

**Georgia Compensatory Educational Leaders (GCEL) Conference
GaDOE Question and Answer Panel Presentation
February 28, 2018**



Summary of Questions and Answers

Question	Answer	Programs
We have compared the SLDS questions and the S-CLIP questions to the GaDOE Review Criteria and all the items on the criteria document are do not align to the S-CLIP. If we choose the S-CLIP option, are we still responsible for the items not covered specifically on the criteria document?	There are set GaDOE CLIP review criteria that an LEA submitting the S-CLIP will not see specifically aligned to their submission because of the intentional nature of the S-CLIP's streamlined question format. An LEA will not have to include attachments to the S-CLIP submission to ensure that it fully addresses every detail of the broader SLDS CLIP review criteria. It is the GaDOE's intention to ensure that, for those LEAs with an assurance of an existing locally-developed school improvement process, and/or current strategic plan, and/or charter system contract, the S-CLIP represents only the descriptions, information, and other information absolutely necessary for the LEA plan as set forth under §8305 of the ESSA. The GaDOE encourages LEAs electing to submit the S-CLIP to work closely with their GaDOE CLIP review teams to build S-CLIP responses that will ensure a successful submission.	CLIP/SIP
Will there be an evidence-based list produced by GaDOE? If so, when?	Currently, the GaDOE does not have an evidenced-based list of strategies or interventions. However, resources are available to support LEAs selection of interventions. Additionally, LEAs should review the various websites where evidenced-based strategies and interventions are reviewed: The What Works Clearinghouse, The Best Evidence Encyclopedia, and Evidence for ESSA. Links to these websites are found here . LEAs should have procedures and processes in place to guide them as to how they will review the evidence-base for strategies and interventions they implement with their federal funds.	CLIP/SIP
Will any schools be required to submit a CNA and/or a SIP for the 2018-19 school year?	No schools will be required to submit a CNA and/or SIP for the 2018-19 school year.	CLIP/SIP
Will schools be provided a pre-populated CNA with the FY17 data?	No, a pre-populated PDF CNA document will not be provided to schools or districts. However, the SLDS CLIP/SIP online application has the most current data available in the Instructional Improvement System (IIS) Data Analysis Tool. (Note that the data variables provided in the FY18 CNA document, other than student achievement, will be provided to LEAs directly from the Title II, Part A team. Please contact your Title II, Part A specialist with questions.)	CLIP/SIP
How can the Consolidation of Funds Initiative benefit my school district and is it too late to participate?	The Consolidation of Funds Initiative allows districts to consolidate federal, state, and local funds in specific Title I schools that operate schoolwide programs. Once these funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs. A schoolwide program school that consolidates federal program funds "is not required to meet most statutory or regulatory requirements of the program applicable at the school level but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. This allows greater flexibility in how the funds are spent and districts essentially think of the funds as though they were state funds, thus impacting time and effort, purchasing, procurement, and increasing allowability in spending. If you are interested in participating for the 2018-2019 school year, please contact Shaun Owen (sowen@doe.k12.ga.us).	Consolidation of Funds
Can Title I, Part C – Migrant Education Program (MEP) funds be a part of the consolidation of funds initiative?	MEP funds allocated by the LEA to schoolwide schools may be part of the consolidation of funds initiative. However, the ESEA as reauthorized by ESSA has a special rule in the statute (Sec. 1306 (b)(4)) that states, in part, that the "... unique educational needs of migratory children shall be met before using funds under this part for school wide programs under section 1114." The GaDOE is reviewing this requirement, in addition to the Priority for Services requirement (Sec. 1304 (d)), to determine how to proceed with LEAs that allocate MEP funds to schoolwide schools and that are considering consolidating those funds. It is important to remember that some eligible migratory children and youth are not enrolled in schools (preschool age, out-of-school youth, drop-outs) yet are included in the LEA allocation formula. GaDOE will also consider this when determining the process for LEAs to follow.	Consolidation of Funds Title I C

