



FY18 Budget Planning Federal Programs

August 11, 2017

Presented by GaDOE Staff from the:

- Office of Federal Programs
- Office of Teaching and Learning
- Office of Special Education Services and Support
- Office of School and District Effectiveness

Georgia's Systems of Continuous Improvement



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Georgia's School Superintendent
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Today's Agenda



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Time	Topic
9:00-9:45	Overarching Budgeting Information Impacting all Federal Programs
9:45-12:15	Title I, Part A
12:15-1:00	Lunch Break
1:00-1:15	Title I, Part A Parent and Family Engagement
1:15-1:30	Title IV, Part A
1:30-2:00	IDEA
2:00-2:30	Title II, Part A
2:30-3:00	Title I, Part C – Education of Migratory Children
3:00-3:45	Homeless Education, Foster Care, N&D, and REAP
3:45-4:00	School Improvement Grants - 1003(a)

Consolidated LEA Applications

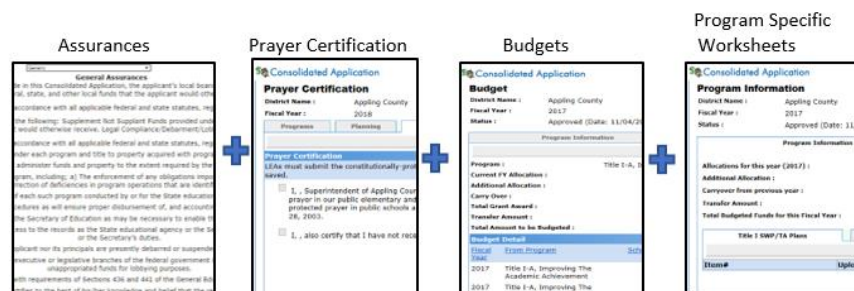


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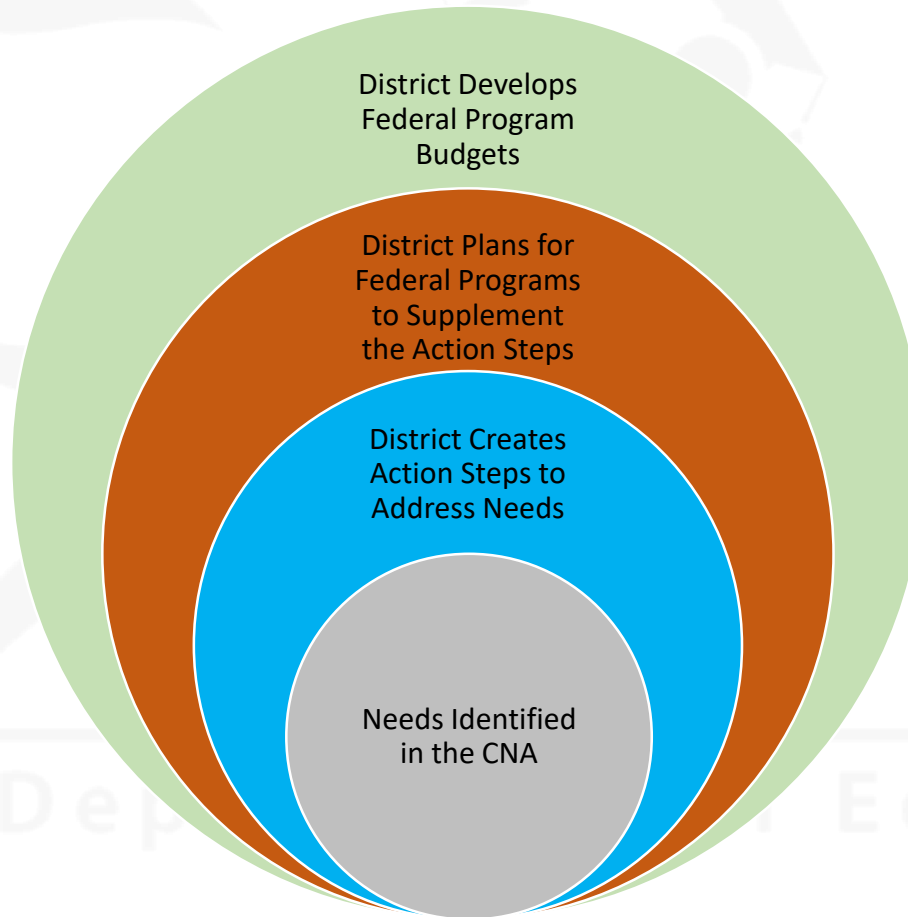
Part I – Annually Approved LEA Consolidated Application (Plan)



Part II – Application Forms Submitted After Plan Approval



Developing Budgets



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

Logging into the Consolidated Application



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- Administration
 - Application
 - Reports
 - Online Help
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- Ken Banter**
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 - Add to Favorites
 - Help - Dticket

Consolidated Application

Applications

Fiscal Year: 2018 ▼

System: Rome City - 785 ▼

Plan Status:

System Name:

System ID:

Search

Application List				
<u>FY</u>	<u>System ID</u>	<u>System Name</u>	<u>Plan Status</u>	<u>FLP Plan Status</u>
2018	785	Rome City	Approved	

Adding Programs to the Consolidated Application

 Consolidated Application

Program Status

District Name : Rome City
District Code : 785

Fiscal Year : 2018



Programs
Planning
Prayer Certification
Attachments
Audit Trail

Add Program

Add an applicable program to the application

Program :
Charter School - Dissemination Grant
Add

Title Programs

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

Adding Programs to the Consolidated Application

Consolidated Application

Program Status

District Name : Rome City District Code : 785

Fiscal Year : 2018

[Programs](#)
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Application

Add Program

Add an applicable program to the application

Program :

Title Programs

Program

Title I-A, Improving The Academic Achievement

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

Status

Program Type

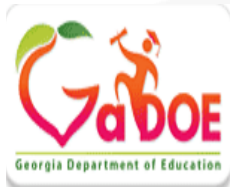
Original

Add



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Getting the Budget Started



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Consolidated Application

Program Status

District: Rome City

District Code : 785

Fiscal Year : 2018

Programs | Planning | Prayer Certification | Attachments | Audit Trail

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Title Programs

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

Overarching Budget Updates All Federal Programs

Time and Effort



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1. Upon Legal Consultation, in 2017-2018 GaDOE is allowing increased flexibility with time and effort
2. Type 1: Period Certification
 - a. Single Cost Objective
 - b. May be completed twice a year OR once a year as detailed in your district's written procedures
 - c. Supporting documentation is still required
 - d. Signed after the fact by employee or supervisor with knowledge of the work performed
 - e. May be completed by for an individual or group (both forms available on the GaDOE Website)
3. Type 2: Personnel Activity Report (PAR) also known as time logs
 - a. Multiple Cost Objectives
 - b. Can be submitted to supervisor quarterly or monthly as detailed in your district's written procedures
4. Flexibility for time and effort must be addressed in the district's internal controls

Updated 8.25.17

Period of Performance



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

Professional Development

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

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2210 – Improvement of Instructional Services



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

2213 – Instructional Staff Training

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

Object Codes under 2213

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

Internal Controls

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

2 CFR Part 200 Requires Procedures

Written policies and procedures are **required**!

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

Procedures for Financial Management

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



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Transferability

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Transferability

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

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

Georgia Department of Education

Transferability

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

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

ESEA section 5103(b)(2)

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Transferability

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

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

ESEA section 5103(b)

Transferability

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

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Transferability

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

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

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

Transferability



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

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Transferability



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- Since the transferred amount is not brought into the Grants Accounting Online Report System (GAORS), the amount transferred to another program will have to be drawn down from the originating program
- The district will track the drawdowns at the local level

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Suspension and Debarment



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

2 CFR §200.213

Suspension and Debarment

2 CFR 180.220 Procurement contracts included as covered transactions:

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

Suspension and Debarment



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

Search Records

Search Tips to Get Started:

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

Choose Quick Search or Advanced Search

QUICK SEARCH:

Enter your specific search term

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

DUNS Number Search:

Enter DUNS number ONLY

CAGE Code Search:

Enter CAGE code ONLY

SEARCH

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ADVANCED SEARCH:

Use specific criteria in multiple categories to structure your search.

ADVANCED SEARCH - ENTITY

ADVANCED SEARCH - EXCLUSION

DISASTER RESPONSE REGISTRY SEARCH

8/30/2017

Procurement

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

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

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

Procurement – Sole Source

Noncompetitive Proposals (2 CFR 200.320(f))

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

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

Sole Sourcing Should Be Limited!

Sole source letters from vendors are problematic.

Capital Equipment Prior Approvals



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

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ESSA Statute – Evidence Based



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Section 8101 (21)(A)

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

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

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

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

(III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

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

and

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

Evidence-based Interventions and Activities

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



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Professional Qualifications

Georgia Department of Education

Website Resources



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The screenshot shows the GaDOE website homepage. At the top is the GaDOE logo and a search bar. Below the logo is a navigation bar with links: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, and Contact. The main content area is divided into three columns. The first column lists 'Teaching and Learning' (Curriculum & Instruction, Georgia Virtual Learning, Student Support Teams, Teacher and Leader Support and Development) and 'Technology Services' (Data Collections, Georgia's Statewide Longitudinal Data System, Infrastructure, Instructional Technology, PCGenesis). The second column lists 'External Affairs & Policy' (AskDOE, Charter Schools, Communications, Excellence Recognition, Governmental Affairs, Policy, State Board of Education) and 'School Improvement' (Federal Programs, Special Education Services and Supports, School and District Effectiveness). The third column lists 'Finance & Business Operations' (Accounting Services, Budget Services, Facilities Services, Financial Review, Human Resources, Internal Support, Pupil Transportation, School Nutrition) and 'Assessment & Accountability' (Accountability, Assessment, College and Career Ready Performance Index (CCRPI)). Below these columns are links for 'Career, Technical, Agricultural Education' and 'State Schools'. At the bottom, there is a list of federal programs (Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A) and a 'Resources' section (Intra District Transfers, Federal Programs Monitoring, LEA Consolidated Application, Federal Programs Handbook, Federal Program Drawdowns, FY18 Preliminary Estimated Allocations, FY18 Preliminary Estimated IDEA and State Preschool Allocations, Professional Qualifications and Related Reporting Requirements). There is also a 'FY17 Federal Programs Conference' section (ESSA: All About Improving Schools) and 'Federal Programs' Links' (Complaint/Comment, ESEA Flexibility Waiver, State Ombudsman). 'External Links' (Elementary and Secondary Education Act (ESEA)) are listed at the bottom.

Professional Qualifications and ESSA Reporting Requirements

Overview Documents

FY18 PQ Decision Guide (06.28.17)
FY18 PQ Quick Guide (07.17.17)
FY18 PQ Special Education Guide (06.29.17)

Guidance Documents

FY18 Professional Qualifications Implementation Guide

Sample Notification Documents

FY18 Sample: Parents Right to Know Notification (07.13.17)
FY18 Sample: 20 Day Notification (07.13.17)

Professional Qualifications Portal

GaPSC Portal Login Page (Login/ Password Required)

Questions?

- Teacher and Leader Certification Questions should be directed to the Georgia Professional Standards Commission (GaPSC).
- Special Education Questions should be directed to Special Education Staff.
- Charter District and Strategic Waiver Questions should be directed to the GaDOE Charter Division or Policy Office respectively.
- PQ and In-Field Reporting under ESSA Questions may be directed to GaDOE Program Staff at professionalqualifications@doe.k12.ga.us.

