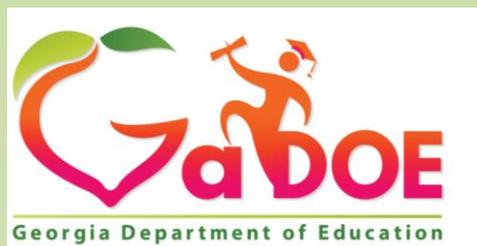


ESEA/NCLB TITLE II, PART A

LEA HANDBOOK



A Guide for Advancing Educator Quality in Georgia Schools



Revised June 2015

The contents of this handbook were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement.

DISCLAIMER

This handbook is provided as a resource for Georgia Local Education Agencies administering the Title II, Part A Improving Teacher Quality State Grants. It is intended to provide coordinators with uniform practices to govern professional activities and implementation of this Federal program. This handbook is not intended to replace the legislation or USDOE Non-Regulatory Guidance. Therefore, it is highly recommended that coordinators consult the appropriate resources available online for complete guidance and regulations. In addition, all LEAs and coordinators responsible for implementing this Federal program must abide by current laws, regulations, and administrative procedures, U. S. Department of Education (USDOE) guidance, and the Education Department General Administrative Regulations (EDGAR). This handbook is considered a working draft and is reviewed and updated as policies and procedures change and, at a minimum, is reviewed yearly. For more information contact a Title II, Part A Education Program Specialist.

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Original Handbook Published February 2004 by the Georgia Professional Standards Commission
Revised June 2015

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Section 1

Program Overview and Administration



The following section contains an overview of ESEA/NCLB and Title II, Part A. It further details eligibility, the determination of allocations, the period of performance, carryover and program assurances. It also includes a timeline for Title II, Part A program implementation.

ESEA AND TITLE II, PART A: AN OVERVIEW

Federal Grant: *Title II, Part A* (84.367) – Improving Teacher Quality State Grants

The No Child Left Behind Act (NCLB), Title II, Part A of 2001 replaced the Elementary and Secondary Education Act (ESEA) of 1965, Title II, Part A (Eisenhower Professional Development and the Class Size Reduction programs). The Eisenhower program mostly focused on professional development in mathematics and science, while the current Title II, Part A supports teacher professional development across all core academic subjects. The No Child Left Behind Act of 2001 (NCLB) places major emphasis on teacher quality as a factor in improving student achievement.

ESEA is guided by reform principles that aim to achieve the goal of a quality education for all of our students by the 2013–2014 school year. Stronger accountability for results requires schools, local education agencies, and states to be held accountable for improving student achievement for all learners. However, although there is increased accountability, there is also increased flexibility and local control allowing systems to plan and focus activities in a coordinated effort through Georgia’s Consolidated Application. Teachers are required to utilize teaching methods of instruction that are data-driven and research-informed.

Each state and local agency must meet annual measurable objectives that establish the minimum levels of improvement based on student performance on state standardized tests. Schools, local education agencies, and the state as a whole must achieve these performance goals within time frames specified by law. In 2011, SEAs were provided the opportunity to request flexibility in the 2012-2013 school year regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in order to allow them to develop plans to improve education outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Georgia applied for this waiver and was approved in the spring of 2012. Through the ESEA Flexibility Waiver, Georgia LEAs are now meeting these requirements through CCRPI.

Improving Teacher Quality State Grant funds are obtained by a State on the basis of the United States Department of Education’s (USDOE) approval of either (1) an individual State plan as provided in Section 2112 of the ESEA (20 USC 2112) or (2) a consolidated application that includes the program, in accordance with Section 9302 of the ESEA (20 USC 7842). Separate grants are provided to SEAs and SAHEs. Through the program, state and local educational agencies (SEAs and LEAs), and state agencies for higher education (SAHEs) receive funds on a formula basis. Eligible partnerships consisting of high-need LEAs and institutions of higher education (IHEs) receive funds that are competitively awarded by the SAHE.

As a part of ESEA, the purpose of the *Title II, Part A* program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding Local Education Agencies (LEAs) and schools accountable for improvements in student academic achievement. LEAs must work to ensure that all students, especially poor and minority students, have equitable opportunities to be taught by highly effective teachers. *Title II, Part A* provides these agencies the flexibility to use these funds

creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

The DOE is the state educational agency recognized by the US Department of Education as the granting agency for NCLB funds. The DOE oversees the administrative responsibilities of the state and its sub-grantees. It is responsible for determining the *Title II, Part A* LEA grant allocations. The DOE supervises the administration of innovative projects, develops guidance on effective strategies for improving Teacher and Leader Effectiveness, interprets Federal law, develops a formal statement of state priorities based on a needs assessment, provides technical assistance and formal training, monitors fiscal control of grant awards, disseminates information about successful programs and practices, guides fund accounting procedures, oversees monitoring and reporting of program performance, ensures compliance with Federal regulations, and assures instructional delivery is being utilized with at-risk populations.

ESEA is based on the assumption that every child can, and has the right to learn, regardless of income, gender, race, ethnicity, or disability. Efforts toward reforming schools must focus on increased student achievement for every learner. Although ESEA focuses on all ten Titles, this handbook only addresses Title II, Part A: Teacher Quality.

Timeline for Meeting “Quality Teacher” Goals

(The definitions of “highly qualified” teachers and paraprofessionals are located in a later section of this handbook.)

Teachers

- 2002-03 – All teachers hired after the first day of the 2002-03 school year in a Title I school-wide or Targeted Assistance program must be “*highly qualified*.”
- 2006 – All teachers in Title I and Non-Title I schools must be “*highly qualified*.”

Paraprofessionals

- January 8, 2002 – All paraprofessionals hired to work in Title I schools and programs must be “*highly qualified*.”
- All instructional paraprofessionals employed in Title I schools and programs must be “*highly qualified*.” However, GaPSC Certification Rule 505-2-.11 requires all instructional paraprofessionals to meet the requirements. The “*highly qualified*” requirements do not apply to non-instructional aides. See GaPSC Certification Rule 505-2-.14 (effective September 15, 2008) for details.

LEA Eligibility - O.C.G.A. §160-5-1-.36

A Local Educational Agency (LEA) is a local school system pursuant to local board of education control and management. In Georgia this applies to traditional school LEAs, state and commission approved charter schools, and, by Georgia special statutes, the Department of Juvenile Justice (O.C.G.A. §49-4A-12) and the Department of Corrections (O.C.G.A. §42-2-5.1). LEA eligibility outside the aforementioned entities is handled on case-by-case basis by the DOE *Title II, Part A* Program Staff, the DOE Legal Counsel and Guidance from USDOE.

Determining Allocations For LEAS – Title II, Part A Non-Regulatory Guidance

During the summer, the Georgia Department of Education is notified with the total of their state allocation. The allocation for your LEA is based on a federal formula grant that calculates a hold harmless amount which consists of an Eisenhower Math and Science allocation and Class Size Reduction allocation. The Eisenhower Math and Science allocation is based on Title I, Part A allocations and total population count. The Class Size Reduction allocation is based on both poverty and total population counts. The remaining total above and beyond the hold harmless amount is allocated by poverty count (80%) and total population count (20%). Adjustments to accommodate the opening and closing of LEAs is guided by the U.S. Department of Education, Title II, Part A Non-Regulatory Guidance published in 2006. Poverty and 5-17 data are provided by USDOE. In any year in which there are insufficient funds to provide the LEAs with their hold harmless amount, the SEA will ratably reduce each LEA allocation. The EXAMPLE below illustrates how allocations are calculated.

EXAMPLE		
Calculating SEA Title II, Part A Allocations		<i>(Breakdown provided by USDOE)</i>
SEA Title II, Part A Allocation for the Fiscal Year	1,000,000	
SEA Title II, Part A Admin Set-aside (80%)	8,000	(1% of Total Allocation)
SAHE Title II, Part A Admin Set-aside (20%)	2,000	
Total Remaining Allocation	990,000	
SEA Title II, Part A Program Set-aside	24,750	(2.5% of Remaining Allocation)
SAHE Title II, Part A Subgrant Set-aside	24,750	(2.5% of Remaining Allocation)
LEA Subgrants	940,500	(95% of Remaining Allocation)
Calculating LEA Allocations	940,500	<i>(Formula provided by USDOE)</i>
CSR & Eisenhower FY02 Base Allocation* <i>Eisenhower calculated using Title IA Allocation and Population</i> <i>CSR calculated using Poverty and Population</i>	850,000	(Base set using FY02 SEA Allocations)
Total Remaining Allocation	90,500	
Poverty Count Allocation (80%)	72,400	(80% of Remaining Allocation for LEAs)
5-17 Count Allocation (20%)	18,100	(20% of Remaining Allocation for LEAs)
*Georgia Total FY02 Base \$49,530,513 = Georgia FY02 Eisenhower \$39,948,082 + Georgia FY02 CSR \$9,582,431		

Funding Availability: Period of Performance - \$200.77

Funds remain available for obligation, whether they are available to the State, the LEAs, or the SAHE, for a period of 27 months after July 1. This 27-month period includes an initial 15-month period of performance and an automatic 12-month extension permitted under the “Tydings Amendment” (explained below). *As an example, funds appropriated for Federal fiscal year (FY) 2005 first become available to the states on July 1, 2005, and remain available for obligation through September 30, 2007.*

When the period of performance for obligation ends, grantees may not incur any further obligation. In Georgia, LEAs are given 30 days to liquidate (October 31) in order to allow the DOE to complete the reporting necessary for the Federal government. Period of performance is

programmed into the Consolidated Application and is regulated for Federal programs by Grants Accounting.

Carryover and the Tydings Amendment - §76.709-710 (Title 20, Ch31, Sch 11, Part 1, 1225)

Congress adopted the Tydings Amendment as incorporated in the *General Education Provisions Act*. The amendment provided education agencies additional time to spend the Federal funds they receive. Based on the Tydings Amendment, the Education Department General Administrative Regulations (EDGAR) allows grantees to carryover for one additional year any Federal education funds that were not obligated in the period for which they were appropriated. For grants that are forward-funded, grantees can have up to 27 months to obligate appropriated funds beginning as early as July 1 of the Federal fiscal year. In Georgia, LEAs are given 30 days to liquidate (October 31) in order to allow the DOE to complete the reporting necessary for the Federal government. The DOE enters allocations into the online DOE Portal in the Consolidated Application. The portal controls the period of performance for LEAs. After fully implementing the Title II, Part A program, LEAs may carryover 100% of any remaining funds. New LEAs are not eligible for carryover from the previous fiscal year. After completion reports are finalized, carryover money is placed by DOE Grants Accounting into the portal. A budget amendment combining the carryover funds with the current fiscal year allocation must be submitted to the Georgia Department of Education through the consolidated application by January 31. LEAs have the option to include their carryover amount with the initial budget application if their carryover amount has been added to the Consolidated Application prior to their original budget submittal, or carryover funds may be submitted for approval in an amendment. Carryover funds must be used in accordance with the Federal statute and regulation that apply and are in effect for the carryover period and any state plan or application required. LEAs are encouraged to expend the funds in the year in which they are allocated.

Maintenance of Effort – ESEA Sec. 9521

Elementary and Secondary Education Act of 1965 addresses the LEA's responsibility to maintain local funding at the level of at least 90% of the preceding fiscal year. If a LEA fails to maintain fiscal effort, the State Education Agency may be required to reduce the current year allocation. Calculations to determine MOE are done at the State Level. Title I, Part A program staff (on behalf of all Federal programs) works collaboratively with districts who did not maintain fiscal effort to apply for a waiver from USDOE.

Completion Report

The Georgia Department of Education (GaDOE) requires each local educational agency (LEA) receiving grant funds to submit a Completion Report no later than 30 days after the grant period ends. For Title II, Part A this would mean Completion Reports are due October 30. Completion Reports may be accessed on-line through Grants Accounting Online Reporting System (GAORS).

A Completion Report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA.

Title II, Part A Coordinators should work with their finance department to ensure that completion reports are submitted in a timely manner. GaDOE reserves the right to release new grant funding to individual LEAs only when Completion Reports have been submitted

TIMELINE FOR IMPLEMENTATION– JULY

Dates	Deadline
July 31	First day for CLIP plan submissions.
Activities	
Budget	
<ul style="list-style-type: none"> • Review previous fiscal year expenditure detail reports, implementation plans, and budget; revise plan and amend budget as necessary. • Review current fiscal year Title II, Part A allocation from DOE and develop budget based on needs assessment and prioritized needs. • Submit as a ConApp attachment all Title II, Part A funded job descriptions (not CSR teachers) immediately following CLIP submission. 	
Compliance	
<ul style="list-style-type: none"> • Review and/or revise and submit Corrective Action Plans from previous fiscal year monitoring visit, if necessary. • Complete the Semi-Annual Certification forms (Periodic Certification forms) for those positions funded 100% by Title II, Part A. Forms should not be completed prior to the last working day of the employee. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Consolidated Application	
<ul style="list-style-type: none"> • Review Title II, Part A CLIP checklist and update information. 	
Equity	
<ul style="list-style-type: none"> • Submit and/or revise current fiscal year Equity Plan if not already done. The due date for the Equity Plan is June 10. 	
Highly Qualified	
<ul style="list-style-type: none"> • Ensure that the Superintendent reviews the previous fiscal year HiQ data and signs-off in the HiQ system by August 31. • Work with personnel office to ensure that all paraprofessionals have current Georgia paraprofessional certificates. • Work with personnel office to ensure that all teachers have current and appropriate Georgia teaching certificates based on their teaching assignments. • Develop remediation plans for: <ul style="list-style-type: none"> -Teachers and paraprofessionals who are not highly qualified. -Core academic teachers who do not hold clear renewable certificates in the appropriate, assigned teaching field(s). -Teachers with new assignments that make them not highly qualified. -Teachers and paraprofessionals employed the previous year who are not HiQ. 	
Planning - Needs Assessment	
<ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	
Miscellaneous	
<ul style="list-style-type: none"> • Submit updated contact information – Superintendents, Title II, Part A Coordinators, addresses, etc. - to Title II, Part A Education Specialists. • Ensure login credentials to PSC.org are current. Apply if necessary. 	

TIMELINE FOR IMPLEMENTATION – AUGUST

Dates	Deadline
Aug 31	HiQ Sign-off for Superintendent.
Activities	
Budget	
<ul style="list-style-type: none"> • Ensure finance department has a process in place for timely drawdown of funds. • Develop the current fiscal year Title II, Part A original budget based on needs assessment and prioritized needs. • Submit as a ConApp attachment all Title II, Part A funded job descriptions (not CSR teachers) immediately following CLIP submission. 	
Compliance	
<ul style="list-style-type: none"> • Ensure that principals have completed and signed the <i>Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances</i> forms by October 1. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Consolidated Application	
<ul style="list-style-type: none"> • Review Title II, Part A CLIP checklist and update information. 	
Highly Qualified	
<ul style="list-style-type: none"> • Ensure that the Superintendent reviews and signs-off on the previous fiscal year HiQ data. • Develop remediation plans for: <ul style="list-style-type: none"> -Teachers and paraprofessionals who are not highly qualified. -Core academic teachers who do not hold clear renewable certificates in the appropriate, assigned teaching field(s). -Teachers with new assignments that make them not highly qualified. -Teachers and paraprofessionals employed the previous year who are not HiQ. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. • Schedule annual training of principals within the LEA on the highly qualified requirements for hiring and placement of teachers. An online HiQ module is available as a resource on the Title II, Part A portion of the DOE website. 	
Parent Notification	
<ul style="list-style-type: none"> • Notify parents of their “Right to Know” regarding qualifications of teachers and paraprofessionals via handbooks, other LEA or school publications, or letters to parents. • Notify parents when their child has been taught 20 or more consecutive days by a non-highly qualified teacher by standard mail. Reference handbook for required evidence. 	
Planning - Needs Assessment	
<ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	

TIMELINE FOR IMPLEMENTATION – SEPTEMBER

Activities
<p>Budget</p> <ul style="list-style-type: none"> • Review previous fiscal year expenditure detail reports and budget; amend budget as necessary. • Check with finance department to ensure timely drawdown of funds has been made. • Submit original Title II, Part A budget through the Consolidated Application by October 1. Must include Title II, Part A Effectiveness Plan and Budget Assertion. When applicable, Class Size Reduction Worksheet (with Master Schedule) and Private School Worksheet must be uploaded.** • Submit as a ConApp attachment all Title II, Part A funded job descriptions (not CSR teachers) immediately following CLIP submission.
<p>Compliance</p> <ul style="list-style-type: none"> • Review the Title II, Part A portion of the Cross Functional Monitoring Document or the Title II, Part A Monitoring Document to ensure that processes and plans are in place and the LEA is compliant with requirements. • Ensure that principals have completed and signed the Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances forms by October 1. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures.
<p>Highly Qualified</p> <ul style="list-style-type: none"> • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate.
<p>Private Schools</p> <ul style="list-style-type: none"> • Notify private schools within the LEA of their eligibility to participate in planning professional learning activities in the next fiscal year Title II, Part A program. Send notification in coordination with Title I and other Federal programs. Send notification by certified mail and retain certified mail receipt with Title II, Part A records.
<p>Planning - Needs Assessment</p> <ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30).

***New in FY16: Budget assertion form. Revised in FY16: Title II, Part A Effectiveness Plan, Class Size Reduction Guidance and Worksheet, Private School Worksheet.*

TIMELINE FOR IMPLEMENTATION – OCTOBER

Dates	Deadlines
Oct 1	Original Title II, Part A budget in the Consolidated Application. Reminder: Submit as a ConApp attachment all Title II, Part A funded job descriptions (not CSR teachers) prior to budget submission.
Oct 1	<i>Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances forms.</i>
Oct	Regional Cross Functional Training for LEAs monitored in current fiscal year. Training will be organized by Title I.
Oct 31	Completion Report (from the LEA’s Finance Director).
Activities	
Budget	
<ul style="list-style-type: none"> • Submit the Title II, Part A budget through the Consolidated Application. Must include Title II, Part A Effectiveness Plan and Budget Assertion. When applicable, Class Size Reduction Worksheet (with Master Schedule) and Private School Worksheet, must be uploaded. 	
Compliance	
<ul style="list-style-type: none"> • Ensure that principals have completed and signed the Title I, Part A and Title II, Part A Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations and Assurances forms by October 1. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Highly Qualified	
<ul style="list-style-type: none"> • Work with CPI coordinator to ensure that subject and job codes are accurate representations of assignments for administrators, teachers, paraprofessionals, and long-term substitutes. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. 	
Private Schools	
<ul style="list-style-type: none"> • Notify private schools within the LEA of their eligibility to participate in planning professional learning activities in the next fiscal year Title II, Part A program. Send notification in coordination with Title I and other Federal programs. Send notification by certified mail and retain certified mail receipt with Title II, Part A records. 	
Training	
<ul style="list-style-type: none"> • Attend Cross Functional Training (led by Title I) if LEA will be monitored in current fiscal year. 	
Planning - Needs Assessment	
<ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	

***New in FY16: Budget assertion form. Revised in FY16: Title II, Part A Effectiveness Plan, Class Size Reduction Guidance and Worksheet, Private School Worksheet.*

TIMELINE FOR IMPLEMENTATION – NOVEMBER

Activities
<p>Budget</p> <ul style="list-style-type: none"> • Review current fiscal year Title II, Part A payroll reports to ensure staff paid with Title II, Part A funds aligns with staff in approved budget and are HiQ if class size reduction teachers. • Review current fiscal year expenditure detail reports, implementation plans, and budget. • Check with finance department to ensure timely drawdown of funds has been made.
<p>Compliance</p> <ul style="list-style-type: none"> • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures.
<p>Highly Qualified</p> <ul style="list-style-type: none"> • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate.
<p>Private Schools</p> <ul style="list-style-type: none"> • Notify private schools within the LEA of their eligibility to participate in planning professional learning activities in the next fiscal year Title II, Part A program. Send notification in coordination with Title I and other Federal programs. Send notification by certified mail and retain certified mail receipt with Title II, Part A records.
<p>Planning - Needs Assessment</p> <ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30).

TIMELINE FOR IMPLEMENTATION – DECEMBER

Activities
<p>Compliance</p> <ul style="list-style-type: none"> • Complete the Semi-Annual Certification forms (Periodic Certification forms) for those positions funded 100% by Title II, Part A. Forms should not be completed prior to the last working day of the employee. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures.
<p>Highly Qualified</p> <ul style="list-style-type: none"> • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate.
<p>Planning - Needs Assessment</p> <ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30).

TIMELINE FOR IMPLEMENTATION – JANUARY

Dates	Deadlines
Jan 31	Title II, Part A budget amendment to include carryover funds, if applicable.
Activities	
Budget	
<ul style="list-style-type: none"> • Submit Title II, Part A budget amendment to include carryover funds, if applicable by January 31. • Review current fiscal year expenditure detail reports, implementation plans, and budget; revise plan and amend budget as necessary. • Check with finance department to ensure timely drawdown of funds has been made. 	
Compliance	
<ul style="list-style-type: none"> • Participate in Compliance Monitoring, if applicable. • Submit Corrective Action Plans after the Compliance Monitoring, if necessary. • Complete the Semi-Annual Certification forms (Periodic Certification forms) for those positions funded 100% by Title II, Part A. Forms should not be completed prior to the last working day of the employee. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Highly Qualified	
<ul style="list-style-type: none"> • Review and edit HiQ data in the HiQ program. • Training – Participate in HiQ Webinar. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. 	
Planning – Needs Assessment	
<ul style="list-style-type: none"> • Develop, administer, and compile results of the LEA’s annual needs assessment with all stakeholders to include all components of Title II, Part A (January – May). • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	
Private Schools	
<ul style="list-style-type: none"> • Consult with private schools (within the LEA’s geographic area) who have requested to participate in the Title II, Part A program in next fiscal year (January – March) and build relationships that are ongoing. 	

TIMELINE FOR IMPLEMENTATION – FEBRUARY

Activities
<p>Budget</p> <ul style="list-style-type: none"> • Review current fiscal year Title II, Part A payroll reports to ensure staff paid with Title II, Part A funds aligns with staff in approved budget. • Submit Title II, Part A budget amendments, if necessary.
<p>Compliance</p> <ul style="list-style-type: none"> • Participate in compliance monitoring if applicable. • Submit Corrective Action Plans after the Compliance Monitoring, if necessary. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures.
<p>Highly Qualified</p> <ul style="list-style-type: none"> • Review and edit HiQ data in the HiQ program. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate.
<p>Planning – Needs Assessment</p> <ul style="list-style-type: none"> • Develop, administer, and compile results of the LEA’s annual needs assessment with all stakeholders to include all components of Title II, Part A (January – May). • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30).
<p>Private Schools</p> <ul style="list-style-type: none"> • Consult with private schools (within the LEA’s geographic area) who have requested to participate in the Title II, Part A program in next fiscal year (January – March) and build relationships that are ongoing.

TIMELINE FOR IMPLEMENTATION – MARCH

Dates	Deadline
March 31	Update principal and superintendent list and login request (by the HR Director) for HiQ.
Activities	
Budget	
<ul style="list-style-type: none"> • Review current fiscal year expenditure detail reports, implementation plans, and budget; revise plan and amend budget as necessary. • Check with finance department to ensure timely drawdown of funds has been made. 	
Compliance	
<ul style="list-style-type: none"> • Participate in compliance monitoring, if applicable. • Submit Corrective Action Plans after the Compliance Monitoring, if necessary. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Equity	
<ul style="list-style-type: none"> • Training - Participate in Equity Plan Webinar 	
Highly Qualified	
<ul style="list-style-type: none"> • Review and edit HiQ data in the HiQ program. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. 	
Planning – Needs Assessment	
<ul style="list-style-type: none"> • Develop, administer, and compile results of the LEA’s annual needs assessment with all stakeholders to include all components of Title II, Part A (January – May). • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	
Private Schools	
<ul style="list-style-type: none"> • Consult with private schools (within the LEA’s geographic area) who have requested to participate in the Title II, Part A program in next fiscal year (January – March) and build relationships that are ongoing. 	

TIMELINE FOR IMPLEMENTATION – APRIL

Activities
Budget <ul style="list-style-type: none">• Review Title II, Part A expenditures for the current year, as well as anticipated expenditures through September 30, with finance department to ensure the LEA expends at least 85% of the current fiscal year allocation.• Submit Title II, Part A budget amendments, if necessary.
Compliance <ul style="list-style-type: none">• Participate in compliance monitoring, if applicable.• Submit Corrective Action Plans after the Compliance Monitoring, if necessary.• If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures.
Equity <ul style="list-style-type: none">• Preparing LEA’s Equity Plan with all stakeholders.
Highly Qualified <ul style="list-style-type: none">• Review and edit HiQ data in the HiQ program.• Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate.
Planning - Needs Assessment <ul style="list-style-type: none">• Develop, administer, and compile results of the LEA’s annual needs assessment with all stakeholders to include all components of Title II, Part A (January – May).• Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30).

