History I	Visual Art Applied Design I	Visual Art Ceramics I	Visual Art Ceramics II	Visual Art Comprehensive I	Visual Art Comprehensive II	Visual Art Comprehensive III	Visual Art Digital Design I	Visual Art Drawing & Painting I	Visual Art Drawing & Painting II	American Government/ Civics	Psychology	United States History	World Geography	World History							



Instructional Planning Tool #2



Computer Science - Georgia Standards of Excellence 	English Language Arts - Georgia Standards of Excellence 	Health - Georgia Standards of Excellence - 2021 	Mathematics - Georgia Standards of Excellence 
Physical Education - Georgia Standards of Excellence 	Science - Georgia Standards of Excellence 	Social Studies - Georgia Standards of Excellence 	WIDA English Language Development Standards Framework, 2020 Digital Explorer 
World Languages 	Fine Arts - Georgia Standards of Excellence: Dance 	Fine Arts - Georgia Standards of Excellence: Dramatic Arts/Theatre 	Fine Arts - Georgia Standards of Excellence: Music 
Fine Arts - Georgia Standards of Excellence: Visual Art 			

GaDOE Inspire + GaDOE SuitCASE = Standards Associations

English Language Arts - Georgia Standards of Excellence



WIDA English Language Development Standards Framework, 2020 Digital Explorer



- ↪ **ELAGSE4RL1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

↔ ELD-LA.4-5.Inform.Interpretive ↔ ELD-SI.4-12.Inform
- ↪ **ELAGSE4RL2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- ↪ **ELAGSE4RL3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ↪ Craft and Structure
- ↪ **ELAGSE4RL4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant

↪ Grades 4-5

- ↪ **ELD-LA.4-5.Narrate.Interpretive** Multilingual learners will interpret
- ↪ **ELD-LA.4-5.Narrate.Expressive** Multilingual learners will construct
- ↪ **ELD-LA.4-5.Inform.Interpretive** Multilingual learners will interpret informational texts in language arts by


 - Identifying and **summarizing** main ideas and key details
 - **Analyzing details and examples for key attributes, qualities, and characteristics**
 - **Evaluating the impact of key word choices in a text**
- ↪ **ELD-LA.4-5.Inform.Expressive** Multilingual learners will construct
- ↪ **ELD-LA.4-5.Argue.Interpretive** Multilingual learners will interpret
- ↪ **ELD-LA.4-5.Argue.Expressive** Multilingual learners will construct

GaDOE Inspire + GaDOE SuitCASE = Standards Associations

Science - Georgia Standards of Excellence



WIDA English Language Development Standards Framework, 2020 Digital Explorer




- ✓ S8P2 Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.
- ✓ ○ S8P2.c Construct an argument to support a claim about the type of energy transformations within a system [e.g., lighting a match (light to heat), turning on a light (electrical to light)].
- ↔ ELD-SI.4-12.Inform ↔ ELD-SI.4-12.Argue ↔ ELD-SC.9-12.Argue.Expressive
- ✓ S8P5 Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.
- ✓ ○ S8P5.a Construct an argument using evidence to support the claim that fields (i.e., magnetic fields, gravitational fields, and electric

- ELD-SC.6-8.Explain.Expressive Multilingual learners will construct
- ELD-SC.6-8.Argue.Interpretive Multilingual learners will interpret
- ELD-SC.6-8.Argue.Expressive Multilingual learners will construct scientific arguments that
 - Introduce **and contextualize** topic/ phenomenon in issues related to the natural and designed world(s)
 - **Support or refute a claim** based on data and evidence
 - **Establish and maintain** a neutral or objective stance
 - Signal logical relationships among reasoning, **evidence, data, and/or a model when making or defending a claim or counterclaim**
- Grades 9-12

Questions?



