# Georgia's Systems of Continuous Improvement

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# Developing Budgets

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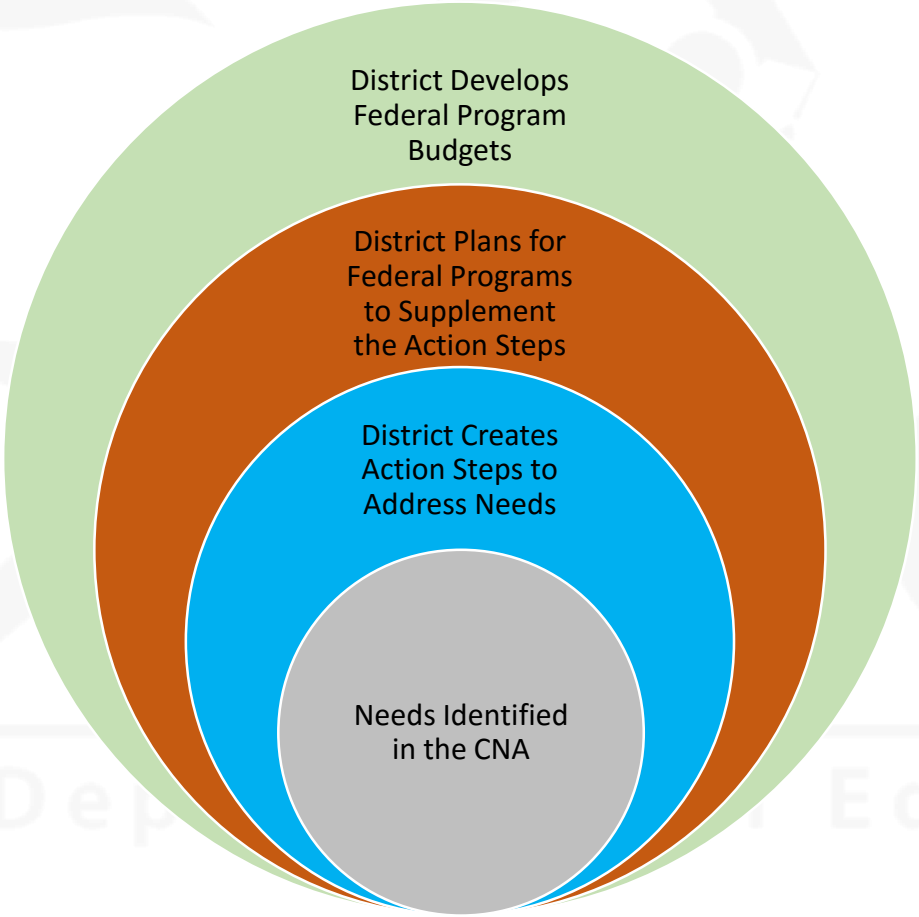


Identified needs are the core of the budget development and approval process

# Logging into the Consolidated Application

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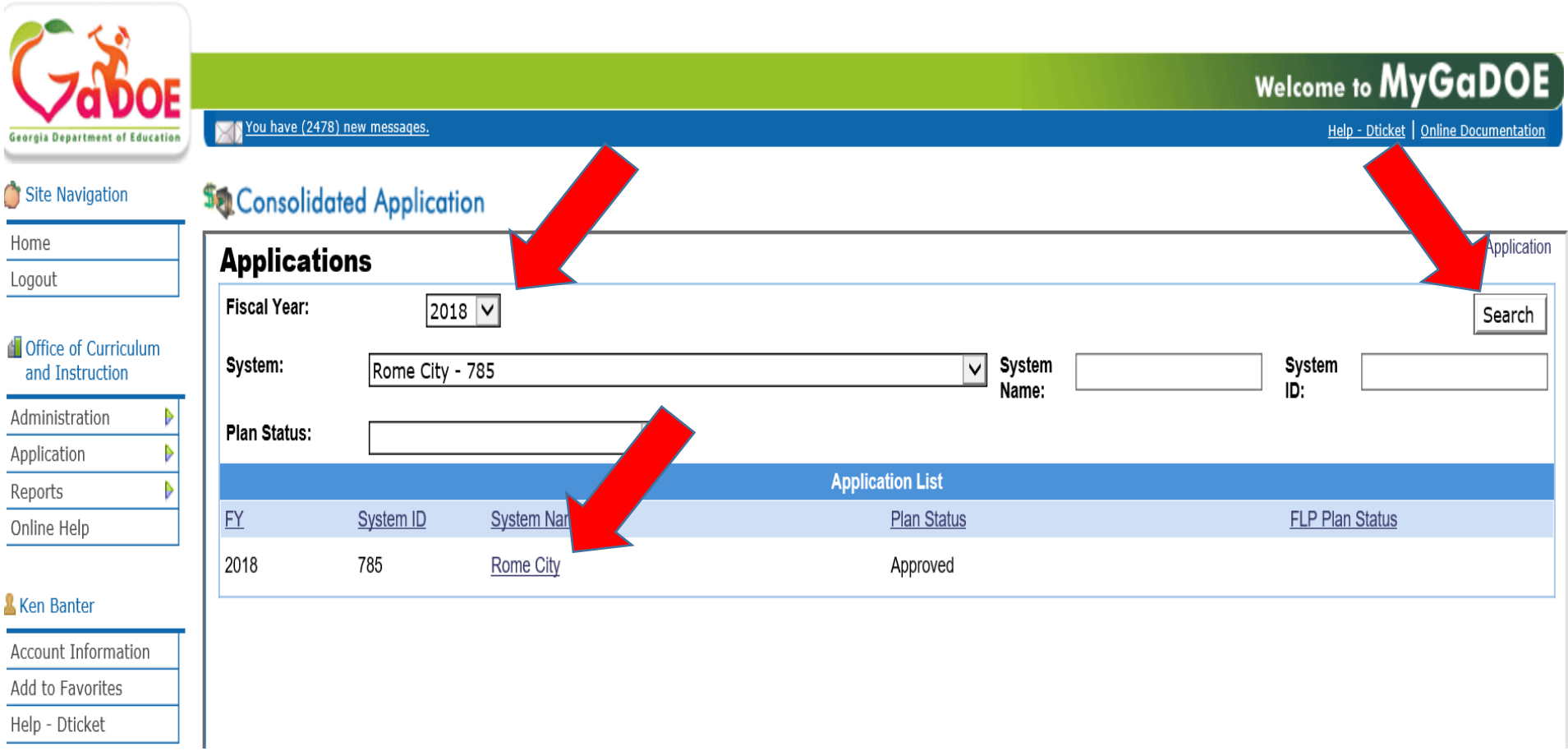

# Adding Programs to the Consolidated Application

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Consolidated Application

**Program Status**

Application

District Name : Rome City

District Code : 785

Fiscal Year : 2018

Programs | Planning | Prayer Certification | Attachments | Audit Trail

Print

**Add Program**

Add an applicable program to the application

Program : Charter School - Dissemination Grant

Add

**Title Programs**

| Program | Applied As | Budget Status | DC Status | Program Type |
|---|---|---|---|---|
| Title I-A, Improving The Academic Achievement | Single District | New | New | Original |

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# Adding Programs to the Consolidated Application

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Consolidated Application

**Program Status**

Application

District Name : Rome City

District Code : 785

Fiscal Year : 2018

Programs | Planning | Prayer Certification | Attachments | Audit Trail

**Add Program**

Add an applicable program to the application

Program :

Add

Charter School - Dissemination Grant
Charter School - Facilty Grants
Charter School - Federal Implementation
Charter Schools - Federal Planning Grant
Homeless Education
Professional Learning
RESA - ELA Professional Learning Specialist
RESA - ETC Services State Grant
RESA - Math Mentor State Grant
Residential Treatment Centers
School Improvement - 1003G Grant
School wide Program
Schoolwide Fund Consolidated Pilot
Title I National Distinguished Schools
Title I-A Reward Districts Award
Title I-A, Neglected & Delinquent
Title I-A, Reward Schools Award
Title I-A, School Improvement
Title I-A, School Improvement - Set Aside
Title I-C, Migrant Education
Title I-D, Neglected and Delinquent - DJJ
Title I-D, Neglected and Delinquent - GDC
Title II-A, Advanced Placements Grants
Title II-A, Improving Teacher Quality
Title II-B, MSP
Title III-A, Immigrant - 681
Title III-A, Language Instruction for English Lear
Title IV-A, Student Support and Academic Enrichmen
Title IV-B, 21st Century Community Learning Center
Title VI-B, Rural and Low Income

**Title Programs**

| Program | Status | Program Type |
|---|---|---|
| Title I-A, Improving The Academic Achievement | | Original |

Best viewed with Internet Explorer 9.0 or higher and Screen Resolution 1024 x 768 or greater

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# Getting the Budget Started

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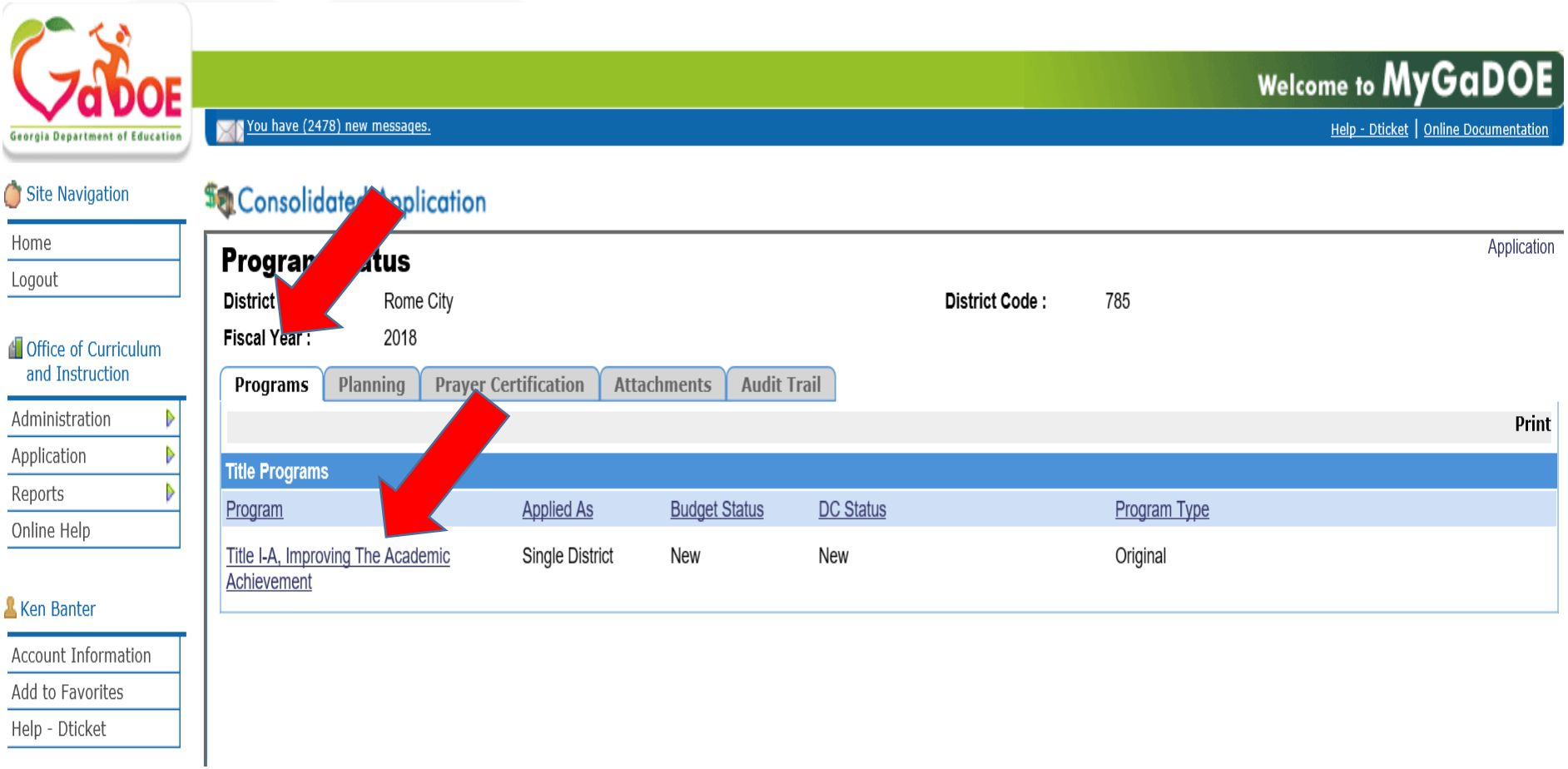

# Overarching Budget Updates
# All Federal Programs

# Time and Effort

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- Flexibility
- Twice a year OR once a year as detailed in your district's written procedures
- Supporting documentation is still required
- Individual personnel activity record (PAR) signed by employee or supervisor with knowledge of the work performed
- Group PAR signed by supervisor with knowledge of the work performed
- Time logs can be submitted to supervisor quarterly or monthly

# Period of Performance

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- Flexibility
- Intent of the funds is to benefit students in that fiscal year through the grant period as indicated on the Grant Award Notice (GAN)
- Software, computers, equipment
- Example:
  - Purchases may extend beyond one year to take advantage of cost reductions, IF the students in the current fiscal year receive benefit from the purchase.
  - Leases and licenses – If instructional software subscriptions are purchased after January, the LEA will need to provide explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase.

# Professional Development

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- 2210 – Improvement of Instructional Services
- 2213 – Instructional Staff Training – New!

# 2210 – Improvement of Instructional Services

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- Activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging learning experiences for students.
- Activities that aid teachers in developing the curriculum, preparing and using special curriculum materials, and understanding the various techniques that motivate students.
- Technology activities and services for the purpose of supporting instruction. Includes costs associated with technology personnel, systems planning and analysis, systems application development, network support services, and other technology-related costs that relate to the support of instructional activities.
- Any other activities or services supporting the instructional staff.

