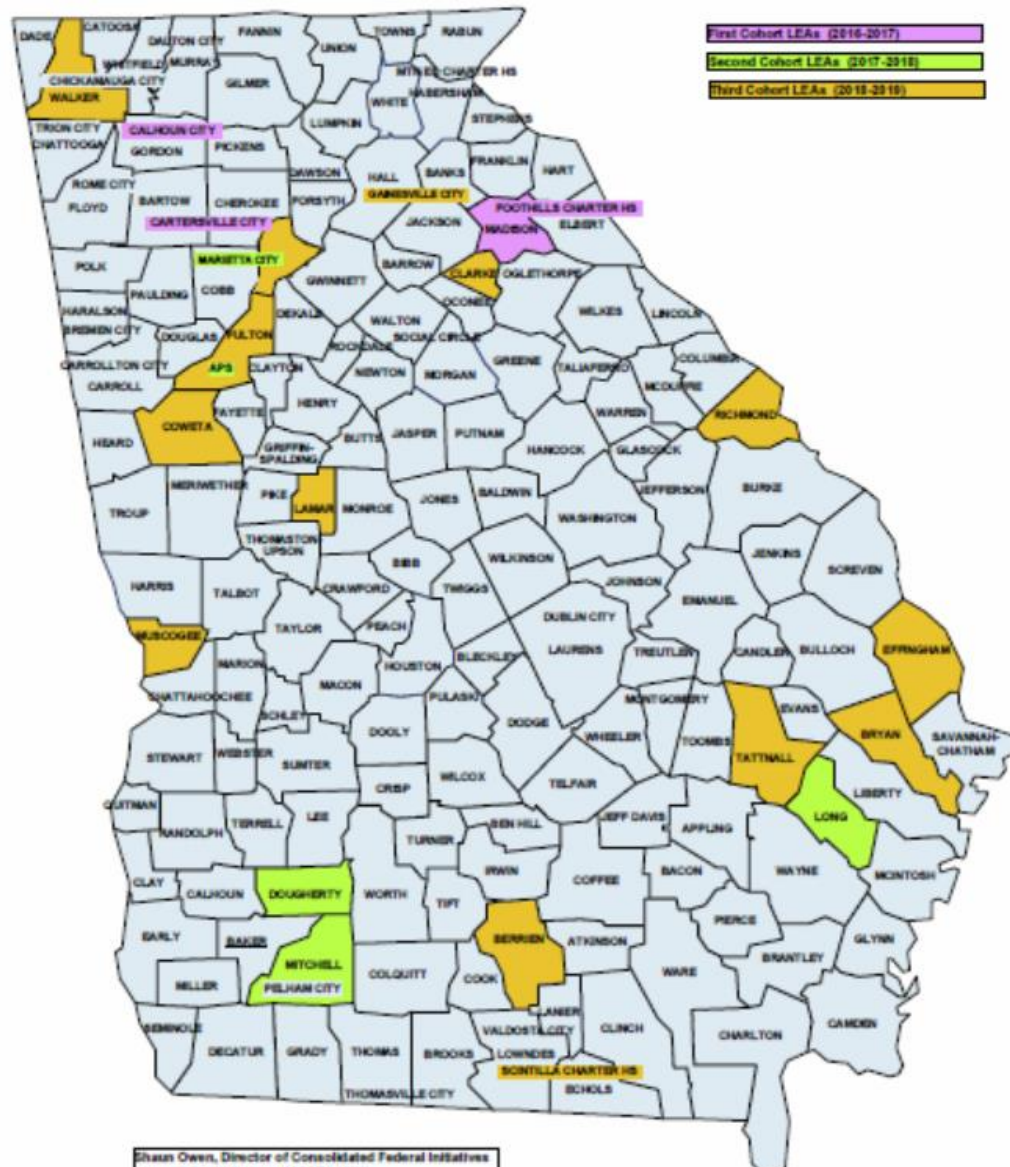


Consolidation of Funds

October 4, 2018

Quick Reference Guides

Consolidation of Funds



Shawn Owens, Director of Consolidated Federal Initiatives
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 Last Updated: 7/12/18

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

Consolidation of Funds

The Georgia Department of Education and school districts across Georgia are conducting the Consolidation of Funds Initiative to fully consolidate federal, state, and local funds in specific Title I schools that operate schoolwide programs. Once these funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs. A schoolwide program school that consolidates federal program funds “is not required to meet most statutory or regulatory requirements of the program applicable at the school level, but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met.”

If you are interested in more information regarding Consolidation of Funds, please reach out to Shaun Owen.

If you are interested in your LEA being part of the third cohort for the 2018-2019 school year, please complete the Declaration of Interest [online form](#) by April 30th, 2018.

Consolidation of Funds Map

- [Consolidation of Funds Map](#)

Consolidation of Funds Manual

- [Consolidation of Funds Manual](#)

Consolidation of Funds Webinars

- [Consolidation of Funds Overview \(webinar\)](#)
- [Consolidation of Funds Overview \(PPT\)](#)
- [Consolidation of Funds for Finance Directors \(webinar\)](#)
- [Consolidation of Funds for Finance Directors \(PPT\)](#)

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Consolidation Updates May 2018

[Consolidation of Funds Updates - 5/9/2018](#)

Financial Resources

[Consolidated Schoolwide Financial Checklist](#)

[Budget and Allocation Template \(Example A\)](#)

[Financial Template \(Example B\)](#)

[Financial Template \(Example C\)](#)

[Tips for Fiscal Year Closing](#)

Consolidation of Funds for Title I Schoolwide Schools (2018-2019)

The following federal funds are available for consolidation under the Initiative:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C – Education of Migratory Children
- Title I, Part D Subpart 2 only – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
- Title II, Part A – Supportive Effective Instruction (previously known as Teacher Quality)
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural Education Initiative
- Title I – School Improvement 1003(a) (amended by ESSA to include new set-asides and authority for new subgrants to LEAs- ends 9/30/21)
- Title I – School Improvement 1003(g) (eliminated under ESSA, though current programs will continue until the end of the grant period)
- McKinney-Vento – Education for Homeless Children and Youth
- Special Education Federal Funds – 611 and 619

The following special allotments may not be consolidated in a schoolwide consolidation fund:

- Special Education State Funds
- Bilingual Education Allotment
- Career and Technology Education Allotment

Districts will establish a consolidated schoolwide pool for each school that is consolidating funds as part of the schoolwide program. This pool should be based on those expenditures that are in support of the following seven functional categories:

- 1000 – Instruction
- 2100 – Pupil Services
- 2210 – Improvement of Instructional Services
- 2213 – Instructional Staff Training
- 2220 – Educational Media Services
- 2400 – School Administration
- 2700 – Transportation (Supplemental academic services only- for example field trips, after school programs such as tutoring, summer programs and work placement)
- Underlined funds and functional categories are newly added for the 2018-2019 school year.

