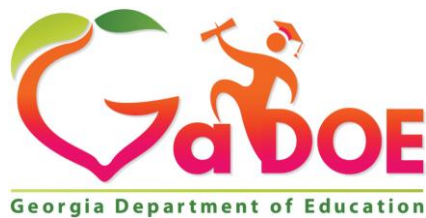


FY18 Budget Development Frequently Asked Questions (FAQ)

1. Overarching Questions Impacting All Programs

- a. Do split funded employees always need to complete a time log?
Answer: Personnel Activity Reports (PARs) are based on cost-objectives. If there is a single cost objective allowable under all funding sources, this would warrant periodic certification (possibly only an annual certification under new UGG guidelines). If there is more than one cost objective the employee would need to complete a PAR. PARs may be completed monthly or quarterly depending on LEA procedures.
- b. What supporting documentation, aside from the periodic certification, is required for the semi-annual certification that can now be submitted once per year?
Answer: Many programs require the annual submission of a job description and a schedule to support allowability.
- c. Can we get further clarification regarding the use of Title II funds and PQ?
Answer: Title II, Part A will offer virtual and regional training opportunities to Title II, Part A Coordinators. The morning is reserved for budget training and the afternoon is reserved for new coordinators. Coordinators should contact specialists with specific questions about Title II, Part A funds and PQ. Title II, Part A must be supplemental and cannot support qualifications required by the state or LEA. This means that funding GaTAPP should be determined on a case-by-case basis. Funding the GACE should only be used as a recruitment/ retention strategy related to professional growth under LEA Use of Funds B (#2).
- d. Are districts able to pay for an ESOL endorsement for a teacher who is teaching ESOL under a provisional status?
Answer: Maybe. This is completely dependent on the LEA's charter/strategic waiver status, minimum requirements for PQ as submitted in the FY18 CLIP and the LEA's prioritized needs/ equity focus as outlined in the DIP.
- e. What function do you place an academic coach who performs duties that would fall into the 2210 and 2213 functions?
*Answer:
Academic coaches working with students should be in 2210.
Academic coaches working with teachers should be in 2213.*
- f. What are examples of the differences between function code 2210 and 2213?
Answer: Please refer to the LUA Chart of Accounts definitions and refer to LEA finance directors. Finance directors should direct questions to GaDOE office of financial review.



- g. Is a local school technology specialist, working with teachers to design technology based lessons and improve instruction using technology, allowable under 2210 or 2213 (Title I A or Title II A)?

Answer: Pending review of a job description and prioritized needs, this position may be allowable under 2213.

- h. We had seen something in writing that instructional software would fall under 2210. Do we keep it under 1000?

Answer: Instructional materials used with and by students would fall under function 1000. Materials (including software) that are used for teaching teachers to do a better job would fall under 2213.

- i. When funds are transferred to Title I, how is comparability impacted?

Answer: Comparability is only based on state and local funding. Federal funds have no impact on Title I Comparability.

- j. At our state charter school, we have some teachers who are/were HiQ. Do we need to send the notifications home regarding these teachers?

Answer: Highly qualified is no longer required under law. In its place is the assurance that SEAs and LEAs will ensure that teachers meet state certification requirements. SEAs must also report when teachers are not in-field for their teaching assignments. In Georgia, where LEAs are granted flexibility under charter and strategic waiver applications, certification requirements vary LEA to LEA. Current guidance and samples are available on the [PQ webpage](#) of the GaDOE website.

- k. Does evidence-based only apply to programs or also to instructional coaches, building parent capacity, professional learning communities, and endorsements?

Answer: In Title II, Part A, evidence based applies to all "high-quality, personalized professional development" allowable under LEA Use of Funds E (#5).

- l. When entering amendments, do you want to see the word "AMENDMENT" prior to the budget detail description?

Answer: Yes, this practice is particularly helpful when approving amendments.

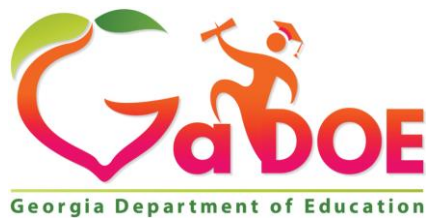
2. Title I, Part A

- a. If the RAM/P is not due until Dec. 10, will funds be held until the RAMP has been submitted?