TIMELINE FOR IMPLEMENTATION – MAY

Dates	Deadlines
May 1	Release HiQ data to principals and Superintendent (May – June).
May 15	Budget amendments through the Consolidated Application. <i>(Date set by DOE)</i>
Activities	
Budget	
<ul style="list-style-type: none"> • Review current fiscal year expenditure detail reports, implementation plans, and budget; revise plan and amend budget as necessary. • Check with finance department to ensure timely drawdown of funds. 	
Compliance	
<ul style="list-style-type: none"> • Complete LEA Self-Monitoring Checklist. LEAs are not required to complete the checklist in the year that they have an on-site compliance visit unless the Education Specialist requires it. (Date set by Title I) • Complete the Semi-Annual Certification Forms (Periodic Certification Forms) for those positions funded 100% by Title II, Part A. Forms should not be completed prior to the last working day of the employee. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. • Participate in compliance monitoring, if applicable. • Submit Corrective Action Plans after the Compliance Monitoring, if necessary. 	
Equity	
<ul style="list-style-type: none"> • Prepare LEA’s Equity Plan with all stakeholders. 	
Highly Qualified	
<ul style="list-style-type: none"> • Review and edit HiQ data in the HiQ program. • Release HiQ data to principals and superintendents. Superintendents should NOT sign off on the HiQ report until all principals have signed off. Recommended principal sign-off: June 15; Principals sign-off deadline: June 30; Superintendent sign-off deadline: August 31. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. 	
Parent Notification	
<ul style="list-style-type: none"> • Review LEA procedures on notifying parents of their “Right to Know”. 	
Planning - Needs Assessment	
<ul style="list-style-type: none"> • Develop, administer, and compile results of the LEA’s annual needs assessment with all stakeholders to include all components of Title II, Part A (January – May). • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	

TIMELINE FOR IMPLEMENTATION – JUNE

Dates	Deadlines
June 15	Recommended principal sign-off in the HiQ system.
June 30	Deadline for HiQ changes.
June 30	Deadline for principal sign-off in the HiQ system.
June 30	<i>LEA Self-Monitoring Checklist</i> from systems not monitored in current fiscal year.
Activities	
Budget	
<ul style="list-style-type: none"> • Review LEA’s budget and draw-downs of Title II, Part A funds with Finance Director. • Review Title II, Part A Expenditure Detail and the Payroll Detail reports with Finance Director. 	
Compliance	
<ul style="list-style-type: none"> • Submit Corrective Action Plans after the Compliance Monitoring, if necessary. • Complete the Semi-Annual Certification forms (Periodic Certification forms) for those positions funded 100% by Title II, Part A. Forms should not be completed prior to the last working day of the employee. • If applicable, collect and file time and effort (completed after the fact) for Title II, Part A funded positions in accordance with LEA written procedures. 	
Highly Qualified	
<ul style="list-style-type: none"> • Review and complete all HiQ edits in the HiQ program. • Release HiQ data to principals and superintendents. Superintendents should not sign off on the HiQ report until all principals have signed-off. • Monitor progress of core academic teachers and paraprofessionals becoming HiQ or obtaining a clear renewable certificate. 	
Planning – Needs Assessment	
<ul style="list-style-type: none"> • Analyze and document the effectiveness of the Title II, Part A program – budgeted activities and equity initiatives (July 1 – June 30). 	
Activities	
<ul style="list-style-type: none"> • Attend Title II, Part A Portion of Georgia Department of Education Federal Programs Conference. 	

Section 2

Planning



The following section contains information and tools for Local Education Agency (LEA) personnel that may be helpful as they 1) assess program areas, identify needs and plan for Title II, Part A activities; 2) assess their equity needs and develop a Title II, Part A Equity Plan to ensure that every student, regardless of socio-economic background and learning needs, receives equitable opportunities to achieve challenging state content and academic achievement standards; 3) submit an annual application detailing needs and procedures; and 4) develop the LEA Title II, Part A Effectiveness Plan that will drive program implementation and inform all budget decisions.

PLANNING FOR TITLE II, PART A

Needs Assessment

- Establish a timeline for conducting the LEA Needs Assessment and Prioritizing Needs.
- Determine the roles stakeholder will have in gathering and analyzing data and prioritizing needs. Identify exactly where in the process this should be done. Consider using existing opportunities for gathering this input (i.e. school councils, leadership teams), focus groups, surveys, school meetings, etc.
- Gather data around all mandatory components.
- Summarize and analyze data to identify strengths and areas for growth.
- Prioritize the needs based on grant, state, and local requirements.
- Brainstorm possible actions to address identified needs. Consider implications and impacts of each possible action.

Equity Plan *(NEW PLAN REQUIRED IN FY17)*

- Based on the outcome of the needs assessment process, develop LEA Equity Plan.
- Follow Equity Plan Rubric and Template for required components, including the selection of equity indicators for continuous improvement.

CLIP

- Based on the outcome of the needs assessment process and the submitted and approved LEA Equity Plan, submit the official grant application (CLIP).
- Follow the CLIP Review Guidelines for required components.

Title II, Part A Effectiveness Plan

- Based on needs assessment, approved Equity Plan and CLIP and allocation awarded, develop a Title II, Part A Effectiveness Plan to guide LEA Title II, Part A program implementation.
- Follow the handbook guidance for developing the Title II, Part A Effectiveness Plan.

TITLE II, PART A NEEDS ASSESSMENT

Defining a Needs Assessment – ESEA Sec. 2122

- Assessing needs comprehensively means getting the full *breadth* of information for *depth* of understanding. It's a process that collects and examines information about system/schoolwide issues and then utilizes that data in structured decision making that will determine priority goals, develop a plan, and allocate often limited funds and resources.
- It is a systematic effort to acquire an accurate, thorough picture of the strengths and areas for improvement of a school community that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards.
- It is a way to determine what is happening that is impacting learning and hypothesize on what the root causes might be.
- In Georgia the needs assessment is conducted in order to meet Federal Title II, Part A requirements are done in conjunction with other elements of *ESEA* and reported as part of the Consolidated Application.

Purpose of a LEA’s Title II, Part A Needs Assessment – ESEA Sec. 2122

The purpose of the LEA annual needs assessment is to determine the needs of the LEA in order to maintain an up-to-date action plan of improvement. The system must assure that information is gathered concerning the needs of its teaching force in order to be able to have all students meet challenging State content and academic achievement standards. Needs must be identified for the system with the intent of having all teachers highly qualified as soon as possible. The needs assessment process can be completed as a component of a comprehensive needs assessment or at the program level.

Georgia Title II, Part A Needs Assessment Resources

- Title II, Part A Handbook
- Needs Assessment Worksheet
- Sample Surveys
- Private School Needs Assessment
- Needs Assessment Training PowerPoint
- Title II, Part A Program Specialist

Stakeholders Involved in Developing a LEA’s Title II, Part A Needs Assessment – ESEA Sec. 2122(c)(1) and (2)

The law states that the needs assessment must reflect the needs for professional development “as identified by the [LEA] and school staff” and requires the LEA to conduct its needs assessment “with the involvement of teachers, including teachers participating in programs under Part A of Title I”. Therefore, the LEA needs to involve teachers at individual schools, paraprofessionals, public and private school administrators, school council members, parents, and business and community leaders. How it does so (*e.g.*, through surveys, focus groups, and other means of collecting data) and in regards to which components is left to the LEA and its staff to decide. In addition, Georgia Department of Education Title II, Part A program staff consider it a best practice to include institutions of higher education in the needs assessment process. Some examples of ways to collaborate with institutions of higher education include 1) conversations regarding preparing, recruiting and retaining student teacher, 2) including IHE representatives in LEA district and school committees, and 3) taking part in the current P-12 collaborative sessions.

Timeline for a LEA’s Title II, Part A Needs Assessment

January – June	Collect and analyze data from appropriate sources to ensure the needs assessment process is properly informed. Collect and archive supportive documentation for compliance. Complete needs assessment and develop the Equity Plan and Consolidated LEA Improvement Plan (CLIP)
July	Begin implementation of the plan for upcoming 12 months
July-August	Complete consolidated application
October	Complete CPI reporting
December/January	HiQ available; begin needs assessment
February-March	Review status and action plan for spring/summer

Necessary Components of a LEA's Title II, Part A Needs Assessment

LEAs must explicitly address their findings (strengths and areas of growth) for each of the following components. A corresponding Needs Assessment Worksheet can be found on the Title II, Part A Resources webpage with guiding questions that should be answered and suggested source documentation for each component.

- Recruitment
- Retention
- Highly Qualified Status of Core Academic Teachers and Paraprofessionals
- Professional Learning and Training for Paraprofessionals, Teachers, Assistant Principals, Principals, and Superintendents
- Equitable opportunities for all students, including poor and minority, in the areas of:
 - Equity of Teacher Quality and Experience
 - Equity of Meeting the Needs of Diverse Student Learners
 - Equity of Class Size

Needs Assessment Data Sources

The law does not require that the needs assessment process include particular types of data. Types of data suggested in the guidance include student achievement data, information on national and state initiatives, anticipated professional development needs of core subject area teachers, scientifically based research, anticipated teacher supply and demand, student enrollment data, results of program evaluations, and input from community and business.

- **Recruitment:** MySPA, HiQ, Databank, Stakeholder Surveys, HR Feedback
- **Retention:** Exit Surveys, Induction Feedback, MySPA, Stakeholder Surveys
- **Highly Qualified:** HiQ, School Schedules, HiQ Training Participant Tracking
- **Professional Learning:** Professional Learning Course Schedule, Participant Tracking, PL Evaluations, Student Achievement Data, Attendance and Discipline Data, Observations/ Focus Walks, Teacher Evaluation, Stakeholder Surveys
- **Equity**
 - **Teacher Quality and Experience:** Observations/ Focus Walks, Teacher Evaluations, MySPA
 - **Meeting the Needs of Diverse Student Learners:** Professional Learning Course Schedule, Participant Tracking, Student Achievement Data, Teacher Evaluations, Stakeholder Surveys
 - **Class Size:** School Schedules, Course Enrollment, Student Achievement Data, Student Demographic Data

Needs v. Strategies

A need is a situation where something should be addressed, while a strategy is a strategic plan or method for achieving a particular goal usually over a long period of time. Be careful to distinguish between these. *For example, LEAs will sometimes list Class Size Reduction as a prioritized need. Class Size Reduction is not a need. A LEA's data may show that math test scores drop between 8th and 9th grade and that class sizes increase from one grade to the next. The need is to provide interventions to improve student achievement in math in ninth grade. You might use strategies like class size reduction (Title II, Part A), tutorial (Title I, Part A) and PLC's (State Professional Learning Funds) in order to address this need.*

TITLE II, PART A EQUITY PLAN *(NEW PLAN REQUIRED IN FY17)*

The Equity Plan Rubric and Template is available for reference on the DOE Title II, Part A website.

**Purpose of a LEA's Title II, Part A Equity Plan – ESEA Sec.2122(b)(2)
Authorized in March 21, 2006 Dear Colleague Letter, Attachment 'Revised State Plans Review' Requirement 6 Citing ESEA Sec.1111(b)(8)(C)**

ESEA places a major emphasis upon teacher quality as a major factor in improving student learning (Title I Section 1119). Title II, Part A requirements exist in order to improve student achievement and meet Title I goals. Teacher quality goals require that all teachers teaching core academic subjects must be “highly qualified” by the end of the 2005-06 school year. Each year, LEAs should strive to (a) increase percentage of “highly qualified” teachers teaching core subjects, disaggregated by Title I and non-Title I schools; and (b) increase in the number of teachers receiving “high quality professional development.”

Beginning in 2006 and effective 2007 the United States Department of Education required that states revise HiQT Plans to directly address equity. Several sections of ESEA require that all students, including poor and minority students, have equitable opportunities with respect to quality instruction, teachers’ instructional experience, class size, and teachers’ ability to meet the diverse learning needs of all students. The law hold states accountable to the achievement of these students. LEAs must assess the extent to which it is providing equitable opportunities for poor and minority students as part of annual improvement processes.

In a later October 2014 Dear Colleague Letter issued by the Office of Civil Rights and distributed by the United States Department of Education, the OCR outlined expectations for a ‘Equitable Access to Excellent Educators’ plan to be developed by each state. Georgia’s plan was approved in 2015. A copy of the new plan is available on the Georgia Department of Education Website and the United States Department of Education Website. In Georgia, one way LEAs address equity is through the annual development of an Equity Plan, submitted, reviewed, approved and published publicly on the GaPSC hosted Project EQ website.

Project EQ is Georgia’s on-line resource for sharing and collaborating on the development and implementation of initiatives to ensure access to equitable educational opportunities for ALL students in the State regardless of economic status, gender, race or ethnicity. Project EQ was created by the Georgia Professional Standards Commission (GaPSC) to provide policy makers and LEAs with a library of effective equity initiatives as well as a forum for discussions among LEAs and state agencies as they each implement, improve upon and realize results from their equity programs. As each local education agency (LEA) in Georgia responds to the requirements of the eight areas of equity required by the Federal government, it develops and submits an Equity Plan onto Project EQ that addresses where the system is in meeting the challenge of each equity indicator as well as actions which have been implemented or are being implemented to assure that ALL students are receiving the best possible educational opportunities available in order to affect student achievement. Effective 2007-2008, when applicable Title II, Part A funds must be applied to support equity needs.

Georgia’s also has a State Systemic Improvement Plan that addresses equity and achievement in the context of Special Education.

8 Equity Indicators LEAs Must Address

1. Annual Needs Assessment Including Required Equity Components
2. Equity of Stakeholder Involvement
3. Recruitment and Placement of Highly Qualified, Effective Teachers
4. Retention of Highly Qualified, Effective Teachers
5. Teacher Preparation and Ability to Meet Diverse Needs of Students
6. Highly Qualified Teacher Equity
7. Teacher Experience and Effectiveness Equity
8. Class Size Equity

Aligning Needs to Equity Indicators

Program Component	Corresponding Equity Indicator(s)
(Program Implementation)	<ul style="list-style-type: none"> ▪ Annual Needs Assessment Including Required Equity Components ▪ Equity of Stakeholder Involvement
Recruitment	<ul style="list-style-type: none"> ▪ Recruitment and Placement of Highly Qualified, Effective Teachers
Retention	<ul style="list-style-type: none"> ▪ Retention of Highly Qualified, Effective Teachers ▪ Teacher Preparation and Ability to Meet Diverse Needs of Students*
Highly Qualified	<ul style="list-style-type: none"> ▪ Highly Qualified Teacher Equity (If your LEA is not 100% HiQ this equity indicator must be selected as a focus for improvement and funds must be budgeted.)
Professional Learning	<ul style="list-style-type: none"> ▪ Teacher Preparation and Ability to Meet Diverse Needs of Students*
Equity <ul style="list-style-type: none"> ○ Teacher Quality and Experience ○ Meeting Needs of Diverse Learners ○ Class Size 	<ul style="list-style-type: none"> ▪ Teacher Experience and Effectiveness Equity ▪ Teacher Preparation and Ability to Meet Diverse Needs of Students* ▪ Class Size Equity

Submitting the Equity Plan

Registering

- On the Internet, go to <http://eq.gapsc.org> for entrance into the EQ Project site.
- On the first screen, you will see a welcome message and menu items.

Menu Options

On the left hand side of the screen, you will see: Home, Registration, Log In, Published Plans, About Us, and Help.

- Home: “Home” takes you to *this* page in Project EQ.

- **Registration:** This menu option is where you will register yourself by entering your email address, password, name, address, and phone number. Note: The Project EQ website has been completely redesigned. All users registered prior to 10/1/11 must create a new account.
- **Log In:** On this screen, you will enter your email address and password. If you downloaded your previous Equity Plans in the Project EQ system, the login information and procedures will be the same.
 - From here, you will enter the area where you will enter your Equity Plan either by “cutting and pasting” from a “Word” document (by indicator) or by typing your plan directly into each indicator.
- **Published Plans:** Once Equity Plans are submitted by the LEAs and approved by the Title II, Part A Education Specialist, the plans will be “published” for viewing. This area is where you are able to view your system’s plan and others throughout the State.
- **About Us:** This menu option describes the creation of Project EQ and the reasons for the project. Contact information is included.
- **Help:** The Help Screen provides information on Project EQ as well as additional contact information. Information is given on whom you should contact if you have technical problems or content questions.

Submission

Project EQ is usually open for submission April through June. Templates are updated and plans are published publicly during the remaining months. Directions for submission are available on the Title II, Part A portion of the DOE website. Webinar materials will also be made available prior to the submission deadline.

Printing

The plan can be printed in whole or by individual indicator. Also, the entire plan can be copied and pasted into a Word file that will retain the displayed format.

- A small print icon is located at the top right portion of the plan page. This icon allows you to print just the indicator that is displayed.
- The large print icon will allow you to print the entire document. This icon is located at the bottom of the screen.

Search Feature

- To search for particular plans, use the Find Plan search field to the left of the [Published Plans](#) page.
- The *power search* tab will allow you to further refine your query by a number of key filters.
- Click on the *system name* to view the whole plan or use the *magnifying glass* icon to view a brief system summary.
- Clicking on the *Click for Summary* link will display the initial rubric section that met your search criteria.
- The small *print icon* is also available in the top right corner of the summary.

Project EQ Technical Assistance

If you have questions or need assistance with the content of your Equity Plans or how to use the Project EQ system, please contact your Title II, Part A Education Specialist. If you have technical issues with the Project EQ system, please email eq@gapsc.com and copy your Title II, Part A Education Specialist.

CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP)

The LEA CLIP Review Guidelines is available for reference on the DOE Title II, Part A website.

Title II, Part A CLIP Descriptors - ESEA Sec. 2122(b)

- Descriptor 1: Summary of needs assessment process including stakeholder involvement; summary of findings for mandatory Title II, Part A components; prioritized needs and selected equity indicators; intent to fund class size reduction teachers.
- Descriptor 18: Current HiQ Rate; descriptions of procedures for addressing highly qualified status through remediation plans; descriptions of procedures for mandatory parent notifications.
- Descriptor 19: Description of how the LEA plans for and provides professional learning.
- Descriptor 21: Description of professional learning programs and coordination of multiple fund sources used to support professional learning activities; reporting of research based professional learning opportunities and teacher participation in professional learning.

TITLE II, PART A LEA EFFECTIVENESS PLAN

Overview – ESEA Sec. 2101(2), §200.328

Beginning in FY15 and in compliance with Federal expectations and those of the Title II, Part A program, the DOE requires local education agencies to submit an annual LEA Effectiveness Plan. The preceding needs assessment and resulting equity plan and CLIP will guide the LEA's development of the Title II, Part A Effectiveness Plan activities and expenditure of funds. Preferably, this plan will be done as a component of the System Improvement Plan. LEAs are encouraged to not replicate efforts, but recognize the close supportive relationship between Title II, Part A and the other initiatives.

The plan includes written procedures detailing how, in the current fiscal year, the LEA will assess the effectiveness of Title II, Part A funded activities in each major program component in addressing one or more needs identified by the LEA. The effectiveness of fund transfers must be included. Currently, LEAs may design and utilize their own formatting. The plan must be submitted prior to budget approval and should be uploaded as an attachment to the Consolidated Application. For additional assistance in developing a LEA Effectiveness Plan, please refer to Effectiveness Plan Development Quick Guide on the Title II, Part A website.

The procedures must include:

1. The Title II, Part A Funded Component(s) (Recruitment, Retention, HiQ, PL, Equity)
2. The need(s) being addressed
3. Identification of the Title II, Part A funded activity(ies)
4. The data to be collected to determine effectiveness
5. The position of the person responsible for collecting the data and coordinating the review and analysis of the data
6. The timeline for collecting data and completing the review and analysis of the data

SAMPLE Title II, Part A Effectiveness Plan

Title II, Part A Funded Component(s)	Needs Being Addressed	Title II, Part A Funded Activity(ies)	Data to be Collected	Person Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data
<i>Recruiting</i>	<i>Recruit HS Math Teachers</i>	<i>Advertising, Signing Bonus</i>	<i>New Employee Survey; # Vacancies Filled</i>	<i>HR Specialist, Title II, Coord.,</i>	<i>Ongoing – monthly Reports</i>
<i>Retention</i>	<i>Retain New Teachers</i>	<i>Induction, Mentor Stipends</i>	<i>Attrition Rate, Teacher Feedback</i>	<i>HR Specialist, Title II, Coord.,</i>	<i>December, May</i>
<i>PL/ HiQ</i>	<i>Increase # HiQ Teachers</i>	<i>Tutoring GACE</i>	<i>Test Scores, HiQ Rate</i>	<i>Title II, Coord., Teachers, Principals</i>	<i>Following Testing Oct., Dec.</i>
<i>PL</i>	<i>Increase use of Differentiation</i>	<i>Edivation, Consultant</i>	<i>TKES Reports, Focus Walks, Subgroup Data</i>	<i>Title II and Curriculum Coordinators</i>	<i>October, December, March, May</i>
<i>PL</i>	<i>Improve Middle Grades Math</i>	<i>MS Math Coach</i>	<i>Math Scores, Teacher Feedback</i>	<i>Principal, Title II Coord. Curriculum Coord</i>	<i>December, May, June</i>
<i>PL</i>	<i>Increase Literacy</i>	<i>iRead, Reading Endorsement</i>	<i>Student Scores, Access Report, Observations, Teacher Qualifications</i>	<i>HR, Principals, Curriculum and Title II Coordinators</i>	<i>Monthly, December, May</i>
<i>PL/ EQ: Div. Learn.</i>	<i>Incorporate Strategies for ELL Students</i>	<i>Travel, Tuition, Materials</i>	<i>Increase # of Teachers with endorsements, student data</i>	<i>Title II and Title III Coordinators</i>	<i>December, May</i>
<i>EQ: CSR</i>	<i>Improve 1st Grade Scores</i>	<i>Grade 1 CSR</i>	<i>1st Grade Student Achievement Data</i>	<i>Principal, Title II Coord.</i>	<i>June</i>

TITLE II, PART A ESEA REQUIRED REPORTING

Reporting – ESEA Sec. 1119(a)(2)(A-C)

ESEA requires states and LEAs to report program related data annually. This includes:

- Annual LEA and school HiQ percentages (see the HiQ section of this handbook)
- Equity Data (collected through CPI, Student Achievement, and Census Data)
- Professional Learning Participation Information (self-reported in the Consolidated Application Title II, Part A Implementation Tab)

Tracking Professional Learning – ESEA Sec. 1119(a)(2)(B)

LEAs must develop procedures to ensure an annual increase in the percentage of teachers who are receiving high quality professional development to enable teachers to become highly qualified and successful classroom teachers. LEAs must provide evidence that professional learning activities (from any funding source) from the previous fiscal year are implemented to enable teachers to become or continue to be highly qualified and successful classroom teachers.

In monitoring, LEAs must provide both

- A summary explaining how the LEA calculated the percentage of teachers who attended at least one high quality professional learning activity in the previous fiscal year as reported in the Program Implementation and Effectiveness Tab in the Budget Submission Section of the Consolidated Application, and
- Documentation that supports the calculations.

Section 3

Private Schools



Under the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act (NCLB), there are a number of programs that require the equitable participation of private school students and teachers. One program is Title II, Part A – Improving Teacher Quality State Grants. Under the Title II, Part A program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel. The following section provides information to LEAs about private school participation and resources that are available in determining appropriate use of Title II, Part A funds.

PROVIDING EQUITABLE SERVICES TO PRIVATE SCHOOLS

Under the *Title II, Part A* program, private school teachers, principals, and assistant principals are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel. Funds awarded to SEAs and LEAs under *Title II, Part A* are subject to the uniform provisions of Section 9501 of the ESEA (*Participation by Private School Children and Teachers*). The statute requires LEAs to provide private school children, their teachers, and other educational personnel with educational services on an equitable basis and in a timely manner. (*Title II, Part A Non-Regulatory Guidance*, Revised October 5, 2006).

Private School Notification Requirements - ESEA Sec. 9501, 2006 Title II, Part A Non-Regulatory Guidance Question G-20

- The Elementary and Secondary Education Act requires that public LEAs contact appropriate officials of all private schools within the geographic boundaries of the LEA *annually* to determine if they want their teachers to participate in the Improving Teacher Quality State Grants program, regardless of whether or not those officials have recently indicated any interest in program participation. A current list of Private Schools is housed on the Georgia Department of Education's website and will be used during monitoring to check for compliance. This website can be accessed at <http://www.doe.k12.ga.us/External-Affairs-and-Policy/AskDOE/Pages/Schools-and-Districts.aspx>. Letters should be for involvement in the next fiscal year, but should be mailed in the current fiscal year in order to allow the participants the opportunity to take part in the annual needs assessment before the allocations are made available. The LEA must include private schools that wish to participate in the Title II, Part A program in the assessment, planning, and participation of professional learning activities. Visit the Title II, Part A Website for sample letters.
- Title II, Part A coordinators should work in collaboration with other appropriate Federal program coordinators in their LEA in sending invitations to private schools for a consultation meeting regarding their participation in the Title II, Part A program as well as other Federal programs. Mail receipts should be kept and available for each program served.
- Notification, at a minimum, should include: LEA Name, Program for which the private school is being invited to participate, the current date, the fiscal year for which the private school is being invited to participate, the name and contact information of someone in the LEA that can assist the private school.

Consultation and Planning - ESEA Sec. 9501(3-4)

To ensure timely and meaningful consultation, a LEA must consult with appropriate private school officials during the design and development of the proposed programs. It is important that attention be given to the timing of the consultation so that decisions that affect the opportunities of eligible private school teachers to participate in *Title II, Part A* program activities are made only after discussions have taken place. The quality of the consultative process will likely have an effect on the quality of services to private school.

To meet its general record-keeping responsibility, a LEA should document that: (a) representatives of private schools were informed of the availability of Improving Teacher Quality State Grants services; (b) the needs of private and public school teachers were identified as part of a LEA-wide needs assessment; (c) private school officials were consulted and provided an opportunity for input

into the planning of the LEA's program activities; and (d) the LEA approved a budget that permitted equitable participation for private schools.

As part of the application process, LEAs must assure that they will comply with Section 9501 of ESEA (regarding participation by private school children and teachers). LEAs must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as:

- How the needs of children and teachers will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services;
- The amount of funds available for those services; and
- How and when the LEA will make decisions about the delivery of services.

Consultation on the delivery of services must also include a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

DETERMINING ALLOCATIONS FOR PRIVATE SCHOOLS

Title IX requirements apply to the *Title II, Part A*, Teacher and Principal Training and Recruiting Fund to the extent that LEAs use the funds for professional development. For purposes of determining the amount of *Title II, Part A* formula grant funds that a LEA must make available for equitable services to private school teachers and other education personnel, the statute requires that a LEA spend at least as much for professional development under *Title II, Part A* as it did in fiscal year (FY) 2001 under the former Eisenhower Professional Development and Class Size Reduction programs. (See *Title IX*, Section 9501(b)(3)(B).) LEAs must provide private school officials with the amount of funding available for services for private school students and teachers under the various *ESEA* programs requiring equitable participation. Private school students who are enrolled in nonprofit private elementary and secondary schools, including those in religiously affiliated schools, located in the LEA generally are eligible to receive services.

Under section 9501(d) of *ESEA*, the LEA must always maintain control of the program funds as well as title to all materials, equipment, and property purchased with Federal funds. A LEA may reserve off the top of a program's total allocation the following: 1) Administrative costs (which may be subject to statutory caps) for administering the program for public and private school students and teachers; 2) Indirect costs associated with administering the program for public and private school students and teachers; 3) Other allowable administrative costs as defined in the statute (e.g., for LEA-wide programs); and 4) a third party provider's fee or profit.