Consolidation of Funds

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- [Consolidation of Funds for Finance Directors \(PPT\)](#)
- [March Webinar-Where Should We Be Now? Focus on Finance \(webinar\)](#)
- [March Webinar-Where Should We Be Now? Focus on Finance \(PPT\)](#)
- [April Webinar - Where Should We Be Now? Focus on Finance \(webinar\)](#)
- [April Webinar - Where Should We Be Now? Focus on Finance \(PPT\)](#)

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[Tips for Fiscal Year Closing](#)

Program Resources

[Consolidation Overview for 2018-2019](#)

[Intent and Purposes Template Sample](#)

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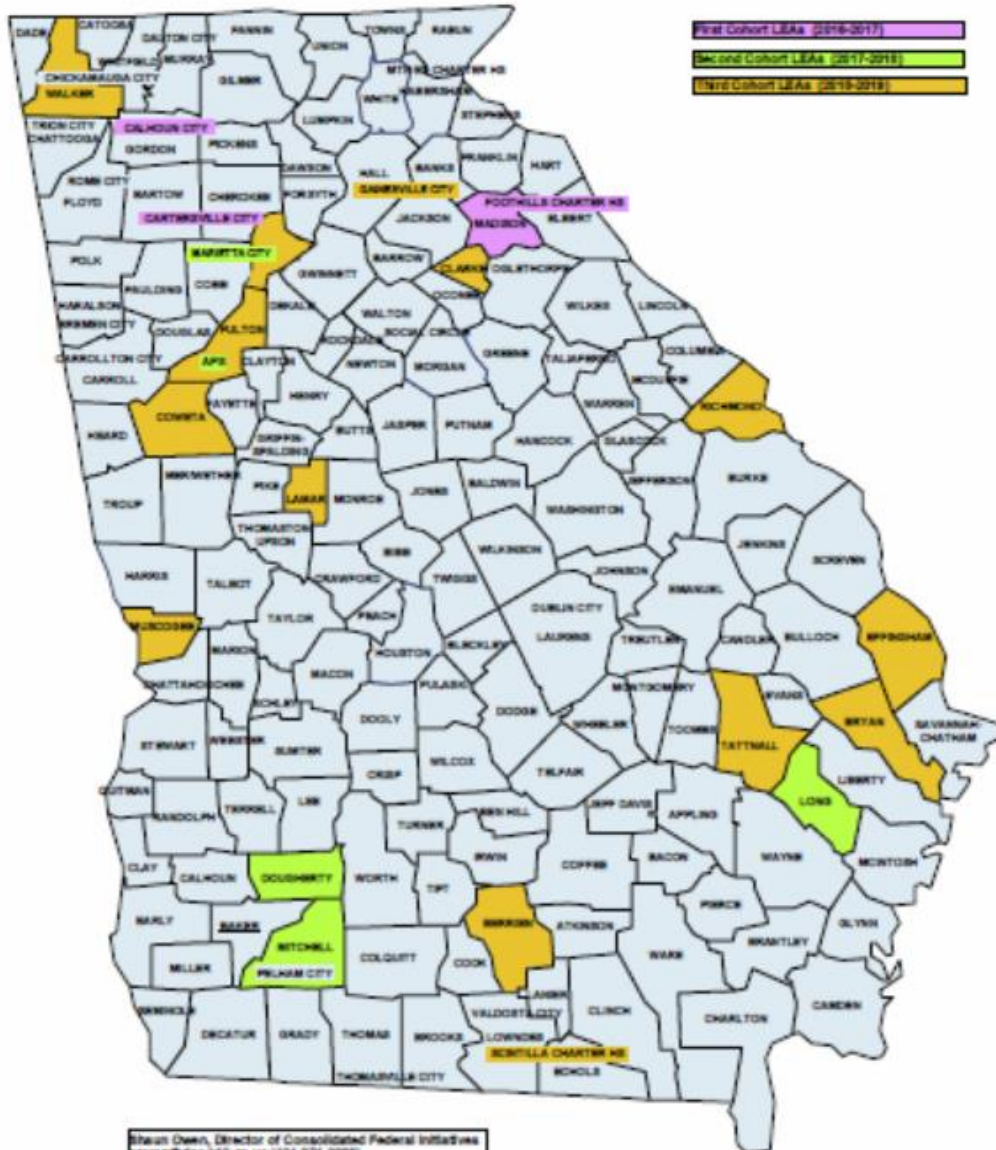
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Cross Functional Monitoring-

Georgia Department of Education

Consolidation of Funds

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One Year Deferment of CFM	CFM (2018-2019)
Bryan	APS
Coweta	Long
Effingham	Marietta City
Fulton	Mitchell
Tattnall	
Walker	

August 16th meeting at GaDOE to review CFM in relation to Consolidation- First & Second Cohorts & the GaDOE Staff

GaDOE Cross-Functional Monitoring Indicators 2018-2019



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Cross Functional Monitoring and Consolidation of Funds

Green boxes provide additional information for LEAs in the consolidation of funds initiative. This additional information applies only to those federal program funds that are being consolidated at the school level. All remaining federal funds and other federal funds not being consolidated are subject to the full monitoring document, as applicable.

2. CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) and SCHOOLWIDE/TARGETED ASSISTANCE PLAN(S) (SWP/TAP)

- | | |
|---|--|
| <p>1. The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as necessary to reflect substantial changes in the direction of the LEA's program. (Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IX, Part A--McKinney-Vento Act; and IDEA)</p> <p><u>ESEA</u>: Sec. 1112, 1114, 1115; Sec. 1003; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305</p> | <p>1. CLIP evidence shall include:</p> <ul style="list-style-type: none"> a. Written procedures for creating, reviewing, and approving the CLIP. b. Resolution procedures for unapproved CLIP. c. Documentation to support the selection of evidence-based action steps in CLIP d. CLIP preparation <ul style="list-style-type: none"> 1. Evidence shall include documentation to verify participation of required stakeholders 2. Evidence may include review checklists, established schedule, samples of correspondences with schools and other LEA departments. <p>2. Schoolwide/Targeted Assistance (SWP/TAP) evidence shall include:</p> <ul style="list-style-type: none"> a. Written procedures for creating, reviewing, and approving the SWP/TAP. (Review checklists, established schedule, and samples of correspondence with schools, and copies of SWP/TAP plans.) b. Documentation to support the selection of evidence-based action steps in SWP/TAP Plans.
 <div style="background-color: #d9ead3; padding: 2px;">Schools where funds are being consolidated are not required to provide the documentation of this best practice.</div> c. Resolution procedures for unapproved SWP and TAP plans. d. Evidence of timely guidance to schools on submission of plan amendments. |
|---|--|

Cross Functional Monitoring and Consolidation of Funds

5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS

1a. Evidence that all LEA Internal Controls specific to LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Segregation of Duties, Procurement, Technical Evaluations of Competitive Proposals, Conflict of Interest, Time and Effort, Stipends, Travel) are present and meet requirements for internal controls:

- a. Effectiveness and efficiency of operations;
- b. Reliability of reporting for internal and external use;
- c. Compliance with applicable laws and regulations.
- d. Ability to meet the following objectives for Federal Awards:
 1. Transactions are properly recorded and accounted for, in order to 1) Permit the preparation of reliable financial statements and Federal reports; 2) Maintain accountability over assets
 2. Transactions are executed in compliance with 1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and 2) Any other Federal statutes and regulations that are identified in the Compliance Supplement

2 CFR Sec. 200.61; 2 CFR Sec.200.62(a); 2 CFR Sec.200.62(b)(1-2); 2 CFR Sec.200.303; 2 CFR 200.318-320; 2 CFR 200.430; 2 CFR 200.47(b); GAO-14-704G; GaDOE Rule 160-3-3

Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team. Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of Consolidated Funds.