# 2213 – Instructional Staff Training

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- Instructional Staff Training - Activities associated with the professional development and training of instructional personnel to impact students
  - In-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel
  - Training that supports the use of technology for instruction should be included in this code
  - The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code
  - Training by internal and external vendors
  - Stipends for off contract work
  - Travel costs for workshops and conferences that are instructionally focused

# Object Codes under 2213

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- 113 – Substitute/Temporary Employee
- 114 – Substitute/Temporary Employee
- 116 – Professional Development Stipends
- 200 – All Benefit Categories
- 300 – Purchased Professional and Technical Services
- 361 -- Per Diem and Fees
- 362 – Per Diem and Fees – Expenses
- 532 – Computer Software –Annual Renewal Licenses
- 580 – Travel - Employees
- 595 – Other Purchased Services
- 610 – Supplies
- 611 – Supplies – Technology Related
- 612 – Computer Software – LEA Owned
- 615 – Expendable Equipment
- 810 – Dues and Fees
- 890 – Other Expenditures

# Internal Controls



Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award

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# 2 CFR Part 200 Requires Procedures

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Written policies and procedures are **required**!

- Written Cash Management Procedure - §200.302(b)(6) and §200.305
- Written Allowability Procedures - §200.302(b)(7)
- Written Procedures for managing equipment § 200.313(d)
- Written Conflicts of Interest Policy - §200.318(c)
- Written Procurement Procedures - §200.319(c)
- Written Method for Conducting Technical Evaluations of Proposals and Selecting Recipients - §200.320(d)(3)
- Written Compensation and Leave Policies §200.430
- Written Travel Policy - §200.474(b)
- Procedures for Checking Suspension and Debarment – 2 CFR § 180.25(a)

# Procedures for Financial Management



- Include information on:
  - Your accounting system(s)
  - How budgets are loaded onto the system
  - Process for comparing budgets to expenditures
  - Process for drawing down funds
  - Process and authorizations for budget revisions
  - Period of performance and when obligations are made
  - Process for carryover
  - Process for completing the completion reports
- Incorporate state agency requirements, if applicable

# Transferability

# Transferability

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Under ESSA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs.

The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred.

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# Transferability

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An LEA may transfer funds, to better address local identified needs, from the following programs:

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants

ESEA section 5103(b)(2)

# Transferability

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An LEA may transfer funds, to better address local identified needs, to the following programs:

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

ESEA section 5103(b)

# Transferability

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- An LEA does not have to apply for transferability authority; it already has that authority (ESSA section 5103(b))
- Funds transferred into a program become subject to all rules and regulations of the receiving program
- Equitable services requirements are not waived, and timely and meaningful consultation must occur prior to transferring funds from one program into another program

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# Transferability



An LEA must notify the state, in writing (email), of its intent to transfer funds, including the amount, to another program at least 30 days prior to the transfer and prior to submitting the budget for approval. Please send the notification to:

- Originating program's manager or designee
- Receiving program's manager or designee
- GaDOE's Grants Accounting Department
  - Regina Hailey
  - Della Kilpatrick

If the transfer modifies any aspect of the LEA's approved CLIP, the CLIP modifications must be submitted no later than 30 days after the transfer is made.

# Transferability

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- In the originating Budget:
  - From Program ***As Appropriate***
  - To Program ***As Appropriate***
- Function 5000, Object 930
- Transferred Funds
  - The transferred amount will be displayed on the completion report
  - The completion report will show from where the transferred amount originated (Original, Carryover, Additional)

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# Transferability

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- Since the transferred amount is not brought into the Grants Accounting Online Report System (GAORS), the amount transferred to another program will have to be drawn down from the originating program
- Please note: Funds transferred to another program will be drawn down first from the originating funds (i.e. Title II/Title IV) by your accounting department as expenditures occur. This should eliminate the possibility of an LEA ending the year with funds to carryover from those transferred programs.
- The district will track the drawdowns at the local level from each fund transferred

# Suspension and Debarment



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

2 CFR §200.213

# Suspension and Debarment



2 CFR 180.220 Procurement contracts included as covered transactions:

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

# Suspension and Debarment

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SAM SYSTEM FOR AWARD MANAGEMENT

Username | Password | Log In
Forgot Username? | Forgot Password? | Create an Account

HOME | SEARCH RECORDS | DATA ACCESS | CHECK STATUS | ABOUT | HELP

SAM.gov will be down for scheduled maintenance Friday, 03/31/2017, from 8:00 PM to Midnight (EDT).

## Search Records

**Search Tips to Get Started:**

- Looking for entity registration records or entity exclusion records in SAM? Use **Quick Search** if you know an entity's Business Name, DUNS Number or CAGE Code. Use **Advanced Search** to structure your search using multiple categories and criteria.
- Are you a Federal government employee? Create a SAM user account with your government e-mail address and log into SAM before searching to see FOUO information and registrants who chose to opt out of the public search.
- Conducting small business-focused research? In addition to what is contained in SAM, small businesses can provide the Small Business Administration (SBA) supplemental information about themselves. Use the SBA's Dynamic Small Business Search to conduct further market research.
- Trying to find a contractor participating in the Disaster Response Registry? Use the **Disaster Response Registry Search** to locate contractors willing to provide debris removal, distribution of supplies, reconstruction, and other disaster or emergency relief services in the event of a national disaster.

**Choose Quick Search or Advanced Search**

**QUICK SEARCH:**

Enter your specific search term
(Example of search term includes the entity's name, etc.)

DUNS Number Search: Enter DUNS number ONLY

CAGE Code Search: Enter CAGE code ONLY

SEARCH | Need Help?

**ADVANCED SEARCH:**
Use specific criteria in multiple categories to structure your search.

ADVANCED SEARCH - ENTITY

ADVANCED SEARCH - EXCLUSION

DISASTER RESPONSE REGISTRY SEARCH

# Procurement

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| | | |
|---|---|---|
| Micro-purchase*<br>(2 CFR §200.67, 48 CFR Subpart 2.1) | Up to $3,500 | |
| Small Purchase<br>(2 CFR §200.320) | Up to $150,000 | 2 price or rate quotations |
| Simplified Acquisition Threshold*<br>(2 CFR §200.88, 48 CFR Subpart 2.1) | $150,000+ | RFP – sealed bids |

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

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

# Procurement – Sole Source

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Noncompetitive Proposals (2 CFR 200.320(f))

Procurement through solicitation of a proposal from only one source and may be used ONLY when one or more of the following circumstances apply:

1. The item is available only from a single source;
2. The public emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requests from nonfederal entity; or
4. After soliciting a number of sources, competition is determined inadequate.

Sole Sourcing Should Be Limited!
Sole source letters from vendors are problematic.

# Capital Equipment Prior Approvals

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- Prior approval is needed for any individual item purchase over $5,000.00
- Each program manager will approve prior to budget approval; documentation attached to budget in the Con App.

# ESSA Statute – Evidence Based

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Section 8101 (21)(A)

(A) IN GENERAL.—Except as provided in subparagraph (B), the term ''evidence-based'', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well designed

and well-implemented correlational study with statistical controls for selection bias; or

(ii)(I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes;

and

II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention

# Evidence-based Interventions and Activities

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- Documentation should be on file at the LEA to support interventions and activities planned by the district/school.

Georgia Department of Education

# Professional Qualifications

# Website Resources

Overview Documents

SAMPLE Notifications

GaDOE > Offices & Divisions > School Improvement/ Federal Programs > Resources

*"Professional Qualifications and Related Reporting Requirements"*

# Training Opportunities

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| Future Training Opportunities | Audience |
|---|---|
| **Data Collections (September) Repeat by webinar September 5, 2-3** | LEA Staff Involved Data Collections |
| **FY18 CFM Monitoring Webinar All Federal Programs (August 25)** | LEAs being Monitored in FY18 |
| **FY17 Portal Data Webinar (September 13, 10-11)** | LEA and School Leaders |
| **GELI (September 19)** | LEA Staff Supporting PQ/ In-Field |
| **FY18 PQ/ In-Field Monitoring Webinar (September 25, 1-3)** | LEAs being Monitored in FY18 |
| **FY18 PQ/ In-Field Monitoring Regional (September 26, 1-3)** | LEAs being Monitored in FY18 |
| **FY18 GCASE Conference (November)** | LEA Staff Supporting PQ/ In-Field |
| **FY18 Portal Data Webinar (January, February, May)** | LEA Staff Supporting PQ/ In-Field |
| | |
| **Training Modules** | LEA Staff: HR, Principals, APs, etc |

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# Key Points about Professional Qualifications

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- HiQ is completely gone.
- In its place are two different, but comparable requirements: Professional Qualifications and In-Field
- As of July 2017, Georgia amended board rules to state that charters and strategic waiver systems cannot waive certification requirements for Special Education Teachers. This means that all special education teachers are required to hold special education certification and –if issuing grades – demonstrate content area expertise.
- Authorized out of Title I and not Title II – Title II may no longer pay for administering this requirement (unless the LEA consolidates administrative funds)
- Because ESSA defaults to state requirements – funding any state/ LEA certification requirements may be supplanting.

# What can Title I pay for and how does PQ impact CSR, paraprofessionals?



- Title I can pay for professional learning for Title I teachers that is aligned to school needs.
- While CSR teachers must meet PQ requirements; no funds will be remitted in the event of a finding.
- While paraprofessionals must meet PQ requirements, no funds will be remitted in the event of a finding.
- Title I may pay for required notifications (right to know and 20 day) for Title I schools.

# How does PQ impact funding equitable services in private schools?



- Teachers employed by the private school do not need to meet PQ requirements.
- Title I funded LEA employees (including private school teachers employed by the LEA) must meet the same professional qualification requirements as all other LEA teachers and paraprofessionals employed to serve public school students.
- Title I funded tutors in private schools do not need to meet PQ requirements, but must meet the same requirements as tutors in the public school.

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# Consolidation of Administrative Funds for ESSA

# LEA Consolidation Pilot

Georgia Department of Education

# General Authority

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The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), allows a local educational agency (LEA) flexibility to consolidate funds for administration of one or more ESSA programs, upon approval of the Georgia Department of Education (GaDOE). The authority for the consolidation of funds for local administration is found in ESSA Sec. 8201 and Sec. 8203.

# Benefits



Consolidating federal administrative funds may provide LEAs with greater flexibility in the administration of federal ESSA programs by:

- allowing them to charge administrative costs to an administrative pool instead of assigning specific costs to specific programs.
- not having to keep separate records, but rather do semi-annual certifications for employees whose job duties and responsibilities are allowable, and therefore included, under the consolidated administrative funds requirements.

# Eligible Programs

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| ESSA Program | Maximum Percentage for Administration |
|---|---|
| Title I, Part A - Basic Programs | ≤10% |
| Title I, Part C - Migrant | ≤2% |
| Title I, Part D - Subpart 2, Neglected & Delinquent (N&D) | ≤2% |
| Title II, Part A - Supporting Effective Instruction | ≤10% |
| Title III, Part A – Language Instruction for English Learners (EL) | ≤2% |
| Title III, Part A – Immigrant Students | ≤2% |
| Title IV, Part A – Student Support and Academic Enrichment (SSAE) | ≤2% |
| Title IV, Part B - 21st Century Community Learning Centers (CCLC) | ≤10% |
| Title V, Part B – Rural and Low Income Schools (RLIS) | ≤2% |

# Next Steps

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- Read through the initial draft guidance document
- Discuss the idea with the various federal program administrators in your district, your finance office staff, and your superintendent
- Your superintendent must send an email to federalprograms@doe.k12.ga.us, by August 18, stating a desire to be considered for the pilot
  - Up to 20 LEAs this year, with GaDOE discretion regarding final participation selection, i.e., LEA risk status, LEA readiness, LEA federal programs and finance administrator experience, diverse geographic and LEA size representations, schoolwide consolidation of funds pilot participation

# Parent Notices

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## Still in Title I Law

- Notice to Parents of Participating English Learners in Title I or Title III Supplemental Language Programs:
  - Evidence must include the notification in a format and language the parents can understand.
  - Distribution of notification using at least one distribution method.
  - Not later than 30 (calendar) days after the beginning of the school year; For newly identified ELs, notify during the first two weeks of the EL being placed in a supplemental language program
  - Refer to Section 1112(e)(3)(A) and 1112(e)(4)

Templates available on the Parents of English Learners webpage at http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx

# Parent Notices

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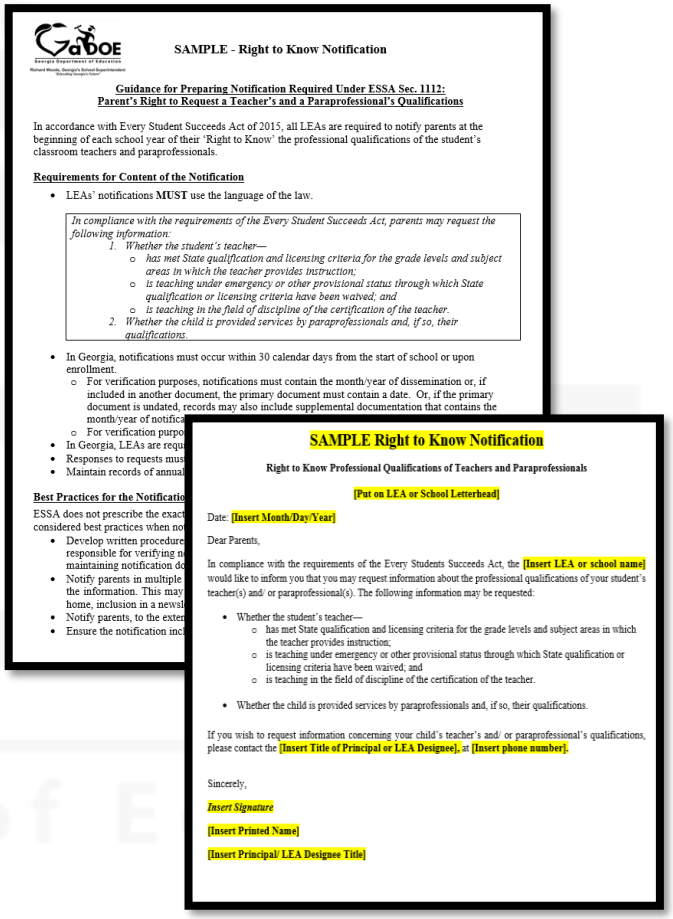
## Parent Right to Know Teacher and Paraprofessional Qualifications

- Guidance and sample are available on the PQ webpage of GaDOE website
- In Georgia, LEAs are required to notify parents in all LEA schools or programs.
- LEAs notifications MUST use the language of the law.
- In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.
- Maintain records of annual notifications.