FORMULA TO DETERMINE AMOUNT FOR TITLE II, PART A EQUITABLE EXPENDITURES		
A. Number of Students	Example A	Example B
A1: LEA Enrollment	960	960
A2: Participating Private School Enrollment*	40	40
A3: Total Enrollment = A1 + A2	1,000	1,000
B. Title II, Part A Allocation To Be Used for Prof. Learning		
B1: LEA Allocation	\$150,000	\$150,000
B2: Indirect Costs and Administration (for public and private programs) + Class Size Reduction + Recruitment Activities	\$130,000	\$50,000
B3: Amount LEA is Using for Prof. Learning = B1 – B2	\$20,000	\$100,000
C. Hold Harmless Amount		
C1: Based on FY2001 Eisenhower Professional Development + Federal Class Size Reduction used for Prof. Learning	\$40,000	\$40,000
D. Per Pupil Rate		
D1: Use either B3 or C1, whichever is larger , and divide by A3	\$40,000	\$100,000
E. Equitable Services		
E1: Amount LEA must reserve for equitable services for participating private schools = A2 x D1	\$1,600	\$4,000

Note: This is not an official U.S. Department of Education document. The form is for sample purposes only and should not be considered as a required document when administering the Title II, Part A program.

**The residency of the private school student is not a factor in determining the number of children enrolled in the participating private school.*

PRIVATE SCHOOLS “HOLD-HARMLESS” PROVISION

The “hold-harmless” provision of Title IX, Section 9501 refers to funds for professional development activities that the LEA must make available for the benefit of private school teachers and other appropriate educational personnel, and provides that funds that the LEA sets aside for professional development for private school teachers and these other staff must be equal to that set aside for public school teachers and staff on a per-pupil basis. For purposes of determining the amount of funds that a LEA must make available for equitable services to private school teachers and other appropriate staff, the LEA uses at least (1) the amount funds it is spending that year for professional development, or (2) the total amount it spent for professional development during the fiscal year 2001 under the former Eisenhower Professional Development program and the former Class Size Reduction program. This provision governs the amount of funds the LEA must use for services to private school teachers and staff. It does not compel a LEA to spend any of its funds on professional development for public school teachers and staff. The LEA makes this determination based on the local needs assessment.

Any time within a fiscal year, there is a change in the Total Grant Award or an increase in the amount of funds the LEA budgets for professional learning, the LEA must recalculate the funds for equitable services for participating private schools. The LEA must notify in writing each participating private school of its revised equitable share allocation and request a revised budget from each participating private school.

PRIVATE SCHOOLS AND CARRYOVER

(From F-9 of *Title IX, Part E Uniform Provisions, Subpart 1 – Private Schools, Equitable Services to Eligible Private School Students, Teachers, and Other Educational Personnel, Non-Regulatory Guidance, August 2005*)

In general, if a LEA provided equitable services for private school students in any given year, any carryover funds for services to private school students would be considered additional funds for that program for public and private school students in the subsequent year. Those funds then would be used, along with any other carryover funds, for both public and private school students on an equitable basis. This situation might occur, for example, if private school students and teachers did not fully participate in the Federal education program (e.g., private school teachers opted out of a proposed professional development activity), even though an equitable program was planned and offered for those students and teachers.

However, if the LEA did not provide equitable services for private school students in a given year and, as a result, there are funds remaining that should have been expended for private school students, the LEA should use those carryover funds for private school students in the subsequent year. Those funds would be in addition to the funds that the LEA uses for private school students out of the subsequent year's allocation. This situation might occur, for example, if the LEA failed to notify or consult with private school officials about the availability of the Federal program, or if there was a delay in the implementation of an equitable program.

What This Means for Georgia LEAs

1. If ALL private schools were given the opportunity to participate AND the private schools who opted in and received allocations completely expended those allocations, then –no- the LEA does not need to consider them if the carryover is strictly from the *LEAs portion* of the allocation.
2. If ALL private schools were given the opportunity to participate AND the private schools who opted in and received allocations DID NOT completely expend those allocations, then –yes- the LEA needs to consider them in the *private school portion* of carryover, though the LEA is now eligible to use the remaining amount for both public and private school students on an equitable basis. This would require including private schools in budgeting carryover funds from the previous year.
3. If the LEA DID NOT notify ALL private schools, then they must invite the private schools who were not originally notified to participate and allocate the proportion of funds from the original allocation that should have been spent in the first place whether that portion takes up part or all of the *LEAs portion of carryover*.

	LEA Allocation	Private School Allocation	LEA Allocation Less Private School Allocation	LEA Expenditures	Private School Expenditures	LEA Carryover	Private School Carryover
If ABC LEA invites all its private schools, and the LEA and participating private schools expend all allocations, then neither the LEA nor the private schools will receive carryover.							
1	\$10,000	\$500	\$9,500	\$9,500	\$500	\$0	\$0
If ABC LEA invites all its private schools and the private schools that opt in expend all their allocation, then they will not receive carryover, even if ABC district has carryover.							
1	\$10,000	\$500	\$9,500	\$8,000	\$500	\$1,500	\$0
If ABC LEA invites all its private schools, and the LEA expends all its funds, but the private schools do not, the LEA must consider their portion, <i>however</i> , the LEA may now use the remaining amount on public and private schools.							
2	\$10,000	\$500	\$9,500	\$9,500	\$250	\$0 (May use PS)	\$250
If ABC LEA invites all its private schools, and the LEA and the private schools have carryover, the LEA must consider the private school's carryover portion, <i>however</i> , the LEA may now use the remaining amount on public and private schools.							
2	\$10,000	\$500	\$9,500	\$8,000	\$250	\$1,500 (May use PS)	\$250
If ABC LEA does not invite all private schools, and the LEA has carryover, the LEA must provide opportunity for those private schools to participate, and, if they opt in, allocate from the LEA carryover the amount the private school should have originally received.							
3	\$10,000	\$0 (\$500)	\$10,000	\$8,000	\$0	\$1,500	\$500

GUIDANCE FOR LEAS AND PRIVATE SCHOOLS

Under the *Title II, Part A* program, private school teachers, principals, and assistant principals are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel. Funds awarded to SEAs and LEAs under *Title II, Part A* are subject to the uniform provisions of Section 9501 of the ESEA (*Participation by Private School Children and Teachers*). The statute requires LEAs to provide private school children, their teachers, and other educational personnel with educational services on an equitable basis and in a timely manner. (*Title II, Part A Non-Regulatory Guidance*, Revised October 5, 2006).

Eligible Activities – Title II, Part A Non-Regulatory Guidance

As with any activity that the LEA carries out for public school teachers, activities supported with *Title II, Part A* funds that benefit private school teachers must meet the requirements of the statute. For example, activities to be carried out for private school personnel must be based on a review of scientifically based research and must be expected to improve student academic achievement. Professional development activities may include:

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills;
- Training in effectively integrating technology into curricula and instruction;
- Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students;

- Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children’s education;
- Leadership development and management training to improve the quality of principals and superintendents; and
- Training in the use of data and assessments to improve instruction and student outcomes.

**Professional Development Activities and Private Schools –
Title IX, Part E Non-Regulatory Guidance**

LEAs are not allowed to reimburse remuneration to private schools directly for teachers or administrators participating in professional learning, related travel or stipends. However, reimbursement checks from the public LEA are payable to the individual private school teacher for completion of professional learning, related travel and stipends if applicable. Private schools participating in the shared services supported with Title II, Part A funds of any LEA must provide the collaborating public LEA with W-9 information upon request.

**Record Keeping and Determining Allowability of Activities for Private Schools –
Title II, Part A Non-Regulatory Guidance, §76.532**

While a LEA may not overburden a private school in paperwork, as the agency fiscally responsible for the management of funds, a LEA may require the private school to submit enough documentation to determine that the expense is allowable, reasonable, defensible and necessary in accordance with any and all Federal requirements. This may include, but is not limited to, a participant’s name and position, an agenda and receipts.

LEAs who serve private schools expend funds on behalf of the private school, thus all private school expenditures must also comply with LEA procurement procedures. LEAs entering into contracts on behalf of private schools must adhere to the same procedures and have the primary responsibility for maintaining documentation.

To the extent a conference sponsored or conducted by a faith-based organization is part of a sustained and comprehensive secular professional development plan for a private school teacher; Title II, Part A funds may be expended to pay for the portion of the costs of the conference that, as determined by the LEA, represent the secular professional development in which the teacher participated. According to *2 CFR Part 200, Subpart E – Cost Principles* Use of funds for religion is prohibited.

For additional information about participation of private schools, see ESEA, Section 9501 (a).

FREQUENTLY ASKED QUESTIONS

Who has control of the program funds?

Under section 9501(d) of *ESEA*, the LEA must always maintain control of the program funds as well as title to all materials, equipment, and property purchased with Federal funds. Given the fiscal responsibility of the district, to the extent that it does not put undue burden on the private school(s) the LEA should require source documentation for expenditures sufficient to determine that all activities are allowable, reasonable and necessary and that fund recipients are eligible under Title II, Part A guidance. By law, LEAs must abide by applicable statutes (*ESEA*), regulations (Title II, Part A and Title IX, Part E) and shall use Federal funds in accordance with those statutes, regulations, plan and applications including supervision, fiscal control and fund accounting procedures. (§76.700, §76.701, §76.702) Use of funds for religion is prohibited. (§76.532)

May Title II, Part A funds be used to pay for a private school teacher's attendance at a professional conference sponsored or conducted by a faith-based organization?

Yes. To the extent that the conference is part of a sustained and comprehensive secular professional development plan for the teacher, then *Title II, Part A* funds may be expended to pay for the portion of the costs of the conference that, as determined by the LEA, represent the secular professional development in which the teacher participated. In this case, the LEA would pay or reimburse the teacher for attendance at the conference.

Note: If the conference contains both secular and non-secular events, the attending teacher must provide the LEA with information clearly delineating secular and non-secular activities prior to attending the conference. The LEA will determine the percentage of the conference representing secular professional development in which the teacher participated. The LEA should consider all expenses related to attending the conference (airplane ticket, hotel registration, etc.) to determine the amount to reimburse the teacher for attending at the conference. §76.532(a)(1-2)

May a LEA reimburse a private school for materials it has purchased or services it has procured to implement an *ESEA* program?

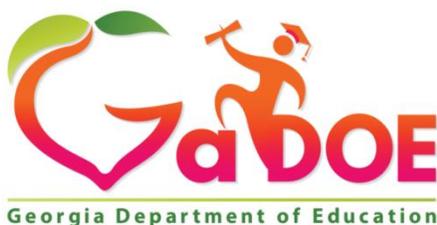
No. Only the LEA may obligate and expend Federal funds on behalf of private school students and teachers. Thus, the LEA must purchase materials or procure services on behalf of the private school students and teachers. However, a LEA may use Federal funds to reimburse an individual private school teacher, administrator, or other educational personnel for professional development that the LEA has pre-approved and that meets the reasonable and necessary cost principles of the Office of Management and Budget (OMB) Circular A-87.

May a LEA use funds to provide stipends to private school teachers?

Yes. As with any other costs, the use of funds for stipends must be allowable under the program and reasonable and necessary for the proper operation of the grant program. For example, if a professional development program is conducted during after-school hours or during the summer, stipends may be needed to compensate teachers for their participation outside their regular employment hours. In addition, stipends for private school teachers must be available on the same basis as for public school teachers, and the stipends must be paid to private school teachers for their own use. However, the stipends must not be paid to the private school or be for the benefit of the private school.

Section 4

HiQ Criteria and Requirements



This section includes the Georgia Implementation Guidelines, a document that combines The Elementary and Secondary Education Act (ESEA) guidelines established by the United States Department of Education (USDOE) with the certification rules created by the Georgia Professional Standards Commission (GaPSC). This policy guide is designed to assist LEA administrators in determining if their teachers and paraprofessionals are “highly qualified. In addition, this section addresses Georgia HOUSSE documents, and required remediation and notification.

THE GEORGIA IMPLEMENTATION GUIDELINES

The Elementary and Secondary Education Act (ESEA) requires that all teachers of core academic subjects be “highly qualified.” This document states who may be considered “highly qualified.” Note: A teacher who is “highly qualified” may not necessarily be fully certified. To be fully certified and “highly qualified” a teacher must meet all of the state’s certification requirements and be assigned appropriately for the field in which he or she is teaching.

CRITERIA FOR “HIGHLY QUALIFIED” TEACHERS AND PARAPROFESSIONALS



Revised June 2015
The Georgia Implementation Guidelines – Working Draft

Notes:

This document is a draft, since it is considered a *living document* that will be revised as needed. However, it *is* an authoritative document that can guide local education agencies (LEAs) in their efforts to implement Title II, Part A requirements. This document reflects the most recent Federal and state updates and changes available.

Created and updated by the GaPSC; originally published July 1, 2003
09.2003, 01.2004, 07.2004, 06.2005, 08.2005, 09.2005, 09.2006, 04.2008, 08.2008, 12.2008,
08.2009, 09.2010, 09.2011, 09.2012, 09.2013

Updated by DOE
07.2014, 06.2015

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THE GEORGIA IMPLEMENTATION GUIDELINES

Criteria for “Highly Qualified” Teachers and Paraprofessionals

4.1 The Georgia Department of Education

The DOE is the designated State Education Agency (SEA) for receiving and administering Title II, Part A Improving Teacher Quality State Grants. The DOE provides resources (like the Portal) and support to LEAs so that Federal, state and local Title II, Part A goals may be met. A network of Title II, Part A Education Program Specialists is available to provide information about Title II, Part A requirements, assist with data needs and local planning, and support teacher preparation and professional development initiatives. The DOE website provides information, resources, and links for Georgia’s school administrators, teachers, paraprofessionals, teacher educators, and parents.

4.2 The Georgia Professional Standards Commission – O.C.G.A §20-2-984

Under state law, the Georgia Professional Standards Commission (GaPSC) is the state entity responsible for teacher quality and, as such, is the agency in charge of establishing and enforcing professional teaching standards and certifying and licensing teachers. The GaPSC provides resources to LEAs (Like HiQ and Project EQ) so that Federal, state and local Title II, Part A goals may be met.

4.3 Required Notification: Right to Know - ESEA Sec. 1111(h)(6)(A-B)

Parent’s Right to Request a Teacher’s and a Paraprofessional’s Qualifications

By law, LEAs are required to notify parents that they may request information regarding the teacher’s or the paraprofessional’s professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission certification requirements for the grade level and subject area(s) in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

LEAs must:

- Notify parents in a format that is understandable and will ensure that all parents have the opportunity to receive the information. To the extent practicable, the notification should be provided in a language that parents may understand. This may include, but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/ or a school-wide email.
- Ensure the notification or document that contains the notification must include the principal’s contact information, the school or LEA name, the date/ month and year of notification.
- Maintain records that document the dissemination of the right to know in multiple forms to the parents of all students.

20 Day Parent Notification Letter (If a teacher or long-term substitute who is not “highly qualified” has taught a student for four or more consecutive weeks.)

LEAs are required to notify parents if a teacher who is not “highly qualified” is teaching their child a core academic content course. Parental notification is required if a teacher who is not “highly qualified” teaches their child for four consecutive weeks or more. This includes notification when students are taught for four or more consecutive weeks by single or multiple substitute teachers in instances where there is no teacher of record and/ or in the absence of the teacher of record (sick or maternity leave, etc.). Parental notification is not required for teachers who are not teacher of record for core academic subjects. Parent notification is not required for paraprofessionals who are not “highly qualified.” Effective 2006 – 2007, the parent notification requirement applies to teachers who teach core academic content subjects in Title I and Non-Title I schools and programs.

Letters, at a minimum, must include the following:

- The date of the communication (Month, Date, Year);
- The name and contact information of the school;
- The name, position, and contact information for someone the parent can contact with questions;
- The name of the teacher or substitute who is not highly qualified; and
- The name of the course/ core academic subject in which the teacher or substitute is not highly qualified.

LEAs must:

- Notify parents via standard mail;
- To the extent practicable, the notification should be provided in a language that parents may understand; and
- Maintain records documenting letters were mailed. Note: Evidence that letters were mailed to parents may include, but is not limited to, a copy of address labels, class roster/list with notation of date mailed, one or more returned letters, postage meter receipt, etc.

4.4 Principal Attestations - ESEA Sec. 1119(i)(1)

All LEA principals are required to attest annually as to the highly qualified status of staff. In Georgia, Title I, Part A and Title II, Part A require the same form. Principals should complete this form at the opening of school and no later than October 1. This date supports principals in identifying staff who are not highly qualified for their current year’s teaching assignment(s) so that the leader may make informed decisions regarding staffing, notify parents in a timely manner in accordance with Federal law, and develop remediation plans in a timely manner. Forms should be completed fully and kept on file by the LEA.

4.5 Highly Qualified Teacher and Paraprofessional Hiring and Placement Training

All LEA Principals should be trained annually on what the Federal government and state of Georgia consider highly qualified. Specifically, LEA Federal programs grant managers should train principals about how Highly Qualified relates to each grant and what the Federal government requires. Staff paid for by Title I, Part A and Title II, Part A, such as class size reduction teachers or paraprofessionals, must be highly qualified. In addition, paraprofessionals should perform their work under the direct supervision (close and frequent proximity) of a highly qualified teacher. The LEA is responsible for the maintaining documentation that this training has occurred. This

documentation should, at a minimum, include a dated agenda with any related materials and participant sign-in.

4.6 Remediation Plans

LEAs are required to develop a remediation plan for each non-highly qualified core academic teacher, each core academic teacher who holds a CA (Core Academic), O (One Year Supervised Practicum), CP (Clinical Practice), NNT (Non-professional Non-renewable), IT (Intern Teacher), or IN4T (Induction Pathway 4) IN4T certificate, and each non-highly qualified paraprofessional. The remediation plan should be developed in collaboration with the teacher or paraprofessional and the principal and/or human resources personnel. The remediation plan should be developed at the time of hire or job assignment. Written documentation indicating the progress made by each teacher or paraprofessional must be maintained by the LEA. LEAs should have written procedures that identify by position(s) the person(s) who will have the responsibilities for ensuring the process is implemented completely, accurately and in a timely manner. The position of the person responsible for maintaining the documentation should also be included.

Plans, at a minimum, must include the following:

- The name of the teacher;
- The placement for which the teacher or paraprofessional is not highly qualified;
- The date of the development of the plan;
- Signatures of teacher/ paraprofessional and the principal and/or human resources personnel; and
- Timelines and target dates that will enable:
 - The non-highly qualified teacher or paraprofessional to attain highly qualified status as soon as possible,
 - The teacher who holds a CA, O, CP, NNT, IT, or IN4T certificate to complete the non-traditional certification program as soon as possible.

4.7 Code of Ethics for Educators in Georgia O.C.G.A. §20-2-984.1, GaPSC Rule 505-6-.01

The Ethics Division of the GaPSC is responsible for enforcing the Code of Ethics for Educators in Georgia. Standard 4 of the Code states “An educator shall exemplify honesty and integrity in the course of professional practice.” Unethical conduct as it relates to ESEA includes but is not limited to, falsifying, misrepresenting or omitting:

- Professional qualifications of teachers reported as “highly qualified”;
- Information notifying parents that they may request information regarding the teacher’s professional qualifications;
- Information notifying parents if a teacher who is not “highly qualified” is teaching their child a core academic content course;
- Information submitted to Federal and state governmental agencies; and
- Information submitted in the course of professional practice.

4.8 Core Academic Subjects and Other Definitions – ESEA Sec. 9101(II)

Core academic subjects include:

- Elementary (P-5): Reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, chorus
- Middle Grades (4-8): Reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, chorus
- High School (6-12): English, reading, mathematics, broad-field science (example: physics, biology, chemistry, earth space science. Refer to CAPS at www.gapsc.com/Certification/CAPS.aspx for complete list of core subjects under broad field science): history, political science, geography, economics, foreign languages, visual arts, music, band, chorus

(Note that dance, drama, anthropology, sociology, psychology, international relations, health, and physical education are not considered core academic subjects in Georgia.)

Teachers who Teach Core Academic Subjects

All teachers who teach core academic subjects listed in 4.8 must be “highly qualified” to teach the subject. This includes remedial, extended day, evening-school, credit recovery programs, connection, advanced placement, International Baccalaureate, after-school, intersession or summer school classes. Also special education, English for Speakers of Other Languages (ESOL), technical/vocational, health/physical education and any other teacher who is the teacher of record for any of the core academic subjects must be “highly qualified” to teach the assigned core academic subject.

New Teacher Definition

A new teacher is one who is a beginning teacher and is defined as a teacher in a public school who has been teaching less than a total of three complete school years.

Veteran Teacher Definition

A veteran teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years.

In-field Assignments

The assignment of educators to positions for which they have been prepared and certified (in-field) is essential for providing the best possible educational programs for the children and youth of Georgia. It is the responsibility of the local LEA to assure that personnel assigned to teaching positions hold appropriate Georgia certification and are assigned only within the field (subject area) and grade level associated with the certificate held for each assignment during the school day. The Certification/Curriculum Assignment Policies System (CAPS) informs administrators what certification is required for teachers to teach courses on the Georgia Department of Education approved course list. Administrators are encouraged to use CAPS in determining in-field assignments. Note: Highly qualified requirements may include criteria beyond in-field (certification) requirements.

Certification/Curriculum Alignment Project (CAPS)

The Certification/Curriculum Alignment Project (CAPS) identifies certification (in-field) required for teachers to teach a state approved course. Note: Highly qualified requirements may include criteria beyond in-field (certification) requirements.

Teachers who Teach Core Academic Content Outside Their Field of Certification

Teachers who teach core academic content outside their field of certification are not “highly qualified.”

- These teachers should be assigned to teach in their field(s) of certification the entire school day
- Or**
- They should pass the required content assessment for the subjects they teach. In certain situations, HOUSSE may be used to establish “highly qualified” status. Guidance on appropriate situations in which the HOUSSE may be used to establish “highly qualified” status is provided in Section 4.14.

State Approved Content Assessment

The state approved content assessment for Georgia is the Georgia Assessments for the Certification of Educators (GACE). For GACE test administration, test preparation, and related GACE issues, visit the GACE website at <http://gace.ets.org/>.

4.9 “Highly Qualified” Teacher Requirements

Traditionally Prepared New Teachers

To be considered “highly qualified” to teach in the State of Georgia, traditionally prepared new teachers must:

- Hold a bachelor’s degree or higher from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by:
 - an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary);
 - **AND** a passing score on the State approved, required content assessment for the area/subjects they teach;
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Non-Traditionally Prepared New Teachers

To be considered “highly qualified” to teach in the State of Georgia, non-traditionally prepared new teachers must:

- Hold a bachelor’s degree or higher from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by:
 - an academic major **OR** the equivalent (Elementary – passing score on state approved assessment; Middle Grades - 15 semester hours; Secondary Grades – 21 semester hours)
 - **OR** a passing score on the State approved appropriate core academic content assessment (GACE). Note that for Elementary, the GACE is required prior to program admission. (see * below as the test must be passed within three years)

All completers of non-traditional programs must pass the State approved program content assessment upon program completion. However, the GaTAPP paths of One Year Supervised Practicum (OYSP) and Core Academic (CA) require passing the state approved content assessment upon admission. Teachers must have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

** A **non-traditionally prepared** teacher who holds a valid, non-renewable teaching certificate with either the major or concentration or passing score on the required content assessment in the core academic area/subject he/she teaches is considered “highly qualified,” if he/she is participating in a non-traditional certification program in which the teacher: (1) receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction; (2) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program; (3) assumes functions as a teacher for a period not to exceed three years; and (4) demonstrates satisfactory progress toward full certification as prescribed by the State. Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet highly qualified requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period for his/her certificate.*

Veteran Teachers

To be considered “highly qualified” to teach in the State of Georgia, veteran teachers must:

- Hold a bachelor’s degree or higher from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by:
 - a passing score on the State approved, required content assessment for the area/subjects they teach
 - **OR** meet the requirement of the “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the GaPSC. The HOUSSE instrument is applicable only to veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, 3) life certificated teachers, or 4) regular education teachers for whom English is a second language and who are employed in Dual Immersion Schools and deliver all core academic content in a language other than English.
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Additional options may be available to veteran teachers in the following situations:

- Teachers from out-of-state with appropriate experience;
- Teachers holding middle grades concentrations obtained by coursework before July 1, 2006;
- Teachers holding special education content concentrations obtained by coursework before August 31, 2006.

(For GaPSC certification information, see <http://www.gapsc.com>)

Teachers in Charter Schools, Charter LEAs, or Strategic Waivers School Systems

To be considered “highly qualified” to teach in a Georgia public charter school, charter LEA, or Strategic Waivers School System, teachers of core academic content subjects must meet all requirements as outlined in this guidance (Item 4.9) except the requirement of holding a valid Georgia teaching certificate in the assigned teaching field provided that the terms of the approved charter contract or Strategic Waivers School System contract allow the LEA/school to waive Georgia educator certification. If the approved charter does not allow a waiver for State

certification, teachers must meet ALL requirements of “highly qualified” teachers as outlined in this document, including educator certification issued by the GaPSC.