1a. Evidence shall include internal controls required to be in writing by 2 CFR Part 200:

- a. Written Allowability Procedures - 2 CFR Sec. 200.302(b)(7)
- b. Segregation of Duties - GAO-14-704G
- c. Written Procurement Procedures - 2 CFR Sec. 200.319(c)
- d. Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients - 2 CFR Sec. 200.320(d)(3)
- e. Written Conflict of Interest Policy - 2 CFR Sec. 200.318(c)(1)
- f. Written Personal Compensation Policies (Time and Effort to include salaries, substitutes, and stipends)- 2 CFR Sec. 200.430
- g. Written Stipend Policy – GaDOE Rule 160-3-3.04
- h. Written Travel Policy - 2 CFR Sec. 200.474(b)
- * Evidence may include other recommended procedures not required in writing
 - i. Procedures to support suspension and debarment is checked prior to making purchases above \$25,000 threshold from single vendor (34 CFR 85.110)

Cross Functional Monitoring and Consolidation of Funds

5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS		
1b. Evidence that the LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and regulations. Expenditures meet the following standards including, but not limited to:		Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team. Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of Consolidated Funds.
a. Segregation of duties in review and authorization (must include Program Coordinator).		1b. Evidence shall include:
b. Reconciles all applicable reports – expenditure, budget, etc.		a. Copy of FY18 and FY19 Payroll & Expenditure Detail Reports for every program organized by site, function and object (if applicable, with LEA Chart of Accounts crosswalk).
c. Allowable under applicable laws and regulations.		b. Copy of Source Documentation for all requested expenditures (purchase orders, invoices, contracts/ contract deliverables, agendas, receipts, travel authorizations, pre-approval, Title III funded instructors/ tutors, administrative costs), all capital expenditures, all competitive procurement.
d. Prove necessary, reasonable, and allocable.		c. Copy of FY18 and FY19 Time and Effort Records.
e. Supported by source documentation.		d. Copy of special approval documentation (capital expenses, transfer of funds, consolidation of administrative funds, etc).
f. Supplement not supplant		e. Copy of single audit reports for last two years available.
g. Align with approved Federal budget.		f. Copy of Resource Allocation Method/Plan (RAM/P) to meet Title I supplement not supplant.
h. Occur within the grant Period of Performance and benefits current grant period.		g. Copy of FY18 Completion Report and FY18 general ledger for each federal program
i. Comply with standards of documentation of personnel expenditures (Time and Effort).		h. Copy of completed class size reduction worksheet and teacher/grade level/content area schedule (if applicable – Title II Only)
j. Maintain oversight of contracts/purchase orders for contracted services.		i. Copy of signed and time stamped documentation verifying vendors against suspension and debarment database.
k. Avoid conflict of interest.		
l. Provides time stamped documentation of verifying vendors against suspension and debarment database		
m. Follow federal procedures and/or policies related to competition and methods of procurement.		
<u>ESEA: Sec. 1118, 1306, 1411, 1601; Sec. 2212; Sec. 3115; Sec. 4110; Sec. 5232</u> <u>2 CFR Sec. 200.77; 2 CFR Sec. 200.213; 2 CFR Sec. 200.302(b)(3); 2 CFR Sec. 200.302(b)(4); 2 CFR Sec. 200.302 (b)(5); 2 CFR Sec.200.302(b)(7); 2 CFR Sec. 200.309; 2 CFR Sec. 200.318; 2 CFR Sec. 200.319; 2 CFR Sec. 200.320; 2 CFR Sec. 200.320(d)(3); 2 CFR Sec. 200.403; 2 CFR Sec. 200.403(c); 2 CFR Sec. 200.403(g); 2 CFR Sec. 200.404; 2 CFR Sec. 200.405; 2 CFR Sec. 200.430; 2 CFR Sec. 200.430 (i); 2 CFR Sec. 200.474(a); 2 CFR Sec. 200.508(d); GAO-14-704G; GaDOE Rule 160-3-3-.04; 34 CFR Sec. 81.31(c); 34 CFR Sec. 76.707; WHEO 12549, 12689;</u> <u>ESEA Equitable Services: 2003 Title I Equitable Services Non-Regulatory Guidance; 2009 Title IX, Part E Non-Regulatory Guidance; 2016 Fiscal Changes Non-Regulatory Guidance</u>		

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Cross Functional Monitoring and Consolidation of Funds

5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS	
<p>2a. Evidence that all LEA inventory internal controls required to be in writing by 2 CFR Part 200 are present and meet requirement for internal controls:</p> <ul style="list-style-type: none"> a. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. b. Maintenance procedures to keep the property in good condition. <p><u>2 C.F.R. Sec. 200.62(c); 2 C.F.R. Sec. 200.313(d)</u></p>	<p>LEAs Consolidating Funds: Inventory controls and documentation only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.</p> <p>2a. Evidence shall include written procedures for managing equipment - (including replacement equipment) until disposition takes place</p> <ul style="list-style-type: none"> a. Acquisition of equipment b. Method of entering information into the LEA's inventory management system c. Off-site use of equipment d. Physical inventory e. District Equipment Disposition Procedures f. Adequate safeguards related to loss, damage, or theft of equipment
	<ul style="list-style-type: none"> g. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition. h. Equipment use for Title I, Part A TA programs i. Equipment use for private schools j. Maintenance procedures to keep the property in good condition.

Cross Functional Monitoring and Consolidation of Funds

5. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES – ALL PROGRAMS

- 2b. Evidence that the LEA manages equipment in a way that meets the following conditions
- 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.
 - Maintenance of property records to include person responsible for maintaining documentation. Purchase Orders and Inventory Records showing: item description, cost, source of funding for equipment including the Federal Award Identification Number (FADN), date of purchase, vendor, serial number or other identification number, location, use, condition of property, and disposition data including date of disposal.
 - Annual physical inventories and reconciliation of physical inventory with property records.
 - Adequate safeguards to prevent loss, damage, or theft of the property to include investigation if loss, damage, or theft occur.
 - Sale of property procedures to ensure the highest possible return.
 - Disposition of equipment in accordance with state laws and procedures.

LEAs Consolidating Funds: Inventory controls and documentation only required for items purchased with federal funds prior to consolidation or for items purchased with funds outside of Fund 150.

2b. Evidence shall include:

- Copies of all purchase orders documenting purchases of equipment with federal funds.
- Copy of inventory records with all required component [CFR 200.313(d)]
- Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.

Cross Functional Monitoring and Consolidation of Funds

15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT	
Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team. Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of Consolidated Funds.	
1. The LEA targets funds for specified activities, as required, to support well-rounded educational opportunities. <u>ESEA: Sec. 4107</u>	1. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
2. The LEA targets funds for specified activities, as required, to support safe and healthy students. <u>ESEA: Sec. 4108</u>	2. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
3. The LEA targets funds for specified activities, as required, to support the effective use of technology. <u>ESEA: Sec. 4109</u>	3. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
4. The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA's grant administration responsibilities. <u>ESEA: Sec. 4105(c)</u>	4. Evidence shall include source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable.
5. The LEA engages in continued consultation with local stakeholders, partners or other agencies with relevant and demonstrated expertise in programs and activities to meet the purpose of SSAE <u>ESEA: Sec. 4106(c)(1-2)</u>	5. Evidence shall include meeting agendas, dated sign-in sheets with representatives title and organization, meeting minutes, and stakeholder feedback (Consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, charter school teachers, principals, and other school leaders and others with relevant and demonstrated expertise in programs and activities under Title IV-A.)
6. The LEA utilizes an allowed method to prioritize the distribution of Title IV, A funds to school(s) served by the LEA <u>ESEA: Sec. 4106(e)(2)(A)</u>	6. Evidence shall include the criteria used to prioritize the distribution of Title IV, A funds, such as a list of schools identified for CSI/TSI, schools with highest percentage or number of children under section 1124(c), and/or a list of schools determined by the LEA based upon greatest need with a description of the identified need(s).
7. The LEA annually reports to the state how funds are being used and the degree to which the LEA has made progress toward meeting the objectives and outcomes described in its local plan for the use these funds. <u>ESEA: Sec. 4106(e)(2)(F)</u>	7. Evidence shall include a summary of the activities and programs provided and the outcome measures achieved demonstrating impact on identified needs. A description of the data (perception, process, or performance) that is collected to evaluate the effectiveness of funds used under Title IV, A (SSAE).