Overview Documents

SAMPLE Notifications

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

"Professional Qualifications and Related Reporting Requirements"

Training Opportunities

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

Key Points about Professional Qualifications



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

Can the LEA use Title II, Part A Funds to Support Professional Qualifications?

If aligned with prioritized needs and NOT required by SEA or LEA for current assignment, Title II, Part A funds may be used to provide teacher, paraprofessional, principal, or other school leader advancement and professional growth opportunities with an emphasis on leadership opportunities and multiple career paths. For example, Title II, Part A could be used to pay for the requisite credentials (including the GACE) to assist paraprofessionals and teachers in career growth opportunities beyond base certification such as:

- Paraprofessionals to become teachers
- Teacher to teach in additional subject areas, including special education teachers adding content area
- Teacher to add endorsements for lateral movement such as: Gifted, ESOL, Online Teaching, Reading, Intervention Specialist, Work-Based Learning, STEM
- Teacher to add endorsements to support other educators such as: Teacher Leader, Coaching, Teacher Support and Coaching
- Teacher to become administrator

Remember that the acquisition of the credentials should be completed prior to assignment.

In addition, if not required by the SEA or LEA (at any point in time following July 1, 2017), Title II, Part A could pay for professional learning (GaTAPP, MAT, additional coursework) for teachers that is high quality, personalized professional development that is evidence-based.

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

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

How does PQ impact funding equitable services in private schools?

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



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Consolidation of Administrative Funds for ESSA LEA Consolidation Pilot

Georgia Department of Education

General Authority

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

Benefits

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

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

Eligible Programs

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

Next Steps

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

Parent Notices



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Still in Title I Law

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

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

Parent Notices



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Parent Right to Know Teacher and Paraprofessional Qualifications

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

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SAMPLE - Right to Know Notification

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

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

Requirements for Content of the Notification

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

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

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

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

Best Practices for the Notification

ESSA does not prescribe the exact content of the notification. The following are considered best practices when no

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

SAMPLE Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

(Put on LEA or School Letterhead)

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

Dear Parents,

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

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

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

Sincerely,

[Insert Signature]

[Insert Printed Name]

[Insert Principal/ LEA Designee Title]

Parent Notices

Parent 20 Day Notification

When to Send

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

Guidance

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

Next Session: Title I, Part A



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Georgia Department of Education

Title I, Part A Academic Achievement

Presenters:

Ken Banter, Program Manager

Randy Phillips, Program Manager

Title I, Part A Budget Overview

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

Your Title I, Part A Area Specialists will be conducting regional technical assistance meetings in the near future (dates to be determined) to provide further clarification of the information presented in this webinar.



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Supplement Not Supplant

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Supplement Not Supplant Title I, Part A

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



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Supplement Not Supplant

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

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

ESEA Section 1118(b)(1)

Georgia Department of Education

Why Are Resource Allocation Methodology/Plans So Important?

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



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What Is A Resource Allocation Methodology/Plan?

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

Possible Inclusions in your RAM/P

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

Staff Allocation (Sample)

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

Staff Allocation (Sample)

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

Staff Allocation (SpEd)

SPECIAL EDUCATION ALLOCATION

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

ESOL Teacher/Para Allocation

Maximum Class Sizes for ESOL Classes

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

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

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

Other Staff Allocation (Sample)



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

Other Staff Allocation (Sample)



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

Staff Allocation (Sample)

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

Non-Personnel Allocation (Sample)



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

RAM/P Budget Considerations

- How much is available for SCHOOL operation in our system?
 - State QBE
 - Local Tax Revenue
 - Other
- How many schools/grade spans do we have?
- Do all "levels" of our schools require same funding?
- Resource Allocation Plan cannot exceed available state/local funds
- Don't forget the budgetary needs at the District level, don't push all the state/local funds out to the schools



A Word of Caution...



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

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Navigating the Consolidated Application Title I, Part A

Georgia Department of Education

Source of Budgeted Funds by Fiscal Year

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

Title I, Part A Carryover

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



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Consolidated Application

Budget

Application > Programs

District Name : Rome City

District Code : 785

Fiscal Year : 2018

Program : Title I-A, Improving The Academic Achievement - Original

Status : New (Date: Jul 27 2017 3:18PM)

Superintendent Sign
off date :

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

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Program : Title I-A, Improving The Academic Achievement

Current FY Allocation : \$2,496,936.00

Additional Allocation : \$0.00

Carry Over : \$0.00

Total Grant Award : \$2,496,936.00

Transfer Amount : \$0.00

Total Amount to be Budgeted : \$2,496,936.00

Not Budgeted Funds : \$2,496,936.00

Add Budget Item

Fiscal Year :

School :

To Sub-Grant :



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Consolidated Application

Program Information

[Application > Programs](#)

District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

Program Information **Budget** **Audit Trail** **Assurances** **Programs**

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

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

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Program Information - MOE

*****FUTURE TAB*****



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



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Consolidated Application

Program Information

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District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

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

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Title I Program Attachments Tab



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

Set-Aside Tab



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Program Information

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District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

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

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Total Budgeted Funds for this Fiscal Year :

\$2,496,936.00

Unallocated Funds :

\$2,496,936.00

Title I SWP/TA Plans

Set Asides

Other Funds

School Allocations

Eligible

Endance Areas

Data Collection

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

Description: Additional Administrative from Carryover

Amount:

Explanation:

Add

Custom Set Aside Description:

Amount:

Add Custom Set Aside

Set Asides (Required)	Amount	Comments
Parent Involvement Set Aside	<input type="text"/>	<input type="text"/>
Transportation for Public School Choice (PSC) Set Aside	<input type="text"/>	<input type="text"/>
Flexible Learning Program (FLP) Set Aside	<input type="text"/>	<input type="text"/>
Set Asides (Optional)	Amount	
Set Asides Total:	\$0	

Set-Aside Tab

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Total Budgeted Funds for this Fiscal Year :

\$2,496,936.00 Unallocated Funds :

\$2,496,936.00

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

Print | Save | Sign-Off

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

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

Amount:

Add

Amount:

Add Custom Set Aside

Comments

Amount

\$0

District Set-Asides

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

Required District Set-Asides

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

Required District Set-Asides

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

Required District Set-Asides Parent and Family Engagement

New!



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

Required District Set-Asides

Parent and Family Engagement



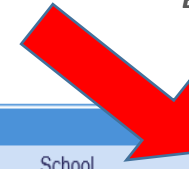
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- If 90 percent of the total one percent required set-aside is being distributed among Title I schools, the amount distributed for each school should be indicated in the Parent and Family Engagement column on the School Allocation-Public School page.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

Parent and Family Engagement 1%



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

Required District Set-Asides Parent and Family Engagement

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

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Required District Set-Asides Parent and Family Engagement



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

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

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

Required District Set-Asides

Parent and Family Engagement

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

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

Optional District Set-Asides

Reminder

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

Optional Districtwide Set-Asides



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

Optional Districtwide Set-Asides

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

Optional Districtwide Set-Asides

- Professional Development and/or School Improvement
 - The description should specifically describe any districtwide or grade span supplemental initiative, **NOT** an activity for a selected number of schools
- District Academic Coaches
 - Such "coaches" cannot serve individual schools. These individuals must serve district (or at a minimum grade span) schools throughout a district
- Priority/Focus (including Exited w/ Support) School Set-Aside
 - If 1003a funds are not sufficient to fully implement strategies addressed in the School Improvement Plans, Title I funds may be used to complete action plan once **ALL** 1003a funds are expended
- FY17 Title I Carryover for Private Schools – Refer to following slides for **new guidance**
- FY18 Private School Proportionate Share – Refer to following slides for guidance
- Other Creative Options?
 - Talk directly with your area specialist

FY17 Carryover Set-Aside for Private Schools

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

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FY17 Carryover Set-Aside for Private Schools



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FY17 Title I Private School Carryover Special Note:

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

Required District Set-Asides

FY17 Carryover and Private Schools

NEW



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

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

Required District Set-Asides

FY17 Carryover and Private Schools

Example Set-Aside

Option 1:

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

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

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

Required District Set-Asides

FY17 Carryover and Private Schools

Example Set-Aside



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Option 2:

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

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

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

Required District Set-Asides

FY17 Carryover and Private Schools

Example Set-Aside

Option 3:

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

Example Set-Aside

FY17 PRIVATE SCHOOL CARRYOVER:

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

Required District Set-Asides

FY17 Carryover and Private Schools

**Attach supporting documentation for
Private School Carryover
(worksheets and/or affirmations)
to Title I Attachment Tab**

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

**Must attach when
Budget is submitted**



2017 Affirmation of Meaningful/Timely Consultation and Equitable Services

School District: _____

Federal Program(s): _____

Private School: _____

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

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

YES _____ NO _____ Timely and meaningful consultation occurred regarding to the needs and services of the eligible children and their teachers and families.

YES _____ NO _____ Services began at the time requested and agreed upon by the private school official.

YES _____ NO _____ The LEA provided instructional and equitable services.

YES _____ NO _____ Both parties agree that satisfactory services were provided during the _____ school year.

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

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

Comments:

REMINDER

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

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



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

FY18 GaDOE Title I Private School Proportionate Share Calculation Worksheet



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

Other Funding Sources

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

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

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Eligible Attendance Areas



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Consolidated Application

Application > Programs

Program Information

District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

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



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Eligible Attendance Areas

 Consolidated Application

Title I SWP/TA Plans
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Is District Ranking using 1.6 Multiplier? Yes ▼

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

Eligible Attendance Areas – Embedded Worksheet



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

Eligible Attendance Area – Embedded Worksheet

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

Eligible Attendance Area

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

Eligible Attendance Area

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

Eligible Attendance Area



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

Eligible Attendance Area – CEP

Title I Data - CEP SY17-18

**Should be total
Poverty including
Pre-K**

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

Signature:

Date:

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

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

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Yes

<u>School</u>	<u>Grade Span</u>	<u>Community Eligibility Option School</u>	<u>Total Enrollment</u>	<u>Pre-K Enrollment</u>	<u>Total Enrollment Minus PK</u>	<u>Total Free/Reduced Meals Count or Number of Directly Certified Students</u>	<u>PK Free/Reduced Meals Count or Direct Certified Count</u>	<u>Total F/R Meals Count or No. of Directly Cert. Students Minus PK F/R Meals Count or Direct Cert. Count</u>	<u>No. Used to Determine % of Meals Paid by USDA</u>	<u>% Poverty(1.6)</u>	<u>% Poverty (1.0)</u>
			X								

[illegible]

Eligible Attendance Area

Rezoning

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

Eligible Attendance Area

Rezoning and CEP

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

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Eligible Attendance Area Worksheet

Rezoning and CEP

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

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School Allocation Tab



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Consolidated Application

[Application > Programs](#)

Program Information

District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

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

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School Allocations Tab

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



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School Allocation Tab

Consolidated Application

Program Information

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

Public Schools Private Schools Private School Proportionality

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☐ Grade span Grouping

Poverty Determination

Option used to determine eligibility for students in from low-income families:

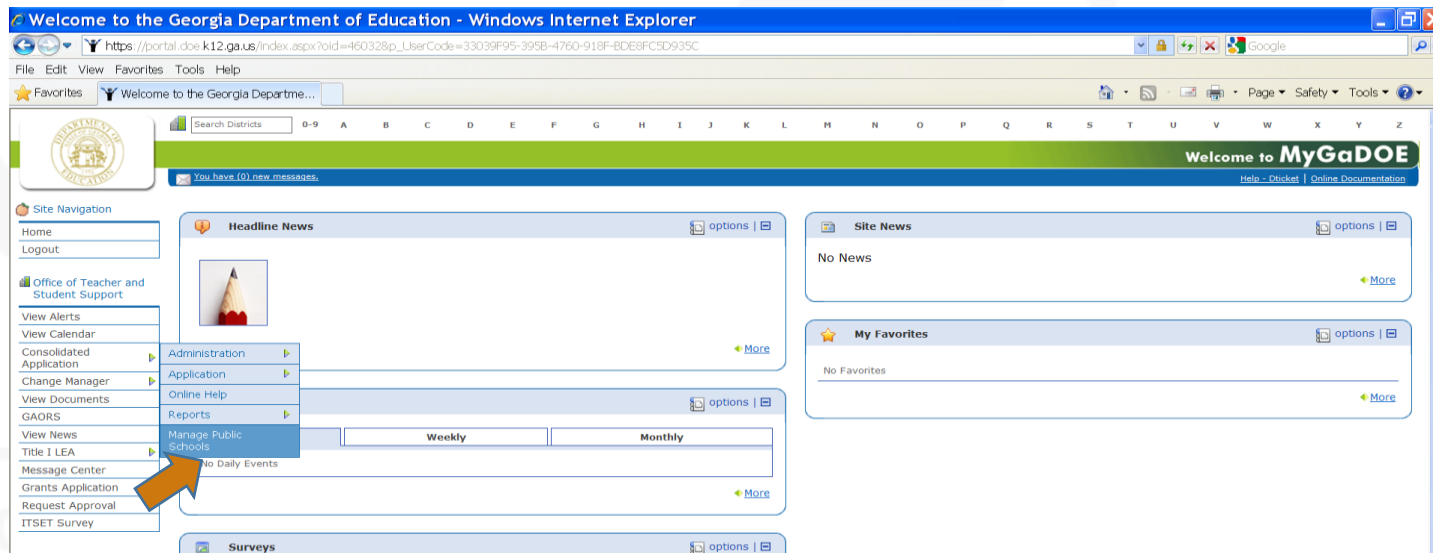
☐ School Lunch ☐ TANF List ☐ Other

Public School Allocations



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



Public School Allocations

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

Public School Allocations

Per-Pupil Amount (PPA)

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

Public School Allocations

Rank Order option for
Schools using CEP that
have poverty rates at 100%

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

<u>% Poverty(1.6)</u>	<u>% Poverty (1.0)</u>	
100.00	81.80	3
100.00	86.19	2
100.00	65.49	5
100.00	88.62	1
100.00	73.96	4

125-Percent Rule

If schools with less than 35-percent poverty are served, calculate participating school allocation:

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

Formula

$$\begin{aligned} &\text{District Allocation} \div \text{Total District Free/Reduced Count} \\ &= \\ &\text{Per Pupil Amount} \times 1.25 = \text{Minimum Per Pupil Amount} \end{aligned}$$

US ED Policy Letter Grandfather Rule

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

US ED Policy Letter Grandfather Rule

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



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US ED Policy Letter Grandfather Rule

If an LEA is using the Grandfather rule to serve a school out of rank order an explanation/narrative should be attached to the ConApp (**Please use the Title I Attachment Tab!!!**)

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Public School Allocations

- **Type:** List schools as Schoolwide Program (SWP) or Targeted Assistance (TA) Program if receiving Title I funds, or N&D programs. All non-Title I schools in the district are listed as None (accuracy is very important).
 - Schools listed as SWP must have been SWP prior to FY17 or have an approval letter from the Title Programs Division on file at the district
 - **THIS PORTION OF THE SCHOOL ALLOCATION TAB MUST BE COMPLETED (NOT NECESSARILY SUBMITTED) NO LATER THAN SEPTEMBER 15, 2017**
- **Staff:** The number of staff paid with Title I funds (**reported in whole numbers, not fractions or FTE**) should match budget detail. The Other staff column are school-level staff other than teachers or paraprofessionals. Other positions must be defined in the budget. Job descriptions may be requested to be attached to the ConApp (**the Title I Attachment Tab**) for clarification. Do not include unfilled positions at this time. Make adjustments when filled via an amendment.

Public School Allocations

Estimated Participants

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

Special Note:

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



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School Allocation Tab

Consolidated Application

Program Information

Application > Programs

District Name : Rome City
Fiscal Year : 2018
Status : New (Date: Jul 27 2017 3:18PM)

District Code : 785
Program : Title I-A, Improving The Academic Achievement - Original
Superintendent Sign off date :

Program Information Budget Audit Trail Assurances Programs

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

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

Public Schools Private Schools Private School Proportionality

Print | Save | Sign-Off

☐ Grade span Grouping

Poverty Determination

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

☐ School Lunch ☐ TANF List ☐ Other



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School Allocation Tab

Private Schools

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

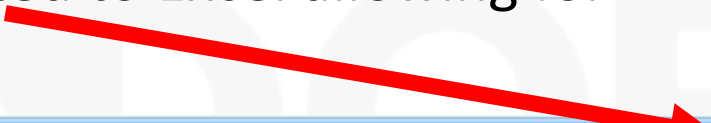
These two tabs (Private Schools and Private School Proportionality) are **NOT** to be utilized for FY18.







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

Georgia Department of Education

Application Tools

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



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

Budget Details

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

Budget Details

All costs must be:

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

Budget Details



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

Budget Details – Class Size Reduction

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

Budget Details – Class Size Reduction



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- **Strategic Waiver and Charter School Systems**

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

160-5-1-.08 QBE



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Budget Details – Class Size Reduction

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

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Budget Details – Class Size Reduction

- **Considerations for Class Size Reduction Teachers**

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

Budget Details – Class Size Reduction Documentation



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

Budget Details – Class Size Reduction Documentation



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

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Budget Details



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

Budget Details

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

Budget Details

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



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Budget Details

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

Georgia Department of Education

Budget Details

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

Budget Details

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

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

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Budget Details



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Note: All explanations must be clear and specific

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

Budget Details

Caution Flags

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

Budget Details

Caution Flags

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

Budget Details

Caution Flags

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

Georgia Department of Education

Title I Budget Codes

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

Title I Budget Codes

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

Title I Budget Codes

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

Budget Summary/Budget Report Features on Con App

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

Budget Summary/Budget Report Features on Con App

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

Prior to Budget Approval

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

Attachments



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

Attachments



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

Attachments

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

Attachments

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

Attachments

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

Georgia Department of Education

Schoolwide Consolidation of Funds (Fund 400)

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

Schoolwide Consolidation of Funds Budget Details

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

Georgia Department of Education

Title I, Part A General Program Information

- **Comparability**

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

Important Resources Related to Budget Approval

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

Important Resources Related to General Program Information

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

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REMEMBER!



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

What Questions Do You Have?



Title I, Part A Program State Office Contact Information



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Dr. Randy Phillips

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rphillips@doe.k12.ga.us

Dr. Ken Banter

Title I Program Manager
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Title I, Part A Program Specialists' Contact Information



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Area	Name	Office Telephone	Email
Metro 1	Robyn Planchard	(404) 985-3808	rplanchard@doe.k12.ga.us
Metro 2	Olufunke Osunkoya	(678) 704-3557	oosunkoya@doe.k12.ga.us
Metro 3	Sherri Minshew	(770) 324-1965	sminshew@doe.k12.ga.us
NW 1	Anne Marie Wiseman	(678) 986-0435	amwiseman@doe.k12.ga.us
NW 2	Anthony Threat	(706) 615-0367	anthony.threat@doe.k12.ga.us
NW 3	Clarice Howard	(470) 230-1533	choward@doe.k12.ga.us
NE 1	Tammy Wilkes	(478) 237-2873	twilkes@doe.k12.ga.us
NE 2	Grace McElveen	(912) 334-0802	gmcelveen@doe.k12.ga.us
NE 3	Kathy Pruett	(706) 540-8959	kpruett@doe.k12.ga.us

Title I, Part A Program Specialists' Contact Information



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Area	Name	Office Telephone	Email
SE 1	JaBra Harden Fuller	(229) 563-6269	jharden@doe.k12.ga.us
SE 2	Marijo Pitts-Sheffield	(912) 269-1216	mpitts@doe.k12.ga.us
SE 3	Elaine Dawsey	(478) 971-0114	edawsey@doe.k12.ga.us
SW 1	Kim Ezekiel	(229) 848-5917	oosunkoya@doe.k12.ga.us
SW 2	Bobby Trawick	(229) 246-1976	btrawick@doe.k12.ga.us

Georgia Department of Education

LUNCH BREAK

We will resume at 1:00 PM



Next Session: Title I, Part A Parent and Family Engagement

Title I, Part A Parent and Family Engagement

Presenter: Amy Song, Program Manager

Budget Considerations

Parent and Family Engagement



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Before logging into the portal's Consolidated Application, ensure you and your colleagues have discussed the following:



- Which activities do schools currently do to engage families?
- Put a ★ next to everything on your list that has to do with student learning.



Discuss the following questions with your colleagues:

- Which family engagement activities are aligned to the Comprehensive Needs Assessment/parent surveys and the District/School Improvement Plan?
- Are there any activities that can be combined for efficiency?
- Are there any activities that can be put on hold or eliminated?

Budget Considerations

Parent and Family Engagement



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- ★ ○ Literacy Night
- ★ ○ Math Night
 - Open House
 - Grandparents Luncheon
- ★ ○ APTT
- ★ ○ Parent-Teacher Conferences
- ★ ○ Student Led Conferences
 - Fall Festival

- Which are aligned to the Comprehensive Needs Assessment/parent surveys?
- District/School Improvement Plan?
- Are there any activities that can be combined for efficiency?
- Are there any activities that can be put on hold or eliminated?



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Budget Considerations

Parent and Family Engagement



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

Budget Considerations

Parent and Family Engagement



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

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Budget Considerations

Parent and Family Engagement



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

Budget Considerations

Parent and Family Engagement



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

For more information on Georgia's APTT initiative and list of APTT schools, visit

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/APTT.aspx>

or <http://www.bit.ly/apttgeorgia>

Required District Set-Asides

Parent and Family Engagement

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


New!

Required District Set-Asides

Parent and Family Engagement

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

Parent and Family Engagement 1%



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

Required District Set-Asides

Parent and Family Engagement

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

Required District Set-Asides Parent and Family Engagement

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

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

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

Required District Set-Asides

Parent and Family Engagement

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

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

Family-School Partnership Program Updates



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Search this site...

Richard Woods, Georgia's School Superintendent

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact - Calendar -

Home → School Improvement → Federal Programs → Partnerships

Input

- ESSA State Plan
- Annual Evaluation
- State Superintendent's Parent Advisory Council (PAC)

Policies

Compacts

Building Capacity

- Academic Parent-Teacher Teams (APTT)
- Parent Capacity
- School Staff Capacity

Distribution

- Parent Notifications
- Annual Title I Parent Meeting

Family-School Partnership Program

NEW Compacts

New Compact templates and guidance for 2017-2018 are available on the Compacts page.