SAMPLE - Right to Know Notification

**Guidance for Preparing Notification Required Under ESSA Sec. 1112:**
**Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications**

In accordance with Every Student Succeeds Act of 2015, all LEAs are required to notify parents at the beginning of each school year of their 'Right to Know' the professional qualifications of the student's classroom teachers and paraprofessionals.

**Requirements for Content of the Notification**

- LEAs' notifications **MUST** use the language of the law.

*In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:*
1. *Whether the student's teacher—*
   - *has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;*
   - *is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and*
   - *is teaching in the field of discipline of the certification of the teacher.*
2. *Whether the child is provided services by paraprofessionals and, if so, their qualifications.*

- In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.
  - For verification purposes, notifications must contain the month/year of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is undated, records may also include supplemental documentation that contains the month/year of notifica
  - For verification purpo
- In Georgia, LEAs are requ
- Responses to requests mus
- Maintain records of annual

**Best Practices for the Notificatio**

ESSA does not prescribe the exact considered best practices when no

- Develop written procedure responsible for verifying n maintaining notification do
- Notify parents in multiple the information. This may home, inclusion in a newsl
- Notify parents, to the exter
- Ensure the notification inc

**SAMPLE Right to Know Notification**

**Right to Know Professional Qualifications of Teachers and Paraprofessionals**

**[Put on LEA or School Letterhead]**

Date: **[Insert Month/Day/Year]**

Dear Parents,

In compliance with the requirements of the Every Students Succeeds Act, the **[Insert LEA or school name]** would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the **[Insert Title of Principal or LEA Designee]**, at **[Insert phone number]**.

Sincerely,

***Insert Signature***

**[Insert Printed Name]**

**[Insert Principal/ LEA Designee Title]**

# Parent Notices

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## Parent 20 Day Notification

When to Send

- Traditional LEAs
  Send notification when teachers do not meet GaPSC certification requirements
- Charter/ Strategic Waiver LEAs
  - Regular Education Teachers: When teachers do not meet LEA PQ requirements (as outlined in annual CLIP application)
  - Special Education Teachers: When teachers do not meet GaPSC certification requirements

Guidance

- Guidance and sample available on PQ webpage of GaDOE website
- In Georgia, notification requirements apply to ALL teachers in all LEA schools/programs.
- Clearance certificate requirements are not subject to 20 Day Notification.
- 20 Day Notifications are not required for paraprofessionals and substitute teachers.
- In Georgia, notifications must occur within 10 business days following the four consecutive weeks.

# Title I, Part A Academic Achievement

Presenters:
Ken Banter, Program Manager
Randy Phillips, Program Manager

# Title I, Part A Budget Overview



- The Title I, Part A budget must address:
  - the needs identified through the comprehensive needs assessment (CNA) process
  - action steps outlined in the district/school improvement plans.

Georgia Department of Education

# Supplement Not Supplant

# Supplement Not Supplant Title I, Part A

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- Reminder: Supplement Not Supplant (SNS) is no longer determined at the school expenditure level for Title I, Part A
- Supplemental activities are determined at the district level where there must be an assurance that non-federal funds (state and local funds) are distributed to all schools across the district in a predetermined and equitable manner, so that federal funds have the opportunity to make a difference
- Ensures that the federal funds do not replace non-federal funds the school would otherwise receive if it were not operating a schoolwide program

# Supplement Not Supplant

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Equitable distribution of non-federal funds (state and local) requires that:

- Title I schools funds can only supplement the amount of funds that would, in the absence of Title I funds, be available from non-federal sources including funds needed to provide services that are required by law for children with disabilities and English Learners

ESEA Section 1118(b)(1)

Georgia Department of Education

# Why Are Resource Allocation Methodology/Plans So Important?

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Georgia's School Superintendent
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- One condition of receiving Title I funds is that districts allocate **state and local funds** equitably to Title I and non-Title I schools BEFORE receiving and/or spending federal monies (Comparability & Supplement Not Supplant: Section 1118)
- Under ESSA - ALL LEAs are required to have a resource allocation methodology in place by December 10, 2017 to meet Supplement Not Supplant regulations!

# What Is A Resource Allocation Methodology/Plan?

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- A Resource Allocation Methodology/Plan (RAM/P) is an individualized and a locally developed document that explains how an LEA plans to equitably allocate its State and Local funds to operate all the schools in the district. For practicality, only expenditures that directly affect instructional practices in a school will be considered.
- **No federal funds will be included in these calculations** in order to allow the LEA to demonstrate that it is meeting all supplement not supplant regulations in regards to dispensing federal funds.

# Possible Inclusions in your RAM/P

*GaDOE CANNOT require a specific format for your RAM/P, but the methodology presented must clearly delineate how state/local funds will be distributed to ALL schools*

# Staff Allocation (Sample)

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Georgia's School Superintendent
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| Category | Elementary | Middle | High |
|---|---|---|---|
| Kindergarten Teacher | Kindergarten projected enrollment divided by **22** | n/a | n/a |
| Early Intervention Program (EIP) | Projected enrollment for EIP students in Grades K-5 divided by **16** | n/a | n/a |
| Classroom Teachers (Core Content Only) | Grades 1-3: projected enrollment divided by **23**<br>Grades 4-5: Projected enrollment divided by **30** | Projected enrollment in Grades 6-8 divided by **30** | Projected enrollment in grades 9-12 divided by **32** (Core Content ONLY)<br>**OR**<br>**Projected enrollment X 6 ÷ 5 ÷ 32 = # All Teachers ** |
| Paraprofessionals (General Education) | **1** per Kindergarten class earned | n/a | n/a |

# Staff Allocation (Sample)

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| Category | Elementary | Middle | High |
|---|---|---|---|
| Teacher Specialists (Art, Music, PE, etc.) | Projected school enrollment divided by **180** | Connections Teachers:<br>Base up to 999 = **5**<br>1,000-1,199 students = **6**<br>1,200-1,399 students = **7**<br>1,400-1,599 students = **8**<br>1,600-1,799 students = **9**<br>1,800-1,999 students = **10**<br>2,000-2,199 students = **11**<br><br>Physical Education Teachers = **1 per 225** students enrolled<br>**+ 1 instructional para for every 15** special education self-contained students in school<br><br>Band Director = **1 per 150** students enrolled in program | Either:<br>Part of regular teacher funding as in sample above OR<br><br>Base up to 999 = **5**<br>1,000-1,199 students = **6**<br>1,200-1,399 students = **7**<br>1,400-1,599 students = **8**<br>1,600-1,799 students = **9**<br>1,800-1,999 students = **10**<br>2,000-2,199 students = **11**<br><br>Physical Education Teachers = **1 per 225** students enrolled<br>**+ 1 instructional para for every 15** special education self-contained students in school<br><br>Band Director = **1 per 150** students enrolled in program |

# Staff Allocation (SpEd)

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## Special Education Allocation

| Class Group/Exception Program | Funding Class Size | Original Maximum Individual Class Size * w/o para | ** w/ para | Exception to Maximum 2 Segments Per Day Per Teacher With Paraprofessional |
|---|---|---|---|---|
| 1. Group I | | | | |
| (i) S/L-SC | 8 | 11 | 15 | +1 |
| (ii) LD-SC | 8 | 12 | 16 | +1 |
| 2. Group II | | | | |
| (i) MID-SC | 6.5 | 10 | 13 | +1 |
| (ii) MID-R | 6.5 | 10 | 13 | +1 |
| 3. Group III | | | | |
| (i) SID-SC | 5 | NA | 7 | +1 |
| (ii) D/HH-SC | 5 | 6 | 8 | +1 |
| (iii) S/L-R | 5 | 7 | NA | NA |
| (iv) BD-R | 5 | 7 | 10 | +1 |
| (v) LD-R | 5 | 8 | 10 | +1 |
| (vi) BD-SC | 5 | 8 | 11 | +1 |
| (vii) MOID-SC | 5 | NA | 11 | +1 |
| (viii) OI-SC | 5 | NA | 11 | 0 |
| 4. Group IV | | | | |
| (i) D/HH-R | 3 | 3 | 4 | +1 |
| (ii) VI-R | 3 | 3 | 4 | +1 |
| (iii) OI-R | 3 | 4 | 5 | +1 |
| (iv) VI(DB)-SC | 3 | NA | 6 | +1 |
| (v) PID-SC | 3 | NA | 6 | 0 |

# ESOL Teacher/Para Allocation

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***Maximum Class Sizes for ESOL Classes***

The chart below indicates the approved class size limits for ESOL classes.

| Grade(s) Subject(s) | Funding Class Size | Maximum System Average Class Size | |
|---|---|---|---|
| | | No Paraprofessional | With Paraprofessional |
| K-3 | 7 | 11 | 13 |
| 4-8 | 7 | 14 | 15 |
| 9-12 | 7 | 18 | 20 |

(Excerpted from Rule 160-5-1-.08 Class Size)

Georgia Department of Education

# Other Staff Allocation (Sample)

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| Category | Elementary | Middle | High |
|---|---|---|---|
| Principal | 1 per school | 1 per school | 1 per school |
| Asst. Principal | 1 – 999 = **1**<br>1000 – 1999 = **2**<br>2000+ = **3** | 1 – 499 = **1**<br>500 – 999 = **2**<br>1000 – 1499 = **3**<br>1500 – 1999 = **4**<br>2000+ = **5** | 1 – 550 = **1**<br>551 – 1100 = **2**<br>1101 – 1619 = **3**<br>1620 – 2499 = **4**<br>2500 – 2999 = **5**<br>3000+ = **6** |
| Counselors | 1 – 999 = **1**<br>1000 – 1499 = **2**<br>1500+ = **3** | 1 – 999 = **1**<br>1000 – 1499 = **2**<br>1500 – 1999 = **3**<br>2000+ = **4** | 1 – 749 = **1**<br>750 – 1249 = **2**<br>1250 – 1499 = **3**<br>1500 – 1874 = **4**<br>1875 – 2249 = **5**<br>2250+ = **6** |
| Counselor Clerk | n/a | 1 per school | 1 per school |

# Other Staff Allocation (Sample)

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| Category | Elementary | Middle | High |
|---|---|---|---|
| Media Specialist | 1 per school | 1 per school | 1 per school |
| Media Paraprofessional | If enrollment over 400 = **1** | 1 per school | 1 per school |
| Graduation Coach | n/a | 1 per school | 1 per school |
| Bookkeeper | n/a | n/a | 1 per school |
| Head Secretary | 1 per school | 1 per school | 1 per school |
| General Secretary (190 days) | 1 – 799 = **1**<br>800 – 1199 = **2**<br>1200 – 1599 = **3**<br>1600 + = **4** | 1 – 999 = **1**<br>1000 – 1199 = **2**<br>1200 – 1699 = **3**<br>1700 + = **4** | 1 – 999 = **1**<br>1000 – 1649 = **2**<br>1650 – 2299 = **3**<br>2300 – 2949 = **4**<br>2950 – 3599 = **5**<br>3600 + = **6** |
| Clinic Aide | 1 per school | 1 per school | 1 per school |
| Custodian | 3 base per school<br>(1 Additional for every 30K Sq.ft. over 100K) | 3 base per school<br>(1 Additional for every 30K Sq.ft. over 100K) | 3 base per school<br>(1 Additional for every 30K Sq.ft. over 100K)<br>1 Stadium Custodian |

# Staff Allocation (Sample)

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| Category | Elementary | Middle | High |
|---|---|---|---|
| Talented & Gifted (TAG) | Base = **0.5** each school<br>Add additional teachers using state maximum class size (K-5 = 19) | Base = **2** each school<br>Add additional teachers using state maximum class size (6-8 = 23) | Base = **1** each school<br>Add additional teachers using state maximum class size (9-12 = 23) |
| ESOL Teachers | ESOL students ÷ **11** | ESOL students ÷ **14** | ESOL students ÷ **18** |
| JROTC Instructors | n/a | n/a | I Officer each school - plus<br>< 175 students = 1 NCO<br>175-250 students = 2 NCOs<br>251-350 students = 3 NCOs |
| Resource Officer (Police) | n/a | 1 per school | 1 per school |
| ISS paraprofessional | n/a | 1 non-certified | 1 non-certified |
| Technology Specialist | 1 per school | 1 per school | 2 per school |
| OTHERS ????????? | | | |

# Non-Personnel Allocation (Sample)

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| Category | Elementary | Middle | High |
|---|---|---|---|
| At-Risk Students | **$100**/ED, Migrant, Foster, Homeless Student enrolled | **$150**/ED, Migrant, Foster, Homeless Student enrolled | **$200**/ED, Migrant, Foster, Homeless Student enrolled |
| Professional Days | 1 day/10 teachers | 1 day/10 teachers | 1 day/10 teachers |
| ESOL Instructional Funds | Based on the % of school population identified as ESOL and/or "language minority"<br>**20-39% Earns $30,000**<br>**40-59% Earns $50,000**<br>**Above 60% Earns $100,000** | | |
| Per Pupil Allocation (Basic Instructional Supplies) | **$179** per Student | | |
| Funds for New Schools Opening This Year | A. $25 additional per pupil<br>B. One Teacher Salary (to be used as personnel or materials)<br>C. Initial Copier Lease Funds ($13K – ES, $21K – MS, $30K – HS)<br>D. $2,000 per TAG Teacher earned | | |

# RAM/P Budget Considerations

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- How much is available for SCHOOL operation in our system?
  - State QBE
  - Local Tax Revenue
  - Other

- How many schools/grade spans do we have?
- Do all "levels" of our schools require same funding?
- Resource Allocation Plan cannot exceed available state/local funds
- Don't forget the budgetary needs at the District level, don't push all the state/local funds out to the schools

# A Word of Caution…

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- There are two situations in which an LEA's use of funds would likely not be supplemental even if the LEA distributes non-federal funds according to the examples above. As a result the LEA would not be able to use Title I funds to operate a schoolwide program
  - An LEA does not have sufficient non-federal funds to provide even the most basic education program in all of its schools
  - An LEA is required by state or local law (board policy) to provide funding for a specific purpose for all students

Georgia Department of Education

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# Navigating the Consolidated Application Title I, Part A

Georgia Department of Education

# Source of Budgeted Funds by Fiscal Year

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- The FY18 official allocation for the LEA will appear in the ConApp when each program is added
- The FY18 allocation this year is made up from:
  - FY18 Title I, Part A Allocation
  - FY17 Title I, Part A Carryover Amounts (added after Completion Reports are finalized-usually not until November) Please note NEW guidance regarding FY17 Carryover in future slides!