“Highly Qualified” Requirements For Charter Schools, Charter LEAs, and Strategic Waivers School Systems that Require Certification

Teachers must:

1. Hold a bachelor’s degree or higher from a GaPSC accepted, accredited institution of higher education*;
2. Hold a valid Georgia teaching certificate;
3. Have evidence of subject matter competence in the subjects they teach by:
 - a. an academic major **OR** the equivalent (Elementary – passing score on state approved assessment; Middle Grades - 15 semester hours; Secondary Grades – 21 semester hours)
 - b. **OR** a passing score on the State approved, required content assessment for the area/subjects they teach (see ** below as the test must be passed within three years)
 - c. **OR** meet the requirement of the “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the GaPSC. The HOUSSE instrument is applicable only to veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, 3) life certificated teachers, or 4) regular education teachers for whom English is a second language and who are employed in Dual Immersion Schools and deliver all core academic content in a language other than English.
 - d. Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

** The bachelor degree or higher must be from a GaPSC accepted, accredited institution of higher education. For degrees earned outside the United States, the institution from which the educator holds the degree must be credentialed by a GaPSC accepted credential agency as outlined in Rule 505-2-21.*

*** Any teacher hired by a charter school, charter LEA, or strategic waivers school system that requires teachers to be certified who hold a CA, O, CP, NNT, IT, or IN4T teaching certificate with either the major or concentration or passing score on the required content assessment in the core academic area/subject he/she teaches is considered “highly qualified,” if he/she is participating in a non-traditional certification program in which the teacher: (1) receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction; (2) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program; (3) assumes functions as a teacher for a period not to exceed three years; and (4) demonstrates satisfactory progress toward full certification as prescribed by the State. Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet highly qualified requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period for his/her certificate.*

“Highly Qualified” Requirements for Charter Schools, Charter LEAs and Strategic Waivers School Systems that DO NOT Require Teacher Certification

Teachers must:

1. Hold a bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education*;
2. Have evidence of subject matter competence in the subjects they teach by:
 - a. An academic major **OR** the equivalent (Elementary – passing score on state approved assessment; Middle and Secondary Grades - 21 semester hours)
 - b. **OR** a passing score on the State-approved, required content assessment for the area/subjects they teach**;
 - c. **OR** meet the requirement of the “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the GaPSC. The HOUSSE instrument is applicable only to veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, 3) life certificated teachers, or 4) regular education teachers for whom English is a second language and who are employed in Dual Immersion Schools and deliver all core academic content in a language other than English.
3. Have a teaching assignment that is appropriate for the core academic area/subject(s) in which the teacher serves as the teacher of record **AND** in which the teacher validates their “highly qualified” status with an appropriate major, **OR** the equivalent of the major, **OR** a passing score on the State approved, required content assessment for the area/subjects they teach, **OR** HOUSSE requirements, which is applicable to veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.

**The bachelor's degree or higher must be from a GaPSC accepted, accredited institution of higher education. For charter school teachers who hold degrees earned outside the United States and are employed after November 1, 2010, the institution from which the educator holds a degree must be credentialed by a GaPSC accepted credential agency listed at www.gapsc.com.*

*** Effective March 6, 2007, the only assessment accepted by the GaPSC are the Georgia Assessments for the Certification of Educators (GACE) for fields in which there is a GACE. The GaPSC will not accept Praxis tests taken after March 5, 2007. Educators who passed either the Teacher Certification Tests (TCT) or the Praxis content tests in the appropriate field when these were the required assessment tests also fulfill the content assessment requirement.*

Teachers with Induction- Pathway 1, 2 or 3, Professional, Lead Professional, and Advanced Professional Certificates

Teachers who hold Induction (I)- Pathway 1, 2 or 3, Professional (SR), Lead Professional (LP), and Advanced Professional (AP) certificates are considered “highly qualified” if they have completed a state-approved program from a GaPSC accepted, accredited institution of higher education, have passed the content assessment, and have an appropriate teaching assignment. Teachers who hold Supplemental Induction Teaching (SIT) certificates are considered “highly qualified” if they have passed the content assessment and have an appropriate teaching assignment.

Teachers with Life Certificates—(D)

Teachers who hold life certificates (D) are fully certified and are considered “highly qualified” if they have a major, passed the State required content assessment (GACE, Praxis II or TCT), and have an appropriate teaching assignment. Those who hold a life certificate and have not passed a content assessment must pass the appropriate content assessment or meet the HOUSSE

requirement in order to be considered “highly qualified.” Retired life certificate holder re-entering the teaching profession may utilize HOUSSE to establish their “highly qualified” status.

Teachers with International Exchange Certificates—(X)

Teachers who hold International exchange certificates are considered “highly qualified” provided the teachers have a major or the equivalent of a major (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary) in the core academic content area in which the teacher serves as the teacher of record, and have passed the appropriate State approved content assessment, and have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Teachers with GaTAPP Path Certificates – (I, A, CP, CA, O)

Teachers who hold one of the GaTAPP path certificates (Intern [I], ADAC [A], Clinical Practice [CP], Core Academic [CA], and OYSP [O]) are considered “highly qualified” if they meet the requirements for Non-Traditionally Prepared New Teachers. Teachers who hold either an I, A, CP, CA, or O certificate in Special Education who serve as the teacher of record in core academic subject areas must demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers and have an appropriate teaching assignment to be considered “highly qualified.”

Teachers with Adjunct License - (J)

A teacher holding an Adjunct License is considered “highly qualified” as long as the teacher has an appropriate teaching assignment. The Adjunct License is a type of certification document for the individual with (a) specific knowledge, skills, and experience in an engineering, medical, dental, pharmaceutical, veterinarian, legal, accounting, or arts profession, or any other professional position approved by the (GaPSC); or (b) instructional experience in a branch of the U.S. military (except for JROTC), or a GaPSC-accepted accredited college or university; and (c) who is eligible to provide instruction in the **core academic subjects in grades 6-12 only**. The Adjunct License is valid for 1 year and may be renewed by the LEA upon meeting the requirements for renewal, as specified by the LEA.

Teachers with Non-Renewable Professional – (NT)

Teachers who hold NT certificates are considered “highly qualified” if they have passed the State approved content assessment in the core academic subject area in which they serve as the teacher of record. Teachers who hold NT certificates in Special Education who serve as the teacher of record in core academic subject areas must demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers and have an appropriate teaching assignment to be considered “highly qualified.”

Teachers with Non-Renewable Non-Professional - (NNT or NT non-professional) or Induction Pathway 4 certificates

Teachers who hold NNT (or NT non-professional) or Induction-Pathway 4 certificates are considered “highly qualified” if they are pursuing their initial professional teaching certification through an approved non-traditional educator preparation program if the teacher:

- Holds at least a bachelor’s degree;
- Has already demonstrated subject-matter competency in the core academic subject(s) the teacher will be teaching; **and**

- Is participating in a non-traditional route to certification program in which the teacher:
 - 1) Receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction;
 - 2) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program;
 - 3) Assumes functions as a teacher for a period not to exceed three years; **and**
 - 4) Demonstrates satisfactory progress toward full certification as prescribed by the State.

Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet “highly qualified” requirements and must complete and receive the appropriate Georgia Induction or Professional certificate by the end of the validity period of his/her certificate. Teachers who hold CA (Core Academic), O (One Year Supervised Practicum), CP (Clinical Practice), NNT (Non-professional Non-renewable), IT (Intern Teacher), or IN4T (Induction Pathway 4) certificates in Special Education who serve as the teacher of record in core academic content areas must demonstrate subject matter competence by passing the appropriate State approved content assessment.

Teachers with Permits-(P)

Teachers who hold a teaching permit are considered “highly qualified” by passing the State approved content assessment in the core academic content areas in which they serve as the teacher of record.

Teachers with Waivers- (W)

Teachers who hold waiver certificates in core academic content areas are not “highly qualified.”

Quick Reference from Georgia Professional Standards Commission Rule 505-2-.02

Categories		Types	
Renewable	Non-Renewable		
Titles	Titles		
Standard Professional (SR) Performance-Based Professional (PR) Advanced Professional (AP) Lead Professional (LP) Life (D)	Pre-Service (PS) Induction (IN) Non-Renewable Professional (N) International Exchange (X) Waiver (W)	Adjunct (J) Clearance (C) Educational Interpreter (EI) Leadership (L) Non-Instructional Aide (AIDE)	Paraprofessional (PARA) Permit (P) Service (S) Support Personnel (SP) Teaching (T)

4.10 “Highly Qualified” Requirements for Special Education Teachers

The Elementary and Secondary Education Act and the reauthorized IDEA legislation of 2004 require special education teachers to be “highly qualified.” The requirement to be “highly qualified” applies to those serving as the teacher of record in one or more of the core academic content areas in which the teacher is primarily responsible for instructing students.

Teachers Certified in Special Education General Curriculum

Educators certified in Special Education General Curriculum are in-field to provide educational services for students with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12.

Teachers Certified in Special Education Adapted Curriculum

Educators certified in Special Education Adapted Curriculum are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in an adapted curriculum leading to participation in the Georgia Alternate Assessment (GAA).

Teachers Certified in Specific Special Education Fields

Educators certified in specific special education fields (such as deaf education, visual impairment and learning disorders, etc.) are issued certificates that are Consultative and may also be designated with one or more Special Education Academic content concentrations at a specified cognitive level. These educators are in-field to provide education services for students within the designated field, subject and cognitive level indicated on the educator's certificate and only in accordance and compliance with the associated GaPSC certification rule. Certification rules should be consulted in each circumstance.

Consultative* Special Education Teacher

Educators who hold either a Special Education General Curriculum or Special Education Adapted Curriculum certificate and serve as a special education teacher providing consultative special education services along with a "highly qualified" classroom content teacher who is instructing students in core academic content.

**The term "consultative" is used to refer to the specific roles that special education teachers have when they are providing services in their area(s) of exceptionality(ies). The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher.*

Special Education Teacher of Record

Teachers of record in special education must hold certification in Special Education General Curriculum and/or Special Education Adapted Curriculum and one or more of the core academic subject areas in which they are responsible for instructing students.

A teacher's content level expertise in the core academic content area(s) as evidenced in the concentration level listed on his/her certificate must be at or above the level of instruction prescribed by the student's Individualized Education Plan (IEP).

Special Education Teacher of Record for Core Academic Content Areas

Teachers who hold special education certification who serve as the teacher of record in one or more core academic content areas must meet the same requirements as all teachers of core academic content areas at the appropriate certification and instructional level(s) as indicated by the student's IEP.

Teachers Who Teach Core Academic Subjects for High School Credit

Teachers (including special education teachers whose students are not assessed with the GAA) who teach core academic subjects for high school credit must hold the appropriate 6-12 certification for the subject field to be considered highly qualified.

Certification Field 708 Special Education General Curriculum/ Early Childhood Education
Teachers who hold Field 708 Special Education General Curriculum/ Early Childhood Education on their Georgia teaching certificates are considered highly qualified to teach regular early childhood education (P-5) and special education early childhood education (P-5).

GACE Assessments Related To Special Education:

The following descriptors are presented as general guidelines only and assume the educator has met any additional certification requirements. Consult with the employing LEA and/or GaPSC Certification Division for individual certification requirements.

Both tests in the GACE assessments must be passed to meet the assessment requirement.

GACE 003 and 004 – Early Childhood Special Education General Curriculum (P-5)

- By passing the GACE 003 and 004 (Early Childhood Special Education General Curriculum), the educator can teach every core academic subject, as the teacher of record, in the regular P-5 classroom and/or teach special education students who are in the general curriculum through fifth grade.
- Only educators who complete an approved preparation program in Early Childhood Special Education General Curriculum can and must take the GACE 003 and 004 for initial certification. This field cannot be added to an existing certificate via testing.
- To teach the special education adapted curriculum, the educator must pass GACE 083 and 084 (Special Education Adapted Curriculum).

GACE 081 and 082 – Special Education General Curriculum (P-12)

- By passing GACE 081 and 082 (Special Education General Curriculum), the educator can serve as a consultative special education teacher for special education general curriculum in grades P-12, but not as the teacher of record.
- In addition to passing GACE 081 and 082, the educator must pass GACE 087 and 088 (Special Education Academic Content Concentrations) to serve as the teacher of record in the five concentration areas (language arts; reading; mathematics; social science; science) for special education students in grades P-8. The educator must pass the appropriate 6-12 GACE content assessment(s) to teach, as the teacher of record in core academic subject areas for special education students in grades 9-12.
- To teach the special education adapted curriculum, the above educator must pass GACE 083 and 084 (Special Education Adapted Curriculum).

GACE 083 and 084 – Special Education Adapted Curriculum (P-12)

- By passing GACE 083 and 084 (Special Education Adapted Curriculum), the educator can serve as a consultative special education teacher for students in the adaptive curriculum in grades P-12, but not as the teacher of record.
- In addition to passing GACE 083 and 084, the educator must pass the GACE 087 and 088 (Special Education Academic Content Concentrations) to teach, as the teacher of record, special education adapted curriculum students in grades P-12 in the five concentration areas (language arts, reading, mathematics, social science, science).

GACE 085 and 086 – Special Education Deaf Education (P-12)

- By passing GACE 085 and 086 (Special Education Deaf Education), the educator can serve as a consultative special education deaf education teacher in grades P-12, but not as the teacher of record.
- In addition to passing GACE 085 and 086, the educator must pass the GACE 087 and 088 (Special Academic Content Concentrations) to teach, as the teacher of record, special education deaf students in the five concentration areas (language arts, reading, mathematics, social science, science) in grades P-8. The educator must pass the appropriate 6-12 GACE content assessment(s) to teach, as the teacher of record in core academic content areas for special education deaf students in grades 9-12.

GACE 087 and 088 – Special Education Academic Content Concentrations

- To assist special education teachers who serve as the teacher of record in some, not all, core academic subjects, the Special Education Academic Content Concentrations GACE (Tests 087 and 088) may be taken as two separate assessments.

By passing the Special Education Reading, English Language Arts, and Social Studies GACE (087), an educator holding a Special Education Consultative certificate may add the special education academic content concentrations of Reading, English Language Arts, and Social Studies at the P-5 and 4-8 grade levels.

By passing one of the following GACE assessments, an educator holding a Special Education Consultative certificate may add the special education academic content concentration of Social Science 6-12: Economics (038, 039), Geography (036, 037), History (034, 035) or Political Science (032, 033). Adding the Sp.Ed. Social Science 6-12 certification field allows the special education teacher to be highly qualified to serve as the teacher of record in every special education social studies class 6-12.

By passing the Special Education Mathematics and Science GACE (088), an educator holding a Special Education Consultative certificate may add the special education academic content concentrations of Mathematics and Science at the P-5 and 4-8 grade levels.

Other options for educators in special education for adding academic content concentrations in order to serve as the teacher of record in a given content area includes:

- Passing the appropriate middle or secondary content area GACE assessments;
- Passing the GACE 001 and 002 (Early Childhood Education), only for those teachers who hold a clear, renewable special education curriculum certificate to add the academic concentrations;
- A teacher's content level expertise in the core academic content area(s) as evidenced in the concentration level listed on his/her certificate must be at or above the level of instruction prescribed by the student's Individualized Education Plan.

Table: Test Options for “Highly Qualified” Special Education Teachers in Core Academic Content Areas*

*Teacher’s Content Level Expertise in the Core Academic Content Area(s) must be at or above the level of instruction prescribed by the student’s IEP

GACE Options for currently certified Special Education Teachers	Early Childhood (P-5)		Middle Grades (4-8)		Secondary (6-12)		
	General Curriculum Assessment	Adapted Curriculum Assessment	General Curriculum Assessment	Adapted Curriculum Assessment	General Curriculum Assessment Regular Diploma	Adapted Curriculum Assessment or Non-standard GHSGT Sp. Ed. Diploma	General Curriculum Assessment High School Certificate
Early Childhood Education (001) (002)	X	X		X		X	
Early Childhood Special Education General Curriculum (003) (004)	X	X		X		X	
Middle Grades Mathematics (013)	X	X	X	X		X	
Middle Grades Science (014)	X	X	X	X		X	
Middle Grades Social Studies (015)	X	X	X	X		X	
Middle Grades Language Arts (011)	X	X	X	X		X	
Middle Grades Reading (012)	X	X	X	X		X	
Special Education Academic Content Concentrations (to teach multi-subjects including language arts, social studies and reading) (087)	X	X	X	X		X	
Special Education Academic Content Concentrations (to teach multi-subjects including math and science) (088)	X	X	X	X		X	
6-12 Math (022) (023)	X	X	X	X	X	X	X
6-12 Biology (026) (027)	X	X	X	X	X	X	X
6-12 Chemistry (028) (029)	X	X	X	X	X	X	X
6-12 Physics (030) (031)	X	X	X	X	X	X	X
6-12 Science (024) (025)	X	X	X	X	X	X	X
6-12 Political Science (032) (033)^	X	X	X	X	X	X	X
6-12 History (034) (035)^	X	X	X	X	X	X	X
6-12 Economics (038) (039)^	X	X	X	X	X	X	X
6-12 Geography (036) (037)^	X	X	X	X	X	X	X
6-12 English (020) (021)	X	X	X	X	X	X	X
P-12 Reading (117) (118)	X	X	X	X	X	X	X
Special Education GACE	General Curriculum (081) (082)		Adapted Curriculum (083) (084)		Deaf Education (085) (086)		

**TCT and Praxis II Test scores may be used as appropriate

^Passing any one social science content area GACE will yield a SpEd Social Science 6-12 field (see GaPSC Rule 505-3-.29)

4.11.a Teachers in Alternative Schools

Teachers who teach in alternative schools and who are the “teacher of record” for any of the core academic subjects must meet the requirements of “highly qualified” as stated in this document. Alternative schools in Georgia include Performance Learning Centers, Evening Schools, Crossroads Programs, and educational settings defined by SB 618, programs/schools for neglected, delinquent, or at-risk children.

Teachers in Alternative Schools who Use Consultative Models

If the consultative model with the participation of “highly qualified” teachers is used, the teachers who are on-site in the alternative setting can defer the standard of being “highly qualified” to a LEA employed highly qualified teacher if they document a minimum of two conferences per month. These monthly consultative conferences with the “highly qualified” teacher must be documented and maintained. The purpose of the conferences is to ensure students in alternative settings are provided the same content and quality of content expertise as students in a regular educational setting. Conferences must address the core academic content area(s) of instruction in the alternative setting and should ensure that students are receiving the same content quality as students in a setting with a highly qualified teacher. Teachers of alternative program students using the consultative option for “highly qualified” must document conference(s) using the conference report form located on the Title II, Part A portion of the DOE website. Lesson plans aligned to the appropriate Georgia Standards must be attached to the conference report.

Teachers in Alternative Schools who Facilitate the Use of Technology-Based Programs

Teachers in alternative school programs who facilitate the use of technology-based programs, computer-assisted programs that provide self-pacing, and pre/post-testing or courses delivered through distance learning technologies, are not required to meet “highly qualified” teacher requirements if they are not responsible for delivering core academic content instruction. The quality and rigor of the computer-based programs and distance learning courses for all core academic content areas and their alignment with state curriculum are the responsibility of the LEA and teachers with content expertise must be made available as needed to support student learning. Each computer-based program and/or distance learning course must have scientifically-based research to indicate that it is successful with students in an alternative educational program.

Teachers who Teach Students in In-School Suspension Programs

Teachers who teach students in in-school suspension programs are not required to be “highly qualified” since in-school suspension is typically short term. The student’s content teacher is considered the “teacher of record” and would be expected to supervise instruction through the use of a consultative model.

4.11.b Teachers in GNETS Programs

Georgia Network for Educational and Therapeutic Support (GNETS) program teachers may use the same consultative model as described for alternative school teachers. They can defer the standard of being “highly qualified” to a LEA employed highly qualified teacher if they document a minimum of two conferences per month.

Teachers in Georgia Network for Educational and Therapeutic Support (GNETS) Programs Who Serve as “Teacher of Record”

Teachers who teach in GNETS programs and who are the "teacher of record" for any of the core academic core content areas must meet the requirements of "highly qualified" as stated in this document. If a consultative model with the participation of "highly qualified" teachers is used, the teachers who are on-site in the GNETS programs are not required to be "highly qualified" in the core academic content area(s). A minimum of two conferences per month with a LEA employed highly qualified teacher must be documented and maintained. The purpose of the conferences is to ensure students in alternative settings are provided the same content quality as students in a setting with a highly qualified teacher. Teachers of GNETS students using the consultative option for “highly qualified” must document conferences using the conference report form located at on the Title II, Part A portion of the DOE Website. *Lesson plans aligned to the Georgia Performance Standards must be attached to the conference report.*

Teachers in Georgia Network for Educational and Therapeutic Support (GNETS) Programs that Facilitate the Use of Technology-Based Programs

Teachers in GNETS programs who facilitate the use of technology-based programs, computer-assisted programs that provide self-pacing and pre/post-testing, or courses delivered through distance learning technologies, are not required to meet "highly qualified" teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all core academic content areas and their alignment with state curriculum are the responsibility of the LEA and teachers with content expertise must be made available as needed to support student learning. Each computer-based program and/or distance learning course must have scientifically based research to indicate that it is successful with students in the GNETS setting.

Attestations

Each GNETS facility that is under the fiscal management of a RESA has a designated HiQ system account manager and a designee for ‘Superintendent’. This designee should sign-off in the GaPSC HiQ portal each year. This serves as GNETS annual attestation.

Principal Training

For each GNETS facility that is under the fiscal management of a RESA and which employs Teachers of Record rather than using Technology-Based Programs, the designee who hires and places teachers is accountable for knowing and following for Federal requirements for HiQ and Federal requirements for Parent Notifications. Resources are available on the DOE website.

Monitoring

- GNETS facilities that are under the fiscal management of a LEA – All records for monitoring should be incorporated into those of the LEA and are subject to monitoring during scheduled monitoring visits.
- GNETS facilities that are under the fiscal management of a RESA – Assigned Title II, Part A Specialists will monitor the annual GaPSC HiQ Portal sign-off for compliance.

4.11.c Teachers for the Department of Juvenile Justice, Department of Corrections, and Other Alternative Educational Settings

Section 1119 of Title I requires each SEA that receives Title I, Part A funds to develop (and hence implement) a plan to ensure that all teachers teaching core academic content areas within the State are “highly qualified.” This requirement extends to all teachers of core academic content areas who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by LEAs as well as teachers employed by the SEA or other entities under the SEA's authority. Thus, if juvenile institutions, correctional institutions, and other alternative educational settings are either LEAs under State law including institutions under HB 618 or under the authority of the SEA, teachers of core academic content areas employed by those entities must be “highly qualified.”

If such entities are neither LEAs as defined under State law nor under the SEA's authority, the section 1119 requirements regarding “highly qualified” teachers do not apply to teachers they employ. Nevertheless, it is critical that all students, regardless of school setting, be able to achieve the State's content and academic achievement standards. We therefore urge all educational entities not subject to the “highly qualified” teacher requirements to ensure that students have teachers with the content knowledge and skills needed to help them succeed.

Teachers in Juvenile Institutions, Correctional Institutions, and Other Alternative Settings may use the same consultative model as alternative school teachers

Teachers in Juvenile Institutions, Correctional Institutions, and Other Alternative Educational Settings may use the same consultative model as the alternative school teachers earlier in this section.

Teachers in Juvenile Institutions, Correctional Institutions, and Other Alternative Settings who Serve as “Teacher of Record”

Teachers who teach in Juvenile Institutions, Correctional Institutions, and Other Alternative Educational Settings and who are the “teacher of record” for any of the core academic subjects must meet the requirements of “highly qualified” as stated in this document. If a consultative model with the participation of “highly qualified” teachers is used, the teachers who are on-site in the Juvenile Institutions, Correctional Institutions, and Other Alternative Educational Settings are not required to be “highly qualified” in the content. A minimum of two conferences per month with the “highly qualified” teacher must be documented and maintained. The purpose of the conferences is to ensure students in alternative settings are provided the same quality of content expertise as students in a regular education setting. Conferences must be documented and address the academic progress of each of the students in the alternative setting. Current academic progress of the students should be indicated and revisions to pedagogical strategies, modifications and/or resources used should be included in the minutes of the conference.

Teachers in Juvenile Institutions, Correctional Institutions, and Other Alternative Settings who Facilitate the Use of Technology-Based Programs

Teachers in Juvenile Institutions, Correctional Institutions, and Other Alternative Educational Settings who facilitate the use of technology-based programs, such as computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance learning technologies, are not required to meet “highly qualified” teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all core academic content areas and their alignment with state curriculum are the responsibility of the LEA and teachers with content expertise must be made

available as needed to support student learning. Each computer-based program and/or distance learning course must have scientifically based research to indicate that it is successful with student populations.

4.11.d Teachers in Georgia DOE State Schools

Consultative Model

Teachers who teach in the Georgia Department of Education State Schools (Atlanta Area School for the Deaf, Georgia Academy for the Blind, and Georgia School for the Deaf) and who are the "teacher of record" for any of the core academic core content areas must meet the requirements of "highly qualified" as stated in this document. Core academic content teachers who are "not highly qualified" may utilize the option of consultative model which is consulting with a "highly qualified" teacher on-site or off campus to defer their HiQ status *for no more than three years* to the consulting teacher while the non-HiQ teacher is working toward their HiQ status. The highly qualified consulting teacher must be highly qualified in the core academic content area in which the State School teacher is not HiQ. This highly qualified teacher may be another state school employee, an employee from a referring district or an employee from a school district located in close geographic proximity to the state school. A minimum of two conferences per month with the "highly qualified" teacher must be documented and maintained. The purpose of the conferences is to ensure students attending the state school are provided the same content quality as students in a home school setting. DOE State School teachers using the consultative option for highly qualified must document conferences using the conference report form located on the Title II, Part A portion of the DOE website. Lesson plans aligned to the Georgia Standards must be attached to the conference report. It is the state school's responsibility to ensure that the provisions of the consultative model are adhered to and the appropriate documentation is maintained.

State schools employing the consultative option for their teachers must show progress of all teachers becoming highly qualified as benchmarked by the following:

End of Year 1 - 25% of the cohort utilizing consultative model become HiQ

End of Year 2 - 50% of the cohort utilizing consultative model become HiQ

End of Year 3 – 100% of the cohort utilizing consultative model become HiQ

Additional cohorts are established and monitored as new teachers are employed and/or teachers reassigned to positions in which they are not HiQ. If the consultative model is employed, the teacher's status may be designated HiQ Not Applicable for no longer than three years.

Notifications

While the state school is not required to mail 20 Day Non-HiQ notifications during the allowable time of consultation, all non-HiQ teachers must have a written remediation plan to become HiQ which is monitored in accordance with the approved school equity plan.

4.11.e Teachers in Rural LEAs (SRSA)

Teachers in eligible rural LEAs who are "highly qualified" in at least one subject will have three years from the date of hire to become "highly qualified" in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become "highly qualified." Non-renewable certificates will be issued in subject areas that the teacher is not "highly qualified" to teach.

According to the U.S. Department of Education, a rural school is classified as rural if it meets two criteria:

- The total number of students in average daily attendance (ADA) at all of the schools served by the LEA is fewer than 600, *or* each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile, **AND**
- All of the schools served by the LEA are designated with a school locale code of 7 or 8 by the Department's National Center for Education Statistics, *or* the Secretary of Education has determined, based on a demonstration by the LEA and concurrence of the State Education Agency (SEA) that the LEA is located in an area defined as rural by a governmental agency of the state.