Cross Functional Monitoring and Consolidation of Funds

15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT	
Districts consolidating state, local and federal funds are only required to provide District level expenditures for review. However, school level expenditures that demonstrate the intent and purpose of each consolidated federal fund should be presented to the CFM team. Time and Effort Documentation is not required for personnel paid 100% through Fund 150 of Consolidated Funds.	
1. The LEA targets funds for specified activities, as required, to support well-rounded educational opportunities. <u>ESEA: Sec. 4107</u>	1. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
2. The LEA targets funds for specified activities, as required, to support safe and healthy students. <u>ESEA: Sec. 4108</u>	2. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
3. The LEA targets funds for specified activities, as required, to support the effective use of technology. <u>ESEA: Sec. 4109</u>	3. Evidence shall include source documents for expenditures, such as copies of purchase orders, invoices, contracts, travel expense reports, as applicable.
4. The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA's grant administration responsibilities. <u>ESEA: Sec. 4105(c)</u>	4. Evidence shall include source documents for expenditures, such as copies of purchase orders, contracts, travel expense reports, as applicable.
5. The LEA engages in continued consultation with local stakeholders, partners or other agencies with relevant and demonstrated expertise in programs and activities to meet the purpose of SSAE <u>ESEA: Sec. 4106(c)(1-2)</u>	5. Evidence shall include meeting agendas, dated sign-in sheets with representatives title and organization, meeting minutes, and stakeholder feedback (Consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, charter school teachers, principals, and other school leaders and others with relevant and demonstrated expertise in programs and activities under Title IV-A.)
6. The LEA utilizes an allowed method to prioritize the distribution of Title IV, A funds to school(s) served by the LEA <u>ESEA: Sec. 4106(e)(2)(A)</u>	6. Evidence shall include the criteria used to prioritize the distribution of Title IV, A funds, such as a list of schools identified for CSI/TSI, schools with highest percentage or number of children under section 1124(c), and/or a list of schools determined by the LEA based upon greatest need with a description of the identified need(s).
7. The LEA annually reports to the state how funds are being used and the degree to which the LEA has made progress toward meeting the objectives and outcomes described in its local plan for the use these funds. <u>ESEA: Sec. 4106(e)(2)(F)</u>	7. Evidence shall include a summary of the activities and programs provided and the outcome measures achieved demonstrating impact on identified needs. A description of the data (perception, process, or performance) that is collected to evaluate the effectiveness of funds used under Title IV, A (SSAE).

Cross Functional Monitoring and Consolidation of Funds

16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM	
1. The LEA targets funds to schools for specified activities, and activities authorized in Section 5222. <u>ESEA</u> : Sec. 5222	<p>This section applies to any funds that are not consolidated. Consolidation of Funds LEAs must provide evidence that expenditures adhere to schoolwide plan and intents and purposes.</p> <p>1. Evidence shall include source documents for expenditures such as copies of purchase orders, contracts, travel expense reports, as applicable.</p>

Cross Functional Monitoring and Consolidation of Funds

17. TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION	
<p>1. Evidence that the LEA is monitoring the effectiveness of Title II, Part A grant funded activities in improving teacher, principal and school leader effectiveness as aligned with the purpose of the title. <u>ESEA: Sec. 2104(a)(1); 2 C.F.R. 200.301; 2 C.F.R. 200.328(a); Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (2016)</u></p>	<p>LEAs Consolidating Funds should speak to effectiveness of funds budgeted at LEA level. Effectiveness does not apply to any funds transferred or consolidated in FY18.</p> <p>1. Evidence shall include:</p> <ol style="list-style-type: none"> The Title II, Part A Effectiveness Budget Attachment from FY18 with summary data and analysis that explains the effectiveness of each Title II, Part A funded activity in addressing one or more of the LEA's prioritized needs from the FY18 District Improvement Plan. Source documentation to support summary data and analysis.

Cross Functional Monitoring and Consolidation of Funds

19. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS		
<p>1. Evidence that the LEA follows standardized statewide entrance and exit procedures and screens all potential English learners within 30 days of school enrollment. <u>ESEA: SEC. 3113</u></p>	<p>1. Evidence shall include:</p> <ul style="list-style-type: none"> a. A copy of LEA's policy, procedures, and processes related to following standardized statewide entrance and exit procedures for identifying English Learners and Immigrant children and youth. b. Data Rosters for EL-Y, EL-M, and Immigrant students pulled from Student Record Data and LEA Student Information System. c. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participation in state or local ESOL data entry trainings. d. Staff interview responses and onsite review of requested EL-Y and EL-M student files. 	
<p>2. Evidence that the LEA's Title III language programs are effective and demonstrate successes in increasing the English language proficiency and student academic achievement of students participating in such programs. <u>ESEA: Sec. 3115 (c)(1); Sec. 3121 (a)(2); Sec. 3121 (a)(3); Sec. 3121 (a)(4); Sec. 3121 (a)(5); Sec. 3121 (a)(6)</u></p>	<p>2. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing the LEA's Title III language programs, including instructional goals and effectiveness evidence for each Title III-funded instructional program implemented by the LEA. b. Data analyses demonstrating the success of Title III-funded language instruction educational programs in increasing ELs' English language proficiency (may be derived from CNA); 	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>2. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing how each school receiving these funds are providing English Learners with a supplemental language instruction program and how the LEA ensures that these programs are assisting ELs achieve English language proficiency and meet state academic standards.

Cross Functional Monitoring and Consolidation of Funds

19. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS		
<p>1. Evidence that the LEA follows standardized statewide entrance and exit procedures and screens all potential English learners within 30 days of school enrollment. <u>ESEA: SEC. 3113</u></p>	<p>1. Evidence shall include:</p> <ul style="list-style-type: none"> a. A copy of LEA's policy, procedures, and processes related to following standardized statewide entrance and exit procedures for identifying English Learners and Immigrant children and youth. b. Data Rosters for EL-Y, EL-M, and Immigrant students pulled from Student Record Data and LEA Student Information System. c. Copies of attendance records, travel records, agendas indicating student-information or ESOL staff's participation in state or local ESOL data entry trainings. d. Staff interview responses and onsite review of requested EL-Y and EL-M student files. 	
<p>2. Evidence that the LEA's Title III language programs are effective and demonstrate successes in increasing the English language proficiency and student academic achievement of students participating in such programs. <u>ESEA: Sec. 3115 (c)(1); Sec. 3121 (a)(2); Sec. 3121 (a)(3); Sec. 3121 (a)(4); Sec. 3121 (a)(5); Sec. 3121 (a)(6)</u></p>	<p>2. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing the LEA's Title III language programs, including instructional goals and effectiveness evidence for each Title III-funded instructional program implemented by the LEA. b. Data analyses demonstrating the success of Title III-funded language instruction educational programs in increasing ELs' English language proficiency (may be derived from CNA); 	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>2. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing how each school receiving these funds are providing English Learners with a supplemental language instruction program and how the LEA ensures that these programs are assisting ELs achieve English language proficiency and meet state academic standards.

Cross Functional Monitoring and Consolidation of Funds

19. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS		
	<p>c. Data analyses demonstrating the success of Title III-funded language instruction educational programs in increasing ELs' academic achievement (may be derived from CNA).</p>	<p>b. Sample documentation demonstrating the implementation of 19.2 a. in the previous and current school years.</p> <p>*LEA may include data demonstrating effectiveness of LEA's supplemental language programs to increase English Learner students' English language proficiency and academic achievement.</p>
<p>3. Evidence of the LEA staff (including ESOL and non-ESOL teachers and administrative staff) attending professional development sessions that are:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of ELs; b. designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; c. effective in increasing ELs' English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such educators; and d. of sufficient intensity and duration (does not include one-day workshops and conferences) to have a positive and lasting impact on the educators' performance in the classroom. 	<p>3. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing the LEA's Title III professional development plan offerings and their levels of effectiveness. b. LEA Title III A professional development plan, including a needs assessment and long-range professional development goals (may be drawn from CNA). c. Documents indicating trainings provided and designed: <ul style="list-style-type: none"> 1. to improve the instruction and assessment of English Learners and; 2. to enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for English learners. d. Participation documentation including meeting dates, agendas, handouts, conference materials, expense statements, dated sign-in sheets with participant roles noted, etc. 	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>3. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing how each school receiving these funds are providing effective EL-focused professional learning as stated in Intents/Purposes Statement to teachers, administrators, and other school leaders designed to improve the instruction and assessment of English Learners and enhance the ability of their teachers, principals and other school leaders to understand and implement instructional strategies for English Learners. b. Sample documentation demonstrating the implementation of 19.3 a. in the previous and current school years.