# Title I, Part A Carryover

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- LEA's may carryover up to 15% of unspent Title I funds from the prior year (85% of their Title I funds were spent)
- FY17 carryover for Title I, Part A will be posted to the ConApp after the original FY18 budget is approved and the LEA has submitted the required completion report (after September 30th, but no later than October 31st)
- For LEAs that have exceeded the 15-percent carryover limit and have not requested a carryover waiver within the last three years, a carryover waiver request may be completed, submitted, and approved by the Department
- Carryover waiver request using the worksheet located on the Federal Programs Web site. Submit this waiver/worksheet to Randy Phillips or Ken Banter.

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Consolidated Application

Application > Programs

## Budget

| | | | |
|---|---|---|---|
| District Name : | Rome City | District Code : | 785 |
| Fiscal Year : | 2018 | Program : | Title I-A, Improving The Academic Achievement - Original |
| Status : | New (Date: Jul 27 2017 3:18PM) | Superintendent Sign off date : | |

Program Information | Budget | Audit Trail | Assurances | Programs

Print | Sign-Off

| | | | |
|---|---|---|---|
| Program : | Title I-A, Improving The Academic Achievement | | |
| Current FY Allocation : | $2,496,936.00 | | |
| Additional Allocation : | $0.00 | | |
| Carry Over : | $0.00 | | |
| Total Grant Award : | $2,496,936.00 | | |
| Transfer Amount : | $0.00 | | |
| Total Amount to be Budgeted : | $2,496,936.00 | Not Budgeted Funds : | $2,496,936.00 |

**Add Budget Item**

Fiscal Year : 2018

School : (Not Required)

To Sub-Grant :

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### Program Information

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| | | | |
|---|---|---|---|
| District Name : | Rome City | District Code : | 785 |
| Fiscal Year : | 2018 | Program : | Title I-A, Improving The Academic Achievement - Original |
| Status : | New (Date: Jul 27 2017 3:18PM) | Superintendent Sign off date : | |

Program Information | Budget | Audit Trail | Assurances | Programs

| | | | |
|---|---|---|---|
| Allocations for this year (2018) : | $2,496,936.00 | | |
| Additional Allocatio | $0.00 | | |
| Carryover from r year : | $0.00 | | |
| Transfer Am | $0.00 | | |
| Total Bu unds for this Fiscal Year : | $2,496,936.00 | Unallocated Funds : | $2,496,936.00 |

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

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# Program Information - MOE

## ***FUTURE TAB***

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- Maintenance of Effort (MOE)
  - An LEA must meet MOE per ESEA Sections 1118 and 8521
  - Aggregate MOE for each fiscal year (FY15 and FY16) has been pre-populated
  - Amount for the fiscal year ending June 30, 2016, must be 90-percent of amount for fiscal year ending June 30, 2015
  - If the LEA fails to meet this requirement for one or more of the five immediately preceding fiscal years, fund will be adjusted (Section 8521)
  - LEAs that did not meet MOE— the Department will request a waiver from US ED on each district's behalf if requested
    - There are two districts not meeting MOE for FY18. They have been notified.)
    - If the LEA fails to meet this requirement for one or more of the five immediately preceding fiscal years, fund will be adjusted (Section 8521)
  - **A waiver is provided for charter schools that were not in existence during the comparison years**

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## Consolidated Application

### Program Information

Application > Programs

| | | | |
|---|---|---|---|
| District Name : | Rome City | District Code : | 785 |
| Fiscal Year : | 2018 | Program : | Title I-A, Improving The Academic Achievement - Original |
| Status : | New (Date: Jul 27 2017 3:18PM) | Superintendent Sign off date : | |

Program Information | Budget | Audit Trail | Assurances | Programs

| | | | |
|---|---|---|---|
| Allocations for this year (2018) : | $2,496,936.00 | | |
| Additional Allocatio | $0.00 | | |
| Carryover from r year : | $0.00 | | |
| Transfer Am | $0.00 | | |
| Total Bu unds for this Fiscal Year : | $2,496,936.00 | Unallocated Funds : | $2,496,936.00 |

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

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# Title I Program Attachments Tab

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- Formerly (or soon to be former)Title I SW/TA Plans Tab
  - All Title I specific documentation as requested by your area specialist to help document allowability of budgeted expenditures will go on this Tab
    - Job Descriptions for newly developed/created positions
    - CEP Worksheets from LEA's SNP Director
    - Capital Expenditures requests for purchases exceeding $5000 threshold
    - CSR Worksheets/Justifications
    - RAM/P (reminder of 12/10/17 Deadline)
    - Consolidated Fund Pilot School Level Budgets (if applicable)
    - Fund 400 Budgets for Schoolwide schools (if applicable)
  - Area Specialists can request a school SWP/TAP plan be uploaded for review if additional information is required to support budgeted items

# Set-Aside Tab

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## Program Information

Application > Programs

District Name : Rome City
District Code : 785
Fiscal Year : 2018
Program : Title I-A, Improving The Academic Achievement - Original
Status : New (Date: Jul 27 2017 3:18PM)
Superintendent Sign off date :

Program Information | Budget | Audit Trail | Assurances | Programs

| | |
|---|---|
| Allocations for this year (2018) : | $2,496,936.00 |
| Additional Allocation : | $0.00 |
| Carryover from previous year : | $0.00 |
| Transfer Amount : | $0.00 |
| Total Budgeted Funds for this Fi[illegible]r : | $2,496,936.00 |
| Unallocated Funds : | $2,496,936.00 |

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

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# Set-Aside Tab

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**Total Budgeted Funds for this Fiscal Year :** $2,496,936.00 **Unallocated Funds :** $2,496,936.00

Title I SWP/TA Plans | **Set Asides** | Other Funds | School Allocations | Eligi | ndance Areas | Data Collection

**Print | Save | Sign-Off**

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

**Description:** Additional Administrative from Carryover **Amount:**

**Explanation:**

Add

**Custom Set Aside Description:** **Amount:**

Add Custom Set Aside

| Set Asides (Required) | Amount | Comments |
|---|---|---|
| Parent Involvement Set Aside | | |
| Transportation for Public School Choice (PSC) Set Aside | | |
| Flexible Learning Program (FLP) Set Aside | | |

| Set Asides (Optional) | Amount |
|---|---|
| **Set Asides Total:** | **$0** |

# Set-Aside Tab

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**Total Budgeted Funds for this Fiscal Year :** $2,496,936.00 **Unallocated Funds :** $2,496,936.00

Title I SWP/TA Plans | **Set Asides** | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

**Print | Save | Sign-Off**

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.

**Description:** Additional Administrative from Carryover
Additional FLP from Carryover
Additional Homeless from Carryover
Additional Parent Involvement Plus from Carryover
Additional Parental Involvement
Additional Professional Learning from Carryover
Administrative Set Aside
Alternative School Set Aside (Materials)
At-Risk Student Program
Audit Fees Set Aside
Before/After School Program
Carryover to Administrative Set Aside
Delinquent Set Aside
District-wide Instructional Programs
FY13 FLP Carryover
FY13 Parent Involvement Carryover
FY13 Private School Carryover
FY13 Private School Per Pupil Amount Set Aside Carryover
FY13 Private Schools Equitable Services Carryover
Highly Qualified
Homeless Set Aside
Indirect Cost Set Aside
Instructional Coaches
Local School Improvement
MOE Reduction Set-Aside
NCLB NI District Professional Development
Neglected Set Aside
Parent Involvement Plus
Performance Learn Center
Pre-K

**Amount:**

**Explanation:**

Add

**Custom Set**

**Amount:**

Add Custom Set Aside

Set Aside (Req | Comments

Parent Involvem

Transportation fo

Flexible Learning

Set Aside (Opti | Amount

**Set Aside Tota** | $0

# District Set-Asides

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- **Set-asides are for district level activities only.** Activities that are included in the set-asides should not be charged to the local school's facility code. They must be charged to the district's facility code - 8010
  - Providing additional school level staff, technology, materials, and/or supplies to Title I schools through district-wide set-asides is **NOT** an allowable activity. Doing this could cause a school to be served out of rank order.
- The set-asides page and the school allocation page link to one another, but they do not link to the budget detail pages

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# Required District Set-Asides

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- Funds are reserved for required set-asides before monies are allocated to schools
- The total amount of the set-asides plus the total amount allocated to schools from the public school allocation tab must equal the district's FY18 allocation
- There must be no unallocated funds
- If a **required set-aside** is **not applicable**, the set-aside **may be listed**, with **zero dollars**, and a **statement** must be included indicating why a set-aside is not applicable
  - Example: FY17 Parent and Family Engagement carryover (because amount has not been finalized at the time of budget submission)

Georgia Department of Education

# Required District Set-Asides

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- **See specific program information for the following required set-asides**
  - Homeless Children and Youth
    - For homeless children and youth, LEAs must use one of four methods explained in the Homeless section. It is no longer true that LEAs with ALL Title I Schools are exempt from a Homeless Set Aside. Every LEA must have a Homeless set-aside.
  - Neglected and Delinquent Children (if applicable)
    - The amount of the set-aside must be equal to or greater than the amount listed on the Department's FY18 award notification letter

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# Required District Set-Asides Parent and Family Engagement

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**New!**

- A district with a Title I, Part A allocation greater than $500,000 must reserve at least one percent of its allocation for parent and family engagement activities.
- 90 percent of the required one percent set-aside must be distributed among the district's Title I schools unless a school or all schools in the district decide to use their share of the reservation to support a district-level activity for parents.
- The Districtwide Parent Activity-Project Assurance form, signed by each participating principal, must be attached to the (NEW) Title I attachments tab of the Consolidated Application.

# Required District Set-Asides
# Parent and Family Engagement

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- If 90 percent of the total one percent required set-aside is being distributed among Title I schools, the amount distributed for each school should be indicated in the Parent and Family Engagement column on the School Allocation-Public School page.
- This column should only include parent and family engagement funds that are distributed from the required one percent set-aside. Not the parent and family engagement funds that schools use as part of their school allocation.

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# Parent and Family Engagement 1%

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**Attendance areas and school allocations Details** Export

| School ID | School Name | School Type | Grade Span | Enrollment minus Pre-K | # Poverty Children minus Pre-K | Poverty Percent | PPA | School Allocation | School Carryover | Parental Involvement | Type |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0376 | Anna K. Davie Elementary | ELEMENTARY | Pk-5 | 386 | 345 | 89.38% | $569 | $196,305.00 | $7,000 | $9,750.00 | SWP |
| 0275 | East Central Elementary School | ELEMENTARY | Pk-5 | 537 | 215 | 40.04% | $415 | $89,225.00 | $7,000 | $1,761.00 | SWP |
| 0105 | Elm Street Elementary | ELEMENTARY | Pk-5 | 566 | 365 | 64.49% | $516 | $188,340.00 | $7,000 | $4,436.00 | SWP |
| 3052 | Main Elementary School | ELEMENTARY | Pk-5 | 229 | 229 | 100% | $878 | $201,062.00 | $7,000 | $8,932.00 | SWP |
| 4052 | North Heights Elementary School | ELEMENTARY | Pk-5 | 239 | 178 | 74.48% | $534 | $95,052.00 | $7,000 | $3,116.00 | SWP |
| 0193 | Rome High School | HIGH | 9-12 | 1714 | 943 | 55.02% | $205 | $193,315.00 | $7,000 | $1,618.00 | SWP |
| 0293 | Rome Middle School | MIDDLE | 7-8 | 918 | 632 | 68.85% | $564 | $356,448.00 | $7,000 | $1,730.00 | SWP |
| 0173 | West Central Elementary School | ELEMENTARY | Pk-5 | 665 | 516 | 77.59% | $534 | $275,544.00 | $7,000 | $4,612.00 | SWP |
| 2054 | West End Elementary School | ELEMENTARY | Pk-5 | 756 | 350 | 46.3% | $516 | $180,600.00 | $7,000 | $2,184.00 | SWP |
| **Total:** | | | | 6010 | 3773 | 62.78% | $4,731 | $1,775,891.00 | $63,000 | $38,139.00 | |

# Required District Set-Asides
# Parent and Family Engagement

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Georgia's School Superintendent
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- The portion of the one percent required set-aside for parent and family engagement, Title I, Part A, not expended at the end of the previous year (FY17) must be carried over to the present fiscal year (FY18) and added to the required set-asides in the category the funds were originally reserved.

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# Required District Set-Asides
# Parent and Family Engagement

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A custom optional set-aside entitled, FY17 Parent and Family Engagement Carryover, must be created. The amount and description must reflect one of the following situations:

- 100% of FY17 required parent and family engagement set-aside was expended. Please enter $0 for the amount of the set-aside.
- The FY17 parental involvement carryover of $_____ will be budgeted as a carryover amendment with zero dollars budgeted at this time.
- FY17 parent and family engagement carryover with a description of how funds are to be used and the appropriate amount budgeted.

Keep documentation of the calculation for carryover on file for monitoring.

# Required District Set-Asides
# Parent and Family Engagement

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- If the LEA sets aside more than the required one percent for parent and family engagement, the additional funds must be listed as a separate set-aside with an explanation of initiatives to be funded. EX: FY18 Additional Parent and Family Engagement Set-Aside
- Parent and family engagement expenditures should be budgeted in function code **2100** and expended at the district level (8010).