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<p>Will GaDOE have any additional trainings for LEAs applying for the McKinney-Vento Homeless Education Grant?</p>	<p>All LEAs planning on submitting an application are required to submit a Notice of Intent to Apply via the EHCY web portal. The Notice of Intent to Apply must be received by 4:00 PM EST Friday, March 2, 2018. Visit https://www.gaehty.org/ and click Create a Login and Password and Complete the "Notice of Intent to Apply". In addition, LEAs will be able to register for one of the upcoming regional training sessions when submitting the Notice of Intent to Apply. If you have any questions or need assistance, please contact Ms. Erica Glenn, Grants Program Consultant, via email at eglenn@doe.k12.ga.us or by phone at 404-295-4705.</p> <p>Regional training dates and locations for registered EHCY grant applicants:</p> <table border="1" data-bbox="410 436 1352 789"> <thead> <tr> <th data-bbox="410 447 735 474">Tuesday, March 6, 2018</th> <th data-bbox="743 447 1027 506">Thursday, March 8, 2018</th> <th data-bbox="1036 447 1352 474">Friday, March 9, 2018</th> </tr> </thead> <tbody> <tr> <td data-bbox="410 478 735 789"> Georgia Department of Education 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334 Room: Twin Towers West 10th Floor Conference Room A 10am to 1pm </td> <td data-bbox="743 510 1027 789"> William S. Hutchings College and Career Academy 1780 Anthony Road Macon, Georgia 31204 Rooms: RJW1 and RJW2 10am to 1pm </td> <td data-bbox="1036 478 1352 789"> The Bartow County College and Career Academy 738 Grassdale Road Cartersville, Georgia 30121 Room: Cafeteria 10am to 1pm </td> </tr> </tbody> </table>	Tuesday, March 6, 2018	Thursday, March 8, 2018	Friday, March 9, 2018	Georgia Department of Education 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334 Room: Twin Towers West 10th Floor Conference Room A 10am to 1pm	William S. Hutchings College and Career Academy 1780 Anthony Road Macon, Georgia 31204 Rooms: RJW1 and RJW2 10am to 1pm	The Bartow County College and Career Academy 738 Grassdale Road Cartersville, Georgia 30121 Room: Cafeteria 10am to 1pm	<p>EHCY</p>
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<p>Can LEAs purchase food for students experiencing homelessness with set-aside funds or McKinney-Vento grant funds?</p>	<p>Title I, Part A homeless set-aside = To the extent that food can be purchased with regular Title I, Part A is the extent that food can be purchased with the Title I, Part A homeless set-aside.</p> <ul style="list-style-type: none"> • LEAs should note that students experiencing homelessness qualify for free meals through the federal school meals program. LEA McKinney-Vento Education for Homeless Children and Youth (EHCY) liaisons should collaborate with outside local agencies and organizations that can assist families with food insecurity. <ul style="list-style-type: none"> ○ If unusual circumstances make it impossible to process a student’s meal eligibility immediately, LEAs are encouraged to cover the cost and provide the student with food in the interim. It is important to remember, however, that the federal school meals program will not provide reimbursements for meals made available before the child was determined to be eligible for free school meals. LEAs are discouraged from billing homeless families for these meals, as the delay in processing student eligibility is due to issues within the school district and not with the family. ○ If an LEA does not have a school meal program, LEAs are not obligated to provide students with food. ○ To learn more about access to food for homeless and highly mobile students, click here. <p>EHCY grant = In general, purchasing food is only allowable under very limited circumstances. The only allowable expenses for any LEA are the expenses outlined in an approved plan/application.</p> <ul style="list-style-type: none"> • LEAs should note that students experiencing homelessness qualify for free meals through the federal school meals program. LEA McKinney-Vento Education for Homeless Children and Youth (EHCY) liaisons should collaborate with outside local agencies and organizations that can assist families with food insecurity. <ul style="list-style-type: none"> ○ If unusual circumstances make it impossible to process a student’s meal eligibility immediately, LEAs are encouraged to cover the cost and provide the student with food in the interim. It is important to remember, however, that the federal school meals program will not provide reimbursements for meals made available before the child was determined to be eligible for free school meals. LEAs are discouraged from billing homeless families for these meals, as the delay in processing student eligibility is due to issues within the school district and not with the family. 	<p>EHCY</p>						