(See <http://www2.ed.gov/programs/reapsrsa/eligibility.html>)

4.11.f Other Teaching Assignments

Teachers in Technology-Based Programs

Teachers who facilitate the use of technology-based programs, such as computer-assisted programs that provide self-pacing and pre/post-testing or courses delivered through distance learning technologies, are not required to meet “highly qualified” teacher requirements if they are not responsible for delivering content instruction. The quality and rigor of the computer-based programs and distance learning courses for all core academic content areas and their alignment with state curriculum are the responsibility of the LEA and teachers with content expertise must be made available as needed to support student learning.

Teachers in Hospital/Homebound Programs

Teachers who teach students in hospital/homebound programs are not required to meet “highly qualified” teacher requirements since students in these programs are typically not absent from school more than twenty consecutive school days. However, if a student is absent for twenty consecutive days or more, a “highly qualified” teacher must be identified for the core academic content area(s) and must be available as the student’s “teacher of record” for content instruction. The “highly qualified” teacher(s) must supervise content instruction through the use of a collaborative model.

Teachers and Paraprofessionals in Pre-Kindergarten Programs

“Highly qualified” requirements do not apply to pre-kindergarten teachers or paraprofessionals, including preschool special education teachers and paraprofessionals unless the Pre-K teacher or paraprofessional is funded by Title I, Part A.

Teachers in Birth through Kindergarten Programs

In order to be considered highly qualified to teach Kindergarten a teacher can 1) pass the current GACE Birth Through Kindergarten (Test 005 and 006, or the combined Test 505), administered by ETS, or 2) complete a state-approved/accepted Early Childhood Education (P-5) preparation program and pass the GACE Early Childhood Education (Tests 001 and 002, or the combined 501).

If a teacher holds a valid Birth through Kindergarten certificate, yet passed the GACE Birth through Five assessment prior to October 1, 2013, and does not also hold certification in Early Childhood Education (P-5) and/or Special Education General Curriculum/Early Childhood Education (P-5), the

teacher is not highly qualified to teach Kindergarten. **Note:** The field of Early Childhood Education (P-5) can no longer be added to valid teaching certificates via testing.

Teachers in Early Intervention Programs (EIP)

Teachers who teach in EIP programs and who are the “teacher of record” for any of the core academic content areas must meet the requirements of “highly qualified” as stated in this document.

Teachers in Response to Intervention (RTI)

Response to Intervention (RTI) is a framework for academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced. If a student is scheduled for a segment of instruction in a core academic content area, the teacher of record must be “highly qualified.”

Teachers Who Teach In SAT Preparation Programs

“Highly qualified” teacher requirements do not apply to teachers who teach in SAT preparation courses.

Elementary School Teachers

Teachers (new and veteran) who teach core academic content courses in a departmentalized elementary school in grades 4–5 must hold either (1) an early childhood education (P–5) clear renewable certificate or (2) a middle grades (grades 4–8) clear renewable certificate with a concentration in each content area the teacher is assigned.

Teachers who teach in the early elementary grades P–3 must hold a clear renewable early childhood education certificate P–5. Teachers who hold a middle grades certificate are only “highly qualified” to teach grades P–3 if they complete requirements to add the early childhood education field to their certificates.

Teachers certified in early childhood education are considered “highly qualified” to teach one segment per day of art and music.

Teachers Teaching Reading

Teachers are considered “highly qualified” to teach reading only if they have the appropriate certification. Teachers who have earned the reading endorsement are considered “highly qualified” to teach reading at the grade level of their base certificate. Teachers holding the P-12 Reading certificate are considered “highly qualified” to teach reading at all grade levels. Please note that certification in Language Arts does not include Reading certification. It is the responsibility of the local LEA to ensure that personnel assigned to teaching positions hold appropriate Georgia certification and are assigned only within the field (content area) and grade level associated with the certificate held for *each assignment* during the school day.

Subject Specialist

Many elementary schools employ subject-area specialists—such as reading, science or foreign language teachers—who only teach those specific content areas. A single-content area teacher in an elementary school may demonstrate the content area competency needed to be “highly qualified” by

passing the content assessment in that content area. If a veteran teacher is a returning retiree, special education teacher who is teaching two or more core academic content areas, or a Life-certificated teacher, the HOUSSE rubric may be used to demonstrate core academic content competency.

Middle Grades Teachers Teaching Coursework for Carnegie Units

Middle grade teachers who teach core academic content subjects for high school credit at the middle school level must hold the appropriate 6-12 certification for the core academic content area to be considered highly qualified.

Secondary Teachers Teaching Coursework for Carnegie Units

Secondary teachers (including special education teachers whose students are not assessed with the GAA) who teach core academic content subjects for high school credit must hold the appropriate 6-12 certificate for the subject field to be considered highly qualified.

Social Science Teachers

Middle Grades Social Science Teachers

Teachers who teach a social science subject at the middle grades level (4–8) are considered “highly qualified” to teach the subject if they hold a clear renewable certificate in middle grades social science.

Middle grades social science teachers must pass the appropriate content assessment in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas or levels.

Teachers who hold a professional renewable secondary level (6-12) certificate in Georgia in a social science field (history, political science, economics, and/or geography) are “highly qualified” to teach social science in grades 6-8.

(See www.gapsc.com/Rules/Current/Certification/505-2-.084.pdf)

Secondary Social Science Teachers

Teachers who teach a social sciences subject (history, geography, political science and/or economics) at the secondary level (grades 6-12) are considered “highly qualified” to teach the subject if they have passed the appropriate content assessment for the subject and hold the appropriate Georgia certificate.

The following are special circumstances affecting the qualification of secondary social science teachers: *Anthropology, sociology, psychology and international relations* are not identified as core academic subjects, therefore teachers who teach those subjects are not required to meet requirements to be “highly qualified” in those subjects.

LEAs may wish to refer to CAPS (Certification/Curriculum Assignment Policies System at www.gapsc.com/Certification/CAPS.aspx) to determine the appropriate certificate to teach core academic subjects in social sciences fields. Note: Highly qualified requirements may include criteria beyond in-field (certification) requirements.

Science Teachers

Middle Grades Science Teachers

Teachers who teach a science subject (life science, physical science, earth/space science) at the middle grades level (grades 4–8) are considered “highly qualified” to teach the subject if they hold a clear renewable certificate in middle grades with an area of concentration in 4-8 science.

Middle grades science teachers must pass the appropriate content assessment in order to be considered “highly qualified,” provided the teachers’ assignments are appropriate for their certification areas and levels.

- Teachers who hold the professional renewable Science (6-12) certificate in Georgia are “highly qualified” to teach any science in grades 6-8.
- Teachers who are certified to teach biology in grades 6-12 are “highly qualified” to teach life science in grades 6-8.
- Teachers who are certified to teach chemistry or physics in grades 6-12 are “highly qualified” to teach physical science in grades 6-8.
- Teachers who are certified to teach earth/space science in grades 6-12 are “highly qualified” to teach earth/space science in grades 6-8.

Secondary Science Teachers

Teachers who teach a science subject (biology, chemistry, physics, physical science, earth/space science) at the secondary level (grades 6–12) are considered “highly qualified” to teach the subject if they have passed the appropriate content assessment for the subject and hold the appropriate Georgia certificate. Teachers holding a Georgia broad-field 6-12 science certificate are “highly qualified” to teach any science course offered in grades 6-12.

Teachers of physical science in grades 9-12 are “highly qualified” and certified to teach physical science by passing the appropriate examination in chemistry, physics, or broad-fields science.

LEAs may refer to CAPS (Certification/Curriculum Assignment Policies System) at www.gapsc.com/Certification/CAPS.aspx to determine the appropriate certificate to teach a core academic science subject. Note: Highly qualified requirements may include criteria beyond in-field (certification) requirements.

Teachers of Gifted Students

Teachers who hold the gifted in-field endorsement are “highly qualified” in the teacher’s base field of certification only. (See www.gapsc.com/Rules/Current/Certification/505-2-.158.pdf)

Teachers who hold the gifted P-12 certificate must be “highly qualified” to teach assigned core academic content. (See <http://www.gapsc.com/Rules/Current/Certification/505-2-.117.pdf>)

Teachers of Advanced Placement Courses or International Baccalaureate Courses

Teachers who teach Advanced Placement or International Baccalaureate courses in the core academic content areas must meet the same “highly qualified” requirements as all core academic content teachers.

Connections Teachers

Teachers who teach core academic content areas in middle school connections classes must meet the same “highly qualified” requirements as all core academic content teachers. (Refer to 4.8 of the Georgia Implementation Guidelines).

English to Speakers of Other Languages (ESOL) Teachers

Teachers who hold ESOL endorsements or certificates and who teach core academic subjects identified by course number must meet the same “highly qualified” requirements as all core academic content teachers. Neither the ESOL endorsements nor the ESOL (P-12) certificates are sufficient to meet ESEA requirements for demonstration of content knowledge.

ESOL (P-12) certified teachers are in-field to teach any ESOL course in Grades P-12 (course prefix “55”). These ESOL courses are not considered core academic content courses.

Teachers who teach ESOL courses in core academic content areas as the teacher of record **must hold ESOL (P-12 certification or endorsement) and a base certification that corresponds with the teaching assignment.** For example: teachers who teach ESOL courses with a course prefix of “23” must hold ELA certification in the corresponding grade span (K-5, 4-8, or 6-12) and ESOL (P-12 certification or endorsement) in order to be considered highly qualified.

Dual Immersion Teachers

Dual immersion teachers who serve as the teacher of record in a core academic content must meet the same “highly qualified” requirements as all core academic content teachers.

Educators who hold a renewable, professional or Induction Pathway 1, 2, or 3 certificate in a foreign language field AND who passed the Early Childhood GACE AND who hold the non-renewable endorsement “Dual Immersion ECE” AND are assigned as a teacher of record in grades P-5 in a dual immersion classroom will be considered highly qualified. Please note that these same teachers would not be considered highly qualified to teacher P-5 outside of a dual immersion classroom. Consult GaPSC Rule 505-2-.184 for more information on the Dual Immersion ECE Endorsement.

National Board Certified Teachers

Teachers who have attained National Board Certification must meet the same “highly qualified” requirements as all core academic content teachers.

Art and Music Teachers

P-12 art and music teachers working within a departmentalized model must have appropriate certification in order to be considered “highly qualified” to teach art or music. See section 4.11 for appropriate elementary certification requirements.

Long-Term Substitute Teachers

Teachers who are long-term substitutes must meet the same “highly qualified” requirements as all core academic content teachers **OR** hold a Certificate of Eligibility in the field in which they are assigned as a substitute to be considered “highly qualified.” This includes substitutes serving when there is no teacher under contract and when a contracted teacher is on extended leave.

Long-Term Substitute Paraprofessionals

Paraprofessionals who are long-term substitutes must meet the same “highly qualified” requirements as all paraprofessionals in order to be considered “highly qualified.” This includes substitutes serving when there is no paraprofessional employed in the position and when an employed paraprofessional is on extended leave.

College or University Faculty Members

A faculty member must be “highly qualified” if the LEA directly employs him or her. If, however, a LEA (1) pays tuition to an institution of higher education to permit students to take core academic courses at the college or university, or (2) acquires the teaching services of the college or university faculty member at the LEA’s school through a contract or a memorandum of understanding with that individual’s institution of higher education, then the faculty member is not an employee of the LEA and is not subject to the “highly qualified” teacher requirements.

4.12 Requirements for “Highly Qualified” Paraprofessionals – ESEA Sec. 1119 (c-d)

ESEA requires that all paraprofessionals who work in a program supported by Title I, Part A funds (Schoolwide Program or Targeted Assistance Program) be “highly qualified.” “Highly qualified” paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I, Part A. Georgia requires **all** paraprofessionals be “highly qualified.”

Requirements for Paraprofessionals

All paraprofessionals must have:

- Completed at least 2 years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through the Georgia state- approved paraprofessional assessment:
 - a. Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
 - b. Knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Georgia Paraprofessionals

All Georgia paraprofessionals must hold a valid state paraprofessional certificate issued by the Georgia Professional Standards Commission.

Note: An educator holding a valid Teaching Certificate in Induction- Pathway 1, 2 or 3, Professional, Lead Professional, and Advanced Professional Certificates is considered “highly qualified” to serve in a Paraprofessional position and does not need to also hold a Paraprofessional Certificate.

Two Years of Study

Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours or 90 quarter hours at a GaPSC approved, accepted institution of higher education.

Paraprofessionals – Definition

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as aides, food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes. The requirements do not apply to individuals who work with special education students performing non-instructional duties, such as assisting with mobility and bodily functions. The requirements do not apply to individuals with: (a) primary duties to act as a translator or (b) duties consisting solely of conducting Parental Involvement Activities. (See Title I, Part A, Section 1119 c-g.)

Requirements for Paraprofessionals in Non-Title I Schools

While Federal requirements apply only to paraprofessionals employed in Title I-supported programs, all Georgia paraprofessionals must hold a valid state certificate issued by the GaPSC. To be eligible for the clear renewable paraprofessional certificate, the applicant must:

- Be employed as a paraprofessional in a Georgia LEA. The request for issuance of the certificate must be submitted electronically to the GAPSC from the employing LEA using the Paraprofessional Automated Certification (PAC) system.
- Have an associate's degree or higher from an accredited, GaPSC accepted institution of higher education in any subject OR have completed two years college coursework (60 semester hours) OR have passed a PSC-approved paraprofessional assessment. If eligibility is established through the assessment, the applicant must also hold a high school diploma or GED equivalent.

4.13 Requirements for “Highly Qualified” Paraprofessionals in Charter Schools, Charter LEAs, and Strategic Waivers School Systems that Do Not Require Certification - ESEA Sec. 1119 (c-g)

ESEA requires that all paraprofessionals who work in a program supported by Title I, Part A funds (Schoolwide Program or Targeted Assistance Program) be “highly qualified.” “Highly qualified” paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I, Part A.

Requirements for New Paraprofessionals

New paraprofessionals hired after January 8, 2002, to work in Title I schools, (based on state certification rule 505-2-.11) must have:

- Completed at least 2 years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Demonstrate academic content knowledge in reading, writing, and mathematics through the Georgia state-approved paraprofessional assessment.

Two Years of Study

Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours or 90 quarter hours at a GaPSC approved, accepted institution of higher education.

Paraprofessionals: Definition

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as aides, food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for

Title I purposes. The requirements do not apply to individuals who work with special education students performing non-instructional duties, such as assisting with mobility and bodily functions. The requirements do not apply to individuals with: (a) primary duties to act as a translator or (b) duties consisting solely of conducting parental involvement activities.

4.14 The Georgia High Objective Uniform State Standard of Evaluation (HOUSSE) – 2005 Title II, Part A Non-Regulatory Guidance (A-1- A-12)

The Georgia Content Area Rubric is the State’s High Objective Uniform State Standard of Evaluation (HOUSSE). It is an assessment system that is used to verify a veteran teacher’s competency in core academic subjects in which the teacher teaches. HOUSSE may be used if a veteran teacher meets all requirements to be fully certified to teach in Georgia, but does not meet either the content or testing requirement to be considered “highly qualified.” The HOUSSE assessment requires three or more years of successful experience teaching the core academic content subject the teacher would teach in Georgia, based on annual performance evaluations.

The LEA administrator must complete the Georgia Core Academic Content Area Rubric for teachers in each core academic content area in which the **HOUSSE** is to be applied. A copy of Georgia’s HOUSSE rubric may be accessed on Title II, Part A’s portion of the DOE website.

Definition of Veteran Teacher

A veteran teacher is one who is not new to the profession and is defined as a teacher in a public or private school who has been teaching a total of three or more complete school years. The HOUSSE requires three or more years of successful experience teaching a core academic content area based on annual performance evaluations. Any teacher who has been teaching less than a total of three complete school years is considered new to the profession and is not eligible to use the HOUSSE.

Eligible Veteran Teachers

The HOUSSE is applicable only to veteran teachers in the following situations:

1. A teacher who holds a Life certificate to teach in Georgia, in the subjects and at the level in which the teacher is teaching, and has not been required to pass a state teacher certification test - Successful completion of the HOUSSE would allow the teacher to be considered “highly qualified.”
2. A veteran special education teacher who is the teacher of record for two or more academic content subjects.
3. A retired teacher returning to active teaching.
4. Regular education teachers who are employed in Dual Immersion Schools who deliver all core academic content in a language other than English who have English as a second language.

Teachers who are teaching on an Intern, Provisional, or Non-renewable certificate who are seeking certification are not considered veteran teachers and the HOUSSE option is not available to them. Since teachers who hold these certificates are training during that period, the years of teaching experience while holding an Intern, Provisional, or Non-renewable certificate may not be used on the HOUSSE rubric. Likewise, experience in the classroom gained by paraprofessionals, or others not fully certified to teach, may not be used on the HOUSSE rubric.

Regular Education Teachers

HOUSSE is an option for veteran regular education teachers to be assessed as demonstrating core academic content for purposes of the ESEA “highly qualified teacher” requirements. HOUSSE cannot be used to change the certification status of regular education teachers.

HOUSSE records on regular education teachers should not be sent to the Georgia Professional Standards Commission. The LEA MUST maintain all HOUSSE records and verify to the Georgia Professional Standards Commission that the veteran regular education teacher meets the “highly qualified” criteria. The teacher should also maintain a copy of the HOUSSE evaluation documents.

The HOUSSE can remain in effect for Life certified teachers and for regular teachers who hold a Clear Renewable certificate as long as the teacher is employed by the LEA and is teaching in the field evaluated by HOUSSE. If the teacher moves to another LEA, the new employer should determine if the HOUSSE documentation is sufficient for approval.

Special Education Teachers

HOUSSE is an option for veteran special education teachers to be assessed as demonstrating core academic content for purposes of the ESEA “highly qualified teacher requirements” and to add core academic content concentration area (s) to consultative special education certificates only.

For special education teachers, the LEA must submit evidence of successful HOUSSE(s) to the Georgia Professional Standards Commission (GaPSC) according to methods and procedures established by the GaPSC Certification Division. Application for certification by HOUSSE may be made by submission of electronic applications through Express Lane, a component of www.gapsc.org. Based on the HOUSSE evaluation, one or more core academic content concentration fields may be added to the special education teachers’ certificates.

FREQUENTLY ASKED QUESTIONS

Are teachers of American Sign Language required to be highly qualified?

If the teacher is teaching American Sign Language as a foreign language, he/she should be highly qualified. If the person is serving as an interpreter and he/she is not the teacher of record, he/she would not need to be highly qualified. Note: In most instances an interpreter does not have a teaching certificate but does have other credentials necessary for meeting IDEA guidelines.

May a certified teacher who has the Gifted Endorsement but does not have any content fields teach pull out classes?

Yes, as long as the teacher of the gifted is not the teacher of record for any core academic content area. In this case the gifted teacher is providing enrichment or serving as a resource teacher. This teacher cannot serve as teacher of record for core academic content courses.

(GaPSC Rule 505-2-.158) A teacher with the gifted In-field Endorsement is in-field to provide direct instruction to gifted students only in the grade levels and fields of the base certificate(s). Direct

instruction may be provided in resource classes, advanced content classes and/or cluster group classes.

May a certificated teacher who has the Gifted Endorsement but does not have any content fields be paired with another certificated teacher who does have the Gifted Endorsement and the appropriate content fields?

Yes, the pairing (co-teaching) of these teachers is an option (Subject Code 800) if one gifted teacher is not highly qualified in the core academic content area. The students must be assigned to a highly qualified teacher of record for their core academic content subjects.

Remember that a teacher who holds the gifted in-field endorsement is “highly qualified” in the teacher’s base field of certification only.

What is the timeline for all teachers and paraprofessionals within the LEA to meet the requirements to become highly qualified?

All paraprofessionals and teachers teaching core academic subjects should have met the “*highly qualified*” requirement in 2006.

What are the requirements for pre-kindergarten teachers?

“Highly qualified” teacher requirements do not apply to pre-kindergarten teachers, including preschool special education teachers, unless they are paid with Title I, Part A funds.

Under ESEA are Career, Technical, and Agricultural Education (CTAE) teachers required to be highly qualified?

Only teachers who are serving as the teacher of record in core academic content areas must be highly qualified. CTAE is not a core academic content area.

May a teacher use experience as a paraprofessional to earn points on the HOUSSE evaluation?

No. Experience must be earned by teaching the core academic content area in a public or private P-12 school.

Can special education teachers at our regular high school use the same model as alternative/GNETS programs in order to meet the HiQ requirement?

No. This model is only allowed the following settings:

1. Alternative School
2. GNETS program
3. Juvenile Institutions, Correctional Institutions, and other Alternative Education Settings
4. Georgia DOE State Schools

What are the GaPSC HiQ reporting requirements for long-term substitutes?

Long-term substitutes must be reported on HiQ at <http://www.gapsc.org>.

Teachers who are long-term substitutes must meet the same “highly qualified” requirements as all core academic content area teachers to be considered “highly qualified”.

Long-term substitutes should be reported to the GaPSC when the substitute is teaching a core academic content area class for a period of four (4) consecutive weeks (20 consecutive school days) or more and is in a classroom that does not have a regular teacher on contract.

Long-term substitute teachers are the sole "teachers of record" and there are no teachers under contract for the classes. HiQ Reports on long-term substitutes should not include persons substituting for teachers under contract who are away temporarily and expected to return, such as teachers on medical or maternity leave. The long-term substitute situations that should be identified and reported are those in which the LEA has not been able to hire a teacher for the class and had to use a long-term substitute.

May a LEA wait for the official HiQ report (available in January) before sending letters to parents stating that their child is being taught by a teacher who is not HiQ?

No. Individual schools must notify parents when their child has been taught for four or more consecutive weeks (20 consecutive school days) by a teacher or multiple teachers (including substitutes) who does not meet the highly qualified requirements.

How do teacher quality requirements apply to individuals working in extended learning time programs? What are the requirements for teachers providing supplemental educational services?

If services offered outside of regular school hours in a Title I extended learning time program provide instruction in core academic subjects designed to help students meet State or local academic standards, the persons providing such core academic instruction must meet the highly qualified teacher requirements. In extended learning time programs (which can include summer school), the school's regular teaching staff extends or continues the school's instructional day using the same or similar curricula, and therefore they must be highly qualified. However, if the instructor is not an employee of the LEA, the teacher quality requirements do not apply.

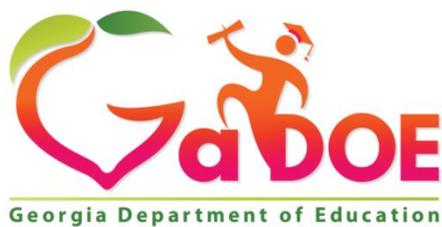
An enrichment program that offers core academic instruction because a LEA has determined that particular students need additional time to learn State standards can be distinguished from an after-school program by offering academic enrichment, tutoring and homework assistance, including supplemental educational services under Section 1116 of *ESEA*. In the latter case, the highly qualified teacher and paraprofessional requirements do not apply. It is up to the LEA to draw the distinction between extended time and enrichment programs.

Where is testing information for educators located?

Testing information for educators is located at the following web address: <http://www.gace.ets.org>.

Section 5

Fiscal Management



The following section provides guidance to assist Georgia's school administrators with the management of fiscal and programmatic implementation.

PREVIEW OF SECTION 5

- Title II, Part A Fiscal Program Management
 - Federal and State Assurances
 - Internal Controls
 - Records Retention
 - Period of Performance
 - Required Use of Funds
 - Supplement Not Supplant Provision
 - Allowability
 - Procurement
 - Coordination and Proration of Funds
 - Inventory
 - Source Documentation
 - Indirect Costs
 - Schoolwide Funding
 - Transferability of Title II, Part A Funds to Other Federal Programs
 - Budget Codes Overview
 - Consolidated Application
 - Developing and Monitoring a Title II, Part A Budget
- Resources for the Use of Title II, Part A Funds
- ESEA Authorized Uses of Funds
- Funding Guidance – Personnel
 - Using Title II, Part A to Fund Class Size Reduction
 - Using Title II, Part A to Fund Administrative Positions
 - Using Title II, Part A to Fund Other Personnel
 - Using Title II, Part A to Fund Additional Compensation
 - Time and Effort
 - Semi-Annual Certification
 - Personnel Activity Reports
 - Additional Compensation
 - Recruitment and Retention Financial Incentives
- Funding Guidance - Recruitment and Retention
 - Recruiting Costs
 - Recruitment and Retention Financial Incentives
 - Title II, Part A and Teacher Advancement Initiatives
 - Staffing Services
 - New Teacher Relocation
- Funding Guidance - Highly Qualified Teachers
 - Highly Qualified Teachers and Paraprofessionals
 - Paying the Costs of GACE Testing
 - Paying the Costs of Endorsements
 - Supporting Teachers in Alternative Certification Programs
 - Supporting the Acquisition of Advanced Degrees
- Funding Guidance - Professional Learning
 - ESEA Definition of Professional Learning

- Scientifically-Based Research
- Professional Learning Registration, Travel and Materials
- On-Site Professional Learning and Materials
- Contracts and Partnerships
- Supplies
- Equipment & Electronic Devices
- Memberships, Subscriptions and Professional Activity Costs
- Training for Paraprofessionals
- Training for Teachers and Paraprofessionals on Parent Involvement

TITLE II, PART A FISCAL PROGRAM MANAGEMENT

*** For questions regarding Title II, Part A grant eligibility, allocations, period of performance, carryover and assurances, please reference Section 1.*

Federal and State Title II, Part A Assurances

As a condition of receiving the state and Federal funds for which application is made in the DOE Portal Consolidated Application, the LEA applicant's local board of education (Applicant) agrees to certain general and program specific assurances including, but not limited to compliance with all associated Federal and state plans, statutes, regulations, etc. governing the terms of the grant. This grant is governed by Statute, Non-Regulatory Guide, 34 CFR Part 76 State Administered Programs and 2 CFR Part 200 Uniform Administrative Requirements.

Notification of allocations to SEAs includes a mandate to communicate to subgrantees that SEAs and LEAs will manage the grant in compliance with Department of Education cash management policies for grants, in accordance with the Federal Funding Accountability and Transparency Act, in accordance with the special conditions for disclosing Federal funding in public announcements as found in the Consolidated Appropriations Act (2014) and in compliance with CFR single audit requirements.