  **Reminder:** Parent and family engagement funds being budgeted as a part of the school's allocation must be budgeted in 2100, but charged to the school's facility code.

# Budget Considerations
# Parent and Family Engagement

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- Transportation and Childcare: Funds for transportation and childcare to enable Title I parents to participate in Title I school-related meetings and training sessions
- Literacy: Funds for family literacy services to assist parents who do not have a high school diploma or who have low literacy levels to improve their own reading skills in order to be better equipped to support their children's learning (other reasonably available sources of funding for such services being exhausted). GED preparatory classes may be funded out of Title I, Part A funds.
- Translation: Funds for translation of Title I-specific parent communications

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# Budget Considerations
# Parent and Family Engagement

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- Technology Training: Funds for technology training to assist parents in learning how to use the Internet to communicate with the school, access the parent portal, or use other online student academic achievement resources (may include education about the harms of copyright piracy – **New in ESSA!**)
- Technology Resources: Funds for technology resources or software used to assist schools in better communicating with parents regarding Title I information

Georgia Department of Education

# Budget Considerations
# Parent and Family Engagement

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- Building Staff Capacity: Funds for materials or consultant costs to educate teachers, pupil services personnel, principals, and other staff ***with the assistance of parents***,
  - in the value and utility of contributions of parents, and
  - in how to reach out to, communicate with, and work with parents as equal partners,
  - implement and coordinate parent programs,
  - and build ties between parents and the school as it relates to increasing student academic achievement

Georgia Department of Education

# Budget Considerations
# Parent and Family Engagement

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- Academic Parent-Teacher Teams (APTT): Payment to WestEd not applicable in FY18. In FY18, the Department is preparing to train new schools for the 2018-2019 school year. WestEd will not be training new schools during FY18; however, existing APTT schools will need to include items in its Title I budget for the continuation of APTT meetings.

For more information on Georgia's APTT initiative and list of APTT schools, visit http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/APTT.aspx
or http://www.bit.ly/apttgeorgia

# Family-School Partnership Program Updates

Richard Woods,
Georgia's School Superintendent
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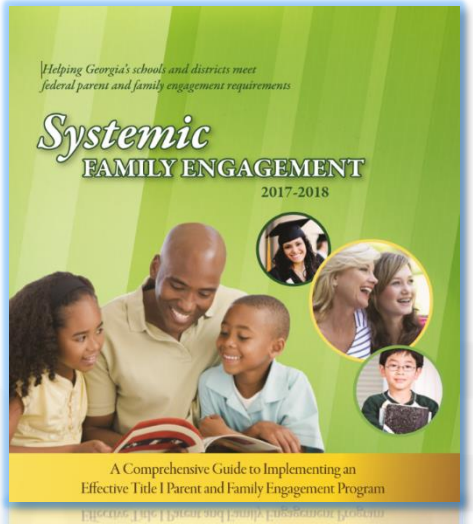
- Distribution Prior to November 1:
  - School-Parent Compacts
  - District Parent and Family Engagement Policy
  - School Parent and Family Engagement Policy
- Annual Title I Meeting Prior to November 1 (Dissemination of information only)
- 2017-2018 *Systemic Family Engagement* Guide (aka "The Handbook") at http://partnerships.gadoe.org



# Family-School Partnership Program Updates

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**Online Meetings & Other Professional Development Options**

- 8/16/17 at 1 p.m. APTT Online Network Meeting (for current APTT school systems)
- 8/18/17 at 11 a.m. Family Engagement Partners 101 Webinar (formerly PIC 101)
- 8/23/17 at 11 a.m. Building School Staff Capacity Webinar
- 8/25/17 FY18 Cross Functional Monitoring Webinar - Parent & Family Engagement Indicators at 10:30 a.m. **Coming soon**
- Spring 2018 - Youth Mental Health First Aid Training
- (In FY19: Family Engagement Partners Regional Network Meetings)

Registration information at http://partnerships.gadoe.org

To receive monthly updates, email Jason Clay at jclay@ldoe.k12.ga.us.

# Family-School Partnership Program Updates

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**Nominations, Applications, & Other Initiatives**

- Aug.-Sept. 2017 - State School Superintendent's Parent Advisory Council Nominations
- Aug.-Oct. 2017 - Family-Friendly Partnership School Applications
- Nov. 2017 - Family Engagement Month

To receive monthly updates, email Jason Clay at jclay@doe.k12.ga.us.

# Questions?

Richard Woods,
Georgia's School Superintendent
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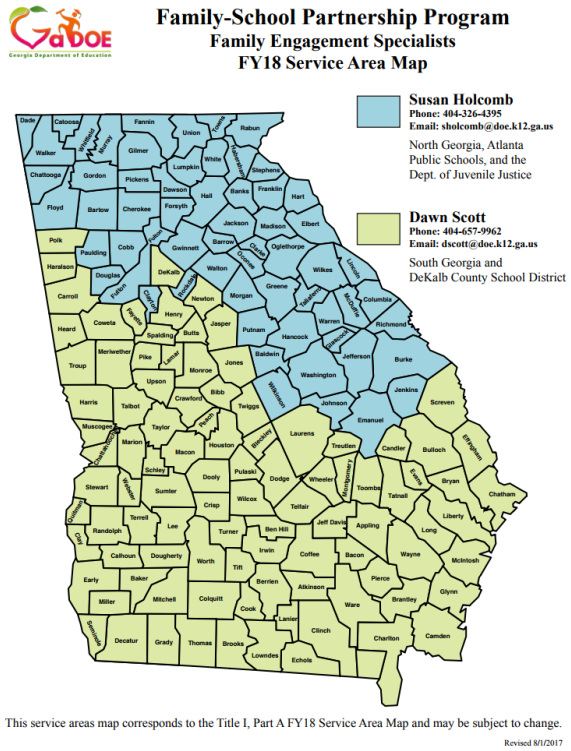
- For questions about family engagement activities, contact your *Family Engagement Specialist*.

- For questions about using Title I funds for family engagement activities, contact your *Title I Area Specialist*.




http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Contact-Us.aspx

# Family-School Partnership Program Contact Information

Richard Woods,
Georgia's School Superintendent
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| | | |
|---|---|---|
| Jason Clay, Family Engagement Communications Specialist | 404-656-2633 | jclay@doe.k12.ga.us |
| Susan Holcomb, Family Engagement Specialist | 404-326-4395 | sholcomb@doe.k12.ga.us |
| Harriett Neal, Federal Programs Administrative Assistant | 404-656-0644 | hneal@doe.k12.ga.us |
| Dawn Scott, Family Engagement Specialist | 404-657-9962 | dscott@doe.k12.ga.us |
| Amy Song, Program Manager | 404-463-1956 | asong@doe.k12.ga.us |

http://partnerships.gadoe.org

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# McKinney-Vento Homeless Program

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## Required District Set-Asides

- According to ESSA Title I, Part A, all LEAs **must** reserve (set-aside) such funds as are necessary to provide comparable services to homeless children [Section 1113 (c)(3)(i)]
- LEAs must use one of four methods on the next slide to calculate the set-aside. Determining appropriate amount requires coordination between Title I and the Homeless Education Department

# McKinney-Vento Homeless Program

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## Required District Set-Asides

- Four possible methods to calculate the homeless set-aside:
  - Identify homeless student needs and fund accordingly
  - Obtain a count of homeless students and multiply by the district's Title I, Part A per-pupil allocation (PPA)
  - Reserve an amount greater than or equal to the district's McKinney-Vento subgrant request
  - Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation

# McKinney-Vento Homeless Program

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## Required District Set-Asides

- LEAs have the discretion to use set-aside funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources
- In determining appropriate expenditures for the funds set-aside for homeless students, it is important to note that comparable services may not necessarily mean services that are identical to the services provided to non-homeless students (i.e. uniforms, expedited evaluations, eye glasses, transportation)

Georgia Department of Education

# McKinney-Vento Homeless Program

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## Authority regarding the use of Title I, Part A funds in the Consolidated Appropriations Act and in ESSA

- Funds available under sections 1124, 1124A, 1125 and 1125A of the ESSA may be used to provide homeless children and youths with services not ordinarily provided to other students under those sections, including supporting the liaison designated pursuant to section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act, and providing transportation pursuant to section 722(g)(1)(J)(iii) of such Act
- The Appropriations Act expands the use of Title I funds to support homeless children and youth for the following requirements under McKinney-Vento:
  - Local homeless liaison
  - Transportation to and from school of origin

# McKinney-Vento Homeless Program

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**For assistance in determining authorized uses of Title I, Part A Homeless set-aside funds, feel free to contact the Department Homeless Education Division**

Eric McGhee
Grants Program Manager
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 651-7555 – Office
emcghee@doe.k12.ga.us

Erica Glenn
North Georgia
Grants Program Consultant
Homeless Education
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 295-4705 – Mobile
eglenn@doe.k12.ga.us

Deirdre Lynch Smith
South Georgia
Grants Program Consultant
Homeless Education
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 656-2004 – Office
desmith@doe.k12.ga.us

Georgia Department of Education

# Neglected and Delinquent

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**Required District Set-Asides Local Institutions**

The amount of the set-aside must be equal to or greater than the amount listed on the Department's FY18 allocation sheet

- Services provided must be fully described
- Funds can support only those activities that lead to a Georgia high school diploma (not GED)
- Where appropriate, the set-aside is used to serve children in local institutions for delinquent children and to serve neglected or delinquent children in community day programs

Georgia Department of Education

# Optional District Set-Asides

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## Reminder

- Set-asides are for district level activities only. Activities that are included in the set-asides should **NOT** be charged to the local school's facility code, but rather the district's facility code-8010
  - Providing additional school level staff, technology, materials, and/or supplies to Title I schools through districtwide set-asides is not an allowable activity as it could result in schools not being served in rank order
- The set-asides page and the school allocation page link to one another but they do not link to the budget detail pages

# Optional Districtwide Set-Asides

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- Administration
  - All administrative expenditures should be charged to function code 2230 in the budget detail and should not exceed 10% of total allocation. If this set-aside exceeds the 10% threshold a justification statement must be approved by your area specialist and attached to the Title I attachment tab.
- Audit Costs
  - Charged to function code 2300 and object code 300
- Indirect Costs
  - Must use the approved restricted indirect cost rate for the district
  - Use embedded worksheet for Title I, Part A on the Data Collection tab
  - Should be charged to function code 2300, object code 880 in the budget
  - ***May only be drawn down at the same percentage of actual Title I expenditures***
  - **Both the Title I director and the superintendent must sign off on the Data Collection tab. Area Specialist will follow-up with approval sign-off**

# Optional Districtwide Set-Asides

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- Summer School, Before/After School Tutoring
  - The description for these set-asides must specifically state that the set-aside is a districtwide or grade span supplemental initiative, not an activity for a selected number of schools. The district must indicate that summer school activities are beyond those that are required by local boards of education and/or the state
  - When budgeting these activities, break down the expenditures by summer school, before/after school tutoring, etc.
  - Charge a district employee to function code 1000, object code 199 in the budget detail
  - Charge a contracted person to function code 1000, object code 300 in the budget detail
  - Charges should be made to facility code 8010 as with all District set-asides
  - Maintain appropriate documentation of time and service provided

# Neglected and Delinquent

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## Potential Custom Foster Care Set-Aside

- The Title I, Part A Foster Care Education requirements under the Every Student Succeeds Act (ESSA) has no corresponding budget; however, because the requirements fall under Title I, Part A, any proposed activities that required funding could come from Title I, Part A
- If an LEA desires to use a portion of the Title I, Part A allocation to support supplemental academic activities for children in care, then the LEA should:
  - Consult with the Title I, Part A Area Specialist
  - Develop a rational method to determine a reasonable amount to reserve to address the educational needs
  - Create a **Custom Foster Care Set-Aside** in the Consolidated Application under Data Collections in the Set-Aside tab

# Foster Care Education

Richard Woods,
Georgia's School Superintendent
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**For assistance in determining authorized uses of Title I, Part A Foster Care set-aside funds, feel free to contact:**

Whittney Mitchell
Grants Program Consultant
Title I, Part A Foster Care Education Program
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 656-4148 – Office
wmitchell@doe.k12.ga.us

# Optional Districtwide Set-Asides

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- Professional Development and/or School Improvement
  - The description should specifically describe any districtwide or grade span supplemental initiative, NOT an activity for a selected number of schools
- District Academic Coaches
  - Such "coaches" cannot serve individual schools. These individuals must serve district (or at a minimum grade span) schools throughout a district
- Priority/Focus (including Exited w/ Support) School Set-Aside
  - 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
- FY17 Title I Carryover for Private Schools – Refer to following slides for new guidance
- FY18 Private School Proportionate Share – Refer to following slides for guidance
- Other Creative Options?
  - Talk directly with your area specialist

# FY17 Carryover Set-Aside for Private Schools

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- The ESEA, as amended by ESSA, is silent about FY17 Title I funds that will become carryover funds for private schools on October 1, 2017
- US ED has identified three options regarding FY17 carryover funds for private schools
- An LEA must consult with private school officials regarding FY17 Title I carryover funds.

Georgia Department of Education

# FY17 Carryover Set-Aside for Private Schools

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## FY17 Title I Private School Carryover Special Note:

- The three options apply to an LEA that met the Title I equitable services for private schools requirements during FY17 and only apply to Title I
- The three options do not apply to an LEA that did not meet the Title I equitable services requirements during FY17
- An LEA that DID NOT MEET the Title I equitable services requirements during FY17 school year MUST use the portion of its FY17 carryover funds that were generated for equitable services to provide additional services in the FY18 school year to eligible private school children attending the affected private school or schools. This is exactly the same as we have done in the past. Example of set-aside: FY17 Equitable Services Carryover

# Required District Set-Asides
# FY17 Carryover and Private Schools
# NEW

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The FY17 Private School Carryover Options (if the LEA met the conditions on the previous slide) :

- **Option 1**: Apply the same equitable share proportion to the FY17 carryover funds that it applies to FY18 Title I funds.
- **Option 2**: If the LEA spent all of the FY17 funds generated for equitable services on equitable services, the LEA uses its FY17 carryover funds to support Title I activities for public school students only. This also applies to if private school officials sign affirmation of services form.
- **Option 3**: If the LEA has FY17 funds for equitable services remaining, the LEA makes them available for equitable services in school year FY18. An LEA would use any remaining carryover funds to support Title I activities for public school students.