New FY18 Innovative & Traditional Policy Templates for LEAs and Schools

Georgia Family Engagement Unconference

Contact Information

Family-School Partnership Program Contact List

- Join us on Facebook
- Follow us on Twitter
- Visit us on YouTube

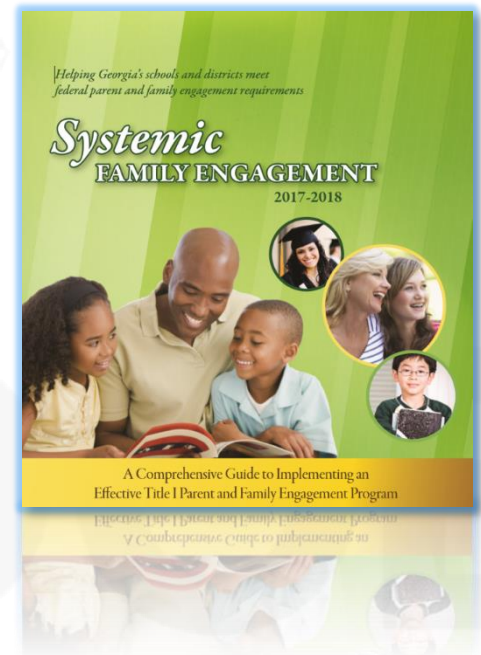
New Name & New Website Structure

<http://partnerships.gadoe.org>

As of July 1, 2017, the Parent Engagement Program has changed its name to the **Family-School Partnership Program**. The content of the program website has been restructured to make it easier to locate resources, classifying them under five main categories: Input, Policies, Compacts, Building Capacity, and Distribution. These categories are listed in the new menu to the left. Please contact Jason Clay at jclay@doe.k12.ga.us if specific resources are not found.

Family-School Partnership Program Updates

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





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Family-School Partnership Program Updates

Online Meetings & Other Professional Development Options

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

Registration information at <http://partnerships.gaode.org>

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

Family-School Partnership Program Updates

Nominations, Applications, & Other Initiatives

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

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

Questions?

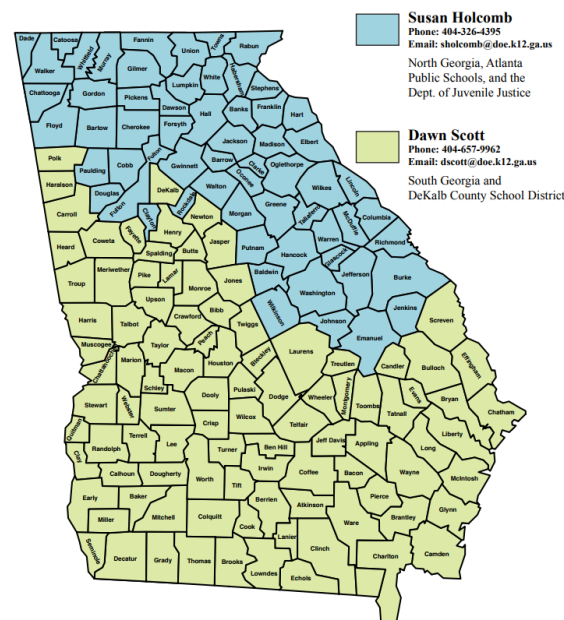


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- For questions about family engagement activities, contact your *Family Engagement Specialist*.
- For questions about using Title I funds for family engagement activities, contact your [Title I Area Specialist](#).



Family-School Partnership Program Family Engagement Specialists FY18 Service Area Map



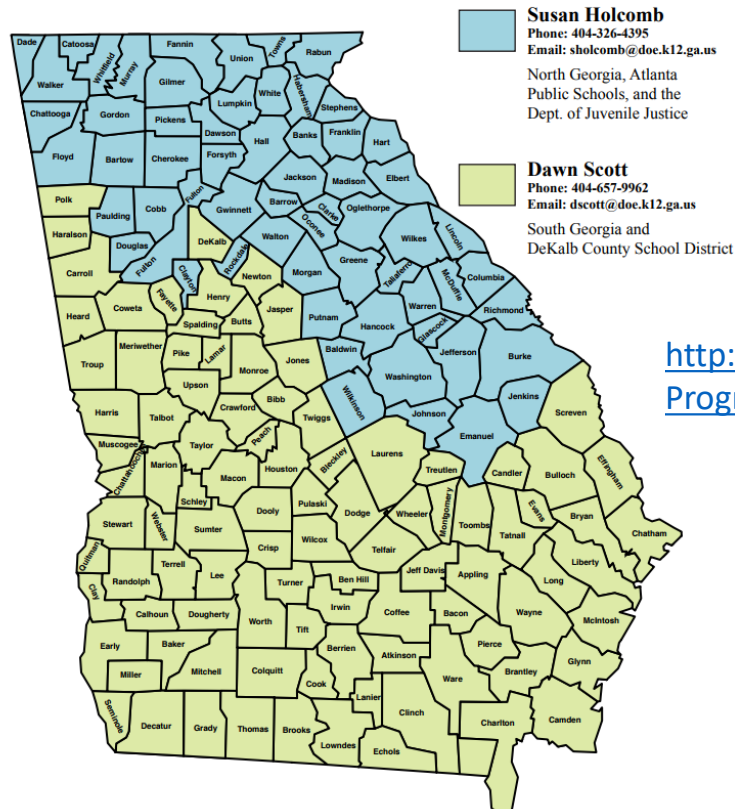
This service areas map corresponds to the Title I, Part A FY18 Service Area Map and may be subject to change.
Revised 8/1/2017

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

Service Areas



Family-School Partnership Program Family Engagement Specialists FY18 Service Area Map



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

This service areas map corresponds to the Title I, Part A FY18 Service Area Map and may be subject to change.

Revised 8/1/2017

Family-School Partnership Program Contact Information



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Amy Song, Program Manager	404-463-1956	asong@doe.k12.ga.us

<http://partnerships.gadoe.org>



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[GaDOEPartnerships](https://www.facebook.com/GaDOEPartnerships)

Save the Dates



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Georgia
Family Engagement
Unconference



Friday, February 2 - Saturday, February 3, 2018

@ Macon Marriott City Center & Centreplex
Macon, Georgia

In collaboration with Bibb County School District

<http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/unconference.aspx>
or <http://www.bit.ly/2018gafec>



Georgia Department of Education

Next Session: Title IV, Part A



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Georgia Department of Education

New!

Title IV, Part A Student Support and Academic Enrichment (SSAE) Grant

Presenter: Craig Geers, Associate Superintendent for Federal Programs

Title IV, Part A (SSAE)

Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

(ESEA section 4101)

Title IV, Part A (SSAE)

Three Required SSAE Program Activities

An LEA that receives at least \$30,000 in SSAE program funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on the three content areas identified on the previous slide (*ESEA* section 4106(d)). Then, based on the results of that assessment, the LEA must use:

- At least 20 percent of funds for activities to support well-rounded educational opportunities (*ESEA* section 4107);
- At least 20 percent of funds for activities to support safe and healthy students (*ESEA* section 4108); and
- A portion of funds for activities to support effective use of technology (*ESEA* section 4109).

Title IV, Part A (SSAE)

Comprehensive LEA Improvement Plan (CLIP)

- GaDOE FY18 Single Comprehensive Needs Assessment (CNA) used for both SSAE relevant data analysis and stakeholder input required to inform planning for use of SSAE funds
- GaDOE FY18 District Improvement Plan (DIP) must lay out the LEA uses of SSAE funds
- Local school improvement plans **may** further support plans for the use of SSAE funds once the LEA DIP has been realized

Title IV, Part A (SSAE)

FY18 Funding Determinations

- LEAs earn FY18 funding if they received a Title I, Part A allocation in FY17
- The formula awards SSAE subgrants to LEAs in the same proportion as the LEA's prior year's Title I, Part A allocation
- Adjustments have been made to ensure that no LEA receives less than \$10,000
- LEAs may form consortia
- FY18 allocations are approved and available for budgeting
- FY18 Grant Award Notices (GANs) are forthcoming*

**Not all LEAs have complied with the 6/27/17 request to identify a SSAE LEA contact*

<https://form.jotform.us/71746290216153>

Title IV, Part A (SSAE)

Supplement, not Supplant

Under Title IV, Part A, supplanting is presumed when:

an LEA uses SSAE funds to pay for an activity that is required by
federal, state or local law,

or

an LEA uses SSAE funds to pay for an activity it supported with
state or local funds the prior year.

An LEA may overcome a presumption of supplanting if it has written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.

Title IV, Part A (SSAE)

Documenting Required Focus Areas in Budget

LEA receives \geq \$30,000

- $\geq 20\%$ for activities to support well-rounded educational opportunities
- $\geq 20\%$ for activities to support safe and healthy students
- A portion of funds for activities to support effective use of technology ($\leq 15\%$ on technology infrastructure as described in ESSA section 4109(b))

LEA receives $<$ \$30,000

- One area of focus, at a minimum ($\leq 15\%$ on technology infrastructure rule applies)

Title IV, Part A

Documenting Required Focus Areas in Budget cont'd

At the beginning of each budgeted line item, add the following to denote the line item focus area usage(s):

- (WR) Well-rounded educational opportunities
- (SH) Safe and healthy students
- (ET) Effective use of technology

When the budget is finalized, the LEA must ensure that it meets the focus area spending requirements – confirmation to the state is documented through the signed assurances

Title IV, Part A

Documenting Required Focus Areas in Budget cont'd

Grant allows for a broad array of allowable activities; however, key reminders that all SSAE funded activities:

- are supplemental
- are based on CNA outcomes related to the SSAE focus areas, including appropriate stakeholder engagement
- Are supported through specific reference and inclusion in the LEA DIP application
- when funds are distributed to schools, the LEA can document how the schools were prioritized as having the greatest need for the funds

Title IV, Part A (SSAE)

Administrative Funds

Districts have a 2% cap for administration (section 4105(c))

- **Examples of administrative costs:**
 - support staff, coordinators, and other personnel that perform administrative functions

OMB

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Title IV, Part A (SSAE)

Budget Items and Descriptions

Proposed activities and budgets will be reviewed following overarching fiscal and programmatic requirements, including, but not limited to:

- Standard Function and Object code applicability
- Meeting purposes of at least one of the three focus areas
- Allowable in accordance with cost principles in the UGG, CFR Part 200, i.e., allowable, reasonable, necessary, allocable, supplemental, etc.
- Not prohibited under section 4001(b) or 8526 of the ESEA, as amended by ESSA.