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If my LEA has private schools participating in equitable services, what if we do not spend all the proportionate share funds on these equitable services?	In accordance with ESEA 1117(a)(4)(B) and 8501(a)(4)(B), federal ESEA grants funds shall be obligated in the fiscal year for which the funds are received. If an LEA or private school believes extenuating circumstances exist that would impact the period of performance, the circumstance must be communicated to the Georgia Department of Education’s Ombudsman for approval. If the extenuating circumstance is approved, all stakeholders should be notified, and the LEA and the district should discuss utilization of the remaining funds during ongoing consultation with the private school. The consultation should address interventions relative to the federal grant for which carryover funds exist.	ES
What should we be doing regarding equitable services (ES) and private schools at this time?	On 12-15-17, the Initial Consultation and Notification of Intent Forms were due along with the FY19 Private School Participation online forms for each school participating in equitable services. If this has not been done, please do so as soon as possible and notify Shaun Owen (sowen@doe.k12.ga.us) when the forms are uploaded to the attachment tab in the ConApp.	ES
What is the 2017-2018 Exit Criteria for ELs?	Your question is a popular one. The GaDOE ESOL Unit is not planning to change the current published reclassification criteria. Please keep in mind; however, that once the Accountability team receives the 2018 ACCESS 2.0 scores in June, that GaDOE may recommend changing the current reclassification criteria. We will keep you informed, of course.	ESOL
What is the status of the state MOU with DFCS and if data regarding children in care is not available in SLDS, what should LEAs do to gather data that could be used to inform improvement efforts?	GaDOE has approved a draft of the MOU and we are waiting for DFCS to make a final decision. LEAs that already flag students in care may use their local data to identify learning gaps, trends and areas of need. Furthermore, DFCS has a database of child information (SHINES online portal) that is used to make informed decisions regarding children in care. The database includes academic-related information. GaDOE recommends that LEAs coordinate with local DFCS to share data that can be used to facilitate academic support for children in care.	Foster Care
At parent meetings for engagement activities (compacts etc.), do the sign-in sheets need to have a spot for title (parent/guardian/staff)?	The Family-School Partnership Program (FSP) team members who review documents for Cross-Functional Monitoring look for sign-in sheets indicating the role of the individual attending the parent meeting. Having the role ensures that the school system documented that parents did attend in the parent meeting.	FSP
As a new Family Engagement Coordinator for my district, what are my next steps for this time of the year?	Looking ahead to the spring, we recommend scheduling and planning Parent Input Meetings for the Consolidated LEA Improvement Plan (CLIP), the District Parent and Family Engagement Policy, the School Parent and Family Engagement Policy, and the School-Parent Compacts. Parent Input Meetings in the spring will also give the school system or Title I school an opportunity to host meaningful consultation with parents and family members on other topics such as what they would recommend in using the 1% set-aside for Parent and Family Engagement as well as what family engagement topics should be offered to school staff during professional development in the next school year.	FSP
What are some family engagement resources for middle and high schools?	The Office of Federal Programs is collaborating with colleagues within the Georgia Department of Education who are certified state trainers in Youth Mental Health First Aid. The next training is on March 7, 2018 hosted by Newton County Schools, and there is no cost to register. The registration link was sent to the Family Engagement Partners (FEP) Network listserv and the Office of Federal Programs listserv. In addition, the Family-School Partnership Program website has a Parent Capacity section (on the left navigation menu) where there are links to publications and videos regarding transitioning to middle school and high school. These resources are available in English and Spanish and can be used to build Parent Capacity, which is highlighted in Monitoring Indicator 8.6.b. Visit http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Capacity.aspx	FSP
Are there any resources on your website for parents of English Learners?	Yes, the Family-School Partnership Program website has a webpage to assist school systems in reaching out to parents of English Learners (ELs). The Parents of EL webpage has Frequently Asked Questions, templates in different languages of the	FSP ESOL

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	notice to parents of participating ELs in Title-funded English language programs (Monitoring Indicator 7), and links to WIDA webinars in English and Spanish which can be used for Monitoring Indicator 8.6.b. Building Parent Capacity. Visit http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx .	