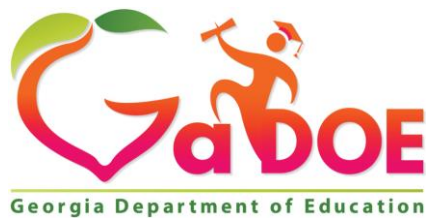
Answer: No. The RAM/P serves to ensure compliance with supplement not supplant requirements (and to some degree as an option for comparability).

- b. For schools that exited from the Focus School List in the spring, do they receive FLP Carryover for FY18?

Answer: Since there is no FLP in FY18, any unused FY17 FLP Title I funds will carryover and may be used for Title I purposes for all Title I schools.



- c. What is the required set-aside percentage for Homeless Children and Youth?
Answer: There is no required set amount for Homeless. However, there are four methods to calculate your set-aside:
- i. *Identify homeless student needs and fund accordingly.*
 - ii. *Obtain a count of homeless students and multiply by the district's Title I, Part A per-pupil allocation (PPA).*
 - iii. *Reserve an amount greater than or equal to the district's McKinney-Vento subgrant request.*
 - iv. *Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation.*
 - a. *(see slide 288 in 8-11-17 webinar)*
- d. For homeless set-aside in the past we only set aside money based on the number of homeless students at the non-Title I schools. Now when we calculate the set-aside do we need to calculate based on the total number of homeless students within the district?
Answer: Yes.
- e. If a system receives less than \$500,000, will the custom optional set-aside FY17 Parent & Family Engagement Carryover have to be included as a set aside?
Answer: If in FY17 you received less than \$500,000 in Title I funds, then no, you do not need to have this optional set-aside.
- f. If the district would like to support a former focus school to continue student achievement efforts, can this continue to be a district set-aside?
*Answer: Yes, only if the former focus school is "exited with support".
If 1003a funds are not sufficient to fully implement strategies addressed in the School Improvement Plans, Title I funds may be used to complete action plan once ALL 1003a funds are expended first.*
 - i. *(see slide 94 in the 8-11-17 webinar)*
- g. With a Districtwide set aside, if we want to do a pilot program with a few schools to make sure it works, can we use multiple criteria to decide which schools should participate?
Answer: The Department would have to review the design of your proposed pilot before a determination could be made.
- h. We came off the focus list but will receive the monies this year. What documentation is required?
Answer: Refer to 1003a for guidance (Dr. Gary Wenzel; gwenzel@doe.k12.ga.us).
- i. Where can we find the Districtwide Parent Activity Project Assurance form?
*Answer: The Districtwide Family-School Partnership Project Assurance form is located on the Title I website:
<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx>*



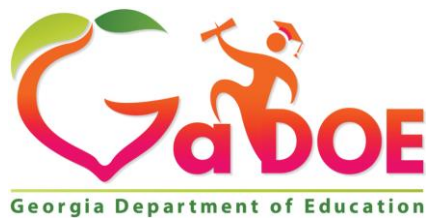
- j. We have charter schools in our district that were approved at the state level, but not at the district level. Do we have to include them in the EAA?
Answer: Charter Schools that are stand-alone LEAs will not be included in your Eligible Attendance Area Worksheet.
- k. Is the RAM/P submitted each year?
Answer: Yes, as state and local fund balances may have changed. If a plan is the same as the previous year, please add a new date showing it was reviewed and revised for the new school year.
- l. How do one school LEA charter schools handle the district set asides?
Answer: All LEAs will use the Title I set-asides tab to complete the required set-asides and any optional districtwide set-asides.
- m. Please provide more information on the enrollment and number of poverty children in regard to N&D programs and when to enter the 0 for enrollment.
Answer: If a N&D child is “taught” during the school day at one of your public schools, he/she can’t be also counted as enrollment in the N&D facility, otherwise the total enrollment of the district would be inflated. However, if the student is “taught” at the N&D facility/school during the day and never actually attends a general public facility, then you would include those students in your enrollment numbers. Please contact your Title I Area Specialist if you have specific questions.
- n. If our district contains only one school, is a RAM/P still required?
Answer: Yes, according to ESSA, every LEA must have a Resource Allocation Methodology to validate supplement not supplant.
- o. We have three schools that have direct certified percentages below 35%. We do not use the 1.6 multiplier. If we were collecting FRM applications, the schools would be much higher than 40% poverty. Can we continue to serve them despite the fact that direct certified poverty looks lower than FRM applications?
Answer: Only schools above 35% poverty may be served with Title I funds. Please contact your area specialist and/or one of the Title I, Part A Program Managers at GaDOE to discuss your particular situation.
- p. We are consolidating funds this year. Do we include any Title I paid staff on the school allocations page?
*Answer: If consolidating state/local and federal funds in Fund 150 (Consolidation Pilot) the answer is no. All staff funded with funds from 150 in a consolidated pilot school are considered state-funded employees. If a position in the school is paid using Title I funds not included in Fund 150, those individuals will need to be added to the allocation page. This would be a very rare occurrence, so check with your area specialist. **IF YOU ARE CONSOLIDATING FEDERAL FUNDS ONLY** in the old Fund 400 format, those teachers and staff would all have to be reported on the allocation page, since in this scenario the funding source for the teachers and staff is literally Title I funds.*