Resources

- GaDOE Title IV, Part A Webpage located at:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/SSAE.aspx>

Includes Resources, such as:

- US ED Non-Regulatory Guidance SSAE (October 2016)
- US ED PowerPoint Presentations
- US ED and GaDOE FAQs

Contacts

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(404) 557-6650 (cell)

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Joshua Todd

College Readiness and Talent Development

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770-584-3474 (cell)

JTodd@doe.k12.ga.us

Next Session: IDEA



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Georgia Department of Education

Individual with Disabilities Education Act (IDEA)

Presenter: Amber McCollum, IDEA Budgets and Grants Program Manager

FY18 Budget Due Dates

- July 31st – CLIP Due Date
- September 30th – IDEA FY17 Grant Period ends
- October 1st – FY18 Budget Deadline
- October 1st – MOE Reconciliation Deadline
- October 30th – FY17 Completion Reports Deadline

Georgia Department of Education

FY18 Budget Due Dates

- January 1st – HCG/RRG Application Period Opens
- January 31st – Excess Cost Calculation Submission Deadline
- March 1st – HCG/RRG Submission Final Deadlines
- March 31st – 100% Carryover Waiver Deadline
- June 15th – All Budget Amendments Deadline
- June 30th – All State Funds Grant Period End Date
- July 30th – Completion Reports due for state funds

Grant Names

- Special Ed Flowthrough (IDEA 3-21)
- Special Ed Preschool Regular Project (IDEA 3-5)
- **Preschool Disability Services**
- IDEA Capacity Building Grant
- High Cost Fund Pool
- **Tuition for Multiple Disabilities (RRG)**
- Rule 10 Special Education State Grant
- (Others: GLRS, GNETS, etc..)

Reconciliation before IDEA Budget Approval

- Maintenance of Effort
- FY17 Cross Functional Monitoring CAPs

Special Education MOE Portal



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The screenshot displays the Special Education MOE Portal interface. At the top, there is a search bar labeled 'Search Districts' and a navigation bar with letters A through M. Below the search bar, a message states 'You have (0) new messages.' The main content area features a 'Surveys' section with tabs for 'New (0)', 'Saved (0)', 'Submitted (9)', and 'Approved (10)'. A message below the tabs reads 'No new surveys available'. On the left side, there is a 'Site Navigation' menu with links for 'Home', 'Logout', 'Exceptional Students', 'Consolidated Application', 'View Documents', 'GAORS', 'Monitoring', 'Message Center', 'Grants Application', 'EOPA Reports', 'Monique McCoy', 'Account Information', 'Add to Favorites', and 'Help - Dticket'. The 'Consolidated Application' link is highlighted with a red box. A dropdown menu is open for 'Consolidated Application', showing links for 'Administration', 'Application', 'Online Help', 'Reports', 'Manage Public Schools', 'Special Ed Excess Cost', 'Title MOE', and 'Special Ed MOE'. The 'Special Ed MOE' link is also highlighted with a red box. At the bottom, there is a 'Hide Navigation' button and a footer with links for 'Privacy Policy', 'Terms of Use', 'Site Requirements', and 'Feedback'.

Special Education MOE Portal



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Special Education - Maintenance of Effort

Fiscal Year: 2016 District Name: Bartow County - 008

Manage MOE MOE View Attachments

Save Print

Overall MOE: **Met MOE** Status Change by: [Redacted] ☐ Apply 50% of Local Effort

State & Local Aggregate After Allowances

For FY ending June 30, 2016	\$17,229,048.30	MOE Status: Met MOE Exception Detail:
For FY ending June 30, 2015	\$16,815,736.12	
FY2 Compared to FY1- Aggregate After Allowances	\$413,312.18	
<input type="checkbox"/> Correction		
<input type="checkbox"/> Exception		
IDEA Amended Effort		Exception Detail:
Projected Effort	\$17,229,048.30	

State & Local Average Per Pupil Expenditure After Allowances

For FY ending June 30, 2016	\$10,397.74	MOE Status: Met MOE Exception Detail:
For FY ending June 30, 2014	\$10,324.62	
FY2 Compared to FY1- Aggregate After Allowances	\$73.12	
<input type="checkbox"/> Correction		
<input type="checkbox"/> Exception		
IDEA Amended Effort		Exception Detail:
Projected Effort	\$10,397.74	

[Use](#) | [Site Requirements](#) | [Feedback](#)

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CFM Portal to check CAP Status



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Screenshot of the CFM Portal (portal.doe.k12.ga.us) showing the Surveys section. The Surveys section displays a table with columns: New (0), Saved (0), Submitted (9), and Approved (10). Below the table, it states "No new surveys available" with a "More" link.

The left sidebar contains the following navigation links:

- Site Navigation
 - Home
 - Logout
- Exceptional Students
 - SLDS Support
 - Consolidated Application
 - Special Education Annual Reports
 - Data Collection
 - Data Wizard Editor
 - View Documents
 - Finance Applications
 - SES Student Data Collection
 - Monitoring
 - Cross Functional Monitoring
 - Monitoring Admin
 - Message Center
 - Grants Application
 - MSIX Administration
 - EOPA Reports
 - Technology Inventory
 - SE Applications Dashboard
 - Coordinated Early Intervening Services (CEIS)
- Amber McCollum
 - Account Information
 - Add to Favorites
 - Help - Dticket

A yellow arrow points to the "Monitoring Admin" link in the Monitoring section of the sidebar.

The bottom of the page features a green bar with links: Privacy Policy, Terms of Use, Site Requirements, Feedback. Copyright © 2005-2009 Georgia Department of Education.

Budget Submission Guidance

Posted on website as follows:

IDEA Budget Submission Checklist

- Approved CLIP
- Review Assurances Tab
- Review Special Education MOE portal to plan for Eligibility and Compliance
- Attach FY18 MOE Eligibility Form
- Complete Proportionate Share Tab
- ~~Complete Personnel Vacancies Tab~~
- Complete EIS Tab
- Complete IDEA Fiscal Monitoring Self-Assessment
- Enter detailed expenditures into the IDEA budget – (number of employees, proportionate share, CEIS etc..)
- Enter details about purchases that require prior approval/seek prior approval when needed
- Check Suspension and Debarment for any contracted federally paid employee

Eligibility Form Location

Consolidated Applicati | Budget Approvals - On | FY18 Grant and Budget | Budget, Grants and | Special Education Servi | Special Education Servi | State Board of Educatio | + |

gaode.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Budget-and-Grant-Applications.aspx

Frequently Asked Questions

Sample Forms

Eligibility Categories

Autism

Deafblind

Deaf/Hard of Hearing (D/HH)

Emotional & Behavioral Disorder

Intellectual Disabilities

Orthopedic Impairment

Other Health Impairment

Significant Developmental Delay

Specific Learning Disability

Speech Language Impairment

Traumatic Brain Injury

Visual Impairment & Blindness

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications

LEA Consolidated Application

Data Collection Conference

Annual Reports

State Performance Plan (SPP). Annual

FY 2017 Allocations

- FY 2018 Final Allocations
- FY 2017 Allocations
- Indirect Costs Calculator
- Sample District Budget Worksheet
- Budget Pages
- IDEA Allowable Expenditures

FY 2018 Consolidated Application

- LEA Consolidated Application Navigation Manual
- Program Guidance
- Consolidated Application Requirements
 - 2018 IDEA Budget Submission Checklist
- Forms

Maintenance of Effort

- 2018 MOE Eligibility Worksheet
- LEA Maintenance of Effort Training Webinar
 - LEA Maintenance of Effort Training PowerPoint
- FY14 MOE Audit or Compliance Correction Worksheet
- FY15 MOE Audit or Compliance Correction Worksheet
- Exceptions to MOE Compliance Requirement Form
- MOE Adjustment Form
- New Charter MOE Requirement Form

LEA Excess Cost Calculation

Resources

- FY18 Budget Liason Map

Eligibility Standard Form

AutoSave (0) FY18 MOE Eligibility Worksheet - Protected View - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. [Enable Editing](#)

C17

Maintenance of Effort Eligibility Standard									
School Year Comparison Year (Last Met Effort)	State and Local Amount	MOE Result	State and Local Per Pupil	MOE Result	Local Amount	MOE Result	Local Per Pupil	MOE Result	Students with Disabilities Enrollment
2016-2017 Expenditures	\$ -	Met	\$ -	Met	\$ -	Met	\$ -	Met	10
2017-2018 Projected Expenditures	\$ -	Met	\$ -	Met	\$ -	Met	\$ -	Met	10
<p>Directions: Only enter data into WHITE cells. Use MOE portal information to find amounts for the comparison year. Use October FTE-1 Counts to complete enrollment information. For FY18, you may use projection or 17-1 FTE count. Complete the calculation worksheet tab to determine FY17 and FY18 amounts. Per Pupil Amounts are automatically entered when enrollment information is entered. Finally, to calculate Local MOE, please see instructions in Calculation Worksheet Tab. You must meet in at least one method category each year to be compliant and eligible. If you do not meet, you will need to request exceptions and adjustments.</p>									

MOE Eligibility Periodic Check



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- Best practices to monitor for compliance
- Eligibility form is designed to calculate the way Financial Review pulls information from DE046
- Early indicator that allowable reductions are needed, or more spending is needed


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IDEA Budget Tab



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Welcome to MyGaDOE
[Help - Dticket](#) | [Online Documentation](#)

Site Navigation

- Home
- Logout

Exceptional Students

- Administration
- Application
- Reports
- Online Help

Amber McColium

- Account Information
- Add to Favorites
- Help - Dticket

Hide Navigation

Consolidated Application

Budget Application > Programs

District Name :
Fiscal Year : 2018
Status : New (Date: Jul 25 2017 10:35AM)

District Code : 622
Program : Special Ed - Flowthrough - Original
Superintendent Sign off date :

[Program Information](#) **[Budget](#)** [Audit Trail](#) [Assurances](#) [Programs](#)

Print

Program : Special Ed - Flowthrough

Current FY Allocation : \$2,745,803.00
Additional Allocation : \$0.00
Carry Over : \$0.00
Total Grant Award : \$2,745,803.00
Transfer Amount : \$0.00
Total Amount to be Budgeted : \$2,745,803.00

Not Budgeted Funds : \$2,745,803.00


Budget Detail [Show ALL](#)

Fiscal Year	From Program	School	To Sub-Grant	To Program	Function	Object	Units	Price	Amount	Description
Total :								\$0		

IDEA Exceptional Students Tabs



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Welcome to MyGaDOE

[Help - Dtticket](#) | [Online Documentation](#)

Site Navigation

- Home
- Logout
- Exceptional Students**
 - Administration
 - Application
 - Reports
 - Online Help
- Amber McCollum
 - Account Information
 - Add to Favorites
 - Help - Dtticket

Hide Navigation

Consolidated Application

District Name : Carroll County

Fiscal Year : 2018

Status : New (Date: Jul 25 2017 10:35AM)

District Code : 622

Program : Special Ed - Flowthrough - Original

Superintendent Sign off date :

Application > Programs

Program Information

Budget

Audit Trail

Assurances

Programs

Uploaded Files

Fiscal Effort

Exceptional Students

IDEA Fiscal Monitoring Self Assessment

Print

Proportionate Share

Personnel Vacancies

EIS Budget Worksheet

Worksheet: Proportionate Amount of Funds for Private School Children with Disabilities

The amended IDEA 2004 federal regulations require that a proportionate amount of IDEA and Preschool funds must be spent on providing special education and related services to private school children with disabilities unilaterally placed by their parents. The following worksheet allows you to calculate this proportionate amount.