Can the August deadline for determining SWPs for the following year be moved after the date we get our projected allocations?	Poverty level is based on the previous October's FTE, so it is possible for a school to not be assured of eligibility for SWP until after the August 15 th deadline. The Title I, Part A team have always encouraged LEAs to advise their schools that if they believe they will reach a poverty level of 40% or higher during the coming year, to go ahead and apply for SWP using the intent form on our website. If in October FTE and poverty data does not support their projected poverty threshold, then the intent will just be placed on "hold status" and can be reinitiated the following year or whenever the 40% threshold is met. Also, SWP status is not contingent on the amount of allocation a district receives. A school is awarded a PPA as determined by the rank order of poverty. The total amount awarded to a school will be the same regardless of its status as a TA or SWP school. The determination of SWP or TA service is a choice made by the school, not by the amount of funds the school be awarded.	IDEA
What does the Student Success Process look like for FY19 and how is it embedded into the Consolidated LEA Improvement Plan, or "CLIP"?	Tiered SSIP supports will continue to be provided for FY19; the tiers are Universal, Targeted, and Intensive. There will now be 13 Intensive districts that will receive supports from a State SSIP Program Specialist. The previous SSIP plan is now embedded into the CLIP and districts must complete the 4 IDEA performance goals that are in the CLIP. The 4 goals are as follows; 1. Improve graduation rate outcomes for students with disabilities. 2. Improve services for young children (3-5) with disabilities. 3. Improve the provision of a free and appropriate public education to students with disabilities. 4. Improve compliance with state and federal laws and regulations.	IDEA
Are we required to submit a separate SSIP plan?	No, a separate SSIP plan is not required.	IDEA
Are there any changes or updates to the Coordinated Early Intervention Services (CEIS) for FY19?	There are no changes to CEIS for FY19. Once the Federal government provides updated guidance GaDOE will inform districts of any changes.	IDEA
Can we address the needs of the SWD subgroup with other strategies? Or would you prefer that we explicitly address the subgroup issues with IDEA performance goals?	Yes, LEAs may address the needs of the SWD subgroup with other strategies. LEAs must also answer the 4 IDEA performance goals and can embed SWD issues throughout their CLIP.	IDEA
What is the Endrew F. U.S. Supreme Court case decision? How might the Endrew F. case change practices in my district?	"The Court overturned the Tenth Circuit's decision that Endrew, a child with autism, was only entitled to an educational program that was calculated to provide "merely more than de minimis" educational benefit. In rejecting the Tenth Circuit's reasoning, the Supreme Court determined that, "to meet its substantive obligation under IDEA, a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The Court additionally emphasized the requirement that "every child should have the chance to meet challenging objectives". (This is taken from the Q&A on www.ed.gov). Districts should review policies, procedures, and practices to provide support to schools and IEP Teams to ensure IEP goals are appropriately ambitious and that all children have the opportunity to meet challenging objectives. Each LEA should evaluate if there is a need for professional learning to fully implement this guidance.	IDEA
Should special education stakeholders engage for the CLIP review process?	Yes, special education stakeholders should be engaged in the CLIP process.	IDEA
If N&D facility directors are non-responsive, what can LEAs do to meet the needs of children in the facilities?	LEAs should document all attempts to contact local child care facility directors. If the LEA has a local child care facility that sends students to the LEA school, then the LEA should take measures to address academic and social-emotional needs at school, even if facility directors are nonresponsive. If LEAs have made numerous attempts and feel that children from a local child care facility are being harmed academically or there is some other safety concern, then the LEA may file a complaint with the Georgia	ND

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	Department of Human Services (DHS) Residential Child Care Licensing (RCCL) unit. To file a complaint, email RCCReports@dhs.ga.gov and staff will contact you regarding your complaint.	