# Required District Set-Asides
# FY17 Carryover and Private Schools
## Example Set-Aside

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**Option 1**:

Apply the same equitable share proportion to the FY17 carryover funds that it applies to FY18 Title I funds.

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

Description – Utilizing "Option 1" Private school(s) allocated proportionate share of total Title I FY17 Carryover: $$$ for St. Mary - $$$ for St. Joseph

# Required District Set-Asides
# FY17 Carryover and Private Schools
## Example Set-Aside

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**Option 2**:

If the LEA spent all of the FY17 funds generated for equitable services on equitable services, the LEA uses its FY17 carryover funds to support Title I activities for public school students only. This also applies to if private school officials sign affirmation of services form.

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

Description – Utilizing "Option 2" All FY17 Private School equitable services were met, therefore, zero funds budgeted.

# Required District Set-Asides
# FY17 Carryover and Private Schools
## Example Set-Aside

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**Option 3**:

If the LEA has FY17 funds for equitable services remaining, the LEA makes them available for equitable services in school year FY18. An LEA would use any remaining carryover funds to support Title I activities for public school students.

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

Description – Utilizing "Option 3" Unspent FY17 Private School funds: $$$ for St. Mary - $$$ for St. Joseph

# Required District Set-Asides
# FY17 Carryover and Private Schools

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**Attach supporting documentation for Private School Carryover**

**(worksheets and/or affirmations) to Title I Attachment Tab**

Keep expenditure detail source data to match the Carryover Calculation worksheet for carryover on file for monitoring

Georgia Department of Education

**Must attach when Budget is submitted**

## 2017 Affirmation of Meaningful/Timely Consultation and Equitable Services

**School District:** _____

**Federal Program(s):** _____

**Private School:** _____

**Directions**: Both School Officials (private and public) must initial on either the YES or NO line for each statement below:

We acknowledge that for the _____school year the following occurred at the private school with federal programs:

YES_____NO_____Timely and meaningful consultation occurred regarding to the needs and services of the eligible children and their teachers and families.

YES_____ NO_____Services began at the time requested and agreed upon by the private school official.

YES_____ NO_____The LEA provided instructional and equitable services.

YES_____ NO_____Both parties agree that satisfactory services were provided during the _____school year.

**Signature Private School Official:** _____**Date:**_____

**Signature Public School Official:** _____ **Date:**_____

**Comments:**

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Georgia's School Superintendent
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# REMINDER

FY18 Carryover for Private Schools is **not allowed,**
UNLESS
there are extreme extraneous circumstances

Georgia Department of Education

# FY18 Proportionate Share Set-Aside for Private Schools - Title I, Part A

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- Create an "Optional" Private School Set-Aside in the Set-Aside Tab in the Consolidated Application.
- Title the optional set-aside: **Private School Proportionate Share**
- Use the Proportionate Share worksheet (sent to Title I Director) to assist in writing the description (see next slide for following sample)
- Sample Description: **Proportionate Share of $128,200 for 6 Private Schools ($1,282 for Parent and Family Engagement, $12,820 for Administrative Costs, and $114,098 for Instruction and Professional Development)**
- No per pupil set-aside beginning in FY18

# FY18 GaDOE Title I Private School Proportionate Share Calculation Worksheet

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| Name of Private School | Number of Private School Poverty Students (Using Oct 2016 Count) | Each Private School's % of Total Number of Private School Poverty Students | Private School's Title I Proportionate Share for Parent & Family Engagement Amount | Private School's Title I Proportionate Share of LEA's Administrative Cost | Private School's Title I Proportionate Share for Instruction and Professional Development | Total Amount for Each Private School's Title I Equitable Services |
|---|---|---|---|---|---|---|
| ABC Private School | 4 | 7.27% | $93 | $932 | $8,298 | $9,324 |
| 123 Private School | 2 | 3.64% | $47 | $466 | $4,149 | $4,662 |
| A+ Private School | 10 | 18.18% | $233 | $2,331 | $20,745 | $23,309 |
| Community Private School | 9 | 16.36% | $210 | $2,098 | $18,671 | $20,978 |
| City Private School | 7 | 12.73% | $163 | $1,632 | $14,522 | $16,316 |
| Church Private School | 23 | 41.82% | $536 | $5,361 | $47,714 | $53,611 |
| | | 0.00% | $0 | $0 | $0 | $0 |
| Totals | 55 | 100.00% | $1,282 | $12,820 | $114,098 | $128,200 |

# Other Funding Sources

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**The "Other Funds" tab will no longer be used!**

**This tab will also either be removed or made inactive very soon.**

Georgia Department of Education

# Eligible Attendance Areas

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Welcome to MyGaDOE

You have (0) new messages.

Help - Dticket | Online Documentation

Site Navigation
- Home
- Logout

Rome City
- Application
- Reports
- Online Help

Dawn Williams
- Account Information
- Add to Favorites
- Help - Dticket

Hide Navigation

Consolidated Application

## Program Information

Application > Programs

| | | | |
|---|---|---|---|
| District Name : | Rome City | District Code : | 785 |
| Fiscal Year : | 2018 | Program : | Title I-A, Improving The Academic Achievement - Original |
| Status : | New (Date: Jul 27 2017 3:18PM) | Superintendent Sign off date : | |

Program Information | Budget | Audit Trail | Assurances | Programs

| | |
|---|---|
| Allocations for this year (2018) : | $2,496,936.00 |
| Additional Allocation : | $0.00 |
| Carryover from previous year : | $0.00 |
| Transfer Amount : | $0.00 |
| Total Budgeted Funds for this Fiscal Year : | $2,496,936.00 |

Unallo[illegible]unds : $2,496,936.00

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Print

Description :

Upload File : Browse... Upload

| Item# | Uploaded File | Created Date |
|---|---|---|

# Eligible Attendance Areas

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Consolidated Application

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocati | Eligible Attendance Areas | Data Collection

Print | Save |

Is District Ranking using 1.6 Multiplier? Yes

**Eligible Attendance Areas Worksheet**

| School | Grade Span | Community Eligibility Option School | Total Enrollment | Pre-K Enrollment | Total Enrollment Minus PK | Total Free/Reduced Meals Count or Number of Directly Certified Students | PK Free/Reduced Meals Count or Direct Certified Count | Total F/R Meals Count or No. of Directly Cert. Students Minus PK F/R Meals Count or Direct Cert. Count | No. Used to Determine % of Meals Paid by USDA | % Poverty(1.6) | % Pove |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0376 - Anna K. Dav[illegible]ementary | | | | | | | | | | | |
| | | YES | 440 | | 440 | 0 | | 0 | 0.00 | 0.00 | 0.00 |
| 0275 - East Central Elementary School | | | | | | | | | | | |
| | | NO | 549 | | 549 | 545 | | 0 | 0.00 | 0.00 | 0.00 |
| 0105 - Elm Street Elementary | | | | | | | | | | | |
| | | | 577 | | 577 | 0 | | 0 | | | |
| 3052 - Main Elementary School | | | | | | | | | | | |

# Eligible Attendance Areas – Embedded Worksheet

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- Purpose is to determine the rank order of schools
- Enrollment data is pre-populated into an embedded Eligible Attendance Area worksheet within the ConApp
- Pre-kindergarten enrollment and poverty data will need to be entered on the embedded worksheet
- Adjustments can be made to the pre-populated enrollment numbers for districts that have rezoned, added, or closed schools
- **Poverty data must be entered by the LEA using documentation from the SNP Director or FTE/SIS Clerk. This documentation must be attached to the ConApp (Please use the Title I Specific Attachment Tab)**

Georgia Department of Education

# Eligible Attendance Area – Embedded Worksheet

Richard Woods,
Georgia's School Superintendent
*"Educating Georgia's Future"*
gadoe.org

- Data needed for Attendance Area Worksheet
  - List of all schools to include district charter schools, residential treatment facilities and **virtual** schools
  - Enrollment numbers
  - Poverty numbers
    - Household Application/Free or Reduced Meal data
    - Directly Certified Data (Title I Data - CEP SY16-17 form)
    - **Whichever form(s) you use, attach to the ConApp**

**(Please use the Title I Specific Attachment Tab)**

# Eligible Attendance Area



- To Locate Enrollment Data for All Districts (FRM and CEP)
  - Go to https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form
  - From the pull down menu, choose October 4, 2016 (FTE 2017-1)
  - Select your district from the drop down box, then select By District
  - This report shows the district enrollment by school and grade for the FY17 school year
  - Verify the enrollment data for each grade with the pre-populated data on the embedded Eligible Attendance Area worksheet within the ConApp
  - Be sure to subtract the Pre-K enrollment numbers

# Eligible Attendance Area



- FRM data is no longer published for district/public access
- Obtain the poverty report from LEA nutrition department and attach a signed/dated copy on the Title I Attachment Tab
- The number of Pre-K students qualifying for FRMs at each school is entered on the Eligible Attendance Area worksheet and is automatically subtracted from the total number of students eligible for FRMs at the school

Georgia Department of Education

# Eligible Attendance Area

Richard Woods,
Georgia's School Superintendent
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- To Locate Direct Certification Poverty Data for Districts using Community Eligibility Provision (CEP)
  - The district Title I Coordinator must secure the count of direct certified (SNAP or TANF) students for each participating CEP school in the district from the District School Nutrition Program Director (See following slide for form)
  - Direct Certified numbers can be used for four years.
    - The district can use the directly certified data information from October 2016 for each participating CEP school in the district
    - However, schools are <u>encouraged to update their direct certification numbers annually</u> to capture more current information for Title I purposes.
    - The district Title I Coordinator must also secure the October 2016 count of direct certified Pre-K students

# Eligible Attendance Area – CEP

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Georgia's School Superintendent
*"Educating Georgia's Future"*
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**Should be total Poverty including Pre-K**

Title I Data - CEP SY17-18

| School GADOE Code | Schools | Oct. 2016 for FTE '17 Total Student count of (TANF/SNAP/DC) | Oct. 2016 for FTE '17 Pre-K count of (TANF/SNAP/DC) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Signature: Date:

**This is the only form SNP provides Title I. It will be updated annually of the four year cycle.**

** Be sure the form is signed by and dated by the SNP director

# Eligible Attendance Area New Worksheet

Richard Woods,
Georgia's School Superintendent
*"Educating Georgia's Future"*
gadoe.org

Schoolwide Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Print | Save | Sign-Off | Request Revision |

Is District Ranking using 1.6 Multiplier? Yes

## Eligible Attendance Areas Worksheet

| School | Grade Span | Community Eligibility Option School | Total Enrollment | Pre-K Enrollment | Total Enrollment Minus PK | Total Free/Reduced Meals Count or Number of Directly Certified Students | PK Free/Reduced Meals Count or Direct Certified Count | Total F/R Meals Count or No. of Directly Cert. Students Minus PK F/R Meals Count or Direct Cert. Count | No. Used to Determine % of Meals Paid by USDA | % Poverty(1.6) | % Poverty (1.0) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0296 - Ben Hill County Middle Sc | | | | | | | | | | | |
| | 6-8 | YES | | 0 | 0 | | | 0 | 0.00 | 0.00 | 0.00 |
| 0196 - Ben Hill County Primary School | | | | | | | | | | | |
| | K-2 | YES | | | 0 | | | 0 | 0.00 | 0.00 | 0.00 |
| 0111 - Ben Hill Elementary School | | | | | | | | | | | |
| | 3-5 | NO | | 0 | 0 | | | 0 | 0.00 | 0.00 | 0.00 |
| 0291 - Fitzgerald High School | | | | | | | | | | | |
| | 9-12 | NO | | 0 | 0 | | | 0 | 0.00 | 0.00 | 0.00 |
| District Total: | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 |

# Eligible Attendance Area

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## Rezoning

- When rezoning or the opening of a new school occurs in an LEA, the LEA must track the enrollment and poverty data (FRM or direct certified) of the student to the student's new location
- A report can be obtained from Student Records of the enrollment and poverty information by grade level.
  - **This report is not accessible after mid-August, since LEA data is automatically moved to FY18 at that time and we only use FY17 data.**
- Attach supporting documentation for such changes:
  - Narrative explaining the rezoning process
  - Eligible Attendance Area worksheet indicating changes must be attached to the ConApp

# Eligible Attendance Area



## Rezoning and CEP

- As with schools using FRM data, when rezoning or the opening of a new school occurs in an LEA, the LEA must ensure that the direct certified FRM data reported for the schools is accurate
- The School Nutrition Office at the Department has developed a mechanism to assist LEAs who are rezoning schools or opening new schools. LEAs who are rezoning schools or opening new schools should consult with their LEA School Nutrition Office to receive updated data for CEP

Georgia Department of Education

# Eligible Attendance Area Worksheet

Richard Woods,
Georgia's School Superintendent
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## Rezoning and CEP

- Attach supporting documentation to the Title I Attachment Tab for such changes:
  - Narrative explaining the re-zoning process
  - Eligible Attendance Area worksheet indicating changes must be attached
  - CEP Data Form for Title I

Georgia Department of Education

# School Allocation Tab

Richard Woods,
Georgia's School Superintendent

Welcome to MyGaDOE

You have (0) new messages.