Cross Functional Monitoring and Consolidation of Funds

19. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS		
<p>4. Evidence that:</p> <ul style="list-style-type: none"> a. The LEA performs activities supplementary or as an enhancement to the language support program, b. The LEA engages parents, family and the community in those activities, and c. If activities are held in coordination with Title I EL parent engagement and outreach, the LEA ensures that these activities include elements that fulfill the Title III requirement to "enhance or supplement" the Title III language program. <p><u>ESEA: Sec. 3115 (c)(3)</u></p>	<p>4. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing the parent, family and community engagement activities (including their effectiveness) performed by the LEA to enhance or supplement the Title III language programs. b. Copies of communications to EL families regarding EL parent, family and community engagement activities and opportunities. c. Records of EL parent, family and community engagement activity agendas, invoices, presentations, meeting notes, handouts, dated sign-in sheets. d. EL parent interview responses, including LEA Invitation-to-Interview letter sent to EL parents listed on LEA's EL Parent Interview Roster. 	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>4. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing how each school receiving these funds are engaging parents of English Learners in such a way to enhance or supplement the language instruction program as stated in the Intents/Purposes statement. b. Sample documentation demonstrating the implementation of 19.4.a. in the previous and current school years.
<p>5. For LEAs receiving <i>Immigrant</i> funding: Evidence that the LEA expends immigrant funds in compliance with Sec. 3115(e).</p> <p><u>ESEA: Sec. 3115 (e)</u></p>	<p>5. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing the LEA's specific plan to support the unique, non-linguistic needs of its immigrant students. b. Percent of Immigrant allocation carried over for each of the past two years (as applicable). c. Record of system detail expenditures using Immigrant funds for FY18 and FY19 to date. d. List of activities performed/materials purchased with Immigrant funds. 	<p>This applies to the schools where LEAs are consolidating funds in schoolwide programs (Fund 150):</p> <p>5. Evidence shall include:</p> <ul style="list-style-type: none"> a. Narrative describing how each school receiving these funds are supporting the unique, non-linguistic needs of Immigrant students as stated in the Intents/Purposes statement. b. Sample documentation demonstrating the implementation of 19.6.a. in the previous and current school years, as applicable.

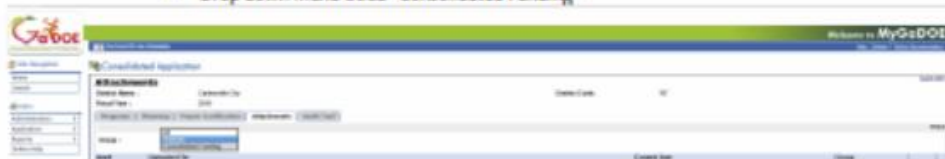
Updates



Consolidation of Funds Updates & FAQs

Contact- Shaun Owen (sowen@doe.k12.ga.us 404-971-0096)
 October 1, 2018

1. What documents should I upload in the Con App for each Title I Schoolwide School that Consolidates?
 - [Intent & Purpose](#)
 - Schoolwide Plans
 - [Fund 130 Budget](#) (multiple templates available on the [Consolidation of Funds website](#))
 - The Fund 130 Budget should also be uploaded into the DE046 for Financial Review
2. Where do I upload the documents?
 - General Attachment Tab
 - Drop down menu titled "Consolidated Funding"



The screenshot shows the 'Consolidated Application' form in the MyGaDOE system. The form includes fields for 'School Name', 'Function Code', and 'Attachment'. A dropdown menu is visible, showing 'Consolidated Funding' as the selected option. The form is titled 'Consolidated Application' and has a 'Submit' button at the bottom.

3. What do I name the documents I upload?
 - Documents can be uploaded individually or saved as one document and uploaded
 - I&P-"Name of School" or "All Schools"
 - SWP-"Name of School" or "All Schools"
 - 130 Budget-"Name of School" or "All Schools"
4. How do I enter programs/funds to be Consolidated in the Con App?
 - Under each program being Consolidated, enter the name of the school, the function code and 881.
 - In the budget description, enter "Transfer to Consolidation of Funds."
 - If you enter all functions as 1000, the Completion Report will only include function 1000. The reporting on the Con App and Completion Report will not reconcile to the general ledger, as the general ledger is reported by functional category.
 - If you enter the actual function codes budgeted and 881, then the Con App and the Completion Report will reconcile to the general ledger.



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

5. Does anything change regarding Set-Asides?
 - No. Enter the information as you have in the past.
6. Is the GEPA statement required for districts Consolidating funds?
 - Yes, because the district is receiving federal funds.
7. October 17th First Consolidation of Funds Meeting for the Third Cohort
 - Georgia Department of Education, West Tower, 10th Floor, Rooms A, B, and C from 9:00-2:00
 - Please send me your questions and comments thus far so this information can be included/addressed in the meeting
 - GaDOE Program Staff and Financial Review staff will be at the meeting to answer questions and assist
8. Cross-Functional Monitoring Document
 - LEAs and GaDOE met on August 16th to review the Cross-Functional Monitoring Document through the lens of Consolidation.
 - See the [attached CFM document](#) for the green sections which are specific to Consolidation.
9. October Webinar [link](#)
 - October 4th at 10:00

Documents to Upload in the Con App

1. What documents should I upload in the Con App for each Title I Schoolwide School that Consolidates?
 - [Intent & Purpose](#)
 - Schoolwide Plans
 - [Fund 150 Budget](#) (multiple templates available on the [Consolidation of Funds website](#))
 - The Fund 150 Budget should also be uploaded into the DE046 for Financial Review

Intent & Purpose Form

Consolidation of Funds Webinars

- Consolidation of Funds Overview (webinar)
- Consolidation of Funds Overview (PPT)
- Consolidation of Funds for Finance Directors (webinar)
- Consolidation of Funds for Finance Directors (PPT)
- March Webinar-Where Should We Be Now? Focus on Finance (webinar)
- March Webinar-Where Should We Be Now? Focus on Finance (PPT)
- April Webinar - Where Should We Be Now? Focus on Finance (webinar)
- April Webinar - Where Should We Be Now? Focus on Finance (PPT)
- June 1 Webinar - Updates and Where Should We Be Now? (webinar)
- June 1 Webinar - Updates and Where Should We Be Now? (PPT)
- June 27 Webinar - Updates and Where Should We Be Now? (webinar)
- June 27 Webinar - Updates and Where Should We Be Now? (PPT)

Financial Template (Example B)

Financial Template (Example C)

Tips for Fiscal Year Closing

Program Resources

Consolidation Overview for 2018-2019

Intent and Purposes Template Sample

Title I, Part C Consolidation LEA Plan

Consolidation of Title I, Part C Guidance

APPENDIX A- Budget Template 1

Schoolwide School Improvement Plan-Combining Funds

How the school will meet the Intent and Purpose of each funding source?