In accordance with the conditions of Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving" (2009) grant recipients, sub recipients and grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. In addition, the grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with two changes as determined by USDOE.

Internal Controls (Policies, Processes and Procedures) - UAR §200.303

A LEA MUST establish and maintain effective fiscal control and fund accounting procedures (internal controls) over the Federal award that provides reasonable assurance that the LEA is managing the Federal award in compliance. Internal controls means a process, implemented by a LEA designed to provide reasonable assurance regarding the achievement of objectives in the following categories: effectiveness and efficiency in operations, reliability of reporting for internal and external use, and compliance with applicable laws and regulations (§200.61). The goal of internal controls is to reduce fraud, waste and abuse in the use of Federal funds. LEA must adequately safeguard all assets and assure that they are used solely for authorized purposes.

Sometimes these are captured in LEA board policies, and some are informal and maintained by a LEAs Federal programs division or grant manager. Processes and procedures governing the LEA implementation of the Title II, Part A grant should be reviewed routinely and revised as needed. If in the course of monitoring and audits, a revision of internal controls is required, LEAs must take prompt action.

LEA Written Internal Controls & Procedures

Expenditures

Allowability Necessary, Reasonable, and Allocable UAR §200.403(a)	Conformance with UAR (Cost Principles), Federal Award and Other Governance UAR §200.403(b)	Participants & Activities	<i>ESEA Sec. 2123(a)</i> The LEA must have written procedures to ensure that all expenditures are reviewed and approval is only given for allowable participants and activities as outlined in the federal award.
		Conferences	<i>UAR §200.432</i> The LEA should have procedures to ensure that when authorizing expenditures related to conferences, it exercises discretion and judgment to ensure conference costs are appropriate, necessary and managed in a manner that minimizes costs to the federal award.
		Recruitment	<i>UAR §200.421</i> The LEA should have procedures to only pay for allowable advertising relating to the recruitment of personnel required by the LEA. (Title II, Part A has additional restrictions as to which personnel can be recruited).
		Travel	<i>UAR §200.474</i> The LEA must have written travel procedures and a method for ensuring that charges are reasonable and consistent with the written travel policies. In the absence of LEA procedures, Federal rates and policies apply. The purpose of travel must be allowable.
		Memberships	<i>UAR §200.454</i> The LEA should have procedures to ensure memberships are purchased in compliance with governing laws and regulations.
		Supplies	<i>UAR §200.453</i> The LEA should have procedures to ensure supplies are reasonable and necessary to the performance of grant activities.
	Consistent Policies	Stipends	<i>UAR §200.403(c)</i> The LEA should have written procedures for granting stipends consistently with federal funds and nonfederal funds and compliant with the State Board Rule effective July 1, 2015.
	Supplemental Use of Funds	<i>UAR §200.403(d)</i> <i>ESEA Sec. 2123(b)</i> The LEA should have written procedures to ensure all expenditures are supplemental in nature.	
	Source Documentation	<i>UAR §200.302</i> <i>§200.403(g)</i> The LEA must collect and maintain enough supporting documentation for each Title II, Part A expenditure to determine allowability.	
	Period of Performance	<i>UAR §200.309</i> <i>§200.403(g)</i> The LEA must have written procedures to ensure obligations and expenditures occur within the period of performance.	
Procurement	General Procurement UAR §200.318	Contract Oversight	The LEA must have written procedures that ensure LEA staff maintains oversight and makes sure that contractors perform in accordance with the terms, conditions and specifications of their contracts or purchase orders.
		Conflict of Interest	The LEA must have written standards of conduct covering organizational conflicts of interest.
	Competition	<i>UAR §200.319</i> The LEA must have written procedures for competition in procurement transactions that are in compliance with federal regulations.	
	Procurement Methods	<i>UAR §200.318</i> The LEA must have written procedures for following procurement methods that are in compliance with federal regulations.	
Financial	Segregation of Duties	<i>UAR §200.303(a)</i> The LEA must have written procedures that require a separation of duties and corresponding approval in order to prevent errors and fraud.	

Appropriate Authorization	In Georgia, the LEA must have procedures to include at least one staff member in the approval of Title II, Part A expenditures who has current (annual), firsthand knowledge of Federal and State Program Implementation Requirements.
Accounting Reconciliation	<i>UAR §200.302(b)(5)</i> The LEA should have written procedures for regularly monitoring program budgets and actual expenditures to ensure accuracy and the reconciliation of discrepancies.
Federal Award Payments	
Drawdown of Funds	<i>UAR §200.305(b)</i> The LEA must have written procedures to ensure the LEA minimizes the time elapsing between drawdown and disbursement. (LEAs who fail to drawdown funds for extended periods of time may risk supplanting.)
Actual Costs	<i>UAR §200.305(b)(1)</i> The LEA must have written procedures to ensure the timing and amount of payments must be as close as administratively feasible to the actual disbursements by the non-federal entity for direct and indirect costs.
Time and Effort	
Time and Effort Allowability	<i>UAR §200.403(a&b)</i> The LEA must have written procedures that provide reasonable assurance that charges to the grant for wages are accurate, allowable, and properly allocated.
Time and Effort Records Reconciliation	<i>UAR §200.302(b)(5)</i> The LEA should have written procedures for regularly monitoring 1) budgeted time and effort expenditures, 2) actual charges to the federal award and 3) time and effort records to ensure accuracy and the reconciliation of discrepancies.
Time and Effort Source Documentation	<i>UAR §200.403(g) §200.430(i)(1-8)</i> The LEA must have written procedures governing the collection and maintenance of time and effort source documentation that must: <ul style="list-style-type: none"> (1) Reasonably reflect the total activity for which the employee is compensated (2) Indicate or be supported by documentation that indicates the charges are accurate, allowable, and properly allocated (3) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works for more than one federal award or a federal award and non-federal award.
Equipment	
Equipment Acquisition	<i>UAR §200.453</i> The LEA should have written procedures for the purchase of equipment, ensuring costs are reasonable and charged at their actual prices and equipment is necessary to carry out allowable program activities.
Equipment Management	<i>UAR §200.313</i> The LEA must have written procedures to direct the management of property (including replacement equipment) until disposition takes place that includes: <ul style="list-style-type: none"> (1) Use of the equipment for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project (2) Maintenance of property records to include person responsible for maintaining documentation (3) Reconciliation of physical inventory and property records (4) Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur (5) Maintenance procedures to keep the property in good condition (6) Sale of property procedures to ensure the highest possible return (7) Disposition of equipment in accordance with state laws and procedures

Records Retention – §200.333, §200.335, §81.31(c)

- All financial and programmatic records and supporting documents must be kept for three years from the date the LEA submits its Completion Report to DOE (due date October 31). However, any LEA with carryover must maintain records for five years.
- If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 3-year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular 3-year period, whichever is later.
- Title II, Part A Coordinator should follow the Records Retention Schedule for his/her LEA as long as that schedule includes, at a minimum, the Federal requirements.
- NEW in FY16: When original records are electronic and cannot be altered, there is no need to create and retain paper copies. LEAs must ensure electronic media is subject to periodic quality reviews, must provide reasonable safeguards against alteration and remain readable. As technology improves, if keeping electronic records, LEAs must ensure records are accessible and readable.

Period of Performance: Obligations §76.707, §200.77, §200.309

Period of performance means the time during which the non-Federal entity (LEA) may incur new obligations to carry out the work authorized under the Federal award (Title II, Part A). For Title II, Part A the period of performance is July 1 of the current fiscal year through September 30 of the following year (15 months). A non-Federal entity (LEA) may charge to the Federal award (Title II, Part A) only allowable costs incurred during the period of performance. LEAs are encouraged to expend funds early in the grant cycle so as to benefit from the impact of funds during the period of performance.

Type of Obligation	When Obligation Occurs
Approved Pre-Agreement Cost	On the first day of the grant performance period (obligation does not assume allowability)
Personal Services by Employee	When services are performed
Personal Services by Contractor	Date of binding written commitment
Licensing Contract	Date of binding written commitment
Acquisition of Property	Date of binding written commitment
Rental of Property	When LEA uses property
Travel	When travel is taken

Contracts and Period of Performance (§200.318(b))

While contracts obligated during the period of performance may have services that extend beyond the period of performance; in Georgia, payments (in part or in whole) for contracts should not be made prior to the completion of corresponding services. It is recommended that LEAs develop contracts in such a way that they adhere to the period of performance. Failure to do so may result in findings and remittance of funds.

Licensing and Renewal and Period of Performance

It is recommended that A) LEAs set up initial licensing in accordance with the grant period of performance or B) LEAs temporarily prorate licensing until the start of the grant period of performance and then license for a year. LEAs may choose to exercise a multi-year licensing; however, in Georgia, this is only allowable to the extent that payments are not made for services that extend beyond the grant period of performance. In addition, it is recommended that any multi-year agreement incorporate a contingency clause that addresses continuation assuming availability of funds and continued allowability.

Required Use of Funds – ESEA Sections 1115(e)(3), 1119(h), 9501(a)(4)

LEAs are required to budget Title II, Part A funds to support the following:

- **Highly Qualified:** Non-highly qualified teachers or paraprofessionals in meeting the requirements to become highly qualified.
- **Equity:** Implementation of the Equity Plan that identifies at least one equity indicator as a focus for improvement.
- **Priority and/ or Focus Schools:** Professional learning needs of teachers and school administrators at each Priority and/ or Focus school unless the LEA can document the professional learning needs for one or more of these schools are adequately funded through other sources.
- **Private Schools:** Private Schools located within the geographic boundaries of the LEA, in accordance with Title IX, Part E.

**LEAs may budget other funds to achieve these requirements, however this must be documented prior to budget approval.*

Supplement Not Supplant Provision -

ESEA, Subpart 2, Section 2123(b); Title II, Part A Non-Regulatory Guidance E-15 & E-16

Federal law states that, “Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.”

To clarify Title II, Part A funds may be used only to supplement educational program activities provided with state and local funds. The LEA may not use Title II, Part A funds to pay for activities that, in the absence of these funds, would be provided with state and local funds. Title II, Part A funds may be used to fund only the professional development activities that supplement those mandated locally or by the state, and can supplement those discretionary professional development activities that the LEA would fund in the absence of other local and/or state funding sources.

In the following instances, it is presumed that supplanting has occurred if:

- The LEA used Federal funds (except Bilingual) to provide services that were required under other Federal, state or local laws.

Note: The rule is that all available local, state, or non-Federal funds must be spent to provide a service required under other Federal, state, or local laws before funds may be used to provide that service. For example, suppose that a state law requires and funds professional development to improve teacher knowledge of core academic subjects, which is an allowed local use of Title II, Part A funds under section 2123(a)(3)(A). LEAs would be expected to expend all of the state

funds first, after which they could use funds for additional professional development of this sort – which is supplementing. Otherwise, if Title II, Part A funds were used while state funds were still available, the U.S. Department of Education would presume that the Title II, Part A funds were being used to free up the state funds for other uses – which is supplanting.

- The LEA used Federal funds to provide services that were provided with non-Federal funds in the prior year.

Note: Rebuttal is particularly plausible at a time when state and local education budgets are being cut nationwide. If, however, a LEA wishes to show that it used funds to provide a service that was provided last year with state or local funds, the LEA must prove its case with documentation (e.g., budget information, board action, planning documents or other materials specific to the program or grade level at which the funds are being applied).

These presumptions are rebuttable if the LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available.

Documenting that the LEA is Supplementing and Not Supplanting Funds

Review existing documents such as the LEA's past fiscal year and current fiscal annual state budgets and local revenues. Write a narrative explaining how funds will be used to supplement the current fiscal year budget that has been reduced since the previous year. Place these items, along with other supporting documentation, in a file that would be available in the event of an audit. Coordinators should discuss the local circumstances with their education specialist to determine if supplementing with Title II, Part A funds is viable in the event of fund reductions from other sources.

Allowability: Necessary, Reasonable and Allocable Costs - §200.403-405

Costs must meet the following general criteria:

- Conform to Title II, Part A regulations and guidance
- Be necessary, reasonable and allocable to performance of Title II, Part A.
 - Reasonable means costs should not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The cost should be in the plan; should reflect sound business practices; and should reflect market prices for comparable goods and services for the geographic area.
 - Allocable means able to be charged to Title II, Part A. Costs must be incurred specifically for Title II, Part A; must benefit both the grant and LEA work; must be necessary to the operation of the LEA and distinguishable as a Title II, Part A asset.
- Be consistent with policies and procedures that apply uniformly to both Federally funded and non-Federally funded LEA activities (Travel and stipends for staff providing or receiving professional learning)
- Be adequately documented (see Source Documentation)

When determining the allowability of expenditures consider these questions:

- If not addressed in your Title II, Part A Effectiveness Plan, how does the action/item support the LEA's Title II, Part A prioritized needs and selected equity indicator(s)?
- Does the LEA have a viable plan to determine the effectiveness of this action/item in meeting desired outcomes?
- What is the plan/timeline/person(s) responsible for monitoring implementation and results (effectiveness)?

- Is this action/item required by any local, state, or Federal (other than Title II, Part A) policy or procedure? (If so, this is supplanting.) Would the LEA provide this action/item in the absence of Title II, Part A Program funds? (If so, this is supplanting.)
- What is the research base and evidence of effectiveness of this action/item?
- What is the plan for sustainability/future costs to support the action/item?

Procurement Levels §200.318, §200.320, §200.323

LEAs must have procurement procedures that, at a minimum, must meet Federal requirements. During monitoring, Title II, Part A should be able to determine that expenditures follow local procurement procedures, including documentation required for purchasing at designated thresholds. Please contact your Title II, Part A specialist with any questions regarding appropriate documentation.

Coordination and Proration of Funds - §76.760, §200.405(a)(2)

Many of the central objectives of the Title II, Part A program are shared with other Federal and state programs. This commonly applies to providing professional learning. As a LEA budgets for district prioritized needs, the LEA may consider coordinating Title II, Part A funds with other Federal, state, and local funds to address the professional learning needs of the LEA (CLIP Descriptor 21). When coordinating, the LEA should consider the allowability of expenditures and ensure that it is using the funds in a way that is supplementing rather than supplanting.

LEAs are responsible for planning for and ensuring that expenditures that are not fully Title II, Part A allowable and/ or do not fully align with the LEA's prioritized needs are appropriately prorated. Commonly this applies to

- Software whose audience or content extends beyond that which is allowable;
- Salaries in which duties and responsibilities extend beyond the scope of what is allowable;
- Equipment/ inventory that is purchased and intended to meet needs beyond the grant within the LEA;
- Contracted services that include unallowable administrative fees or activities and/ or deliverables that extend beyond the scope of the Title II, Part A grant program; and
- Conferences and/ or workshops where content extends beyond what is allowable and aligns with prioritized needs (includes associated travel or material expenses).

In instances where expenditures must be prorated, LEAs must maintain documentation of how the proration was determined. If included in a budget, the proration (salary, software, equipment, etc.) should be indicated in some format in the budget descriptor.

Inventory - §200.313

All LEAs should have local technology procedures in place and remain in compliance. In addition, electronic equipment purchased entirely or in part with Title II, Part A funds must be used in compliance with Title II, Part A allowable activities. They should also be recorded in a LEAs inventory that must include, but is not limited to:

- The item
- The item description with vendor
- The cost
- The source of funding (percent if prorated)

- The Federal Award Identification Number (FAIN) (found on Grant Award Notification)
- The fate of acquisition
- The item serial number or other identification number
- The location of the equipment
- The use and current condition of the item
- The record of the disposition of the item

Physical inventory of property must be taken at least once every two years and the results and records must be reconciled. GaDOE Federal Programs monitor for inventory records every year through either on-site monitoring or LEA self-monitoring.

Fiscal Year	PR/ Award # (FAIN) <i>(Federal Award ID Number)</i>	CFDA <i>(Catalog of Federal Domestic Assistance)</i>
FY16	S367A150001	84.367A
FY15	S367A140001	84.367A
FY14	S367A130001	84.367A

Source Documentation - §81.31(c) GEPA, §200.302(b)(3), §200.333, §200.501(d)

LEAs are required to keep source documentation on file for each expenditure. Documentation must be made available during audits and program monitoring. Documentation will vary from LEA to LEA and expenditure to expenditure. However, all documentation should be sufficient to determine that expenditures are allowable and used according to Federal, state and local statutes, regulations, policies, guidance and procedures, and terms and conditions of the Federal Award and are reasonable and necessary, supplemental to non-Federal funds, and align with the Title II, Part A budget. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation. Common source documentation includes: purchase orders, detailed invoices, travel expense statements, agendas from conferences, contracts for services, attendance rosters and leave forms, etc.

EXAMPLES

Common Expenditures	Preferred Source Documentation	Purpose of Supporting Source Documentation
Travel	Agenda Travel Form (mileage, meals) Hotel Receipts	Allowability of Activity Allowability of Cost, Recipient Allowability of Cost, Recipient
Registration	Agenda/ Registration Purchase Order	Allowability of Activity, Recipient Allowability of Recipient
Memberships, Dues and Fees	Purchase Order Rationale	Allowability of Cost, Recipient Allowability of Cost
Personnel	Approved Job Description Time and Effort	Allowability of Duties Allowability and Alignment of Tasks
Substitutes	Time and Effort • Date and Time • Reason for Absence • Teacher Name and Location	Verification of Allowable Performance Allowability of Period of Performance Allowability of Activity Allowability of Recipient
Stipends	Time and Effort • Date and Time • Agenda/ Materials • Attendance Rosters	Verification of Allowable Performance Allowability of Period of Performance Allowability of Activity Allowability Recipient
Supplies and Equipment	Purchase Order Itemized Invoice	Allowability of Authorization and Period of Performance Allowability of Item(s)
Contracts	Signed Contract/ Written Agreement Scope of Work (+Deliverables) Contract Payment	Allowability of Obligation Allowability of Activity, Recipients and Period of Performance Allowability of Authorization and Period of Performance

See also in this section Procurement Levels outlining source documentation for levels of procurements. Price Quotes and Bids may be required source documentations.

Indirect Costs - Title II, Part A Non-Regulatory Guidance E-2

LEAs may choose to budget indirect costs in the program. The restricted rate must be approved by the DOE. All funds must be expended for activities related to the approved application. For information on Indirect Costs, visit the following link: <http://www.doe.k12.ga.us/Finance-and-Business-Operations/Financial-Review/Pages/default.aspx>. LEA staff desiring to apply the indirect cost rate should work with their business office to calculate the amount. Remember:

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

For further information contact the Georgia Department of Education, Office of Finances, 1666 Twin Towers East, Atlanta, Georgia 30334, Tel (404) 656-2492, FAX (404) 656-0816

Schoolwide Funding – ESEA, Title IX, Part B Sec. 9201

If a LEA chooses to use schoolwide budgeting the LEA Title II, Part A Coordinator must work closely with the assigned Title II, Part A Specialist to ensure compliance.

For guidance, please reference the Title I, Part A handbook, the 2004 Federal Register Authorizing Schoolwide Programs, 2006 Designing Schoolwide Programs Guidance, 2008 Title I Fiscal Issues, 2009 ARRA Guidance, and the 2015 Dear Colleague Letter.

Transferability of Title II, Part A Funds to Other Federal Programs - Approved State Flexibility Waiver on File with USDOE

Original Transferability Regulations

Under *Title VI, Sections 6121 through 6123, Funding Transferability, of ESEA*, an LEA is authorized to transfer up to 50 percent of certain other funds into its *Title II, Part A* allocation and to transfer up to 50 percent of its *Title II, Part A* allocation into certain other programs. For more information, click here:

<http://www.ed.gov/programs/transferability/finalsummary04.doc>.

Flexibility Waiver – Transfer of Funds (First Approved in March of 2012, Amended July 2014)

Georgia's waiver (<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/garenewalreq2015.pdf>) from certain provisions of ESEA allows LEAs to transfer up to 100 percent of the funds it receives under the authorized programs (including *Title II, Part A*) in Section 6123 of ESEA among those programs and into *Title I, Part A*. While the Flexibility Waiver allows LEAs to transfer up to 100% of funds, any LEA choosing to transfer a portion of grant funds is mandated to meet the program requirements of the transferring program. Any LEA wishing to transfer funds should not budget until the transfer has been made. Georgia cannot restrict LEAs from the transfer of funds, but require notification in order to ensure the appropriate transfer. It is good practice to make both the *Title I, Part A* and *Title II, Part A* specialists aware of the transfer.

Guidelines on Transferability

- The funds you transfer into *Title I, Part A* become *Title I, Part A* funds subject to all rules and regulations for *Title I, Part A*.
- Districts should think about how the transfer of funds will impact any of their required set-asides. The transferred funds may impact the required set-asides including those for parental involvement and private schools.
- The *Title II, Part A* consultant/specialist who works with the district must be notified in writing (email) about the district's intent to transfer *Title II, Part A* funds to *Title I, Part A* prior to submitting the *Title II, Part A* budget for approval. This is for notification NOT approval.
- The district must notify in writing (email) the DOE's Grants Accounting Department about the district's intent to transfer *Title II, Part A* funds to *Title I, Part A* prior to the transfer. This is for notification NOT approval.
- The district superintendent must write a letter to the Title I, Part A Programs Director at DOE, stating the district's intent to transfer *Title II, Part A* funds into *Title I, Part A*, sign the letter, scan the letter to a pdf file, and attach the letter to the Attachment Tab in the consolidated application prior to signing off on the *Title I, Part A* budget. (The letter is not mailed...just attached.) This is for notification and record-keeping NOT approval.

- In the *Title II, Part A* Budget, budget all funds except those to be transferred. When transferring:
 - From Program *Title II, Part A* to Program *Title I, Part A*
 - Function 5000, Object 930, Amount

Budget Codes Overview

Guidance

- State LUA Chart of Accounts
The Chart of Accounts and corresponding Department Guidance can be found on the Georgia Department of Education Website <http://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/default.aspx>
- Title II, Part A Budget Function and Object Code Quick Guide (Available online)

Application

Finance directors receive guidance from the Georgia Department of Education. Annual updates are available regarding accounting expectations. Generally, Title II, Part A Coordinators receive accounting guidance through finance directors. This section is a program-specific general overview. More detailed guidance and questions around accounting methods should be directed to your LEAs finance department. Program-specific coding questions should be directed to your assigned Title II, Part A Specialist.

- When reading an annual, quarterly or monthly detailed expenditure report coordinators can identify the fund source and intended expense by looking at the coding
EXAMPLE: 414-1784 -2210 -116
414 (FUND: Government Funds), 1784 (PROGRAM: Title II, Part A),
2210 (FUNCTION: Improvement of Instructional Services), 116 (OBJECT: Stipends)
- Available Function and Object Code combinations are unique to each program. Not all LUA Chart of Accounts function and object codes are available when budgeting. As a rule, parameters for use of function and object code combinations are determined by the objectives and allowable activities of a program.
- LEAs must use the LUA Chart of Accounts OR have a corresponding crosswalk.
- Function Code- Major category for spending
The function describes the activity for which a service or material is acquired. The functions are classified into five broad areas. Functions are further broken down into sub-functions and areas of responsibility.

Function	Description
1000	Instruction
2210	Improvement of Instructional Services
2230	Federal Grant Administration
2300	General Administration
2400	School Administration
2800	Support Services - Central

- **Object Code**– Further categories for defining expenditures
The object describes the service or commodity obtained as the result of a specific expenditure. There are nine major object categories which may be further subdivided.

Object	Description
100	Personal Services - Salary
200	Personal Services – Employee Benefits (Employer Costs)
300	Purchased Professional and Technical Services
400	Purchased Property Services
500	Other Purchased Services
600	Supplies
700	Property
800	Other Objects
900	Other Uses

- **How it Works:** By combining function and object codes LEAs are able to specifically categorize proposed expenditures

Function Code		Object Code		Program Expenditure
1000	+	210	=	1000 210
Instruction		State Health Insurance		Health Benefits for Class Size Reduction Teacher
2210	+	210	=	2210 210
Improvement of Instructional Services		State Health Insurance		Health Benefits for Salary Instructional Leaders (Academic Coaches)
2230	+	210	=	2230 210
Federal Grant Administration		State Health Insurance		Health Benefits for Title II, Part A Coordinator

Consolidated Application – CLIP and Budget

The Consolidated LEA Improvement Plan (CLIP) application for funding is made through the DOE Portal, Consolidated Application for Funding which is administered by the Georgia Department of Education (DOE) Federal Programs and Grants Accounting Divisions. The information needed to complete the application and amendments is made available annually at <https://portal.doe.k12.ga.us/Index.aspx> . This is REQUIRED prior to budgeting. Individual LEA Title II, Part A grant allocations will be posted on the budget page of the consolidated application after allocations have been approved by the Georgia State Board of Education. Title II, Part A program questions should be directed to the LEA’s Title II, Part A Education Specialist. Consolidated Application technical questions should be directed to the DOE on-line portal “Help D-Ticket”. Specific information about Title II, Part A requirements the annual budget can be found on the Title II, Part A website.

Developing and Monitoring a Title II, Part A Budget

The following guidance outlines a process for planning and managing Title II, Part A budget implementation to ensure continuous program improvement.

<p>Planning</p>	<ul style="list-style-type: none"> • The Title II, Part A Effectiveness Plan (prioritized needs) MUST guide the development of the LEAs Title II, Part A budget. • Use the Budget Review Checklist as a guide. • Prepare and include for approval <u>required</u> budget attachments (including, but not limited to): LEA Effectiveness Plan, Budget Assertion Form, Job Description(s), and Class Size Reduction Worksheet(s) with Master Schedule(s). • LEAs are charged with expending funds in the year in which they are allocated to effectively implement the Title II, Part A program. • Funds carried over from the previous year must be expended completely.
<p>Entry</p>	<ul style="list-style-type: none"> • Enter the budget line items by function and object in accordance with LUA Chart of Accounts AND Title II, Part A Budget Code Guide. • Compose descriptors that align to program requirements, succinctly capture intent of expenditures and provide sufficient detail to determine allowability under Title II, Part A. If applicable, budget items that are prorated (for example: contracts, equipment and software) must include percent funded by Title II, Part A in the descriptor. LEAs should also include the content/focus of training and intended participants when describing professional learning activities. Avoid acronyms. • Reporting Tab: A combination of both pre-filled and manual entry data, this data captures summary effectiveness data on the LEA’s implementation of Title II, Part A. This is completed once annually prior to budget approval. • Program Tab: This is a summary review of the LEA budget. It draws from the budget codes used in the budget. It is imperative that LEAs use ONLY APPROVED codes. There are several sections that will need to be completed by the coordinator. This will need to be updated with <u>each</u> budget amendment. • Private Schools Allocation Tab: This tab will assist LEAs in determining the amount that should be allocated to private schools. A combination of both pre-filled and manual entry data, this will need to be updated with <u>each</u> budget amendment.
<p>Approval</p>	<ul style="list-style-type: none"> • All Title II, Part A Coordinators require access to the GaDOE Consolidated Application. Access is administered at the LEA level.