- Contact ELPrograms@doe.k12.ga.us

Title I, Part A

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Senior Program Manager
Title I, Part A

kbanter@doe.k12.ga.us

JaBra Harden Fuller
Program Specialist
Title I, Part A

jharden@doe.k12.ga.us



Title I, Part A

- Schoolwide/School Improvement Course
 - Brittan Ayers and Ginger Crosswhite



Title I, Part A

Karen Cliett
Education Program Specialist
kcliett@doe.k12.ga.us

Opening the In-Field Portal Monthly

Purpose: Open the In-Field Portal Monthly

Rationale:

1. Allows Districts to check the in-field portal updates for teacher certifications against courses that teachers are teaching on a monthly basis.
2. Allows Districts to make and view changes made in Student Class and reflected in the in-field portal monthly instead of two/three times a year.
3. Allows Districts to review in-field portal data and request technical assistance well in advance of Cross Functional Monitoring.
4. Allows Districts to determine which teachers require 20 Day Notifications.

Task: Adding Charter Waiver Codes to Student Class to provide Districts updated information in the In-Field Portal monthly.

Charter Waiver Codes

Certificate Field Code	Certificate Field	Comments	In-Field Status	Suggested Documentation
101	Academic Major	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	Degree, Transcripts
102	Course Work (Minimum 21 semester hrs/ 35 quarter hrs at C or Higher)	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	Transcripts
103	GACE	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	GACE Assessment Report, Certificate, GaPSC In-Field Report
105	In-Field by CTAE Equivalent Requirements	LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements	In-Field	ESSA PQ and In-Field Implementation Guides (pages 45-57)
104	Meets LEA PQ Requirements Does Not Meet ESSA In-Field Requirements	LEA Uses GaDOE Charter/SWSS Waiver to Meet LEA PQ Requirements; However, the Teacher Does Not Hold GaDOE In-Field Equivalent Credentials	Out-of-Field	LEA CLIP Support the LEA's PQ
106	Does Not Meet LEA PQ Requirements Does Not Meet ESSA In-Field Requirements	LEA Hires/Assigns the Best Available Teacher Who Does Not Meet LEA PQ Requirements. The Teacher Does Not Hold GaDOE In-Field Equivalent Credentials	Out-of-Field	

101-105 Fully Funded. 106 Not Funded.

In-Field Portal Announcement

2022

- District's feedback on the In-Field Portal
- Conversations with stakeholders
- Meetings held with Data Collections & GaPSC
- One Pilot completed move CWCs to Student Class

January –
March 2023

- Continued Meetings with Data Collections & GaPSC
- Data Collections is working to Vendors
- Technical Assistance Plan has been developed

April –
September 2023

- Additional pilots with other LEAs
- Training resources and guidance will be developed
- August 15, 2020: Tentative Data for Submission of Data
- In-Field Portal open in September 2023 and then monthly

What Questions Do You Have?



Budget Completion Using the FY23 Title I Proportionate Share Worksheet

Anne Marie Wiseman
Title I, Part A
Education Program Specialist
amwiseman@doe.k12.ga.us

Creating the Private School Set Aside

Summary Columns for Budget Completion with Adjusted Allocation and Carryover

ConApp Set-Aside Tab Entry		Original	Adjusted	Redistributed	Carryover	
#1	Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides</u> (Required) Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
#2	Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	\$2,516.17	\$2,524.16	\$0.00	N/A	
#3	Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	\$150,822.87	\$151,302.13	\$0.00	N/A	
#4	Amount of Private School Indirect Cost for LEA to include in "Indirect Cost Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$14,090.55	\$14,135.32	\$0.00	N/A	
#5	Total Amount for LEA to List as "Private School Administrative Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$22,645.52	\$22,717.48	\$0.00	N/A	
#6	Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7	Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8	Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary		Original	Adjusted	Redistributed	Carryover	Pooling Total
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling		\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling		\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Creating the Private School Set Aside

ConApp Set-Aside Tab Entry					
	Original	Adjusted	Redistributed	Carryover	
#1 Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides (Required)</u> Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
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#6 Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides (Optional)</u> Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary					
	Original	Adjusted	Redistributed	Carryover	Pooling Total
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Title I, Part A Attachments **Set Asides** Other Funds School Allocations Eligible Attendance Areas Data Collection

This is a work section to indicate administrative funds that will not be a part of the per pupil allocations. These funds must be budgeted in the current fiscal year's budget, on the appropriate budget detail page as earmarked.