Help - Dticket | Online Documentation

Site Navigation
- Home
- Logout

Rome City
- Application
- Reports
- Online Help

Dawn Williams
- Account Information
- Add to Favorites
- Help - Dticket

Hide Navigation

Consolidated Application

## Program Information

Application > Programs

| | | | |
|---|---|---|---|
| District Name : | Rome City | District Code : | 785 |
| Fiscal Year : | 2018 | Program : | Title I-A, Improving The Academic Achievement - Original |
| Status : | New (Date: Jul 27 2017 3:18PM) | Superintendent Sign off date : | |

Program Information | Budget | Audit Trail | Assurances | Programs

| | | | |
|---|---|---|---|
| Allocations for this year (2018) : | $2,496,936.00 | | |
| Additional Allocation : | $0.00 | | |
| Carryover from previous year : | $0.00 | | |
| Transfer Amount : | $0.00 | | |
| Total Budgeted Funds for this Fiscal Year : | $2,496,936.00 | Unallocated Funds : | $2,496,936.00 |

Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Print

Description :

Upload File : Browse... Upload

| Item# | Uploaded File | Created Date |
|---|---|---|

# School Allocations Tab

Richard Woods,
Georgia's School Superintendent
*"Educating Georgia's Future"*
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- Grade Span Grouping (Check if Applicable)
- Poverty Determination
  - Check the box that applies
    - School Lunch
    - Temporary Assistance to Needy Families (TANF)
    - Other
  - If the LEA is using the Community Eligibility Provision (CEP) option and/or free and reduced meal (FRM), **select the box for School Lunch**

Georgia Department of Education

# School Allocation Tab

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Georgia's School Superintendent
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Consolidated Application

## Program Information

Application > Programs

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Title I SWP/TA Plans | Set Asides | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Public Schools | Private Schools | Private School Proportionality

Print | Save | Sign-Off

☐ Grade span Grouping

**Poverty Determination**

Option used to determine children in from low-income families:

○ School Lunch ○ TANF List ○ Other

# Public School Allocations

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Georgia's School Superintendent
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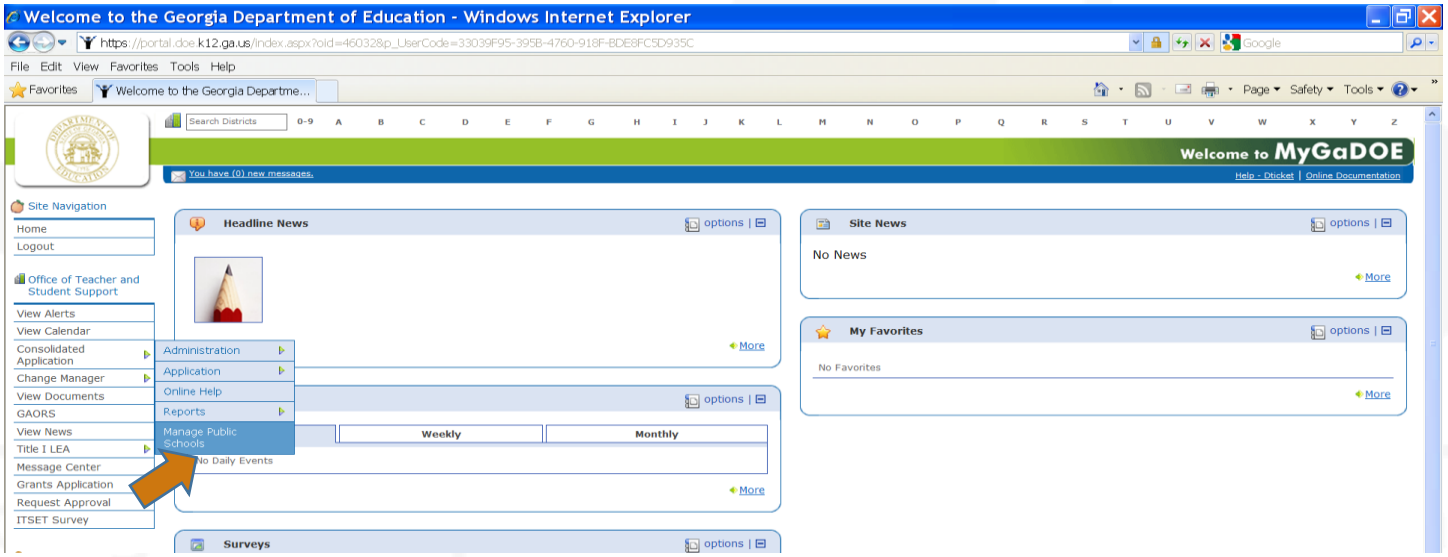
gadoe.org

- Must list all schools, public, district charter schools, N&D programs, residential treatment facilities and virtual schools operating as a school
- Managing Public Schools page



# Public School Allocations

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- **School Type:** Indicate elementary, middle, high or other (N/D or Alternative Program)
- **Grade Span:** Check for actual grades in the school (Should not include pre-kindergarten)
- **Enrollment:** For each public school, residential treatment facility and virtual school operating as a school, or attendance area, verify the total number of children enrolled in public school (grades K-12)
  - The number children enrolled in N&D programs should be zero
- **Number poverty children:** number of children enrolled from low-income families
  - The number of poverty children for N&D programs should be zero

# Public School Allocations

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Georgia's School Superintendent
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## Per-Pupil Amount (PPA)

- Must allocate funds to schools in rank order or rank order by grade span grouping
- Schools above 75-percent poverty must be ranked and served first, even if grade span grouping
- All attendance areas with 35-percent or greater poverty or which are above the average poverty for the district may be served
- Must indicate amount allocated per poverty child
- Re-check the poverty percentage and rank order to verify that no schools were skipped

# Public School Allocations

Richard Woods,
Georgia's School Superintendent
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Rank Order option for Schools using CEP that have poverty rates at 100%

- The District may group these schools as a separate "grade span" and use the 1.0 percentage of poverty prior to determine rank order within this group alone

| % Poverty(1.6) | % Poverty (1.0) | |
|---|---|---|
| 100.00 | 81.80 | 3 |
| 100.00 | 86.19 | 2 |
| 100.00 | 65.49 | 5 |
| 100.00 | 88.62 | 1 |
| 100.00 | 73.96 | 4 |

# 125-Percent Rule

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Georgia's School Superintendent
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**If schools with less than 35-percent poverty are served, calculate participating school allocation:**

District allocation divided by number of low-income children in the district times 125-percent. The district must allocate at least this amount per low-income child in **every** school being served.

**Formula**

District Allocation ÷ Total District Free/Reduced Count

=

Per Pupil Amount X 1.25 = Minimum Per Pupil Amount

Georgia Department of Education

# US ED Policy Letter Grandfather Rule

Richard Woods,
Georgia's School Superintendent
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- The relationship between the grandfather rule and the 125-percent rule was at the heart of a situation presented in 2005.
- A district had school that was previously served and observed that the school's poverty rate dropped to the point where it was no longer eligible for Title I dollars, but the district opted to continue serving the now ineligible school using the grandfather clause.
- As it happened, all the district's other Title I schools had poverty rates in excess of 35-percent. But the grandfathered school did not.
- Did this trigger the 125- percent rule, requiring district staff to recalculate allocations for all schools in the district?

# US ED Policy Letter Grandfather Rule

Richard Woods,
Georgia's School Superintendent
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- The answer is **no**, according to US ED's Student Achievement and School Accountability Programs (SASA) office.
- The law itself does not specify what, if any, relationship should exist between the two rules. In the eyes of the US ED, the grandfather clause is a kind of "optional hold-harmless," he wrote in a November 2, 2005, e-mail to the district. "We don't think Congress intended that the grandfather provision should affect the allocation procedures [a local educational agency] would otherwise follow. "
- In closing, US ED noted that "the Title I amount allocated per poor child to the grandfathered school could not be higher than an amount allocated to a higher-ranked poverty school"

# US ED Policy Letter Grandfather Rule

Richard Woods,
Georgia's School Superintendent
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If an LEA is using the Grandfather rule to serve a school out of rank order an explanation/narrative should be attached to the ConApp (Please use the Title I Attachment Tab!!!)

Georgia Department of Education

# Public School Allocations

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- **Type:** List schools as Schoolwide Program (SWP) or Targeted Assistance (TA) Program if receiving Title I funds, or N&D programs. All non-Title I schools in the district are listed as None (accuracy is very important).
  - Schools listed as SWP must have been SWP prior to FY18 or have an approval letter from the Title Programs Division on file at the district
  - **THIS PORTION OF THE SCHOOL ALLOCATION TAB MUST BE COMPLETED (NOT NECESSARILY SUBMITTED) NO LATER THAN SEPTEMBER 15, 2017**
- **Staff:** The number of staff paid with Title I funds (**reported in whole numbers, not fractions or FTE**) should match budget detail. The Other staff column are school-level staff other than teachers or paraprofessionals. Other positions must be defined in the budget. Job descriptions may be requested to be attached to the ConApp (the Title I Attachment Tab) for clarification. Do not include unfilled positions at this time. Make adjustments when filled via an amendment.

# Public School Allocations

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## Estimated Participants

- **TA** – estimated number served in reading and/or mathematics
- **SWP** – must serve both reading and mathematics; number of participants must equal **total school enrollment minus pre-kindergarten**
- **N&D** programs – estimated number served in reading and/or mathematics

**Special Note:**

Schools may serve subjects other than Reading and Math with Title I funds. Our requirements only include reporting reading and math. Any subject served must be identified in the District/School CNA and Improvement Plan(s).

# School Allocation Tab

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Consolidated Application

## Program Information

Application > Programs

| | | | |
|---|---|---|---|
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Title I SWP/TA Plans | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Public Schools | Private Schools | Private School Proportionality

Print | Save | Sign-Off

☐ Grade span Grouping

**Poverty Determination**

Option used to determine the number of children in from low-income families:

○ School Lunch ○ TANF List ○ Other

# School Allocation Tab
# Private Schools

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Currently the ConApp has embedded Private School Tabs under the School Allocation Tab.

These two tabs (Private Schools and Private School Proportionality) are **NOT** to be utilized for FY18.

They will hopefully be either disabled or removed in the very near future.

Georgia Department of Education

# Application Tools

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- May sort all column headings within the application. Click once to sort in ascending order, click twice to sort in descending order
- Sort order cannot be saved or printed in that format. The program returns to the default sort order when you leave the school allocations tab
- School Allocation pages can be exported to Excel allowing for filters and/or sorting

Attendance areas and school allocations Details — Export

| School ID | School Name | School Type | Grade Span | Enrollment minus Pre-K | # Poverty Children minus Pre-K | Poverty Percent | PPA | School Allocation | School Carryover | Parental Involvement | Type |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0376 | Anna K. Davie Elementary | ELEMENTARY | Pk-5 | 386 | 345 | 89.38% | $569 | $196,305.00 | $7,000 | $9,750.00 | SWP |
| 0275 | East Central Elementary | ELEMENTARY | Pk-5 | 537 | 215 | 40.04% | $415 | $89,225.00 | $7,000 | $1,761.00 | SWP |

# Budget Details



- All budgeted items **must** be based on a comprehensive needs assessment and be adequately addressed in the CLIP and School Level Plans (SWP or TA)
  - The school's **identified needs** and **their plans** drive the budget
  - **LEAs and their Title I schools must** be able to justify that **all expenditures** are directly related to the **needs assessment**
  - The plans/budget much include a **viable** program for each Title I school being served school
  - The **viable** academic program must cover **all the required components** for a targeted assistance or schoolwide program

# Budget Details



All costs must be:

- Supplemental, Allowable, Allocable, Reasonable & Necessary
- Conform with grant terms
- Legal under federal, state and local law; be consistent with federal, state, and local policies and procedures that apply to the grant
- Be consistently treated concerning identification as a direct or indirect cost; cannot charge direct costs to a program if similar charges are indirect under state programs
- Be in accordance with generally accepted accounting principles (GAAP)
- Not be used to meet cost sharing or matching requirements of any other grant program
- Be adequately documented

# Budget Details

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- Necessary and Reasonable
  - Must be necessary for the performance or administration of the grant or follow sound business practices
  - Fair market prices
  - Act with prudence under the circumstances
  - No significant deviation from established prices
- Practical aspects of necessary
  - Do I really need this?
  - Is this the minimum amount I need to spend to meet my need?
- Practical aspects of reasonable
  - Do I have the capacity to use what I am purchasing?
  - Did I pay a fair rate?
  - If I were asked to defend this purchase, would I be comfortable?

# Budget Details – Class Size Reduction

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- Any teachers hired with federal funds must meet state (or LEA's) definition for professional qualifications for each segment of their teaching assignment
- Class Size Reduction (CSR) flexibility allows a local education agency (LEA) to use federal funds to reduce class size
- Class size is only ONE factor educators must consider when allocating resources to improve student achievement
- **Written process for evaluation** to determine the effectiveness of CSR implementation is required and must be attached to Title I Attachment Tab

# Budget Details – Class Size Reduction

Richard Woods,
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- **Strategic Waiver and Charter School Systems**
  - LEA may request and be approved for a class size waiver from the Department
  - If so, this is the number that would be used in the Title I, Part A class size reduction worksheet
  - If no waiver has been requested then the number to use would be:
    - The number approved in the Charter LEA's application (approved Charter Performance Contract) to the Department, or
    - The state class size number calculated through the state's established class size as mandated by State Board rule 160-5-1-.08 QBE

# Budget Details – Class Size Reduction

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- **Title 20/No Waivers System (old Status Quo)**
  - These LEAs cannot seek a waiver for class size from the Department
  - Therefore, the LEA would use the state class size number calculated through the state's established class size as mandated by State Board rule 160-5-1-.08 QBE

Georgia Department of Education

# Budget Details – Class Size Reduction

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- **Considerations for Class Size Reduction Teachers**
  - Several questions must be answered in determining when federal funds may be used to reduce class size:
    - What evidence-based strategies will be more effectively implemented with small classes?
    - If federal funds have been used in prior years to reduce class size, does documentation support the effectiveness of the strategies being used?
    - How many state or locally paid teachers are required to meet maximum class size requirements? Are the classes core academic content?
    - Are the classes self-contained OR departmentalized ?
    - Are the classes designed for at-risk children?