	<ul style="list-style-type: none"> • LEA Designated Title II, Part A Coordinator submits budget. Reminder: All LEA Staff administering the Title II, Part A Grant MUST have current (annual) knowledge of program requirements. • LEA Superintendent reviews and approves budget or requests revision(s). • Georgia Department of Education Title II, Part A Specialist reviews and approves budget or requests revision(s). • Georgia Department of Education Grants Accounting approves budget.
Implementation	<ul style="list-style-type: none"> • Implement budget and expenditures as planned. The Title II, Part A Effectiveness Plan identifies the person(s) responsible for implementing the activity/strategy, documenting the implementation of the strategy/activity, and evaluating the effectiveness of the strategy/activity. (This will ensure timely drawdown, accurate record-keeping, and implementation reporting.)
Monitoring	<p><u>Monitor the Progress of the Effectiveness Plan</u></p> <ul style="list-style-type: none"> • Periodically review the Title II, Part A Effectiveness Plan, then consult with person(s) responsible for implementing activities and strategies in the plan and determine implementation status of each activity/strategy (in progress, completed, to begin on (date), cancelled). <p><u>Monitor Detailed Expenditure and Payroll Reports</u></p> <ul style="list-style-type: none"> • Ensure all actual expenditures align to the Title II, Part A Effectiveness Plan and funds budgeted. • Ensure alignment between staff paid with Title II, Part A funds and positions in the approved budget. • If one or more salaries (not stipends) are partially paid by Title II, Part A, ensure the percentage of salary paid from Title II, Part A reflects the percentage budgeted. In addition, ensure that appropriate and corresponding time and effort is documented and on file. • Ensure payments for substitute teachers are accurately and completely recorded for Title II, Part A CSR teachers and teachers engaging in Title II, Part A funded professional development activities. <p><u>Monitor Expenditure Source Documentation</u></p> <ul style="list-style-type: none"> • Ensure all payments authorized by the Title II, Part A coordinator, and only those authorized by the Title II, Part A coordinator, are reported. • Ensure all payments or reimbursements for travel and/or registration costs are supported by documentation (i.e., conference/professional learning agendas with sessions attended highlighted) that indicates the activity is allowable under Title II, Part A and aligns with the Title II, Part A budget and prioritized needs.

<p>Reconciliation</p>	<ul style="list-style-type: none"> • Discuss any questions about payment details with the Finance Director or other appropriate personnel in the finance office. • Check to see if there have been changes in salary or benefits since the original budget that need to be reflected in the budget. • Compare expenditures recorded for each activity/strategy in the Title II, Part A Plan to funds budgeted. If planned activities or purchases are canceled, adjustments may need to be made to the budget. • Check for unauthorized or unallowable payments and payments that should have been made by Title II, Part A. If found, ensure journal entries are made to transfer funds to an appropriate funding source. Keep explanatory documentation.
<p>Amendments (Adjustment of the Plan and Budget)</p>	<ul style="list-style-type: none"> • Budget amendments are required for the Title II, Part A Program any time there is an increase or decrease in the total grant, a change in the scope of the grant, and/or a 25 percent change at the function level. The last day to submit a budget amendment is May 15, unless otherwise specified. All budget amendments require the Superintendent approval and sign-off. Amendments to include carry-over must be submitted by January 31. • Add new activities/strategies to the plan and budget as additional funds become available either through additional allocations or as a result of planned activities being cancelled. Identify 1) person(s), by position, responsible for implementing each new activity strategy, 2) the timeline for implementation, 3) the documentation required to show implementation and effectiveness of the strategy/ activity, and 4) the timeline for implementation. • Remove activities/strategies from the plan and budget that will not be implemented. • LEAs are encouraged work with their assigned Title II, Part A Specialist to plan for carryover. Funds carried over from the previous year must be expended completely.

<p>Draw Down of Funds §200.305</p>	<ul style="list-style-type: none"> • In Georgia Title II, Part A is administered through a reimbursement payment process. This means that after preparing a budget and having it approved districts must obligate and complete payment prior to the drawdown of funds. Drawing down funds prior to payment constitutes a cash advance process which is subject to different laws. • LEAs are expected to encumber and draw down the Title II, Part A funds available to them in a timely manner. In an effort to assist LEAs in complying with timely drawdown of funds, the Title II, Part A Education Specialists will periodically review the drawdown of funds documented on the DOE Grants Accounting Online Reporting System (GAORS) for each of the LEAs assigned to them.
<p>Reporting §200.302</p>	<ul style="list-style-type: none"> • LEAs must report accurate, current, and complete disclosure of the financial results of Federal award in accordance with the reporting requirements. The Completion Report for each fiscal year is due October 31 of the next fiscal year (30 days after the end of the grant period). The Completion Report is used to report the expenditures from grant funds.
<p>Carryover (§76.709-710)</p>	<ul style="list-style-type: none"> • Carryover is not made available to LEAs until LEA completion reports are submitted and original budgets are approved. (Tydings Amendment)

RESOURCES FOR THE USE OF TITLE II, PART A FUNDS

The Local Education Agency (LEA) is to use its *Improving Teacher Quality State Grant* funds on activities that are consistent with its LEA plan and needs assessment and are allowable, reasonable and necessary. LEAs must maintain documentation supporting the effective use of funds. The following resources are the foundation for the guidance found in this section.

- **STATUTE:** Elementary and Secondary Education Act of 1965 (ESEA)/ No Child Left Behind Act of 2001 (NCLB)/ General Education Provisions Act (GEPA)
- **FEDERAL LAW:** Education Department General Administrative Regulations (EDGAR)
 - Part 76 State-Administered Programs
 - Part 200 Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- **FEDERAL GUIDANCE:** U.S. Department of Education (USDOE)
 - Title II, Part A Non-Regulatory Guidance
 - Title IX, Part E Non-Regulatory Guidance (Private Schools)
 - Policy Letters
- **STATE LAW:** Georgia Public Schools and Open Records Act
- **STATE GUIDANCE:**
 - State Board of Education Rules
 - Professional Standards Commission Rules
 - DOE LEA Title II, Part A Handbook and Subsequent Resources and Guidance
 - DOE Title II, Part A Education Program Specialist Technical Assistance

ESEA LEA AUTHORIZED USE OF FUNDS

Authorized Uses of LEA Funding

LEAs are allowed the flexibility to design and implement a number of different activities that can result in a teaching staff that is highly qualified and able to help all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards. The funds may also be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

Section 2123 of the statute specifically authorizes the following types of activities:

Authorized Use of Funds #1
<p>(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —</p> <ul style="list-style-type: none">(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
Authorized Use of Funds #2
<p>(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including —</p> <ul style="list-style-type: none">(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —<ul style="list-style-type: none">(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and(ii) in schools in which there exists a shortage of highly qualified teachers;(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and(C) establishing programs that —<ul style="list-style-type: none">(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

- (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

Authorized Use of Funds #3

(3) Providing professional development activities--

(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning--

- (i) one or more of the core academic subjects that the teachers teach; and
- (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that--

- (i) involve collaborative groups of teachers and administrators;
- (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- (iii) provide training in methods of—
 - (I) improving student behavior in the classroom; and
 - (II) identifying early and appropriate interventions to help students described in clause (ii) learn;
- (iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.

Authorized Use of Funds #4

(4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide--

- (A) teacher mentoring from exemplary teachers, principals, or superintendents;
- (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
- (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
- (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

Authorized Use of Funds #5

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as--

- (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve

<p>teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;</p> <p>(B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;</p> <p>(C) tenure reform;</p> <p>(D) merit pay programs; and</p> <p>(E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.</p>
Authorized Use of Funds #6
(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
Authorized Use of Funds #7
(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
Authorized Use of Funds #8
(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
Authorized Use of Funds #9
(9) Carrying out programs and activities related to exemplary teachers.

FUNDING GUIDANCE - PERSONNEL

Using Title II, Part A to Fund Class Size Reduction

A LEA CSR Worksheet is available for reference on the DOE Title II, Part A website.

LEAs may use funds to continue to pay the salaries of teachers hired under the former Eisenhower Class Size Reduction program. However, the teachers must be highly qualified under the requirements of ESEA, and they must still be teaching in positions that exist to reduce class size.

LEAs may reduce class sizes by creating additional classes in a particular grade or subject/course and placing highly qualified teachers hired with program funds in those classes. However, because of space constraints and other concerns, this is not always feasible. There are other methods of reducing class size that are effective in assisting students in increasing their level of achievement. For instance, the benefits of smaller class size can be provided by the creation of smaller instructional groups, served by highly qualified teachers, for sustained blocks of time on a regular basis. Some examples of how LEAs might use this strategy to reduce class size include but are not limited to:

- Having two highly qualified teachers team teach in a single classroom for either part of the school day or the entire day;
- Hiring an additional highly qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math;

- Hiring an additional highly qualified teacher who works with half the students in a class for reading or math instruction, while the other half remains with the regular classroom teacher.

LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided that highly qualified teachers are used. Generally, the manner in which LEA's reduce class size should result in a meaningful reduction for all of the students in the class on a regular basis. Research shows that "pull-out" programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely than other methods of class size reduction to result in increased achievement for students. Therefore, the law only permits a LEA to pay teacher salaries when needed for "class size reduction." That is, the reduction of the size of a class must occur on a full-time basis, not a reduction in the size of a class during times when a portion of the class is removed for special group instruction.

Other considerations for LEAs in using funds for class size reduction:

- Class size reduction supported with funds can be based upon pupil teacher ratio needs and/or student performance needs. LEAs reducing class sizes must first have their class numbers within state maximum class size requirements before the Title II, Part A, Part A funds are applied. In other words, Federal funds cannot be used to meet state class size requirements.
- Class size reductions must be applied to the extent for success to be realistic. Reducing present class size by only one or two students is not supported by the research.
- The school and grade level at which the class size reduction is being applied must be in the greater need category for the LEA. For example, an elementary school having a third grade class size average less than the LEA third grade class average is not eligible for Title II, Part A funds to support placement of a class size reduction teacher in that school in the third grade. The school must have a grade level average higher than the LEA average for the same grade level. Be mindful that this same elementary school could place a class size reduction teacher in the third grade if the school based placement on student performance and the third grade comprehensive CRCT average scores are below the average third grade CRCT score for the LEA or the state. If there is only one elementary school in the LEA the average CRCT score for the third grade will need to be below the state average class size for the grade level being addressed.
- LEAs must be mindful that "class size reduction" supported with Title II, Part A funds must be listed as a strategy to meet prioritized needs as assessed by the annual needs assessment and listed as in the body of the application in the ConApp and in the System Implementation Plan found in the ConApp. As applicable, this strategy should also be listed school improvement plan.
- Class Size Reduction funds cannot be used to reduce class size for the purpose of serving students in EIP, REP, gifted, or special education programs

Documentation Required When Reducing Class Size

Currently, the Title II, Part A and Title I, Part A programs of the DOE School Improvement Department share a common class size reduction worksheet that can be found on the program's respective websites. LEAs are expected to complete the form in its entirety and upload it as an attachment to the Consolidated Application. This must be completed for each school in which the LEA plans to fund a class size reduction teacher. Depending on the school, the LEA will need to show calculations at the grade, subject and/ or course level. In addition, the LEA will need to upload schoolwide master schedules for each semester for each school in which LEAs are funding CSR

teachers. Schedules must include: teacher name, subject/ content for each segment, number of students in each segment. If changes occur, updated master schedules and CSR worksheets must be uploaded at the beginning of the second semester. LEAs must highlight the proposed instructional course to be funded by Title II, Part A. LEAs must include the percent of each position funded in budget descriptor.

LEAs will need to be very cautious when applying funds to reduce class size by retaining classroom teacher positions that have been previously funded by state or local funds. It can be done but the LEA must maintain documentation supporting the reduction of funds from the previous fiscal year at the program level equal to the amount or greater than the amount of funds being applied to reduce class size at that program level. The LEA can generate the need for retaining a position by calculating the class size averages if the position were eliminated compared to the class average if the position is retained. The calculated class size averages still must be above the LEA average in order to apply funds. One method for determining a reduction of state funds is to divide the program (K, 1-3, 4-5, 6-8, 9-12) funds for teachers on the previous year's LEA allotment sheet by the number of students served that year for a per student amount. The same calculation is done with the current year allotment amount for a comparison with the previous per student amount. Multiply the difference by the number of students being served by the applicable program. The calculated reduced amount must be equal or greater than the amount of Title II, Part A funds budgeted for the class size reduction position(s). Always contact your Education Specialist when considering class size reduction funded with funds.

Professional Development vs. Class-Size Reduction Activities

While LEAs have flexibility to determine how best to use their Title II, Part A funds to secure a high-quality teaching force with the knowledge and skills to enable all students to achieve academically, the law requires that the LEA describe how it is meeting the professional development needs of its teachers and principals with the funds it receives. *Therefore, the law anticipates that unless a LEA can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with funds.*

Using Title II, Part A to Fund Administrative Positions

LEAs must restrict the use of Title II, Part A funds for central office/LEA-level administrative positions to 10 percent or less of the annual original grant amount. If more than 10 percent of the annual allocation is budgeted for central office/LEA-level administrative positions, the LEA must:

- Document a hardship need and/or effectiveness of the position in addressing prioritized needs,
- Obtain the written approval of the education specialist.

Administrative positions that are funded must supplement rather than supplant required state positions and have a written job description that has been approved by the LEA's assigned DOE Title II, Part A specialist. The portion of the job funded by Title II, Part A should correspond proportionally with Title II, Part A allowable duties and responsibilities. LEAs must include the percent of each position funded in budget descriptor.

Using Title II, Part A to Fund Other Personnel - SBOE 160-5-1-.22

A LEA may fund other personnel if each position:

- Directly supports the implementation of the LEA's Title II, Part A prioritized needs;
- Is allowable under the auspices of the Title II, Part A program;
- Supplements rather than supplants required state positions (see DOE Board Rules);
- Has a written job description that has been approved by the LEA's assigned DOE Title II, Part A specialist. The portion of the job funded by Title II, Part A should correspond proportionally with Title II, Part A allowable duties and responsibilities. LEAs must include the percent of each position funded in budget descriptor.

Using Title II, Part A to Fund Additional Compensation - §200.403(c), SBOE 160-3-3-.04 (Supplements, Honorariums and Stipends)

- **Additional Compensation: Supplements, Honorariums:** These are funds received for providing services above and beyond salary. This is commonly used for funding mentors and paying teachers to provide professional learning. This may extend to internal contracts with LEA staff. LEAs should use object code 199.
- **Additional Compensation: Stipends:** Stipend – funds awarded by an LEA to certified personnel and paraprofessionals for having successfully completed learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract/work hours. LEAs should use object code 116.

If a LEA uses Title II, Part A funds for personnel, all expenditures should: 1) be reasonable and necessary, 2) be distributed as a result of a Title II, Part A allowable, district identified need, 3) be tied to a specified and documented 'deliverable' event or activity, and 4) must be offered at a rate that can be documented, justified and is comparable to funding offered through the use of local funds and/ or other Federal or state funding sources. LEAs must consider these requirements when developing policies that apply to stipends.

Effective July 1, 2015 all LEAs must have a policy regarding the payment of stipends. Stipends may be awarded only if the following conditions exist:

- (i) There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- (ii) There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting; and
- (iii) Participation occurs beyond regular contract hours, days, or school year.

Time and Effort §200.430(i)

Federal Requirements for LEAs Using Title II, Part A Funds to Compensate Personnel *(Documentation is required when LEAs use Federal funds to compensate employees)*

Time and effort reporting is required when any part of an individual's salary and wages is charged to a Federal program. LEAs must keep careful documentation that proves time for which an individual is paid was spent in accordance with the purpose of the Title II, Part A grant.

Each LEA choosing to spend Title II, Part A funds on personnel are required to have a job description approved annually by the assigned Title II, Part A specialist prior to budget approval. Any job description that includes language asserting the employee may be required to complete other duties without clarifying that these duties will be Title II, Part A allowable may be required to complete a PAR because other duties may not be Title II, Part A allowable and may entail multiple cost objectives. Please consult Title II, Part A staff with any questions.

Semi-annual Certifications may be used for personnel who are fully funded by a particular Federal program or partially funded by the Federal program and whose total job is allowable under the Federal program (single cost objective). Individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular Federal or non-Federal program.

Personnel Activity Reports (PARs), completed monthly, are used for individuals who work less than 100% for a particular Federal program and whose total job responsibilities are not allowable under the Federal program (multiple cost objectives). Individuals included are substitute teachers and personnel performing work supplemental to contracted/regular hours such as mentors, recipients of stipends, and personnel providing professional learning.

All time and effort reporting must:

- Be completed and dated after the fact (after the work has been completed);
- Be signed by the employee or, in the absence of the employee, a supervisor having direct knowledge of the employee's work;
- Account for the total activity for which the employee is compensated; and
- Coincide with one or more pay periods.

The charges for an employee's salary/benefits may be supported by the employee's daily schedule if:

- There is a fixed daily schedule for the employee;
- There is an indication on the schedule which portion of the day is worked for each funding source;
- The schedule is signed monthly by the employee and the employee's supervisor;
- Questions about when daily schedules may be used in lieu of time logs should be addressed to the Title II, Part A Education Specialist assigned to the LEA.

Using Title II, Part A to Fund Additional Compensation (Supplements, Honorariums and Stipends)

All types of funding for personnel are subject to Time and Effort documentation. The LEA is responsible for maintaining documentation to show that all forms of payment received are for services or participation outside of normal work hours (contracted or otherwise). The appropriate time and effort documentation for these expenditures is the use of PARs. Please see the above section and Quick Guide located on the DOE Title II, Part A webpage for additional guidance.

Recruitment and Retention Financial Incentives

Local education agencies budgeting and expending grant money on recruitment and retention financial incentives must meet the requirements of the statute (ESEA/ NCLB - SEC. 2123. (a)(2)(A)(i-ii)...(a)(4)(B-D) and non-regulatory guidance (Title II, Part A Non-Regulatory Guidance E-1). Recipients of recruitment and retention financial incentives are not required to complete any work related to the grant in order to receive these incentives, thus this expenditure is not subject to

Federal time and effort documentation requirements, but must be documented in compliance with Federal grant and local state guidance. A sample form for documenting this expenditure is available on the Title II, Part A website.

If districts choose to create and format their own documentation, it must, at a minimum, include: 1) budget line item, 2) documentation of allowability in the form of law and/ or non-regulatory guidance (NCLB - SEC. 2123 and Title II, Part A Non-Regulatory Guidance E-1), 3) a note explaining why this expenditure is exempt from Federal time and effort documentation requirements, and 4) justification for this expenditure to address local allowability.

Additional guidance on semi-annual certification, personnel activity reports and documenting financial incentives can be found on the Title II, Part A website: *Recording Time and Effort for Staff Funded by Title II, Part A: Semi-Annual Certification vs Personnel Activity Report.*

FUNDING GUIDANCE – RECRUITMENT AND RETENTION

Recruiting Costs - §200.421, §200.463

Allowable Recruitment Costs include:

- “Help Wanted” advertising allowable by Title II, Part A
- Travel associated with recruitment
- The procurement of goods and services for Title II, Part A

In accordance with §200.421(e)(2)(i)&(3), unallowable advertising and public relations costs include: costs of displays and exhibits and costs of promotional items and memorabilia, including gifts and souvenirs.

Recruitment and Retention Financial Incentives - ESEA SEC. 2123 (a)(2)(A)(i-ii)...(a)(4)(B-D), Title II, Part A Non-Regulatory Guidance E-1

LEAs that experience difficulty recruiting and retaining highly qualified and highly effective core academic content teachers may choose to fund financial incentives. If a LEA chooses to fund financial incentives, the LEA should document 1) the need for the expenditure, 2) the criteria for selection and 3) the rationale for the amount awarded.

There is no Federal requirement for the use of a competitive process in selecting individual teachers for such awards. However, in keeping with the purpose of Title II, Part A and ESEA as a whole, a LEA should consider developing and using a method for selection that is linked to a teacher’s or principal’s ability to demonstrate measurable increases in student academic achievement. The LEA might consider, however, having the teacher or principal sign a binding contractual agreement to repay all or part of the funds the LEA has provided in the event that the teacher or principal does not maintain employment in the LEA for a specified period of time.

Local education agencies budgeting and expending grant money on recruitment and retention financial incentives must meet the requirements of the statute and non-regulatory guidance. Please reference the time and effort section of the handbook for guidance on documenting financial incentives.

Title II, Part A and Teacher Advancement Initiatives – ESEA Sec. 2123(a)(8)

The statute provides that a LEA may use funds to carry out “teacher advancement initiatives that promote professional growth and emphasis on multiple career paths such as paths to becoming a career teacher, mentor teacher, or exemplary teacher”. In some cases, the only real career advancement option for teachers is to become school principals or LEA administrators. This leaves fewer excellent, experienced teachers working directly with children in the classroom.

Multiple career paths for teachers provide professional opportunities to advance their careers without having to leave the classroom. For example, a LEA could establish a system whereby teachers could opt to pursue one of a variety of career paths, such as (1) a career teacher, staying in the classroom with traditional instructional duties, (2) a mentor teacher, staying in the classroom but taking on additional duties such as mentoring first-year teachers and receiving additional pay for these duties, or (3) an exemplary teacher, one who has a distinguished record of increasing student academic achievement, taking on additional duties of training other teachers to do the same, and receiving additional pay for these duties. LEAs are free to develop other approaches that fit their needs. The bottom line is to find ways to encourage teachers to advance their careers as teachers, rather than by becoming school principals or LEA administrators.

Staffing Services §200.463

Many LEAs make use of staffing services to meet their needs in securing qualified substitutes, paraprofessionals, and teachers for hard-to-staff core academic content positions. It is the LEA’s responsibility to ensure that any contracts or payments funded by Title II, Part A, in part or in whole, are allowable, reasonable and necessary and comply with all Federal regulations. For example, administrative fees are not considered a Title II, Part A allowable expense.

New Teacher Relocation - Title II, Part A Non-Regulatory Guidance E-5

Paying out-of-area recruitment costs and moving expenses may be needed in order to recruit and relocate new teachers. There are circumstances under which the use of funds to pay out-of-area travel and relocation costs would be reasonable and necessary in order to recruit individuals that the LEA would want to hire to meet their teacher shortage needs. To the extent that out-of-area recruitment itself is reasonable and necessary, relocation costs may be paid as a stipend or financial incentive if, as with any cost the program would assume, they themselves are reasonable and necessary.

FUNDING GUIDANCE – HIGHLY QUALIFIED TEACHERS

Highly Qualified Teachers and Paraprofessionals

Funds must be budgeted to support non-highly qualified teachers or paraprofessionals in meeting the requirements to become highly qualified.

Paying the Costs of GACE Testing

A LEA may use funds both to (1) pay the costs of state tests required of new and veteran teachers to determine whether they have core academic content competence, and (2) to assist them in meeting state certification requirements. Georgia LEAs are required to budget funds to support teachers and paraprofessionals in their efforts to become certified and highly qualified. However, Title II, Part A funds may not be used to pay required state certification fees.

Paying the Costs of Endorsements

Title II, Part A funds focus on providing professional learning opportunities that support teacher preparation for meeting the diverse needs of student learners. It is allowable to fund individual courses to the extent that it aligned with prioritized needs supported by source documentation. The primary focus should be professional learning rather than the acquisition of an endorsement. In addition, Title II, Part A funds may not be used to pay required state certification fees.

Supporting Teachers in Alternative Certification Programs

Title II, Part A funds may be used to support core academic teachers in alternative certification programs in order to become highly qualified and fully certified. A LEA may use funds both to (1) pay the costs of courses required of new and veteran teachers to verify core academic content and/ or pedagogical knowledge and skills, and (2) to assist them in meeting state certification requirements. Georgia LEAs are required to budget funds to support teachers in their efforts to become certified and highly qualified. However, Title II, Part A funds may not be used to pay required state certification fees.

Supporting the Acquisition of Advanced Degrees

Title II, Part A funds may be used to support core academic content teachers or principals in acquiring advanced degrees to the extent that doing so is consistent with the LEA's needs assessment and local plan and as long as paying these costs the LEA would not be supplanting non-Federal funds that would otherwise be available to pay for them. The funds must enable the teacher to provide more effective instruction in core academic subjects, or assist a principal to be a more effective manager and leader of efforts to improve student academic achievement.

Presumably, in choosing to use Title II, Part A funds, the LEA would want (1) the degree sought to be in the core academic content area that a teacher is or will be teaching (or in a field that a principal would need to study), (2) to have confidence that the core academic content courses to be taken complement state academic and student achievement standards, and (3) to know that any methods courses the teacher or principal take would help the teacher or principal become more effective in improving student academic achievement and, in the case of a current or aspiring principal, to become an effective instructional and school leader. The LEA might consider, however, having the teacher or principal sign a binding contractual agreement to repay all or part of the funds the LEA has provided in the event that the teacher or principal does not maintain employment in the LEA for a specified period of time.

FUNDING GUIDANCE – PROFESSIONAL LEARNING

A LEA is not required to spend any specific amount of its funds on professional development activities. However, professional development is expected to be a key activity in meeting goals. The LEA should focus on two important facts: (1) it will be held accountable for the academic achievement of all its students, and (2) it must have a plan in place for ensuring that all teachers in core academic content areas are highly qualified as soon as possible.