Set Asides (Required)

Set Asides (Required)	Amount	Comments
Neglected and Delinquent Set Aside	<input type="text"/>	LEA Neglected and Delinquent Funds
Homeless Set Aside	<input type="text"/>	LEA selected Method 1 to Identify Homeless
1% Parent and Family Engagement Set Aside	<input type="text"/>	Parent, Family and Engagement for planning
Private School Equitable Services Set Aside	\$153.826	\$XXX PFE, \$XXX Inst/PD (includes Pooling)

Set Asides (Optional)

Set Aside Description	1	2	3	Amount	4
Indirect Cost Set Aside	Indirect Cost -Private \$XXX + Public \$XXX = Maximum Allowable on Data Collection Tab			\$XXX	4
Private School Administrative Cost Set Aside	Private School Administrative Cost Set Aside			\$XXX	5
Private School Carryover Set Aside	\$XXX PFE Carryover, \$XXX Inst/PD Carryover			\$XXX	6

Creating the Private School Set Aside

ConApp Set-Aside Tab Entry					
	Original	Adjusted	Redistributed	Carryover	
#1 Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides (Required)</u> Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
#2 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	\$2,516.17	\$2,524.16	\$0.00	N/A	
#3 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	\$150,822.87	\$151,302.13	\$0.00	N/A	
#4 Amount of Private School Indirect Cost for LEA to include in "Indirect Cost Set-Aside" in <u>Set-Asides (Optional)</u> Section of IA Set-Aside Tab for Budget Approval	\$14,090.55	\$14,135.32	\$0.00	N/A	
#5 Total Amount for LEA to List as "Private School Administrative Set-Aside" in <u>Set-Asides (Optional)</u> Section of IA Set-Aside Tab for Budget Approval	\$22,645.52	\$22,717.48	\$0.00	N/A	
#6 Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides (Optional)</u> Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary					
	Original	Adjusted	Redistributed	Carryover	Pooling Total
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Title I, Part A Attachments **Set Asides** Other Funds School Allocations Eligible Attendance Areas Data Collection

This is a work section to indicate administrative funds that will not be a part of the per pupil allocations. These funds must be budgeted in the current fiscal year's budget, on the appropriate budget detail page as earmarked.

Set Asides (Required)

	Amount	Comments
Neglected and Delinquent Set Aside		LEA Neglected and Delinquent Funds
Homeless Set Aside		LEA selected Method 1 to Identify Homeless
1% Parent and Family Engagement Set Aside		Parent, Family and Engagement for planning
Private School Equitable Services Set Aside	\$153.826	\$XXX PFE, \$XXX Inst/PD (includes Pooling)

Set Asides (Optional)

	Set Aside Description	Amount
Indirect Cost Set Aside	Indirect Cost -Private \$XXX + Public \$XXX = Maximum Allowable on Data Collection Tab	\$XXX
Private School Administrative Cost Set Aside	Private School Administrative Cost Set Aside	\$XXX
Private School Carryover Set Aside	\$XXX PFE Carryover, \$XXX Inst/PD Carryover	\$XXX

Creating the Indirect Cost Set Aside

Indirect Cost Set Aside

PS Indirect Cost (\$14,135) + District Indirect Cost (\$1,764,899)

\$1,779,034

4

Calculation of Indirect Costs

If you decide to apply an indirect cost rate, it is strongly recommended that you work with your business office in the calculation of the dollar amount.

Remember:

1. Equipment purchases must be deducted before applying the indirect cost rate.
2. The indirect costs must be removed from the balance before the indirect rate can be applied (this prevents paying indirect costs on indirect costs).
3. Your District must have a state approved indirect cost rate.

The following is an example of how indirect costs are calculated.

Grant Amount:	\$10,500
Equipment Purchases under Object Codes 730 and 734:	\$1,500
State Approved Indirect Cost Rate for Your District:	2.16%
\$10,500.00 - \$1,500.00 = \$9,000.00 (subtract equipment purchases)	
\$9,000.00 / (1 + .0216) = \$8,800.28 (pull out indirect costs)	
\$179 (round-down to nearest dollar)	
1. Current FY Allocation:	\$29,448,419.00
2. Additional Allocation:	\$0.00
3. Carry Over from previous FY:	\$4,037,326.00
4. Pooling:	\$69,863.00
5. Transfer Amount Received:	\$0.00
6. Transfer Amount Sent:	\$0.00
7. Total Title I Funds (Section I of Con App):	\$33,547,508.00
8. Enter cost of equipment purchase (Object Codes 730, 734):	<input type="text"/>
9. Difference of Step 7 and Step 8:	\$33,547,508.00
10. Get your approved current Indirect Cost Rate from your business office. Enter rate as a decimal. (Example 2.16% = 0.0216)	<input type="text" value="0.0216"/>
11. Add "1" to the Indirect Cost Rate	1.0216
12. Divide the dollar total in Step 9 by the number in Step 11:	\$31,768,473.48
13. Multiply the dollar total in Step 12 by the Indirect Cost Rate in Step 10:	\$1,779,034.00
14. The Maximum amount you can charge to Indirect costs is the amount shown here:	