- Complete an Intent and Purposes chart for EACH schoolwide school participating in schoolwide consolidation. Sample below.
- Provide an accurate description of how the intent and purposes will be met for each program to be included in the consolidation. The intent and purposes statement may or may not reflect how the money from each funding source is being spent, but must explain how the school is meeting the intent of the specific program legislation
- Attach template for EACH school consolidating funds to the Consolidated Application

District Name:		Fiscal Year:
School Name:		Date Submitted:
Grade Level:		
Describe how the Intent and Purpose for each consolidated funding source will be met by the school		
Program	Intent and Purpose Statement	
Title I, Part A	Extended Learning Time with interventions to reinforce academic standards, afterschool program, additional in-class assistance, small group pull-out when needed to reinforce academic standards, software and other materials and training to support content learning, Family Engagement Coordinator, reading and math inventories, technology to support interventions, instructional coaches and PBIS.	
Title I, Part C	In class, small group pull-out, intersession, after school and summer school supplemental academic support, in-class tutoring, before/after school, extended day, Saturday or vacation programs, in-home instruction (e.g., the MEP provides family literacy services to the child at home) and summer or intersession programs	
Title I, Part D	After school and summer tutoring at N&D facilities. Establish reading library at N&D facilities. Implement mentoring program for youth living in local residential facility.	
Title II, Part A	Professional learning communities and data teams, data coach, ongoing reading and writing training, content specific trainings and conferences, instructional lead teacher, teacher induction/mentor program	
Title III, Part A Language Instruction for English Learners	Title III specialist to conduct EL-related PD and home visits, conferences and trainings on ACCESS data analysis and using ACCESS scores to support classroom instruction, extra language support during the instructional day, EL-specific materials and program supplies that correlate to our mainstream ELA and math textbooks, afterschool tutorials	
Title III, Part A Language Instruction for	Literature on acclimating to U.S. culture, information gathered and distributed on local supports for newcomers (library, driver license facilities, county health facilities, local transportation, religious services, English language classes for adults, etc.), online language program for immigrant students/parents who are non-English speaking.	

Immigrant Students	
Title IV, Part A *See below	Provide students with access to well-rounded education by integrating STEM skills and content knowledge across curricula and lessons in all grade levels; Improve school conditions for student learning by implementing PBIS framework and providing school safety training for all school staff; Improve the effective use of technology by building professional learning communities that will improve instruction through increased use of online systems to analyze and track individual student data
Title V, Part B	Increase professional learning technical assistance hours by 4 hours per teacher by supplementing established Title I, Part A quarterly data team analysis activities. Supplement Title I, Part A funded extended learning time with interventions to reinforce academic standards, afterschool program, additional in-class assistance, small group pull-out when needed to reinforce academic standards.
Title I, 1003 (a)	Professional learning communities, training for teachers, academic coaches, after school tutoring,
Title I, 1003 (g)	Increase student achievement and school performance significantly by implementing the SBOE approved grant and all assurances with fidelity.
McKinney-Vento	Implement a McKinney-Vento Education for Homeless Children and Youth (EHCY) after-school tutoring program to reduce identified learning gaps between homeless and non-homeless students. Designate a counselor to monitor the attendance of students experiencing homelessness and contact guardians if attendance rate falls below expected levels.
IDEA (611 & 619) *See below	Implement family workshops to prepare families of children with disabilities with the transition from preschool to kindergarten, and include the families of at risk students. After school and summer school supplemental academic support. Implement a social skills professional development for teachers which will help eligible and identified children with disabilities, and ultimately impact all children.

Signatures:

Title I Director _____ Date _____ Title II Director _____ Date _____
 Title III Director _____ Date _____ Superintendent _____ Date _____
 Principal _____ Date _____

Title IVA- Each school receiving Title IVA funds from the district is not required to address each of the three core areas (Well-Rounded, Safe and Healthy, and Effective Use of Technology). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area but the district collectively is meeting the intent and purpose. For the purpose of the sample Intent and Purpose form, all three areas are addressed in order to provide examples for each one.

IDEA Intent and Purpose Definition: IDEA funds are used to pay the excess costs of providing special education and related services for children with disabilities {34 CFR 300.202(a)(2)}. Children with disabilities in a schoolwide program school must receive services in accordance with a properly developed individualized education program (IEP); and be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA including the provision of a free and appropriate education (FAPE).

Fund 150 Forms

Consolidation of Funds Map

- Consolidation of Funds Map

Consolidation of Funds Manual

- Consolidation of Funds Manual

Consolidation of Funds Webinars

- Consolidation of Funds Overview (webinar)
- Consolidation of Funds Overview (PPT)

Financial Resources

Consolidated Schoolwide Financial Checklist

Budget and Allocation Template (Example A)

Financial Template (Example B)

Financial Template (Example C)

Tips for Fiscal Year Closing

Fund 150 Budget



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

Schoolwide Consolidation Budget Template

			SCHOOL NAME	
			School Code	
GENERAL FUND STATE AND LOCAL ALLOCATION TO SCHOOLS			BUDGET AS AMENDED	PERCENTAGE OF TOTAL FUNDS
Kindergarten			144,095.00	13.52%
Primary Grades 1-3			280,424.00	26.32%
Upper Elementary Grades 4-5			121,235.00	11.38%
Media			5,642.00	0.53%
Staff Professional Development			1,000.00	0.09%
Principal Professional Development			100.00	0.01%
ESOL			3,840.00	0.36%
20 Additional Days Instruction			6,563.00	0.62%
Indirect Cost - School Administration			54,457.00	5.11%
FEDERAL ALLOCATIONS TO SCHOOLS				
Title I, Part A			384,657.00	36.10%
Title II, Part A			46,500.00	4.36%
Title II, Part D				0.00%
Title III, Part A			16,890.00	1.59%
Title IV, Part A				0.00%
Title V, Innovative				0.00%
Total State, Local, Federal Funds Allocations - Site Level			1,065,403.00	100.00%

Fund 150 Budget

Fund 150 Budget			Budgeted Expenditures in Support of Plan
Expenditures			
INSTRUCTION - Function 1000	110	Salaries - Teachers	776,990.00
	113	Salaries - Substitutes, for Certified Staff	9,000.00
	114	Salaries - Substitutes, for Non Certified Staff	4,000.00
	140	Salaries - Aides/Parapros	100,000.00
	161	Salaries - Technology Specialist	-
	172	Salaries - Elementary Counselors	-
	210	Group Health	31,200.00
	220	Social Security	12,258.00
	230	Teacher Retirement	16,500.00
	290	Other Benefits	2,000.00
	300	Contracted Services	8,000.00
	563	Tuition to Private Sources	
	610	Supplies	28,500.00
	615	Equipment under \$5000	4,800.00
	616	Computers under \$5000	9,680.00
	642	Books and Periodicals	3,000.00
	730	Equipment	10,800.00
IMPROVEMENT OF INSTRUCTION - Function 2210	113	Salaries - Substitutes, for Certified Staff	1,600.00
	114	Salaries - Substitutes, for Non Certified Staff	300.00
	116	Salaries - Stipends	20,000.00
	142	Salaries - Clerical	
	210	Group Health	
	220	Social Security	1,250.00
	300	Contracted Services	6,000.00
	580	Travel of Employees	2,000.00
	610	Supplies	1,500.00

Where to Upload the Documents in the Con App

2. Where do I upload the documents?

- General Attachment Tab
- Drop down menu titled "Consolidated Funding"



The screenshot shows the 'MyGaDOE' web application interface. At the top, there is a green header with the 'GaDOE' logo and the text 'Welcome to MyGaDOE'. Below the header, there is a navigation bar with links for 'Home', 'Logout', 'Site Navigation', and 'Title 1'. The main content area is titled 'Consolidated Application' and contains a section for 'Attachments'. In this section, the 'District Name' is 'Cadenville City' and the 'District Code' is '767'. The 'Fiscal Year' is '2019'. There are tabs for 'Programs', 'Planning', 'Prayer Certification', 'Attachments', and 'Audit Trail'. The 'Attachments' tab is selected, and a dropdown menu is open showing options: 'All', 'General', and 'Consolidated Funding'. The 'Consolidated Funding' option is highlighted. Below the dropdown, there is a table with columns for 'Item#', 'Uploaded File', 'Created Date', and 'Group'.