ESEA Definition of Professional Learning - ESEA, Sec. 9101(34)

The term “professional development” -

1. Includes activities that:

- a. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - b. Are an integral part of broad schoolwide and LEA-wide educational improvement plans;
 - c. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards;
 - d. Improve classroom management skills;
 - e. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
 - f. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who become highly qualified through state and local alternate routes to certification;
 - g. Advance teacher understanding of effective instructional strategies that are:
 - i. Based on scientifically based research (except that this subclause shall not apply to activities carried out under Part D of Title II); and
 - ii. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - h. Are aligned with and directly related to:
 - i. State academic content standards, student academic achievement standards, and assessments; and
 - ii. The curricula and programs tied to the standards described in subclause (a) [except that this subclause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3)(B)];
 - i. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - j. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - k. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - l. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - m. Provide instruction in methods of teaching children with special needs;
 - n. Include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - o. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
2. May include activities that:
- a. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

- b. Create programs to enable paraprofessionals (assisting teachers employed by a LEA receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- c. Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Scientifically-Based Research - ESEA Sec. 9101

The LEAs are required to connect all Title II, Part A funded activities to a review of scientifically-based research. “High quality professional development” must include activities “that advance teacher understanding of effective instructional strategies that are based on scientifically based research.”

Professional Learning Registration, Travel and Materials - (Conferences, Workshops, Seminars, etc.) §200.472, ESEA Sec. 9101(34)

The costs of training and education provided for employee development including associated travel and material expenses are allowable to the extent that costs are:

- Aligned with Title II, Part A prioritized needs.
- Necessary and reasonable for the performance of the grant and allowable under the Title II, Part A program.
- Prorated where content extends beyond what is allowable and aligns with prioritized needs.
- Consistent with LEA policies for travel.
- Include appropriate source documentation.
- Incurred on behalf of allowable participants: core academic content teachers, paraprofessionals, principals, assistant principals, and, in some cases, superintendents.**

**For circumstances beyond what is described above, please contact your Title II, Part A Specialist.

LEAs may use Title II, Part A funds to support Title II, Part A allowable personnel attending professional learning, but may not be used to pay for that personnel to present at the professional learning activity. Using the guidance above, LEAs may find that it is necessary to prorate the costs associated with the activity.

On-Site Professional Learning and Materials - §200.67, §200.318, §200.319, §200.320, §200.432, ESEA Sec. 9101(34)

When hosting professional learning activities using Title II, Part A funds, LEAs must exercise discretion and judgment in ensuring that professional learning costs are appropriate, necessary, and managed in a manner that minimize costs to the Title II, Part A grant. The costs of hosting professional learning for employee development may include:

- Rental of facilities
 - Should be necessary to accommodate the number of participants
 - In general, LEAs are encouraged have a rationale for selecting sites and to select sites that are located within reasonable distance of the district so as not to incur unnecessary additional costs
- Speaker’s fees and other necessary associated costs
 - Be reminded that LEAs should adhere to local procurement procedures. When seeking a consultant or speaker, based on cost, LEAs may be required to seek competitive bids. In

these circumstances, LEAs are encouraged to include specific information (like speaker names, services to be provided, and rationale) and ‘or the equivalent’ in order to secure the required services for the best value.

- Materials to support on-site professional learning
 - *See Handbook Section on Supplies*
- Stipends
 - *See Handbook Section on Stipends*
- Substitutes for core academic content teachers attending Title II, Part A allowable professional learning
 - The LEA is responsible for linking substitute to date, school, teacher and the professional development activity in which the teacher participated.
 - Substitutes are subject to time and effort reporting

All of the above costs should be

- Aligned with Title II, Part A prioritized needs.
- Necessary and reasonable for the performance of the grant and allowable under the Title II, Part A program.
- Prorated where content and/ or participants extend beyond what is allowable and aligns with prioritized needs.
 - allowable participants: core academic content teachers, paraprofessionals, principals, assistant principals, and, in some cases, superintendents.
- Include appropriate source documentation.

Consider the following questions when budgeting for Professional Learning:

- How does the agenda/scope of service support the goals of the Title II, Part A program?
- Is the total cost funded by Title II, Part A or are other funds being used as well?
- Could equitable training/service be provided for less cost?
- How does the event/service fit into the Title II, Part A Effectiveness Plan for the LEA/school to address one or more prioritized needs and/ or equity indicators?
- How and why will the LEA select the delivery model to be used for this professional learning? How will the effectiveness of the delivery model be determined?
- What knowledge and/or skills are the participants expected to demonstrate as a result of participating in the professional learning?
- What is the research base and evidence of effectiveness for this professional learning?
- Who, in terms of position, in the LEA/school will be participating in/attending the event/service?
- Will the location and number of participants create a negative impression during these challenging economic times?
- What is the plan for sustainability/future costs to support the event/service?

Contracts and Partnerships - ESEA Sec. 2123(a) §200.318(b)

LEAs are authorized to partner with both for-profit and non-profit entities to carry out authorized activities through grants or contracts with those entities. LEA’s are encouraged to form partnerships with institutions of higher education and other educational and community agencies to carry out their local plans.

Source Documentation for contracts funded (in whole or part) by Title II, Part A must include a

1. Scope of work detailing specific deliverables
 - a. Must be sufficient to determine allowability
2. Itemization of costs and associated deliverables
3. A timeline for completion
4. Invoice including signature of appropriate authorizer

LEAs must maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specifications of their contracts or purchase orders. All documentation should be sufficient to determine that expenditures are allowable under applicable laws and regulations, reasonable and necessary, supplemental to non-Federal funds, and align with the Title II, Part A budget. Payment (in whole or in part) should not be authorized until corresponding services are complete and documentation is verified. Refer to *Period of Performance: Obligations* in this handbook section.

Supplies - §200.94, §200.453 Title II, Part A Non-Regulatory Guidance E-10

Title II, Part A funds may be used to purchase professional development supplies and instructional materials only if the expenditures, like any costs paid for by Federal program funds, are reasonable and necessary to carry out these activities. Supplies should be purchased within the period of performance of the fiscal year to support only those activities that occur during the corresponding fiscal year. Funds may be used to purchase materials and supplies used in professional development activities, including the materials (such as graphing calculators) that a teacher will need in order to apply the professional development in a classroom setting. However, the grant does not permit program funds to be used to purchase materials and supplies (e.g., graphing calculators) that each student would need to take advantage of the professional development. Other ESEA funds, most notably Title V-A funds, may be used for that purpose.

Equipment & Electronic Devices - §200.20, §200.33, §200.453

Equipment and Electronic Devices can be purchased only if the expenses are reasonable and necessary to carry out Title II, Part A allowable professional development and can only be used for Title II, Part A professional learning activities. If a LEA purchases devices to use for activities in addition to Title II, Part A professional learning, the cost of the device must be prorated, and its use carefully documented, including an estimate of the percentage of time the equipment will be used for Title II, Part A purposes and pay only that percentage of the cost with program funds.

USDOE states it would be very difficult for a LEA to document the percentage of time the equipment will be used for Title II, Part A purposes and pay only that percentage of the cost with program funds to the extent that could satisfy an auditor. *In short, the LEA may be better off purchasing its own equipment so that the LEA can use the equipment in any way it wishes.*

If you are using devices completely for Title II, Part A related, allowable professional learning:

- Ensure the equipment is properly inventoried to include cost, location, and who is using it, and why that individual needs it, following your LEA policy; and
- Ensure the individual in the LEA has attested that he/she understands the equipment was purchased with Title II, Part A and agrees to its appropriate usage, following your LEA policy.

If you are using devices for any use other than Title II, Part A related, allowable professional learning, you must either:

- Repurpose the use of the devices for Title II, Part A related, allowable professional learning use only; or
- Choose to submit payment to the Georgia Department of Education (DOE) for the entire cost of the devices for complete flexibility of use; or
- Submit the pro-rated share for non-Title II, Part A use and maintain carefully documented records, including an estimate of the percentage of time the equipment will be used for Title II, Part A purposes and pay only that percentage of the cost with program funds.

When determining the allowability of using the Title II, Part A grant to fund the total cost of equipment/ electronic devices for professional learning, consider these questions:

- Is the expenditure aligned with the LEA's prioritized needs?
- Can the LEA document that the device is not used for purposes unrelated to Title II, Part A like general technology integration or non-education related activities?
- Can the LEA provide documentation to its auditor that the device is used only to carry out Title II, Part A allowable Professional Learning?

Memberships, Subscriptions and Professional Activity Costs - §200.454, §200.472

The cost of a LEA or school membership with professional organizations and/ or subscriptions to professional periodicals may be allowable. Please note this does not extend to individual LEA personnel. It is the responsibility of the LEA to determine the most effective approach for purchasing professional organization memberships.

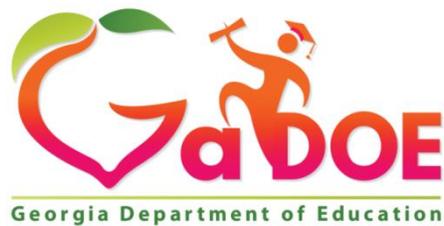
Training for Paraprofessionals - ESEA Sec. 2123, Use of Funds #3

The law allows LEAs to use these funds to provide professional development activities “that improve the knowledge of core academic content teachers and principals, and, in appropriate cases, paraprofessionals”. In general, paraprofessionals may participate in professional learning that builds their capacity to support teachers and students (especially student with special learning needs) in content area knowledge and effective instructional and behavioral strategies, methods, and skills. For a more detailed description, please reference ESEA, Title II, Part A, Sec. 2123 LEA Use of Funds #3.

Training for Teachers and Paraprofessionals on Parent Involvement - ESEA Sec. 2123, Use of Funds #3

Title II, Part A funds may be used to enhance the involvement of parents through the training of teachers and paraprofessionals on effective strategies and methods. Parent involvement is best encouraged through regular, two-way, and meaningful communication about student learning and other school activities. Effective strategies may include (1) promoting the understanding that parents are true partners in their children's education and communicating the need for parents to help their children succeed in school; and (2) providing parents with specific suggestions, on an ongoing basis, and/or training about ways to encourage learning at home and ways to be actively involved in their child's education at school.

Section 6 Compliance



The following section provides the Georgia school administrator with various information and tools that are meant to assist school and LEA personnel with complying with the requirements of Title II, Part A of the Elementary and Secondary Education Act.

LEA RISK ASSESSMENT

Risk Assessment Overview - §200.331(b-h)

A risk assessment is a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking. The annual Title II, Part A risk assessment process (including the risk assessment instrument, risk elements, strategies, consequences, etc.), is required by Federal law and conducted by the Georgia Department of Education (DOE) Title II, Part A program staff and Finance Review. LEAs are assigned points based on fiscal and program implementation risk elements. LEAs receive a rating of Low, Medium, or High Risk. The results of the assessment rating may impact technical assistance and monitoring.

Risk assessment elements fall into the following general categories:

- LEA Personnel Experience
 - Program Coordinator, Superintendent, Finance Director
- Allocation Size
- Program Implementation
 - Fiscal: Drawdown, Audit Findings
 - Program: Monitoring Findings, Deadline Adherence, HiQ Percent

High Risk Rating v. High Risk Designation - §3474.10 (2 CFR 200.207)

(Original Reference: 34 CFR Part 80 §80.12)

High Risk Rating: A LEA that accumulates a high number of points based on a combination of risk elements that show

- the potential for fiscal and/ or programmatic noncompliance, OR
- actual evidence of fiscal and/ or programmatic noncompliance, OR
- a combination of the potential and actual fiscal and/ or programmatic noncompliance.

High Risk Designation: A LEA that shows evidence of serious or chronic fiscal and/ or programmatic compliance problems. This may also include a high number of complaints from parents and/ or other stakeholders about fiscal or programmatic implementation, not already calculated in the risk assessment. LEAs who receive this designation may be required to submit invoices for approval prior to the drawdown of funds.

Risk Intervention Strategies §200.331(e)

Once a LEA’s risk is assessed, Title II, Part A Education Program Specialists will monitor the LEA based on the risk intervention strategies listed below:

HIGH	<p>LEAs designated <i>high risk</i> may be subject to:</p> <ul style="list-style-type: none"> • Annual Monitoring <ul style="list-style-type: none"> ○ Cross Functional or Program Onsite/ Desk Monitoring ○ Self-Assessment • Written Reporting <ul style="list-style-type: none"> ○ Program Implementation ○ Corrective Action • Increased Technical Assistance <ul style="list-style-type: none"> ○ Onsite or Virtual Technical Assistance ○ Required Attendance at Trainings ○ Invoice Review Prior to Drawdown of Funds (<i>High Risk Designees</i>)
MEDIUM	<p>LEAs designated <i>medium risk</i> may be subject to:</p> <ul style="list-style-type: none"> • Monitoring <ul style="list-style-type: none"> ○ As Designated by Cross Functional Monitoring Cycle ○ Interim Program Onsite or Desk Monitoring ○ Annual Self-Assessment • Written Reporting <ul style="list-style-type: none"> ○ Program Implementation • Increased Technical Assistance <ul style="list-style-type: none"> ○ Onsite or Virtual Technical Assistance ○ Required Attendance at Trainings
LOW	<p>LEAs designated <i>low risk</i> may be subject to:</p> <ul style="list-style-type: none"> • Monitoring <ul style="list-style-type: none"> ○ As Designated by Cross Functional Monitoring Cycle ○ Annual Self-Assessment

COMPLIANCE MONITORING

In keeping with the provisions of ESEA, the Georgia Department of Education (DOE) provides monitoring and technical assistance service to Georgia’s Local Education Agencies (LEAs) for Title II, Part A of the Elementary and Secondary Education Act (ESEA). It monitors the Title II, Part A program in local education agencies (LEAs) for implementation of program requirements and expenditure of Federal Title II, Part A funds.

Types of Monitoring

1. **Equity Plan** – ESEA requires all students have equitable access to academic instruction by highly qualified and effective teachers. LEAs are required annually to complete a needs assessment and address equity components. In the Equity Plan LEAs identify prioritized needs, corresponding equity needs and possible strategies for addressing those needs. The plan is

submitted on the Project EQ website and is reviewed by the Title II, Part A Specialists to ensure all components of the plan have been adequately addressed.

2. **Consolidated LEA Improvement Plan (CLIP)** – ESEA requires LEAs to complete an annual needs assessment for the local Title II, Part A program. The results of the needs assessment (including equity needs) are reported in the annual Consolidated Application. Title II, Part A Specialists review the Consolidated Application to ensure that needs assessment and planning requirements have been met.
3. **Title II, Part A Effectiveness Plan** – ESEA requires LEAs to submit a plan for the local Title II, Part A program. Title II, Part A Specialists review the LEA Title II, Part A Effectiveness Plan to ensure Title II, Part A funded strategies and activities are planned to address prioritized needs and corresponding equity indicators. LEAs must report timelines, personnel responsible for implementation and how LEAs will determine strategy/ activity effectiveness.
4. **Title II, Part A Budget** – Title II, Part A Specialists review the LEA Title II, Part A budget to ensure strategies and activities budgeted align with the LEA’s prioritized LEA needs and corresponding equity indicators. All planned activities must meet 1) Title II, Part A Federal program specific requirements and guidance, 2) Title II, Part A Georgia program specific requirements and guidance, and 3) the US Office of Management and Budget (OMB) circulars for fiscal compliance. Once budgets are approved, Title II, Part A Specialists monitor LEA drawdown of funds to ensure that LEAs are using funds in a timely manner in order to achieve the most immediate impact on teacher and leader quality and, as a result, student achievement.
5. **On-Site Monitoring** - SEA on-site Cross-Functional Monitoring Teams visit LEAs to review the criteria included in the annual LEA Monitoring Form. LEAs are monitored based both on risk and a monitoring cycle. Approximately one-fourth to one-third of Georgia LEAs are monitored on-site, each year. Program staff may conduct independent on-site monitoring as needed.
6. **Desk Monitoring** – LEAs who are not subject to on-site cross-functional/ program monitoring may be subject to desk monitoring to ensure program compliance. Usually desk monitoring is the result of program risk assessment and/ or high monitoring findings for the previous fiscal year. Requested information is submitted electronically through a secure site for review. If Desk Monitoring does not include all monitoring indicators, LEAs must still submit a self-monitoring assessment for remaining indicators.
7. **Self-Monitoring** – LEAs that did not participate in an on-site monitoring process will conduct self-monitoring for compliance with program specific indicators. LEAs will be notified annually with guidance and a timeline as to how and when this process should occur.
8. **HiQ System** – ESEA requires LEAs to collect and report data regarding the highly qualified status of teachers and paraprofessionals. The Title II, Part A Specialists monitor the HiQ web-based system to ensure principals and superintendents are reviewing and verifying the accuracy of teacher and paraprofessional data through an electronic sign-off process.
9. **Single Audit** – An audit is a formal or official examination of records and accounts with the intention to verify that proper accounts have been utilized, proper procedures have been followed, and attending documentation has been maintained. If a LEA receives grants that total more than the threshold identified by the governing audit circular, a LEA is required to be audited annually. If an auditor is unable to verify a program’s accounts, procedures, and documentation, the LEA and Georgia Department of Education will be notified of an exception or audit finding(s). The Title II, Part A Program Staff will work with the LEA to resolve any Title II, Part A audit findings.

Remedies for Noncompliance - (§200.338, §200.410)

The DOE works with state LEAs to achieve voluntary compliance before applying enforcement options. If it is determined that a LEA has failed to comply with program requirements, as the fiscal agent and in compliance with the Federal Grant Award Notification (GAN), the SEA may take the following actions:

- Order the LEA to cease and desist;
- Enter into a compliance agreement, also known as corrective action plan;
- Disallow -deny both use of funds and matching credit- for all or part of the cost of the activity or action not in compliance;
- Recover funds for all or part of the cost of the activity or action not in compliance;
- Temporarily withhold cash payments pending correction of the deficiency by the recipient or subrecipient or more severe enforcement action by the awarding agency;
- Wholly or partly suspend or terminate the current Federal Award;
- Withhold further awards for the program;
- Designate the LEA as high risk at the state or Federal level;
- Initiate suspension or debarment proceedings under 2 CFR Part 180;
- Take other remedies that may be legally available.

In all instances a LEA is expected to comply with processes and procedures outlined in a corrective action plan and/ or notification.

COMPLAINT RESOLUTION

Section 9304 – General Applicability of State Educational Agency Assurances
Section 9503 – Complaint Process for Participation of Private School Children

Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with the Georgia Department of Education (GaDOE) if that individual, organization or agency believes and alleges that a local educational agency (LEA), the state educational agency (SEA), or an agency or consortium of agencies is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant applications and pursuant to Section 9306 within the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the GaDOE until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the GaDOE with written proof of their attempt to resolve the issue at the local level.

Filing a Complaint

A complaint must be made in writing or submitted via online web complaint form (<http://programcomplaint.doe.k12.ga.us/everestwebportal/webform.asp>) and signed by the complainant. The complaint must include the following:

1. A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a federal statute or regulation that applies to an applicable program.
2. The date on which the violation occurred.
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the federal statute or regulation).
4. A list of the names and telephone numbers of individuals who can provide additional information.
5. Whether a complaint has been filed with any other government agency, and if so, which agency.
6. Copies of all applicable documents supporting the complainant's position.
7. The address of the complainant.

If not submitted online, the complaint must be addressed to:

Georgia Department of Education
Office of School Improvement
Teacher and Leader Effectiveness – Title II, Part A
1854 Twin Towers East
205 Jesse Hill Jr. Drive, S.E.
Atlanta, GA 30334

Once the complaint is received by the Title II, Part A Program Manager, it will be copied and forwarded to the appropriate Title II, Part A Program Specialist.

Investigation of Complaint

Within ten days of receipt of the complaint, the Associate Superintendent or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the GaDOE received the complaint.
2. How the complainant may provide additional information.
3. A statement of the ways in which the GaDOE may investigate or address the complaint.
4. Any other pertinent information.

If the complaint involves an LEA, the GaDOE will also send a copy of the Letter of Acknowledgement to the local superintendent, along with a copy of the complaint. The GaDOE will contact the LEA to clarify the issues and review the complaint process. If the complaint cannot be resolved through this contact, the GaDOE will invite the LEA to submit a written response to the GaDOE, and to provide a copy of the response to the complainant. Appropriate GaDOE staff will review the information and determine whether:

1. Additional information is needed.
2. An on-site investigation must be conducted.

3. Other measures must be taken to resolve the issues raised in the complaint.
4. A Letter of Findings can be issued.

If additional information or an investigation is necessary, the GaDOE will have 60 days from receipt of the information or completion of the investigation to issue a Letter of Findings.

If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included.

Either the 30 day or the 60 day timelines outlined above may be extended, if exceptional circumstances exist.

The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

Right of Appeal

If an individual, organization or agency is aggrieved by the final decision of the GaDOE, that individual, organization or agency has the right to request review of the decision by the U.S. Secretary of Education. The review is at the Secretary's discretion.

For complaints filed pursuant to Title IX, Part E, Subpart 1, Section 9503 (20 U.S.C. §7883, complaint process for participation of private school children), a complainant may appeal the GaDOE's decision to the U.S. Secretary of Education no later than 30 days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the GaDOE's decision and include a complete statement of the reasons supporting the appeal.

Section 7

Title II, Part A Resources



TITLE II, PART A ONLINE RESOURCES

Georgia Department of Education Title II, Part A Website:

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/>

Title II, Part A is a part of the Teacher and Leader Effectiveness Division of the School Improvement Department. The website provides links to teacher quality information and resources. The site contains an electronic version of the Title II, Part A LEA Handbook, Title II, Part A Specialist contact information, required resources, sample forms and training documentation.

The Georgia Department of Education Portal: <https://portal.doe.k12.ga.us>

- **Consolidated Application:**
 - **CLIP:** Application where LEA grant coordinators submit the Title II, Part A portion of their Consolidated LEA Improvement Plan.
 - **Budget:** Application where LEA grant coordinators submit and amend their grant budget(s) and corresponding documentation
- **LEA Monitoring:** Application where LEA coordinator review monitoring reports and submit corrective action plans.
- **Grants Application Invoices:** Application where High Risk Designees submit Title II, Part A invoices for approval prior to drawdown of funds.

Project EQ Website: <http://eq.gapsc.org> [No longer valid in FY17]

In response to Federal requirements, Project EQ was created by the GaPSC to provide policy makers, LEAs and other state educational agencies with a library showcasing the development and implementation of effective equity initiatives to support LEAs in providing equitable educational opportunities for all students. This is where LEAs submit their annual Title II, Part A Equity Plan.

Georgia Professional Standards Commission Secure Portal Application: www.gapsc.org

- **HiQ:** The Georgia HIQ is a web-based tool for data collection that provides LEAs with a yearly “*highly qualified*” personnel profile. It assists LEAs in complying with the requirements of the *ESEA* by profiling teachers, long-term substitutes and paraprofessionals employed in the public LEA. Educators are rated as “*highly qualified*” or “*not highly qualified*” by comparing their teaching assignments to their certification history and related factors.
- **Databank:** Databank includes various personnel reports. Specifically, certification reports that list educators holding non-renewable certificates assist Title II, Part A coordinators in verifying educators in need of remediation plans.
- **MYSPA:** Mid-Year School Personnel Analysis is a comparison of the spring and fall Certified/Classified Personnel Information (CPI) collection. MYSPA provides decision makers with a summary of key teacher populations, their distribution and how it compares to the state average.

GaPSC Certification/Curriculum Assignment Policies System (CAPS):

www.gapsc.com/Certification/CAPS.aspx

Created in 2004 by GaPSC rule [505-2-.26](#) titled "[IN-FIELD ASSIGNMENTS](#)", CAPS is a web-based resource that aligns courses in the state-approved curriculum with the Georgia certificate(s) that are in-field to teach that course. The system allows a user to find a course and its appropriate certificates using four different search criteria: by choosing a subject area, entering a course number, entering an exact title or partial title, and/or choosing a grade level. CAPS also allows a user to choose a certificate field and display the courses for which that specific certificate is in-field to teach. This may help Title II, Part A Coordinators determine whether or not a certification is 'in-field' which *may* impact the highly qualified status of teachers.

TITLE II, PART A RESOURCES AVAILABLE AT THE GEORGIA DEPARTMENT OF EDUCATION WEBSITE

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Title-II-Part-A-Home.aspx>

BASIC INFORMATION	<ul style="list-style-type: none">○ Allocations (Located on the State Board of Education E-Board website as an attachment to the agenda for the board meeting in which it was approved. Historical records of allocations dating from 2005 can also be found on this website.)○ Title II, Part A Specialist Service Area Map○ Title II, Part A Program Staff Contact Information
GUIDANCE	<ul style="list-style-type: none">○ State Handbook and Other Guidance○ Links to USDOE Guidance○ Links to OMB Uniform Grant Guidance & Applicable Circulars○ USDOE Guidance on Funding Conferences○ DOE Guidance on using Title II, Part A to fund TKES/ LKES○ DOE Integrated Use of Funds Manual
TOOLS	<ul style="list-style-type: none">○ Needs Assessment Worksheet○ Equity Rubric○ CLIP Review Checklist○ Budget Review Checklist○ Budget Assertions○ Class Size Reduction Worksheet
FORMS	<ul style="list-style-type: none">○ Principal Attestation Form○ HOUSSE Document○ DOE Semi-Annual Certification Form (Single Employee)○ DOE Semi-Annual Certification Form (Multiple Employees)○ DOE Personnel Activity Report (PAR/ Time Log) Form○ DOE Documentation for Financial Incentives○ Alternative School/ GNETS Conference Record

<p style="text-align: center;">SAMPLE FORMS</p>	<ul style="list-style-type: none"> ○ Parents Right to Know Notification Letter ○ 20 Day Non-HiQ Notification Letter (English and Spanish) ○ Private School Consultation Letter ○ Private School Consultation Form ○ Private School Expenditure Request Form ○ Needs Assessment Surveys
<p style="text-align: center;">QUICK GUIDES</p>	<ul style="list-style-type: none"> ○ Title II, Part A Semi-Annual Certification v PAR ○ Title II, Part A HiQ Notification ○ Title II, Part A LEA Effectiveness Plan ○ Title II, Part A Class Size Reduction ○ Title II, Part A Budget Function and Object Codes ○ Title II, Part A Time and Effort
<p style="text-align: center;">TRAINING</p>	<ul style="list-style-type: none"> ○ Training Dates ○ Training PowerPoints and Webinars
<p style="text-align: center;">COMPLIANCE</p>	<ul style="list-style-type: none"> ○ Link to Title I, Part A Page containing the Monitoring Cycle and Cross-Functional Monitoring Document (Published Annually in October)