# Budget Details – Class Size Reduction Documentation

Richard Woods,
Georgia's School Superintendent
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- The following must be maintained and attached to Consolidated Application on the Title I Attachment Tab:
  - Description of evidence-based strategies that will be more effectively implemented with Class Size Reduction (CSR)
  - FY18 Class Size Reduction Worksheet
  - School master schedule in chart format for each middle and high school and grade or course implementing CSR or a daily schedule for teachers in the grade level or content area where the CSR teacher is placed, grouped by grade level or content area

Georgia Department of Education

# Budget Details – Class Size Reduction Documentation

Richard Woods,
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Refer to the "***Using Federal Funds to Reduce Class Size***" PowerPoint, CSR Quick Guide and Sample Worksheets on the Title I Web site for specific guidance.

Georgia Department of Education

# Budget Details

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- Questionable expenditures may need to be verified during the approval process
- LEAs requesting to use Title I funds for field trips must submit an Educational Field Trip Budget Approval form to the LEA's Title I Educational Program Specialist for approval **prior** to budgeting the field trip. The approval form must be attached to the Title I Attachment Tab.
- There should be no un-budgeted funds
- The Budget Detail pages are not linked back to either the Set-Asides Tab or the School Allocation Tab

# Budget Details



- Be sure the correct amount for each set-aside appears and is clearly labeled in the budget along with the appropriate function and object codes
- Do not budget items for capital expense (object code 700) unless prior approval has been obtained from the Department
  - A copy of the prior approval communication from the Department must be attached to the Title I Attachment Tab

Georgia Department of Education

# Budget Details



- All explanations must be clear and specific. There must be enough description to explain how the funds will be used
- Do not use these words: such as; will include; including, but not being limited to; and etc.
- Do not use acronyms and/or abbreviations that may be unfamiliar and may lead to not knowing the intent of the budgeted item

Georgia Department of Education

# Budget Details

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Districts have the option to budget expenditures by individual schools or combined schools together for one line item. However, it should be evident in the budget detail how the funds are to be used.

Georgia Department of Education

# Budget Details



- Title I employee benefits may be combined into one line item rather than being entered separately for every category and function
  - Benefits would be combined and listed under Object Code 200
  - Budget separately by function 1000, 2210, 2213, 2230, etc.
  - Each function entry must list the specific benefits included (i.e. FICA, TRS, state health, dental, vision, life insurance)
  - LEA is responsible to breakout these expenditures in their detailed expenditure reports to verify amounts budgeted for monitoring and/or auditing purposes

# Budget Details



Clearly identify each set-side at the beginning of the description in the budget detail (N&D, Homeless, PL, Parent and Family Engagement (PFE), Administration)

- Adequate example: **N&D SET-ASIDE**: After school tutoring for the children at Flowering Branch Children's Shelter
- Inadequate example: After school tutoring
- Adequate example: **PROFESSIONAL DEVELOPMENT SET-ASIDE**: Differentiated Instruction training for all of the Title I district's schools
- Adequate example: **PRIVATE SCHOOL:** St. James: After school tutoring

Georgia Department of Education

# Budget Details

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Note: All explanations must be clear and specific

| Adequate Examples | Inadequate Examples |
|---|---|
| Supplies: writing utensils, notebooks, poster board, staples, markers, and tape | Supplies: writing utensils, staples, **etc.**<br>or<br>Supplies **such as** writing utensils and staples. |
| Salaries for 10 teachers at 5 Title I schools: 2 reading teachers at AES, 1 reading and 1 math at EES, 1 third grade teacher (self contained) at ALES, 3 math intervention teachers at CMS, and 2 at DES (second and third) | Salaries for 10 teachers at 5 Title I schools.<br>or<br>$30,000 for salary for 10 teachers |
| Computers: 5 at HES for Math Lab, 5 at MES classrooms, and 10 at CES for Literacy Lab | $20,000 for computers |

Georgia Department of Education

# Budget Details



## Caution Flags

- Instructional coaches – where budgeted (set-aside vs. school allocation)
- Instructional coaches used in TA programs must be necessary and reasonable. Must also be able to document that the coach works only with those teachers who teach Title I served students
- Leases and licenses – If instructional software subscriptions are purchased after January, the LEA will need to provide explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase. Purchases may extend beyond one year to possibly take advantage of cost reductions, IF the students in the current fiscal year receive benefit from the purchase.

# Budget Details

Richard Woods,
Georgia's School Superintendent
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## Caution Flags

- Class size reduction teachers (CSR) - LEA must provide justification. And, when a LEA uses federal funds to reduce class size, the CSR teacher must be placed in the grade or subject in which the LEA is reducing class size
- Data administrators
- Attendance clerks/data clerks
- Behavioral specialists, psychologists, etc. (based on CNA)
- Stipends for cell phones

Georgia Department of Education

# Budget Details

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## Caution Flags

- Field trips without supporting needs assessment data
- Gifted or Advanced Placement training without supporting evidence of how the strategies will be used to support the most at risk students
- Split-funded Instructional Coaches (or any other federal funded position) with Assistant Principals or Counselors
- Rental of facilities - is it reasonable and/or necessary

Georgia Department of Education

# Title I Budget Codes

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- Before/after school tutoring by employee - 1000-199
- Before/after school contracted tutoring - 1000-300
- Software (District Owned) - 1000-612
- Software License (Not District Owned) – 1000-532
- Schoolwide consolidation of funds - 1000-881
- Instructional Academic Coach - 2213-191 (If not instructing students)
- Instructional/Academic Coach - 2210-191 (if instructing students)
- External Consultant -2213 (instructional) 2210 (non-instructional)
- Conference/Workshops - 2213(instructional) 2210(non-instructional)
- Title I Director - 2230-190

# Title I Budget Codes

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- Homeless Liaison - 2230-191
- Administrative travel - 2230-580
- Indirect cost - 2300-880
- Audit cost - 2300-300
- Bus transportation (energy) - 2700-620
- Bus transportation (driver) - 2700-180
- Parent and Family Engagement Coordinator - 2100-177
- Teacher supplement for Family Engagement – 2100-199
- Parent notification letters - 2100-530
- Child care for parent meetings (non-employee) - 2100-595
- Employee Benefits – may be combined into object code 200 or budgeted individually

# Title I Budget Codes



- Child care for parent meetings (employees) - 2100-199
- Light snacks for parent meeting from a vendor - 2100-595
- Light snacks for parent meeting purchased from a corner grocery store - 2100-610
- Professional learning for teachers regarding effective family engagement practices - 2210-595
- Costs for parents to attend Department sponsored parent events - 2100-595
- Costs for renting vehicles - 1000/2210/2230- 442
- Costs for renting Computers/Copiers - 1000/2210/2230 - 443

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# Budget Summary/Budget Report Features on Con App

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- The **Budget Report** feature may be used to download an Excel budget report. Use this format to:
  - Verify budget matches school allocations and set asides
  - Verify budget matches parent and family engagement set asides
  - Verify budget matches private school allocations and equitable services

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# Budget Summary/Budget Report Features on Con App



- The **Budget Summary** may be printed for both Title I, Part A, and Schoolwide Consolidation of Funds from the Reports Tab of the ConApp.
  Use this format to:
  - Check the total expenditures by function and/or object code
  - Verify that the total amount in function codes 2230 match the amounts set-aside for administration, and 2300 for audit and indirect costs
  - Verify that there is budget detail under function code 2100 (parent and family engagement)

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# Prior to Budget Approval



- The State Homeless Coordinator must review the homeless set-aside to ensure compliance
- All outstanding audit and monitoring findings must be cleared. This includes any audit findings for school nutrition program (SNP)
- The budget may be held if there are unresolved complaints about the LEA
- Must have an approved CLIP

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# Attachments



- **The following is a list of attachments for Title I, Part A For Reporting Annual Private School Progress no later than August 30, 2017**
  - The final evaluation of the **FY17** private school program must be attached to the FY18 Consolidated Application Attachment tab upon completion of the private school program
  - Affirmation of Equitable Services for **FY17** must be attached to the FY18 Consolidated Application Attachments tab
  - Affirmation of Consultation Forms for **FY17** must be attached to the FY18 Consolidated Application Attachment tab upon completion of the private school program

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# Attachments



- **The following is a list of attachments for Title I, Part A For Reporting Annual Private School Progress no later than August 30, 2017**
  - There should be **one attachment for each private school** that includes all required documentation
  - The district may create their own evaluation instrument for the private school program. A sample can be found on the Federal Programs Web site
  - The final evaluation must include the dates of the consultation meetings
  - The final evaluation must include the dated final narrative reviewing the effectiveness of the private school program, modifications for the upcoming school year, and the signatures of the Title I Director and the Private School Administrator

# Attachments



- **The following is a list of attachments for Title I, Part A:**
  - Districtwide Parent Activity-Project Assurance form signed by each participating principal - required for districts where schools have returned their parental involvement allocations to the district for districtwide parent activities/projects
  - Eligible Attendance Area worksheet if applicable - for districts that have rezoned, added or closed schools
  - Narrative and supporting documentation for adjustments made to enrollment and poverty numbers for districts that have rezoned, added or closed schools
  - School Nutrition CEP Data Form for Title I (signed by Nutrition Director)
  - Proportionate Share Calculation Worksheet for private schools

# Attachments



- **The following is a list of attachments for Title I, Part A**
  - Educational Field Trip Request Approval form, if funds are budgeted for educationally related fieldtrips
  - Carryover Calculation worksheet for parent and family engagement
  - Justification narrative for class size reduction teachers
  - Class Size Reduction worksheet
  - School master schedule and individual CSR teacher schedules for middle school and high school teachers

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# Attachments



- **The following is a list of attachments for Title I, Part A**
  - Grandfather Rule explanation if LEA is using it to serve a school
  - Capital Outlay Approval for expenditures in object code 700
  - Transferability Notification letter if LEA is transferring funds into Title I, Part A
  - Explanation of why the LEA is requesting greater than the 10% threshold for Title I Administrative Costs Set-Aside (This attachment should also show the Title I Area Specialist's approval of this request)

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# Schoolwide Consolidation of Funds (Fund 400)

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- Attach the Schoolwide Consolidation of Funds worksheet to the Program Information tab within the schoolwide application. (**Please note:** You are not required to consolidate funds in a schoolwide program)
- Object code 881 must be used with any function code for moving funds to Schoolwide Consolidation of Funds
- Be sure the budget **From Program and To Program** columns indicate that the funds have been moved **from Title I, Part A to Schoolwide Consolidation of Funds.** If this has not been done the funds will **not** move to the Schoolwide Consolidation of Funds budget

# Schoolwide Consolidation of Funds Budget Details

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- The total amount of funds moved to Schoolwide Consolidation of Funds must equal the total allocation of the schoolwide schools
- Parent and Family Engagement funds distributed to Title I schools from the district set-aside are not consolidated in Schoolwide Consolidation of Funds

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# Title I, Part A General Program Information

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- **Comparability**
  - All districts with overlapping grade spans **must demonstrate comparability by July 1, but absolutely no later than December 15th or districts will be subject to a financial corrective action**
  - Because demonstrating comparability is a prerequisite for receiving Title I, Part A funds, there is **no waiver** for the comparability requirement
  - Data is collected from two reports from October
    - Certified/Classified Personnel Information (CPI) codes
    - FTE Enrollment data
  - To avoid any surprises or the requirement to refund money to the Department, **consider a "trial run" early in the school year using** old Excel spreadsheet to identify possible problem areas

# Important Resources Related to Budget Approval

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- Federal Programs- Title I Part A Website
  - Other Resources
    - Handbooks
      - Consolidation Application Grant Approval Manual
    - Worksheets and Documents
      - CEP Data Form for Title I
      - Chart of Accounts (Title I)
      - Class Size Reduction Worksheet
      - Consolidation Application Checklist
      - District Parent Activity Project Assurance Form
      - Eligible Attendance Area Worksheet
      - Educational Field Trip Budget Approval Form
      - Maximum Set-asides

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# Important Resources Related to General Program Information

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- Federal Programs- Title I Part A Website
  - External Links
    - Elementary and Secondary Education Act (ESEA)
    - Every Student Succeeds Act (ESSA)
    - Georgia Compensatory Educational Leaders (GCEL)
    - National Association of State Title I Directors (NASTID)
    - Uniform Grant Guidance
    - US Department of Education

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# REMEMBER!

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- **All Title I, Part A expenditures and services must:**
  - Be based on **core academic needs** and be addressed in the school/district **comprehensive needs assessment**, CLIP and other applicable Title I plan(s)
  - Provide a **viable program** for each school being served
  - Address the academic needs of **the most at-risk** (of failing state academic assessments) students in the school/district
  - Be **supplemental, allowable and allocable**
  - Be **reasonable and necessary**
  - **There must be written district method for the equitable allocation of state and local funds to all schools (RAM/P)**
  - **August 15 is the due date for the Letter of Intent for a school to become Schoolwide in FY19.**

# What Questions Do You Have?

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# Title I, Part A Program
# State Office Contact Information

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| **Dr. Randy Phillips** | **Dr. Ken Banter** |
|---|---|
| Title I Program Manager | Title I Program Manager |
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# Title I, Part A Program Specialists' Contact Information

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|---|---|---|---|
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| Metro 2 | Olufunke Osunkoya | (678) 704-3557 | oosunkoya@doe.k12.ga.us |
| Metro 3 | Sherri Minshew | (770) 324-1965 | sminshew@doe.k12.ga.us |
| NW 1 | Anne Marie Wiseman | (678) 986-0435 | amwiseman@doe.k12.ga.us |
| NW 2 | Anthony Threat | (706) 615-0367 | anthony.threat@doe.k12.ga.us |
| NW 3 | Clarice Howard | (470) 230-1533 | choward@doe.k12.ga.us |
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| NE 2 | Grace McElveen | (912) 334-0802 | gmcelveen@doe.k12.ga.us |
| NE 3 | Kathy Pruett | (706) 540-8959 | kpruett@doe.k12.ga.us |

# Title I, Part A Program Specialists' Contact Information

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| SE 3 | Elaine Dawsey | (478) 971-0114 | edawsey@doe.k12.ga.us |
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| SW 2 | Bobby Trawick | (229) 246-1976 | btrawick@doe.k12.ga.us |

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