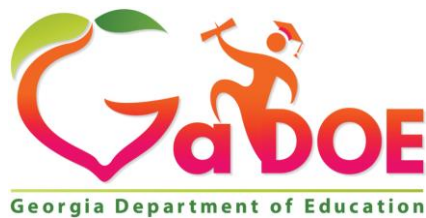
- q. For N&D programs, do we use survey data numbers from last year or current enrollment for Reading and Math participation?
Answer: Please use current estimated enrollment. These numbers do not have to be verified to a specific count day, thus we know they may vary. The requirement only asks for an “estimate.”
- r. Can I change the 95% to 90% on the Districtwide Parent Activity Project Assurance Form that is available online now or do I need to wait until GaDOE updates it?
Answer: The Districtwide Family-School Partnership Project Assurance form has been updated to reflect the correct required percentage. The link for the form is <http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx>
- s. The August 15 deadline for SWP Intent is problematic since the counts are impacted by the October FTE count. Can we withdraw later if percentages don't pan out as expected?
Answer: The Department suggests that a school submit a Letter of Intent (resource can be found on the Title I, Part A website) if there is a chance that they might reach the 40% threshold. It is not a problem to change that intent at any time during the year.
- t. If a school became TA beginning in FY18, can they choose to become Schoolwide in FY19 or should they wait until FY20?
Answer: If their poverty percentage is anticipated to be reached (40% or greater) this fall, then a TA school may apply now with a Letter of Intent (located on the Title I, Part A's website) and work on their SWP plan while they serve students as a TA during FY18. Also, see the FAQ response above for additional details.
- u. Is it necessary to have quotes for contracted services for instructional support? e.g. push-in, pull-out 2-3x per week for at-risk students in reading and math for schools OR tutoring services for N&D facilities?
Answer: If the total expected expenditure is going to exceed \$3,500, then a quote is required per 2 CFR 200.320(b) for small purchases.
- v. Is it necessary to have three quotes for contracted services to provide professional learning when the total amount exceeds \$3500?
Answer: Yes, in most cases if the total contracted services is anticipated to be \$3,500 or more (see 2 CFR 200.320(b)). Contact your Title I area specialist.

3. Title IV, Part A

- a. If we receive less than \$30,000, does the budget need to align with the CNA and DIP?
Answer: A CNA is not required for sub-grants below \$30,000; however, the DIP should include plans for the use of the funds and align with the budget.
- b. I do not see the grant in the dropdown menu in the portal. When will it be populated?
Answer: It is available currently.