Georgia Department of Education

Naming Conventions for the Documents

3. What do I name the documents I upload?

- Documents can be uploaded individually or saved as one document and uploaded
 - I&P-"Name of School" or "All Schools"
 - SWP-"Name of School" or "All Schools"
 - 150 Budget-"Name of School" or "All Schools"

How to Enter Program/Funds in the Con App

4. How do I enter programs/funds to be Consolidated in the Con App?
- Under each program being Consolidated, enter the name of the school, the function code and 881.
 - In the budget description, enter "Transfer to Consolidation of Funds."
 - If you enter all functions as 1000, the Completion Report will only include function 1000. The reporting on the Con App and Completion Report will not reconcile to the general ledger, as the general ledger is reported by functional category.
 - If you enter the actual function codes budgeted and 881, then the Con App and the Completion Report will reconcile to the general ledger.

Set-Asides and GEPA

5. Does anything change regarding Set-Asides?
 - No. Enter the information as you have in the past.
6. Is the GEPA statement required for districts Consolidating funds?
 - Yes, because the district is receiving federal funds.

Set Asides-

Do Not Consolidate

Georgia Department of Education



October 17th Meeting at GaDOE

7. October 17th First Consolidation of Funds Meeting for the Third Cohort

- Georgia Department of Education, West Tower, 10th Floor, Rooms A, B, and C from 9:00-2:00
- Please send me your questions and comments thus far so this information can be included/addressed in the meeting
- GaDOE Program Staff and Financial Review staff will be at the meeting to answer questions and assist

October 17th Meeting at GaDOE

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- GaDOE Program Staff and Financial Review staff will be at the meeting to answer questions and assist

Cross-Functional Monitoring Document

8. Cross-Functional Monitoring Document

- LEAs and GaDOE met on August 16th to review the Cross-Functional Monitoring Document through the lens of Consolidation.
- See the [attached CFM document](#) for the green sections which are specific to Consolidation.

Changes?

Transferring Programs?

Adding or Removing a Program?

Changes in Personnel?

Changes in Schools?

Madison County School District

(First Cohort) (2018-2019)

Richard Woods, Georgia's School Superintendent

"Education is the only way to change the world."

Title Funds That Can Be Consolidated	
1. Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies	6. Title IV, Part A – Student Support and Academic Enrichment
2. Title I, Part C – Education of Migratory Children	7. Title V, Part B – Rural Education Initiative
3. Title I, Part D Subpart 2 only – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk	8. Title I – School Improvement
4. Title II, Part A – Supportive Effective Instruction (previously known as Teacher Quality)	9. Title I – School Improvement current programs will continue
5. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act	10. McKinney-Vento – Education
Do not consolidate State Special Allotments- Special Education State Funds, Bilingual Education Allotment.	
The following Function Codes can be paid for out of Fund 150: 1000- Instruction; 210 Instructional Services; 2213- Instructional Staff Training; 2220- Educational Media Services; 2700- Transportation.	
Elementary Schools (Please list all Title I Schoolwide elementary schools that will Consolidate Funds)	
1. Colbert Elementary School	1. Title IA
2. Comer Elementary School	2. Title IIA
3. Danielsville Elementary School	3. Title IIIA
4. Hull-Sanford Elementary School	
5. Ila Elementary School	
Middle Schools (Please list all Title I Schoolwide middle schools that will Consolidate Funds)	
1. Madison County Middle School	1. Title IA
	2. Title IIA
	3. Title IIIA
High Schools (Please list all Title I Schoolwide high schools that will Consolidate Funds)	
N/A	
Area Specialists	
Title IA- Anne Marie Wiseman	
Title IIA- Terri Still	
Title IIIA- Meg Baker	
People on Listserv	
Jennifer Adams	District Bookkeeper
Brittan Ayers	Coordinator of Federal Programs & Director of Secondary Curriculum
Bonnie Knight	Assistant Superintendent of Business Operations

Cartersville City Schools

(First Cohort) (2018-2019)

Title Funds That Can Be Consolidated	
1. Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies	6. Title IV, Part A – Student Support and Academic Enrichment
2. Title I, Part C – Education of Migratory Children	7. Title V, Part B – Rural Education Initiative
3. Title I, Part D Subpart 2 only – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk	8. Title I – School Improvement 1003(a) (amended by ESSA to include new set asides and authority for new subgrants to LEAs- ends 9/30/21)
4. Title II, Part A – Supportive Effective Instruction (previously known as Teacher Quality)	9. Title I – School Improvement 1003(g) (eliminated under ESSA, though current programs will continue until the end of the grant period)
5. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act	10. McKinney-Vento – Education for Homeless Children and Youth
	11. Special Education Federal Funds – 611 and 619
Do not consolidate State Special Allotments- Special Education State Funds, Bilingual Education and Career and Technology Education Allotment.	
The following Function Codes can be paid for out of Fund 150: 1000- Instruction; 2100- Pupil Services; 2210- Improvement of Instructional Services; 2213- Instructional Staff Training; 2220- Educational Media Services; 2400- School Administration; 2700- Transportation.	
Elementary Schools (Please list all Title I Schoolwide elementary schools that will Consolidate Funds)	
1. Cartersville Primary School	1. Title IA
2. Cartersville Elementary	2. Title IIA
	3. Title IIIA
	4. Title IVA
Middle Schools (Please list all Title I Schoolwide middle schools that will Consolidate Funds)	
1. Cartersville Middle School	1. Title IA
	2. Title IIA
	3. Title IIIA
	4. Title IVA
High Schools (Please list all Title I Schoolwide high schools that will Consolidate Funds)	
N/A	
Area Specialists	
Title IA- Anne Marie Wiseman	
Title IIA- Terri Still	
Title IIIA- Meg Baker	
Title IVA- Dawna Hatcher	
People on Listserv	
Richard Dyke	Director of Finance
Audra Saunders	Director of Curriculum & Accountability

rd@cartersville.k12.ga.us
asaunders@cartersville.k12.ga.us

III A



IIIA & Consolidation of Funds

1. Review methods to determine title III-A funds to be allocated to which schools and why? PPA?
2. Review Title III-A Intents/Purposes statements to ensure they specify activities for English Learner students (their teachers and parents) and activities for Immigrant students, when applicable.
3. Review the EL Program Plan Question #5 in the Title III-A budget worksheet to ensure a plan is in place to monitor schools receiving Title III-A funds per federal statute. **Sec. 3116 (b) (2)** "describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English Learners in (A) achieving English proficiency based on the state's English language proficiency assessment under section 1111(b)(2)(G), consistent with the state's long-term goals, as described in section 1111(c) (4)(A)(II) and (B) meeting the challenging state academic standards.

Job Codes



1000- Instruction 2100- Pupil Services 2210- Improvement of Instructional Services 2213- Instructional Staff Training 2200- Educational Media Services 2400- School Administration 2700- Transportation (Supplemental academic services only- for example field trips, after school programs such as tutoring, summer programs and work placement)

Can be paid for out of Fund 150 via State Funds but is not highlighted above and is at the school level

Some job codes have more than one color because they can fit under more than one function code.

New secondary fund codes to be used for reporting staff who are paid out of Fund 150

- 01- FOR APPROVED CONSOLIDATED FUNDING SITES ONLY: Use this fund code for all certified and classified staff who are paid out of Fund 150 **AND** accounted for within the Resource Allocation Plan. Certified staff with this fund code will earn T&E.
- 02- FOR APPROVED CONSOLIDATED FUNDING SITES ONLY: Use this fund code for all certified and classified staff who are paid out of Fund 150 and NOT accounted for within the Resource Allocation Plan (federally funded or supplemental personnel). Certified staff with this fund code will not earn T&E.