The amount of the Indirect Cost Set Aside is equal to the Maximum Amount of Indirect Cost showing on the Indirect Cost Worksheet in the Data Collection Tab of the ConApp.

Creating the Indirect Cost Set Aside

ConApp Set-Aside Tab Entry					
	Original	Adjusted	Redistributed	Carryover	
#1 Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides</u> (Required) Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
#2 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	\$2,516.17	\$2,524.16	\$0.00	N/A	
#3 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	\$150,822.87	\$151,302.13	\$0.00	N/A	
#4 Amount of Private School Indirect Cost for LEA to include in "Indirect Cost Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$14,090.55	\$14,135.32	\$0.00	N/A	
#5 Total Amount for LEA to List as "Private School Administrative Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$22,645.52	\$22,717.40	\$0.00	N/A	
#6 Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary					
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Indirect Cost Set Aside (maximum indirect cost showing on the Indirect Cost Worksheet) = Private School Indirect Cost listed on Line #73 of the PSW + District Indirect Cost (*difference between the maximum and the private school indirect cost*)

EXAMPLE:

Indirect Cost Maximum (\$1,779,034) = Private School Indirect Cost (\$14,135) + District Indirect Cost (\$1,764,899)

Indirect Cost Set Aside

\$1,779,034

Description of Indirect Cost Set Aside

PS Indirect Cost (\$14,135) + District Indirect Cost (\$1,764,899)

Indirect Cost Set Aside

PS Indirect Cost (\$14,135) + District Indirect Cost (\$1,764,899)

\$1,779,034

Creating the Administrative Cost Set Aside

ConApp Set-Aside Tab Entry					
	Original	Adjusted	Redistributed	Carryover	
#1 Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides</u> (Required) Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
#2 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	\$2,516.17	\$2,524.16	\$0.00	N/A	
#3 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	\$150,822.87	\$151,302.13	\$0.00	N/A	
#4 Amount of Private School Indirect Cost for LEA to include in "Indirect Cost Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$14,090.55	\$14,135.32	\$0.00	N/A	
#5 Total Amount for LEA to List as "Private School Administrative Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$22,645.52	\$22,717.48	\$0.00	N/A	
#6 Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary					
	Original	Adjusted	Redistributed	Carryover	Pooling Total
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Administrative Set Aside

- Private School Administrative Set Aside is a separate Custom Set Aside from the district's Administrative Set Aside
- The amount comes from Line #74 of PSW
- When Consolidating Administrative Funds, the LEA should denote the equitable services portion of administrative funds in one of the following ways:
 - A single administrative set aside and budget line-item coded 2230 882 with a note in the budget description OR
 - In a separate administrative set aside and budget line-item coded 2230 882 with a note in the budget description.