NOTE: With passage of HB 1590, home school children are to be counted and treated as private school children when determining the proportionate share of federal funds. Remember that the parents of these students refused the IEP (FAPE) and placed their child in a private school. This count is from last Dec 1. **Submit as part of your plan.**

						3-5 Only		3-21	
A. Number of eligible private/home schooled children with disabilities not having an IEP:						<input type="text" value="0"/>		<input type="text" value="0"/>	
B. Number of children with disabilities with IEPs (public, private and home):						<input type="text" value="0"/>		<input type="text" value="0"/>	
C. Total number of children with disabilities (A + B):						<input type="text" value="0"/>		<input type="text" value="0"/>	
3-5 ONLY FORMULA	(A)	<input type="text" value="0"/>	/	(C)	<input type="text" value="0"/>	=	<input type="text" value="0"/>	%	X
							<input type="text" value="\$ 102971"/>		=
									<input type="text" value="\$0.00"/>
3-5 Only Allocation Amount Proportionate Amount for 3-5 Only									
3-21 FORMULA	(A)	<input type="text" value="0"/>	/	(C)	<input type="text" value="0"/>	=	<input type="text" value="0"/>	%	X
							<input type="text" value="\$ 2745803"/>		=
									<input type="text" value="\$0.00"/>
3-21 Allocation Amount Proportionate Amount for 3-21									

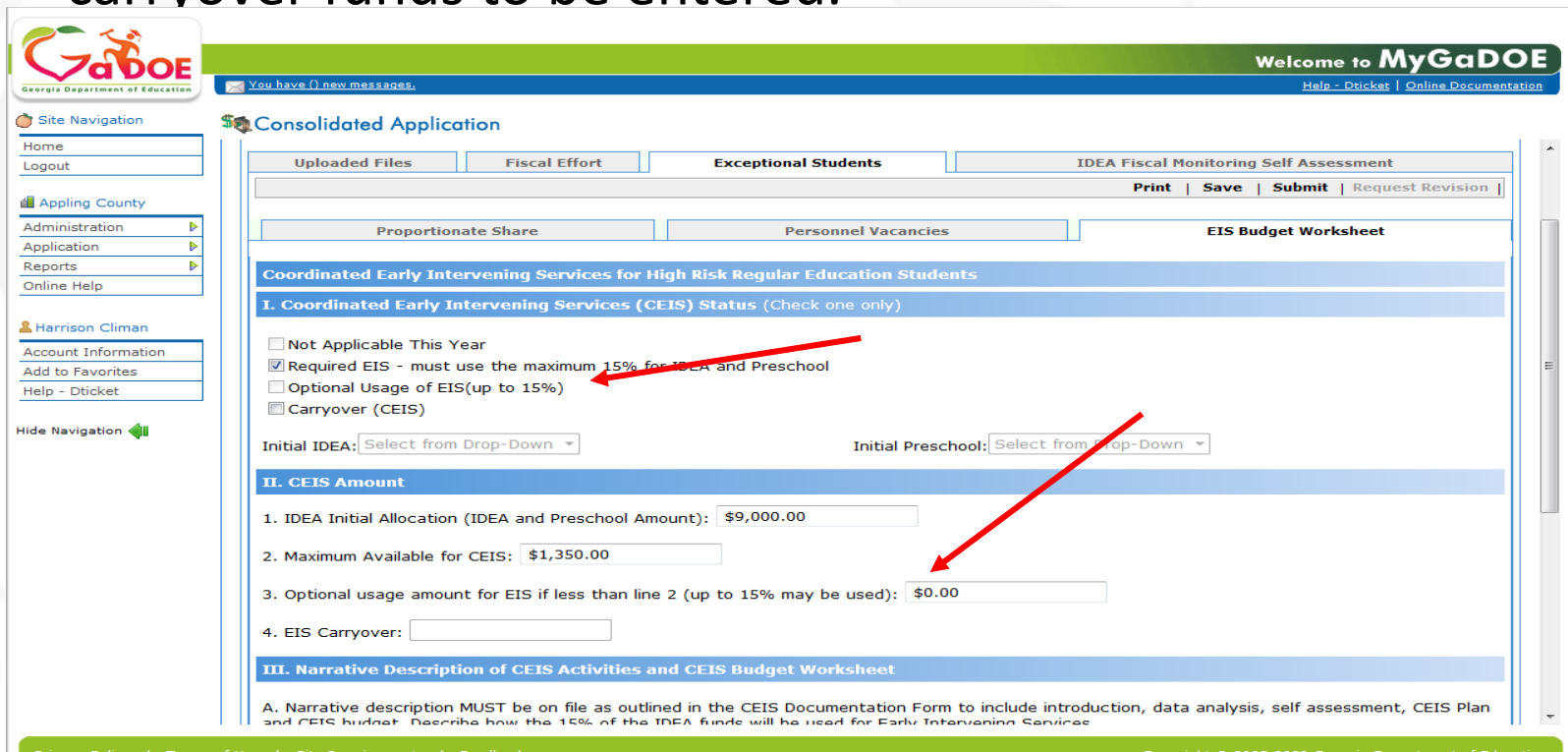
Best viewed with Internet Explorer 6.0 or higher and Screen Resolution 1024 x 768 or greater

Required or Optional CEIS

- CEIS plans must be uploaded in the new CEIS dashboard and approved before expenditures in the IDEA budget can be approved.

Portal Updates CEIS

The EIS which is basically the CEIS tab now has an option for carryover funds to be entered.



Welcome to MyGaDOE

You have 0 new messages. [Help - Dticket](#) [Online Documentation](#)

Consolidated Application

Uploaded Files | Fiscal Effort | **Exceptional Students** | IDEA Fiscal Monitoring Self Assessment

Print | Save | Submit | Request Revision

Proportionate Share | Personnel Vacancies | **EIS Budget Worksheet**

Coordinated Early Intervening Services for High Risk Regular Education Students

I. Coordinated Early Intervening Services (CEIS) Status (Check one only)

☐ Not Applicable This Year

☒ Required EIS - must use the maximum 15% for IDEA and Preschool

☐ Optional Usage of EIS(up to 15%)

☐ Carryover (CEIS)

Initial IDEA: Initial Preschool:

II. CEIS Amount

1. IDEA Initial Allocation (IDEA and Preschool Amount):

2. Maximum Available for CEIS:

3. Optional usage amount for EIS if less than line 2 (up to 15% may be used):

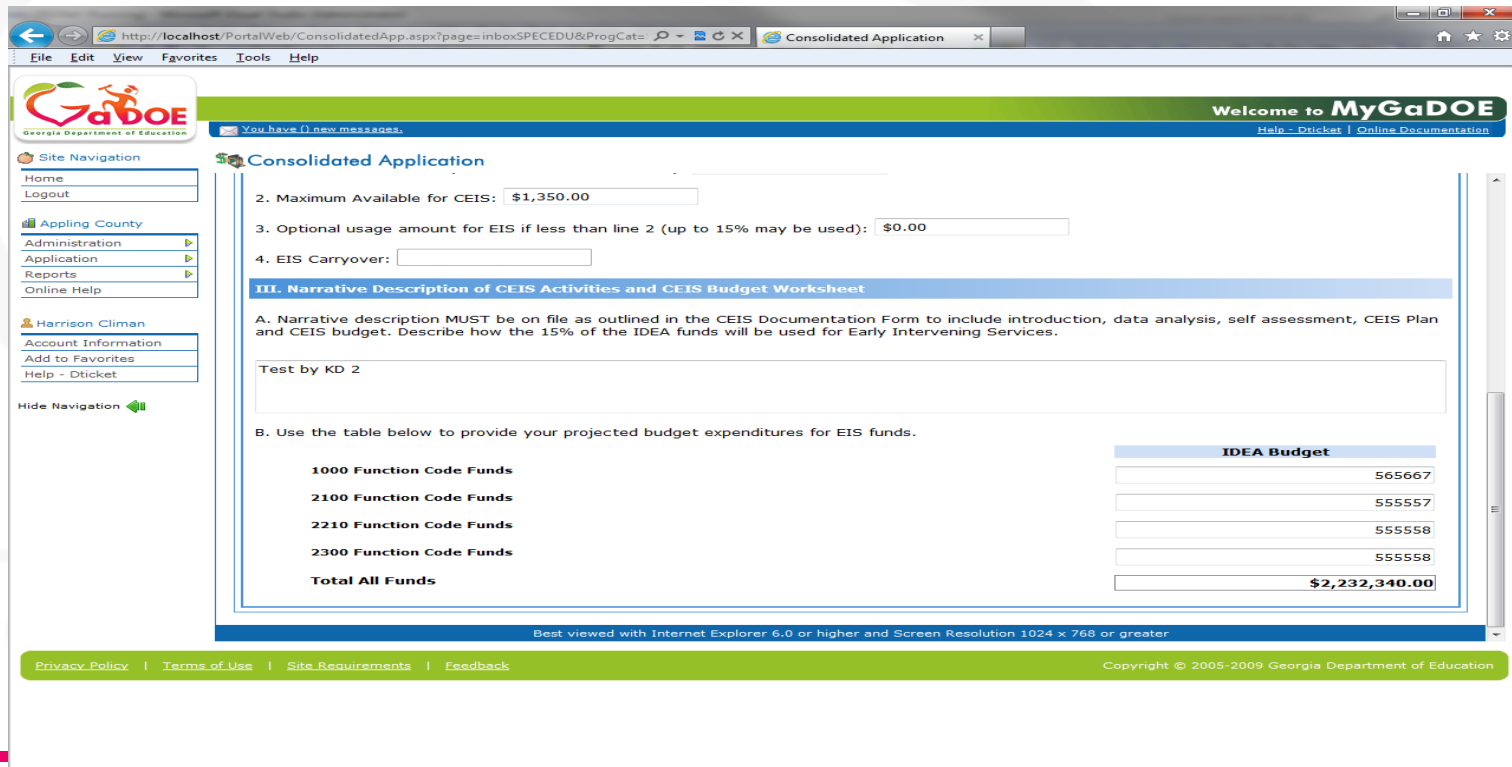
4. EIS Carryover:

III. Narrative Description of CEIS Activities and CEIS Budget Worksheet

A. Narrative description MUST be on file as outlined in the CEIS Documentation Form to include introduction, data analysis, self assessment, CEIS Plan and CEIS budget. Describe how the 15% of the IDEA funds will be used for Early Intervening Services

Portal Updates CEIS

- Continue to enter amounts in the appropriate functions.



The screenshot shows a web browser window with the URL <http://localhost/PortalWeb/ConsolidatedApp.aspx?page=inboxSPECEDU&ProgCat=>. The page is titled "Consolidated Application" and "Welcome to MyGaDOE".

On the left, there is a "Site Navigation" menu with links for Home, Logout, Applying County, Administration, Application, Reports, Online Help, Harrison Climan, Account Information, Add to Favorites, and Help - Dticket.

The main content area shows the "Consolidated Application" form. It includes fields for:

- 2. Maximum Available for CEIS:
- 3. Optional usage amount for EIS if less than line 2 (up to 15% may be used):
- 4. EIS Carryover:

Below these fields is a section titled "III. Narrative Description of CEIS Activities and CEIS Budget Worksheet". It contains two parts:

A. Narrative description MUST be on file as outlined in the CEIS Documentation Form to include introduction, data analysis, self assessment, CEIS Plan and CEIS budget. Describe how the 15% of the IDEA funds will be used for Early Intervening Services.


Test by KD 2

B. Use the table below to provide your projected budget expenditures for EIS funds.

	IDEA Budget
1000 Function Code Funds	<input type="text" value="56567"/>
2100 Function Code Funds	<input type="text" value="55557"/>
2210 Function Code Funds	<input type="text" value="55558"/>
2300 Function Code Funds	<input type="text" value="55558"/>
Total All Funds	<input type="text" value="\$2,232,340.00"/>

At the bottom of the page, there is a footer with links for Privacy Policy, Terms of Use, Site Requirements, and Feedback, and a copyright notice: Copyright © 2005-2009 Georgia Department of Education.