The only people who can be paid out of Fund 150 are people who fit into one of the following function codes:

1000-- Instruction
 2100 – Pupil Services
 2210 – Improvement of Instructional Services
 2213 – Instructional Staff Training
 2220 – Educational Media Services
 2700 --Transportation (Supplemental academic services only- for example field trips, after school programs such as tutoring, summer programs and work placement)

Updated on 10/23/17-

- Added job code 415 (Information Services Personnel) under function code 2100 (Pupil Services)
- Added job code 416 (Information Services Clerk) under function code 2100 (Pupil Services)
- Added job code 441 (Behavior Specialist) under function code 2100 (Pupil Services)
- Added job code 483 (Clinical Therapist) under function code 2100 (Pupil Services)
- Added job code 495 (Athletic Personnel) under function code 2100 (Pupil Services)
- Created this new school level position 347- Staff Development Specialist (School) - Responsible for planning, coordinating, and scheduling staff development activities for the school. Cert required N report in CPI Y (under function code 2210- Improvement of Instructional Services and 2213- Instructional Staff Training)
- Created this new school level position 652- School Improvement Specialist- (School) Directs the School Improvement programs for a school. Cert Required Y Report in CPI Y (under function code 2210- Improvement of Instructional Services and 2213- Instructional Staff Training)



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New



**New
 Job
 Codes**

1000	435	Paraprofessional/Teacher Aide Personnel	Assists teachers and other certified personnel in instructional activities.	N	Y
	436	Special Education Para-professional/ Teacher Aid- Ages 6-21	Assists teachers of special education students with instructional activities - Ages 6-21	N	Y
	437	Interpreter	Interprets spoken communication for hearing-impaired students.	N	Y
	438	Rehabilitation Counselor	Provides counseling, evaluations, or other services to secondary special education students for purpose of transition to post-secondary vocational placement.	N	N
	439	GNETS Para-professional/Teacher Aide	Assists GNETS teachers and other certified personnel in a psychoeducational program in instructional activities.	N	Y
1000 2210 2200	440	Librarian/Media Specialist	Manages the use, purchasing, and inventory of teaching and learning resources including books, non-print media, and equipment.	Y	Y
2100	441	Teacher Support Specialist	Assists teachers with diagnosing students^ learning problems and implementing instructional learning strategies.	Y	Y
1000 2210 2200	442	Library/Media Support Paraprofessional Personnel	Assists the Librarian/Media Specialist with the management of media resources.	N	Y

Job Codes

The only people who can be paid out of Fund 150 are people who fit into one of the following function codes:

1000-- Instruction

2100 – Pupil Services

2210 – Improvement of Instructional Services

2213 – Instructional Staff Training

2220 – Educational Media Services

2400 – School Administration

2700 --Transportation (Supplemental academic services only- for example field trips, after school programs such as tutoring, summer programs and work placement)

Job Codes

Updated on 6/26/18-

- Added job code 419 (Information Services Personnel-School Administration) under function code 2400 (School Administration)
- Added job code 420 (Secretary) under function code 2400 (School Administration)
- Added job code 425 (Bookkeeper) under function code 2400 (School Administration)
- Added job code 429 (Data Clerk) under function code 2400 (School Administration)
- Added job code 430 (School Secretary/Clerk) under function code 2400 (School Administration)
- Added job code 451 (Support Services Secretary/Clerk) under function code 2400 (School Administration)
- Added job code 452 (Student Clerk/Aide) under function code 2400 (School Administration)
- Added job code 610 (Principal) under function code 2400 (School Administration)
- Added job code 612 (Pre-K Director) under function code 2400 (School Administration)
- Added job code 614 (Alternative School Director) under function code 2400 (School Administration)
- Added job code 615 (Assistant Principal) under function code 2400 (School Administration)
- Added job code 635 (Community School Director/Coordinator) under function code 2100 (Pupil Services) and 2400 (School Administration)

CTAE Special State Allotments

Do Not Consolidate...

CTAE Extended Day
CTAE Extended Year
Vocational Supervision
Youth Apprenticeship
Industry Certification
Agriculture Extended Day
Agriculture Extended Year
Youth Camps
Young Farmer

Area Teachers
FFA/FCCLA Center
Agriculture Construction
Related Equipment
CTAE (Vocational) Construction
Related Equipment
CTAE-Ag FCCLA Teacher
Assistance
CTAE-FCCLA

October 17th Meeting

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

First Site Visit

November 16, 2017
County Board of Education
9:00-12:00

- Introductions
- Overview of Consolidation of Funds Initiative
- Review of programs and schools
- Review job codes to be consolidated
- Review CPI & T&E
- RAM/P
- Review % of each program put into Consolidation (Fund 150) at the school level (allocating to schools)
- Set-asides
- Discuss % per school (pie) and drawdowns
- Discuss carryover
- Review Intent and Purposes
- Discuss Schoolwide Plans/School Improvement Plans
- Review Consolidation of Funds Manual questions (pages 24-27)
- Discuss next quarterly visit (February/March)
- Discuss expenditures and tying back to Intent and Purposes
- Suggestions and additional thoughts
- Next steps
- Adjourn

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Questions for the First Visit

1. Tell us about how you work with your schools related to Consolidation
2. What questions or issues have you encountered?
 - Programmatic
 - Fiscal
3. What have you been able to accomplish that you would not have without Consolidation?
4. Documents that may be reviewed as requested:
 - District Expenditure Report
 - School Expenditure Report
 - Formative Assessment Results
 - Other

Questions for the First Visit

5. Tell us how you work with teachers, parents, and students in the implementation of your schoolwide plan.

- Program
- Fiscal

6. Briefly identify priorities identified in your comprehensive needs assessment and addressed in your schoolwide plan.

7. What is the status of interventions?

- Full implementation
- Partial implementation
- No implementation
- If partial or no implementation, what actions have been taken to reach full implementation?

Questions for the First Visit

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8. Formative Assessment Results

- A. Are identified students/subgroups making adequate progress?
- B. If yes, how will progress continue or be sustained?
- C. If no, what actions have been taken to adjust interventions to better meet student needs?

9. Promising practices

10. Needs

Second Visit

Georgia Department of Education

Second Site Visit

February 15, 2018
Board of Education
9:00-12:00

- Discussion with Principals and Bookkeepers
 - How is Consolidation working in their schools?
 - Promising practices, questions and any issues
- Discussion with central office staff (Superintendent, Finance Director, Federal Program Director)
 - How is Consolidation working in their system?
 - Promising practices, questions and any issues
- Programs
 - Title IA
 - Is the district meeting the Intent and Purpose of Title I at each of their schools?
 - Are the identified needs/goals in the SWPs being addressed with their consolidated funds/budget at the school level?
 - Review of the Title I set-asides
 - Title IIA
 - Are the Intents and Purposes being met in spending (PL, recruitment, retention)?
 - Review equity plan implementation to the extent that intervention strategies (expenditures) occur at a school level.
 - Possible review the status of paraprofessionals
 - Title VB
- Financial Review
 - Detailed general ledger of Funds 150 and compare the general ledger to the consolidated budget
 - Is the information above representative of the Intent and purposes?
 - Discuss the summer salary accrual
- Review detailed expenditure reports by program to ensure the Intent and Purposes of each program are being met.
- Overview and PL recommendations for the Consolidation of Funds Initiative
- Suggestions and additional thoughts
- Next steps
- Adjourn

Second Site Visit

February 15, 2018
Board of Education
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State Ombudsman**

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