If a district transfers Title IV, Part A funds into Title V, Part B, do expenditures have to be tracked back to each funding source, or do all funds become Title V funds? How does transferring change the reimbursement request and carryover?	When Title IV funds are transferred into Title V, Part B, the funds become Title V funds and all expenditures become Title V expenditures and are not tracked separately by funding source. The funds still must be drawn down separately in GAORS, so the district will first draw down and exhaust all the Title IV funds that were transferred in, and these will be expended first, just like regular carryover is spent first in any federal grant. After all the Title IV funds are requested and expended, then the district would begin drawing down the Title V funds. In this transfer situation, there would be no Title IV carryover funds at the end of the year, and the district would still be required to spend all Title V carryover funds as well as 75% of the fiscal year allocation.	REAP
Can the process be changed for how districts receive reward flags? For 2 of the last 3 years, our district has not received ours. And can a district purchase these flags from district set-asides since it is not the school fault they didn't receive them?	First, we apologize if a school failed to receive their Reward Flags. We work very hard to get those delivered directly to the district office as soon as we get them. Please contact us immediately if a school in your district does not receive their reward flag and we will do our best to get what is due them ASAP. Unfortunately, we must retain control of the ordering of the reward flags to control their distribution, therefore the official flags can only be ordered by the GaDOE.	Title I A
What templates for Title I Schoolwide schools are required?	Title I, Part A does not require a specific template to be used for either SWP or TA plans. An LEA may choose any format they desire. The only requirement is that all components/indicators listed on the appropriate SWP and/or TA checklist provided on the Title I website be adequately and appropriately addressed.	Title I A
Will Title I, Part A funds be able to be used to fund portions of AdvancEd for continuous improvement?	The use of Title I, Part A funds for portions of costs for AdvancEd services will have to be addressed on a case-by-case basis. It will be necessary for an LEA to delineate clearly what activities they wish to apply for payment with Title I, Part A funds. Remember, Title I, Part A cannot pay any portion of the fees charged that apply to non-Title I schools. Please have a discussion with your Area Specialist prior to committing Title I, Part A funds to pay for AdvancEd services.	Title I A
We are hearing a lot about how ELs English proficiency is now accountable under Title I. Can you explain that in more detail?	Yes, under NCLB, Title III served-students were required to make a certain level of progress in their language proficiency each year and if, at the overall district-level, ELs didn't meet the progress goal then District Improvement Plans were required to be developed. This progress was measured by the ACCESS test and you may remember that the old CCRPI gave credit at the elementary and middle school levels for this "ELP" (English language proficiency) progress. Now, under the ESSA, this requirement has moved into Title I. The changes that result from this move are: the requirement for ELP progress is now at the SCHOOL and district level; the CCRPI will report on ELP progress at elementary, middle and now also, high school levels; schools can be identified for Targeted Assistance solely due to failure to meet ELP progress goals, in addition to general EL subgroup performance on Georgia Milestones (as before).	Title I A Title III
What is the difference between the Title I EL parent notification letter and the ESOL letter? Are they both supposed to be sent to parents of all our English learners?	First, the ESOL letter is a letter that is distributed initially when a student first qualifies for ESOL services (based on a home language survey followed by a WIDA screening test) then then every year that they continue to qualify thereafter, based on ACCESS results. So, the parent of EVERY EL must receive this letter each year. The Title I letter goes only to the parents of the ELs that districts have selected to participate in a Title I or Title III-funded supplemental language program. This is the program that goes above and beyond the basic ESOL program that ALL EL's participate in and is intended for those ELs that have the greatest language support needs, as determined by the district. This will be distributed each year that a student is selected to participate in this supplemental language program.	Title I A FSP ESOL Title III
How do I respond to the CNA questions if I do not have migrant children in my district?	All districts must address the CNA questions as if they had migrant students in the district or must have a plan/process in the event a migrant student moves in to the district.	Title I C