New Completion Report Updates – Subgrant Tab


Grants Application

Grants Details:

System ID:	Worth County - 759	Fiscal Year:	2017
Grant Name:	SPECIAL ED-VIB FLOWTHROUGH (CFDA # 84.027) - 39	Version No:	Original
Grant Start Date:	07/01/2016	Grant End Date:	09/30/2017
LUA Fund Code:	404	Status:	New

Completion Report

[Search](#)
[Grant Expenditures](#)
[Sub-Grant Expenditures](#)
[Contact Info](#)
[Audit Trail](#)

[Load](#)
[Save](#)
[Print](#)

SubGrants Details:

SubGrant Name	Budget Amount	Total Expenditure	Difference	Variance
Carryover (CEIS)	\$2,200.00			

Expenditure Details:

Function	Object	7/1/2016-6/30/2017 Expenditures	7/1/2017-9/30/2017 Expenditures
1000 - INSTRUCTION	110 - TEACHERS	0	

Function	Object	7/1/2016-6/30/2017 Expenditures	7/1/2017-9/30/2017 Expenditures
No Data Found.....			

Comment

Allowable Costs Across All Federal Programs

Direct Costs

Pays for activities or services that benefit the federal award project.

- Project staff
- Travel
- General office supplies
- Postage and printing
- Computers

Indirect Costs

Pays for activities or services that benefit more than one project.

- Utilities
- Rent
- Telephone charges

Allowable Costs – Guiding Questions



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Allowable Costs

Costs must be: necessary, reasonable, allocable, and documented.

Guiding Questions:

- Is the cost reasonable and necessary for the program?
- Do sound business practices support the expenditure?
- Does the expense support the purpose of the grant?
- Is the expense in compliance with laws, regulations and grant terms?
- Is the price comparable to that of similar goods or services in the geographic area?
- Is the purchase for excess cost of educating students with disabilities?

For a particular cost to be allowed, it must be an excess cost of providing special education and related services for IDEA Part B or Preschool federal funds.

Determining Excess Cost:

- In the absence of special education needs, would this cost exist?
 - Yes – the cost is not allowed
 - No – the cost may be allowed
- Is this cost also generated by students without disabilities?
 - Yes – the cost is not allowed
 - No – the cost may be allowed
- If it is a child specific service, is the service documented in the student's IEP?
 - Yes – the cost may be allowed
 - No – the cost may not be allowed

IDEA Equipment Prior Approval Procedures

- All expenditures, except salary and benefits, with a per unit cost of \$5,000 or more, must have prior written approval. This includes software purchases. The purchaser must send an email to your Budget Liaison containing the detailed expenditure, cost (and quotes if already acquired), and purpose/use of the expense.
- All approvals must be within the period of performance.



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Budget Details – LUA Chart of Accounts

The screenshot shows the GaDOE Financial Review website. A yellow arrow points from the 'Financial Review' link in the top navigation bar to the 'Financial Review' section on the left sidebar. Another yellow arrow points from the 'Financial Review' section on the left sidebar to the 'Budget and Financial Data Reporting' section in the main content area.

Financial Review

Financial Management of Georgia LUAS Manual

Preparing Basic Financial Statements

School System Financial Information

State Education Finance Study Commission

Financial Review

The Financial Review division was established for the purpose of reviewing financial records and accounting of local governing school boards and assisting local units of administration in training personnel in financial and budgetary accounting.

Financial Review is responsible for issuing and updating the chart of accounts utilized by local units of administration (LUAs) in reporting budget and financial data to the Georgia Department of Education.

Budget and Financial Data Reporting

- LUA Chart of Accounts
- Financial Management for Georgia LUAS Manual
- School System Revenues/Expenditures
- Transmission Dates
- DE46 File Layout
- Secure Data Transmission Portal

Contact Information

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Russ Swindle (Atlanta)
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LUA Chart of Accounts – Code Relationships

px?PageReq=FBOFinRevCOACR

GADOE Georgia Departme...

GaDOE
Georgia Department of Education

Home » About GaDOE » Office of Finance and Business Operations » Financial Review » Chart of Accounts

Finance and Business Operations Financial Review
Assisting Georgia schools with management of their financial resources for educating students.

CONTACT INFORMATION
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twarren@doe.k12.ga.us
Staff Contact List
Report Problems with this Page

Code Relationships

View: Outline Search **Code Relationships** [s Guide]

Classification: Funds Balance Sheet Revenue Source Program Function Object Sub Object

Fiscal Year: 2017

Function - Object
Function - Program
Funds - Program
Object - Sub Object
Object - Job Codes

Resources

- Email Blast – Update all budget information every week if new information, also posted on our GaDOE website (Board approvals, reminders, etc..)
- Director's Webinars – TA for budget information
- Specific Topic Webinars – MOE, Excess Cost, Monitoring
- Budget pages contain guidance for whole program
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Budget-and-Grant-Applications.aspx>
- Financial Review – LUA Chart of Accounts

IDEA Contacts

Program Manager:

Amber McCollum – (404) 463-0535
amccollum@doe.k12.ga.us

Program Specialists:

Monique McCoy – (404) 651-5390
mmccoy@doe.k12.ga.us

Next Session: Title II, Part A



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Title II, Part A Program

Presenter: Carly Ambler, Program Manager

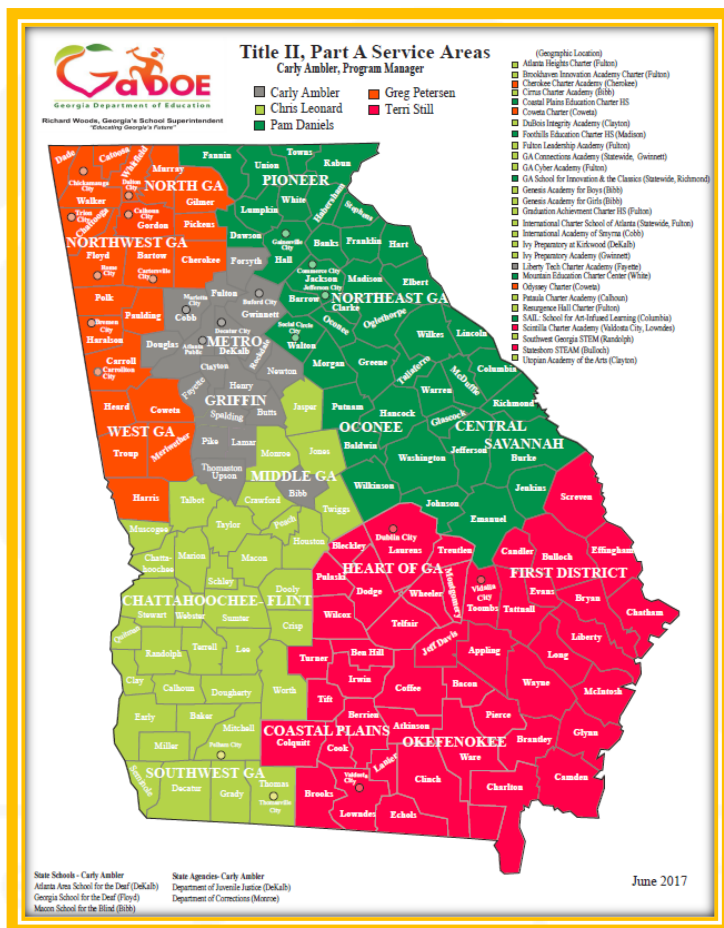
The contents of this presentation were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement.

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Title II, Part A Map and Specialists



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Intent of the Law



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SEC. 2001. PURPOSE.

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

FY18 Federal Programs Budget Planning

Title II, Part A Budget Attachments

Title II, Part A Improving Teacher Quality Grant

Mission

Our mission is to provide technical assistance, resources, and program monitoring to local education agencies in support of the United States Department of Education's Title II, Part A Supporting Effective Instruction Grant's purpose of increasing academic achievement by improving the effectiveness of teachers, principals and other school leaders.

Program Overview

Title II, Part A was originally authorized as Eisenhower Professional Development and the Class Size Reduction programs under the Elementary and Secondary Education Act (ESEA) of 1965, was reauthorized in 2001 by the No Child Left Behind Act (NCLB) and in 2015 by the Every Student Succeeds Act (ESSA). While ESSA was authorized in December of 2015, the Consolidated

Title II, Part A Contacts

- Title II, Part A Staff & Map

Title II, Part A

- Title II, Part A Main Page
- Title II, Part A Guidance
- Title II, Part A Resources
- Title II, Part A Conference Materials
- Title II, Part A Plans/ Reports
- LEA Equity Plans

Budget Attachments - All LEAs

FY18 Title II Part A Budget Attachment: Assertions (06/17/17)
FY18 Title II, Part A Budget Attachment: Effectiveness (06/17/17)

Budget Attachments - If Applicable

FY18 Title II, Part A Budget Attachment: Class Size Reduction (06/17/17)
FY18 Title II, Part A Budget Attachment: Equitable Services (06/17/17)
FY18 Title II, Part A Budget Attachment: School Level (06/17/17)

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Title II, Part A Updates



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- Our team has changed.
- The allocation formulas for the state and LEAs and private schools have changed. The amount allocated to the grant at the federal level has decreased and is subject to further reduction or elimination.
- The LEA use of funds have completely changed and private schools can follow all the use of funds except class size reduction
- Definitions for PL and evidence-based are new.
- The participants who can receive PL are more focused on the school and vary depending on the use of funds.
- Supplement not supplant has changed for Title I, but NOT Title II, Part A – SNS is tested at the expenditure level.
- Equity Plans and HiQ/ Professional Qualifications are authorized solely by Title I, not Title II. This may impact ability to fund GaTAPP and GACE.
- LEAs may transfer 100% of Title II, Part A Funds to other covered programs and may transfer 100% of Title IV, Part A Funds into Title II, Part A.

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Title II, Part A Local Uses of Funds



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Every Student Succeeds Act Title II, Part A Quick Reference Section 2103 [20 USC 6613] Local Uses of Funds

Authorized Use of Funds #1

- (A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that
- (i) is based in part on evidence of student achievement, which may include student growth; and
 - (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

Authorized Use of Funds #2

- (B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide
- (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject

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Title II, Part A Local Uses of Funds



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Every Student Succeeds Act Title II, Part A Section 8101 [20 USC 7801] Definitions

(21) EVIDENCE-BASED. —

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

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

- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

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

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Title II, Part A Local Uses of Funds



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(42) PROFESSIONAL DEVELOPMENT. —

The term “professional development” means activities that

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that

(i) improve and increase teachers’—

(I) knowledge of the academic subjects the teachers teach;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

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Title II, Part A PL Allowable Participants

- **Participation in Most Title II, Part A PL/ Training Activities:** All Teachers, Principals/ Assistant Principals and Other School Leaders
 - *other school leaders – individuals responsible for the daily instructional leadership and managerial operations in a school building*
 - *ESSA seems to consider Instructional Coaches to be teachers*
- **Participation in Specific Title II, Part A PL/ Training Activities:** Paraprofessionals, Counselors, Media Specialists, etc.