Private School Administrative Cost Set Aside

Private School Administrative Cost Set Aside

\$22,717



Creating the Carryover Set Aside

ConApp Set-Aside Tab Entry					
	Original	Adjusted	Redistributed	Carryover	
#1 Total Amount for LEA to List as "Private School Equitable Services PFE/PD/Instr. Set-Aside" in <u>Set-Asides</u> (Required) Section of IA Set-Aside Tab for Budget Approval (Traditional & Managed by LEA)	\$153,339.04	\$153,826.29	\$0.00	N/A	
#2 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	\$2,516.17	\$2,524.16	\$0.00	N/A	
#3 Amount for LEA to List in "Private School Equitable Services Set-Aside" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	\$150,822.87	\$151,302.13	\$0.00	N/A	
#4 Amount of Private School Indirect Cost for LEA to include in "Indirect Cost Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$14,090.55	\$14,135.32	\$0.00	N/A	
#5 Total Amount for LEA to List as "Private School Administrative Set-Aside" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	\$22,645.52	\$22,717.48	\$0.00	N/A	
#6 Total Amount for LEA to List as "Private School Carryover" in <u>Set-Asides</u> (Optional) Section of IA Set-Aside Tab for Budget Approval	N/A	N/A	N/A	\$0.00	
#7 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Parent and Family Engagement (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
#8 Amount for LEA to List in "Private School Carryover" <u>Description</u> for Instruction and Professional Development (less administrative set-aside) (Traditional & Managed by LEA)	N/A	N/A	N/A	\$0.00	
Pooling Summary					
	Original	Adjusted	Redistributed	Carryover	Pooling Total
Amount of Funds (Original, Redistributed & Carryover) Transferred Out of the District for Pooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Amount of Funds (Original, Redistributed & Carryover) Transferred Into the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75
Difference between Money Transferred Out and Money Transferred in the District for Pooling	\$69,863.39	\$69,885.84	\$2,373.91	\$0.00	\$72,259.75

Private School Carryover Set Aside

- Custom Set Aside for the Private School Carryover
- The amount comes from Lines 75, 76 and 77 of PSW
- Created with the Adjusted PSW in February

Private School Carryover Set Aside

\$XXX PFE Carryover, \$XXX Inst/PD Carryover

\$XXX

6

7

8

Budgeting for Traditional Schools from the PSW

SECTION 1: In-District Allocations before Pooling

		ADJUSTED ALLOCATION					
<u>NAME OF PRIVATE SCHOOL</u>	<u>POOLING</u> Pooling Status	<u>ADJUSTED</u> Private School's Title I Proportionate Share for <u>Parent &</u> <u>Family Engagement</u> <u>Amount</u>	<u>ADJUSTED</u> Private School's Title I Proportionate After PFE Set- Aside	<u>ADJUSTED</u> Private School's Title I Proportionate Share for	<u>ADJUSTED</u> Private School's Title I Proportionate Share for Indirect Cost (Calculated	<u>ADJUSTED</u> Private School's Title I Proportionate Share for <u>Instruction</u> and <u>PD</u> After PFE, Administrative Set- Aside, and Indirect Cost Set-Aside	<u>ADJUSTED</u> <u>Total</u> Amount for Each Private School's Title I Equitable Services (PFE & Instruction and PD)
Totals		\$1,748.21	\$173,072.65	-\$17,482.09	-\$10,541.70	\$145,048.86	\$146,797.07
The Shepherd's Academy (1411)	Traditional	\$63.08	\$6,244.89	-\$630.80	-\$380.37	\$5,233.72	\$5,296.80
City of Knowledge Islamic School(1348)	Traditional	\$99.13	\$9,813.40	-\$991.25	-\$597.73	\$8,224.42	\$8,323.55
St. John Neumann Catholic(562)	Traditional	\$756.96	\$74,938.67	-\$7,569.56	-\$4,564.45	\$62,804.66	\$63,561.62
Dar-Un-Noor Academy(976)	Traditional				-\$108.68	\$1,495.35	\$1,513.37
Al-Falah Academy(1039)	Traditional				-\$4,401.43	\$60,561.64	\$61,291.56
Immaculate Heart of Mary(321)	Traditional				-\$380.37	\$5,233.72	\$5,296.80
Divine Stephens Academy (1194)	Traditional				-\$108.68	\$1,495.35	\$1,513.37
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

PFE Amount to be Budgeted for the School

Inst. & Pd Amount to be Budgeted for the School

Budgeting Process is repeated for each traditional private school.