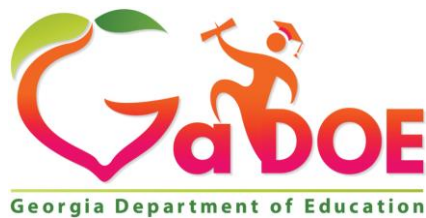
- c. Is there an expectation that this grant will be funded in FY19? I am concerned about starting a new initiative that we will not be able to fund locally if there is no grant money in FY19.
Answer: Until the federal budget for FY18 is approved, we will not know the funding. Districts should fully utilize the current year funds despite that uncertainty.
- d. I have heard that we can use these funds for AP exam fees for low-income students with the change in funding for the exams. Is that correct?
Answer: Yes.
- e. Can you briefly review transferring Title IV, Part A funds into Title I, Part A? What IV, A requirements follow the transfer?
Answer: All funds that are transferred follow the requirements of the program into which they are transferred. So, no Title IV, Part A requirements follow the transfer.
- f. Please provide information about transferability and Title IV, Part A.
Answer: Any portion of the Title IV, Part A funds may be transferred to the programs listed in the presentation if the district has a need and has consulted with private schools, when applicable. Please contact the GaDOE support staff who can assist in carrying out this authority granted the districts.
- g. Can budget items for Title IV be denoted with multiple focus areas of usage? ie: SH and ET?
Answer: That is potentially possible. However, technology purchases related to equipment, devices, and software will remain subject to the 15% cap under the effective use of technology, and those items cannot be considered for well-rounded educational opportunities classification or safe and healthy students uses. It is recommended that, when possible, activities and initiative remain in one area to avoid complicating the funding percentage requirements.
- h. For districts receiving less than \$30,000 Title IV, would there be a restriction in percentage of funds used for purchasing a keyboarding software program for elementary school. It's an effective use of technology, but not technology infrastructure.
Answer: Software falls under the limitation requirement and, therefore, cannot exceed 15% of the funding made available for the effective use of technology.
- i. Please go back and review the "technology infrastructure". Typically, when we refer to infrastructure, it refers to wiring and servers, not computers, Chromebooks, etc.
Answer: "Infrastructure" is used in the Title IV, Part A Non-Regulatory Guidance, and it is meant to mean devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.
- j. Can you get permission to spend more than 15% on infrastructure? That is all that I plan to use that portion of the funds for? Title IV
Answer: No, there is no exception to that requirement in the law.



- k. How do we add it to the DIP if we have already submitted it and it has been approved?
Answer: Title IV, Part A was among the programs to be included by the districts in the CNA and DIP. Like the other federal programs, the state included it in the process so that districts would not be identifying and designing program supports in isolation through individual program plans. The DIP may be updated and resubmitted, if needed, to address the inclusion of the Title IV, Part A program supports. Revisions should be clearly identified.
- l. Charter Systems may not have completed the CNA or DIP. What would the requirements be for documentation of funds over \$30,000?
Answer: Charter Systems must still base their services on a comprehensive needs assessment and resulting plan for the Title IV, Part A program, even if they are not using and submitting the state's templates. The assurances that the Charter Systems sign still enforce the requirement to implement the programs as defined in the ESSA.
- m. Would a keyboarding software program be in the "whole child" category?
Answer: Since it is a software program, i.e., technology, it must be classified as an effective use of technology for funding purposes, and will be held to the 15% cap for the funds associated with that use.
- n. Can Title IV, Part A funds be used for PBIS (Signs in schools as an example)?
Answer: PBIS is a possibility if all other requirements are met, i.e., based on a needs assessment if the award is \$30,000 or greater, not supplanting, etc.
- o. What is the percentage allowable for professional learning? Is a conference for counselors allowable?
Answer: There is no percentage defined for professional learning. The percentages apply to all activities, services, and supports as the fit into the three focus areas of the grant, well-rounded educational opportunities, safe and healthy students, and the effective use of technology. This last category does not carry a minimum percentage, it must simply be addressed by a portion of the grant if the award is \$30,000 or greater. Of the amount set aside for the effective use of technology, no more than 15% may be spent on equipment, devices, or software.
- p. What would be considered non-infrastructure?
Answer: In the case of the effective use of technology, training and professional learning for staff on using technology in the classroom or school facilities would be considered non-infrastructure expenditures.

4. EHCY, Foster Care, Neglected and Delinquent, REAP

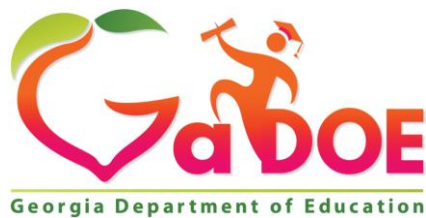
- a. Can we use method 1 to increase (big increase from previous years) the homeless set aside to include the homeless liaison's salary?
Answer: Yes. GaDOE suggests that the LEA consult with the appropriate Title I Area Specialist to implement the proposed increase in a reasonable manner.