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How can we address the needs of highly mobile students when they only come in the summer and we don't have assessment data for them?	The first place where academic data can be found is in the Migrant Student Information Exchange (MSIX). This system holds lots of migrant student academic information and mobility patterns for students/families. MSIX stores academic data, course history data, assessment data, credits earned, mobility patterns, etc. Second, the districts should use the district procedures for requesting school records for students or call/contact the MEP/state where students move from to obtain student academic data. Third, contact the regional MEP office for assistance in obtaining student's academic data. Fourth, if all fails, address Reading and Math skills with local informal assessments.	Title I C
What is the MEP occupational survey form and what is it used for?	The Migrant Occupational Survey Form is a basic recruiting tool that all schools are required to use with returning students (back-to-school registration) or new students enrolling in the school district. This tool allows the MEP to screen and/or identify possible migrant students. The GaDOE MEP appreciates LEAs attention to this important process.	Title I C
Which schools will receive 1003 funds for the 2018-19 school year?	Once identified in the fall/winter of 2018, Comprehensive Support schools and Targeted Support schools will receive funding for the 2018-19 school year.	Title I SIG
This fall we learned that this is the sunset year for the state-run Title III Consortium. What does that mean for districts that don't want to join a small, LEA-run consortium next year?	It has been determined that the "statewide" management of a consortium would not provide the support that districts will now need under the new Title I school-level ELP accountability measures. As such, districts who wish to do so, will be able to form localized, LEA-managed Title III consortia. This will give districts much more flexibility in targeting their Title III funds to their Title III-served students' needs. Five regional training sessions were held throughout the state on how districts might consider developing local consortia, and all of the training information and documentation can be found on our Title III website here . For any district that chooses NOT to join a Title III consortium next year, there are no consequences. They will still receive state ESOL QBE funding for their ESOL programming but will not be monitored by Title III for compliance with Title III law or be required to submit to our office the annual Title III-required reporting elements.	Title III
There has been discussion around the use of Title IV, A funds to cover the cost of AP exams, can you please clarify?	The State legislation recently approved additional funding to help cover the cost of AP exams for students. There is state funding available to cover one AP exam fee for each student. The state will cover the entire cost of either one (1) STEM or one (1) non-STEM AP exam for low-income students. Only one exam per low-income student will be funded by the state. For non low-income students, the state will cover the entire cost of one (1) STEM AP exam. If there is an identified need, LEAs may also utilize Title IV, A funds to cover fees for additional AP exams for low-income students only. LEAs may need to complete a budget amendment to allocate funds towards this cost.	Title IV A
What are the carry over requirements for Title IV, A?	The Georgia Department of Education encourages LEAs to spend 100% of Title IV, A funds in FY18 so students will fully benefit from the supports and programs described in approved plans and budgets. However, any unspent FY18 funds may carry over to FY19. The GaDOE will not set any limitations or restrictions on the amount of carryover funds for FY19 (unspent FY18 funds) since this is the first year of implementing the new grant. As always, the GaDOE will continue to closely monitor and track fund utilization to determine if any carryover restrictions are needed for subsequent years.	Title IV A
Rumor is TAPP is allowable under Title II regardless of teacher certification. Is that true?	After consultation with USDE, GaDOE has determined that it is allowable for LEAs to use Title II, Part A grant funds to pay for alternative preparation programs for teachers. Detailed guidance and a justification can be found on the Title II, Part A Guidance webpage .	Title II A
What are the most recent updates to PQ/ESSA In-Field and what steps should my LEA be taking right now?	There have been a number of programming and guidance updates to the ESSA In-Field portal located on www.gapsc.org . This data will be reported this year. LEAs should look at this data collaboratively to ensure accurate reporting and to report any questions or concerns. LEAs can register for the last FY18 In-Field Data Webinar here . In addition, as LEAs begin hiring they should make sure that key stakeholders have a fundamental understanding of Professional Qualifications (PQ) and ESSA In-Field. Training is being offered by GaDOE throughout March. Registration for regional sessions can be found here and the webinar registration is located here .	PQ