Budgeting for Pooling Schools from the PSW

SECTION 3: Pooling Summary by School					ADJUSTED ALLOCATION					
Pooling Summary	POOLING Pooling Status	POVERTY COUNT From Original LEA	POVERTY % Each Private	POVERTY % FOR ADMINISTRATIVE SET-ASIDE	ADJUSTED Private School's Title I Proportionate Share for Parent & Family Engagement Amount	ADJUSTED Private School's Title I Proportionate Share for Instruction and PD After PFE, Administrative Set-Aside, and Indirect Cost Set-Aside	ADJUSTED Private School's Title I Proportionate Share for Instruction and PD After PFE, Administrative Set-Aside, and Indirect Cost Set-Aside	ADJUSTED Private School's Title I Proportionate Share for Instruction and PD After PFE, Administrative Set-Aside, and Indirect Cost Set-Aside	ADJUSTED Private School's Title I Proportionate Share for Instruction and PD After PFE, Administrative Set-Aside, and Indirect Cost Set-Aside	ADJUSTED Total Amount for Each Private School's Title I (PFE & Instruction and PD)
Pooling School 1		81.20			\$739.82	\$73,241.91	-\$6,583.37	-\$237.65	\$66,658.54	\$67,398.36
Atlanta Youth Academy(843)	Pooling In-District	37	18.59%	13.20%	\$339.38	\$33,598.47	-\$2,999.81	-\$1,698.56	\$30,598.66	\$30,938
Atlanta Youth Academy(843) (DeKalb)	Managed by the LEA	25	N/A	8.92%	\$236.80	\$23,442.88	-\$2,028.90	-\$1,147.68	\$21,415.98	\$21,653
Atlanta Youth Academy(843) (Fulton)	Managed by the LEA	19.2	N/A	6.85%	\$163.64	\$16,200.56	-\$1,558.68	-\$881.41	\$14,643.90	\$14,808
Pooling School 2		28.00			\$238.77	\$23,638.41	-\$2,270.13	-\$1,285.40	\$21,368.28	\$21,607.05
Dar-Un-Noor Academy(978)	Pooling In-District	9	4.52%	3.21%	\$82.55	\$8,172.60	-\$729.68	-\$413.16	\$7,442.92	\$7,525
Dar-Un-Noor Academy(978) (Clayton)	Managed by the LEA	8	N/A	2.86%	\$46.89	\$4,622.49	-\$648.61	-\$367.26	\$3,973.88	\$4,021
Dar-Un-Noor Academy(978)(Cobb)	Managed by the LEA	4	N/A	1.12%	\$59.55	\$5,894.95	-\$634.99	-\$183.63	\$4,680.54	\$4,731
Dar-Un-Noor Academy(978)(Fulton)	Managed by the LEA	5	N/A				-\$229.54		\$3,813.52	\$3,858.13
Dar-Un-Noor Academy(978) (Henry)	Managed by the LEA	2	N/A				-\$91.81		\$1,457.42	\$1,473.78
Pooling School 3		33.00					-\$1,514.93		\$25,594.80	\$25,880.36
The Boyce L. Ansley School(1345)	Pooling In-District	20	10.05%				-\$918.14		\$16,539.82	\$16,723
The Boyce L. Ansley School(1345) (Clayton)	Managed by the LEA	5	N/A				-\$229.54		\$2,483.68	\$2,513
The Boyce L. Ansley School(1345) (DeKalb)	Managed by the LEA	5	N/A				-\$229.54		\$4,283.20	\$4,331
The Boyce L. Ansley School(1345) (Fulton)	Managed by the LEA	3	N/A				-\$137.72		\$2,288.11	\$2,313.68
Pooling School 4		33.00			\$159.33	\$15,773.64	-\$1,459.37	-\$826.33	\$14,314.27	\$14,473.60
Berean Christian Jr. Academy(55)	Pooling In-District	13	6.53%	4.84%	\$119.24	\$11,804.87	-\$1,053.99	-\$598.79	\$10,750.88	\$10,870
Berean Christian Jr. Academy(55) (Clayton)	Managed by the LEA	2	N/A	0.71%	\$11.87	\$1,155.62	-\$162.15	-\$91.81	\$993.47	\$1,005
Berean Christian Academy(728) (DeKalb)	Managed by the LEA	3	N/A	1.07%	\$28.42	\$2,813.15	-\$243.23	-\$137.72	\$2,569.92	\$2,598

PFE Amount to be Budgeted for the School

Inst. & Pd Amount to be Budgeted for the School

Budgeting Process is repeated for each separate private school participating in pooling and managed by the district.

Do you have any questions?



Title I, Part A

- A 123-C Improper Payment Review by Dept of ED
- Waivers-Update
- Summer Learning Series
- Dates for FY 24 COPs meetings-Poll
- FY 24 COPs Membership

Questions



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