- b. If we have Title VI-B carryover, will it carry over to Title V-B or we lose it?
Answer: LEAs may carry over up to 25% of their Title VI, Part B funding.
- c. So, Title I Part A homeless set aside can fund homeless liaison salary without having them split-funded doing other Title I, Part A activities?? Correct??
Answer: Yes. Regulations regarding the homeless liaison salary can be found in the following:
- i. *ESSA Section 1113 (c)(3)(ii)(I)*
 - ii. *McKinney-Vento Act Section 722(g)(1)(J)(ii)*

5. School Improvement Grant 1003(a)

- a. Will schools that came off the list that agree to stay on monitoring for this year also receive the funds?
Answer: Yes, schools that came off the list and also agree to remain on monitoring status for FY18 will continue to receive funds as approved by the SBOE.
- b. When are justifications due to be uploaded to ConApp?
Answer: Justifications should be uploaded to the Consolidated Application after SBOE approval. A notice will be sent to districts with due dates for the justifications.
- c. Is there any expectation/mandate that a certain percentage of the SI allocation is used to support professional development?
Answer: There is no expectation or mandate for a specific percentage of funding to be used to support professional learning.
- d. Will Focus schools get more than the \$63,000 base in FY18?
Answer: All schools will receive the same recommended allocation for FY18 as last year once approved by the SBOE. There is no plan to increase the recommended FY18 award amounts.
- e. Will schools that came out of Focus but agreed to be monitored still get the \$63,000 base?
Answer: Yes, schools that came off the Focus list and also agree to remain on monitoring status for FY18 will continue to receive funds as approved by the SBOE. The recommended FY18 award will not change from the FY17 award amount.



6. Title II, Part A

- a. Can Title II-A professional learning funds be used for ALL teachers this year (including PE and CTAE) if it's part of a district initiative detailed in the DIP?

Answer: Yes

- b. What Works Clearinghouse focuses on purchased programs as does Evidence for ESSA. Where can we find research for initiatives, e.g. Endorsements, Instructional Coaches?

Answer: Many publications describe how research is conducted which may help LEAs align them with evidence-based definitions. Look for GaDOE to provide more information on this during the coming year. Contact your individual specialists with specific questions.

- c. If I have a social studies teacher that wants to attend the Georgia Council for Social Studies Annual Conference, can I use Title IIA for that? If schools use Title II funds to send teachers to a "stand alone" training (RESA), is it allowable if they have a redelivery plan?

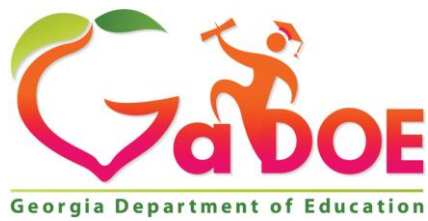
Answer: Individual conferences/workshops may not meet the ESSA definition (42) of PD found in section 8101. It will be incumbent upon the LEA to ensure that any PD attended or provided (redelivery) is part of a high-quality, personalized, evidence-based, sustained, intensive, collaborative, job-embedded, data-driven, classroom focused strategy to improve teaching and student learning and achievement. (LEA Use of Funds E/#5)

- d. Is TAPP allowable if we're implementing our own district TAPP program targeted to high needs areas?

Answer: Title II, Part A must be supplemental and cannot support qualifications required by the state or LEA. This means that funding GaTAPP should be determined on a case-by-case basis. It will be largely dependent on State/ LEA PQ requirements, the participants, and the prioritized needs of the LEA. Funding the GACE should only be used as a recruitment/ retention strategy related to professional growth under LEA Use of Funds B (#2).

- e. Since Title II cannot fund GACE/GATAPP, will this be an allowable expense for Title IA?

Answer: It is possible Title II, Part A might fund GACE/GaTAPP in specific scenarios. It is better for those specific questions to go through Title II, Part A specialists. Depending on the status/definition of the district's professional qualification regulations (waived - not waived - partially waived, etc.), a school district could possibly use Title I funds to pay TAPP and or GACE fees if the need is an identified need of the district. If PQ is waived then TAPP and GACE would not qualify as a need. Each scenario will need to be discussed with their Title I area specialist prior to any such expenditure.



- f. Can you explain what needs to happen with Title II staff who were working on HIQ?
Answer: This is at the LEA's discretion. By allowing states to define their own certification requirements and acknowledging that obtaining qualifications does not guarantee a highly effective teacher, ESSA was further able to direct money to much needed personalized, evidence-based PD and recruitment/ retention effort. Therefore, LEAs must examine their fiscal and personnel resources and needs to determine how to proceed.

7. IDEA

- a. Is the Sped MOE information currently open? Mine is reporting "No Record Found" for both FY17 and FY18.
Answer: The most recent Maintenance of Effort information the Georgia Department of Education has is FY16. Please select FY16 to find your information and your Comparison Year Data.