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Title II, Part A PL Allowable Participants

- **FAQ - Can our LEA use Title II, Part A funds to support PL for ...curriculum coordinators/ associate superintendents/ superintendents, etc.?**

When considering fiscal and personnel resources, LEAs may choose to use the services of internal staff to provide professional development that might otherwise have been provided by a consultant. To the extent that these individuals directly provide professional learning that meets the needs of the LEA and aligns with the definitions of evidence-based and professional development, providing training to support the PL of teachers, principals and other school leaders is allowable. This would have to be well-documented.

- **CAUTION:** ESSA says explicitly that PL is not stand-alone, one day or short-term workshops. PL must be sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

FY18 Federal Programs Budget Planning Title II, Part A Budget Code Quick Guide



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FY18 Title II, Part A Budget Function and Object Code Quick Guide (For Strategies/Activities Commonly Funded by Title II, Part A) Georgia Local Education Agencies (LEAs) are expected to complete budgets in the Consolidated Application using the LUA Chart of Accounts found on the Georgia Department of Education Website. The list of Function and Object Codes is NOT exhaustive. Please contact your LEA assigned Title II, Part A Program Specialist with any program specific coding questions.		
Title II, Part A	Fund Code -- 414	Program Code - 1784
Function	Object	Application of LUA in Title II, Part A
1000 Instruction	110	CSR Teacher
	113	Sub for CSR Teacher
	199	Teacher Recruitment/ Retention Incentive
	210	CSR Benefits: State Health Insurance
	220	CSR Benefits: FICA
	230	CSR Benefits: Teachers Retirement System
	250	CSR Benefits: Unemployment
	260	CSR Benefits: Workman's Compensation
	280	CSR Benefits: Benefit in Lieu of Soc. Sec.
	290	CSR Benefits: Other Employee Benefits
2210 & 2213 Program Guidance	300	Contracted Services -- CSR Teacher, Con
	881	Transfer to Schoolwide Budget (Fund 40)
2210 Topics	In Spring of 2017 HB139 modified O.C.G.A. 20-14- expenditure information. This includes "The cost of tuition provided for instructional staff on an annual function '2213' to meet this requirement. During Guidance and program guidance to determine whether the Title II, Part A and financial review, we will be reporting in compliance with state and federal law verify function/ object relationships on the website."	
	Topics for Non-Instructional Staff must be allowable development, and must meet supplement not supplant requirements. Analysis, Maximizing Scheduling Systems to Meet Supplemental Needs, Intervention, EIP, Sp. Ed., ESOL, 504), Poverty/ Min Procedures), FERPA, Mental Illness, Drug and Alcohol Abuse, etc. Non-Instructional Staff might include:	
2210 Participants	116	Stipend for Non-Instructional Staff Attending PL beyond Contract
	199	Compensation for Non-Instructional Staff beyond Contract to Instructional Staff (Mentor/ PL)
2210 Improvement of Instructional Staff	210	Benefits Associated with Stipends and Salaries
	220	Benefits Associated with Stipends and Salaries
	230	Benefits Associated with Stipends and Salaries
	250	Benefits Associated with Stipends and Salaries
	260	Benefits Associated with Stipends and Salaries
	280	Benefits Associated with Stipends and Salaries
	290	Benefits Associated with Stipends and Salaries
	300	Contracted Services for PL for Instructional Staff: Outside Consultants; Contracted Substitutes for Instr. Staff
	881	Transfer to Schoolwide Budget (Fund 40)
	882	Transfer to Schoolwide Budget (Fund 40)
2213 Topics	Topics for Instructional Staff must be allowable under Title II, Part A use of funds, Title VIII definition of professional development, and must meet supplement not supplant requirements. Any PL topic for instructional staff should be coded in Function Code 2213.	
	Please contact your assigned Title II, Part A Specialist	

Function	Object	Application of LUA in Title II, Part A
2213 Instructional Staff	116	Stipend for Instructional Staff Attending PL beyond Contract
	190	Salary Instructional Leader providing PL to students (Ex: PL Supervisory Position)
	191	Salary Instructional Leader providing PL to non-students (Ex: Instructional Coaches)
	199	Compensation for Instructional Staff beyond Contract to Instructional Staff (Mentor/ PL)
	210	Benefits for Instructional Staff Receiving or Providing PL: State Health Insurance
	220	Benefits for Instructional Staff Receiving or Providing PL: FICA
	230	Benefits for Instructional Staff Receiving or Providing PL: Teacher Retirement System
	250	Benefits for Instructional Staff Receiving or Providing PL: Unemployment
	260	Benefits for Instructional Staff Receiving or Providing PL: Workman's Comp
	280	Benefits for Instructional Staff Receiving or Providing PL: Benefit in Lieu of Soc. Sec.
2210 Improvement of Instructional Staff	290	Benefits for Instructional Staff Receiving or Providing PL: Other Employee Benefits
	300	Contracted Services for PL for Instructional Staff: Outside Consultants; Contracted Substitutes for Instr. Staff

Title II, Part A Budget Function and Object Code Quick Guide based on the Georgia Department of Education LUA Chart of Accounts

FY18 Federal Programs Budget Planning

Title II, Part A Expenditure Source

Documentation Quick Guide



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FY18 Title II, Part A Expenditure Source Documentation Quick Guide

Expenditure/ Entry	Suggested Source Documentation (If prorated, full breakdown of associated expenses)
2213 113 Substitutes	<ul style="list-style-type: none"> • Substitute Name, Date of Service • Teacher Name, Grade, Content, Activity Attended • Documentation to Verify Attendance and Determine Allowability of Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
2210 116 2213 116 Stipends to Attend PL	<ul style="list-style-type: none"> • Teacher Name, Grade, Content, Activity Attended • Documentation to Verify Attendance and Determine Allowability of Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
2210 199 2213 199 Additional Compensation to Provide PL	<ul style="list-style-type: none"> • Documentation of Providing PL: Sign-in with Teacher Name, Grade, Content • Documentation to Determine Allowability of PL Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
2213 199 Additional Compensation to Mentor	<ul style="list-style-type: none"> • Documentation of Mentoring: Mentor/ Mentee Assignments w/ Teacher Name, Grade, Content • Documentation of Mentoring Activities (Log, Feedback, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation

FY18 Federal Programs Budget Planning Title II, Part A Budget Review Checklist



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**TITLE II, PART A
FY18 BUDGET REVIEW CHECKLIST**

LEA Name

	Requirement	Approve	Revise	N/A	Status	Comments
GaDOE Consolidation of Funds Pilot	LEAs participating in the GaDOE Consolidation of Funds Pilot are subject to the following checklist items- <ul style="list-style-type: none"> All Title II, Part A funds allocated to schools: 1 (CAP), 2.2 (Prioritizing), 2.3 (Private Schools) Funds allocated to schools and reserved at LEA: All checklist items applicable for LEA level budget items 				<div>Funds Distributed to Schools Only</div> <div>Some Funds Reserved at LEA Level</div>	
1	If monitored in previous fiscal year, LEA has an approved FY17 CFM/ Title II, Part A Corrective Action Plan. <i>Must be approved prior to budget approval.</i>				<div>In Process</div> <div>Approved</div>	
2	REQUIRED ATTACHMENT: Completed <i>FY18 Title II, Part A Budget Attachment: Assertions</i> is uploaded in the attachment tab of the Consolidated Application prior to budget approval.				Attached Y/N	
2.1	<ul style="list-style-type: none"> If applicable, Title II, Part A funds are explicitly budgeted to implement the equity action plan for the selected equity intervention(s) that will be a focus for improvement. (<i>ESSA Sec. 1112(b)(2)</i>) 				<div>IIA</div> <div>N/A</div>	
2.2	<ul style="list-style-type: none"> Title II, Part A funds are prioritized to schools that are state identified (priority/ focus) AND/OR have the highest poverty rate (aligns with District Improvement Plan). If applicable, the required <i>FY18 Title II, Part A Budget Attachment: School Level Allocations</i> is 				<div>LEA Level</div> <div>School Level</div> <div>Attached Y/N</div>	

It is the responsibility of the LEA to ensure Title II, Part A expenditures and supporting source documentation are in compliance with Federal, State and local laws, regulations and guidance. Refer to the Fiscal Management Section of the Title II, Part A LEA Handbook for assistance.
Revised 08.2017 for FY18

FY18 Federal Programs Budget Planning

Title II, Part A Budget Descriptions



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Well developed descriptions:

- Illustrate allowability
- Align to DIP Goals/ Equity Needs
- Address proration jobs/ items
- Prioritize Priority/ Focus Schools
- Prioritize High Poverty Schools
- Ensure correct indirect cost rate

Well Developed

Description

DIP Goal 1: Salary for Academic Coach (30% Title II, Part A, 70% Title I) shared between priority and focus schools for job-embedded PL on middle school math (high needs area)

9	Budget aligns with LEA goals/needs as outlined in the District Improvement Plan, Equity Plan or CNA Report Strengths/Challenges (CNA 3.2.7). Every budget item description includes an explicit reference to the need, goal, equity gap, or strength and challenge.			DIP Goal 1		
				DIP Goal 2		
				DIP Goal 3		
				DIP Goal 4		
				CNA 3.2.7 Strengths/ Weaknesses		
				Equity Gap 1		
				Equity Gap 2		
				Little/No Alignment Edit Descriptions		

FY18 Federal Programs Budget Planning Data Collection Forms



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 Consolidated Application

Program Information

Budget

Audit Trail

Assurances

Teacher Quality

Data Collection

Print | Save | Submit

Select Data Collection Form:

FY Budgeted Funds/ Anticipated Expenditures

Breakdown of Current FY Budgeted Funds/Anticipated Expenditures

Program Component	Total Amount Budgeted
Recruitment	
Recruitment Activities (Recruiting Events, Advertising, etc.)	<input type="text" value="\$750.00"/>
Salaries and Benefits for Title II, Part A Funded Staff Supporting Recruitment	<input type="text"/>
Recruitment & Retention	
Financial Incentives (Recruitment:Signing Bonus, Relocation, etc.) (Retention: Contract Renewal Based on Performance)	<input type="text"/>
Professional Learning (includes Retention, HiQ)	
Private School PL Allocation	<input type="text" value="\$0.00"/>
Stipends for Staff Completing PL	<input type="text" value="\$21277.00"/>
Stipends for Staff Providing PL (Includes Mentors)	<input type="text" value="\$1350.00"/>

Amount Budgeted
is auto-filled from
the current budget
entries

Georgia Department of Education

FY18 Federal Programs Budget Planning Data Collection Forms



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FY Budgeted Funds/ Anticipated Expenditures

Total Budgeted

\$196003.00

Breakdown of Title II, Part A Funded Staff

Professional Learning

LEA Staff Split Funded

0

LEA Staff Fully Funded

2

Program Administration

LEA Staff Split Funded

1

LEA Staff Fully Funded

0

Class Size Reduction

Total Number of CSR Teachers (Split Funded and Fully Funded)

0

Elementary School CSR Teachers (K-5) (Split Funded and Fully Funded)

0

Middle School CSR Teachers (6-8) (Split Funded and Fully Funded)

0

High School CSR Teachers (9-12) (Split Funded and Fully Funded)

0

Core Content Area(s) Served (Please select all that apply.)

☐ ELA/Reading ☐ Math ☐ Science ☐ Soc. Stud. ☐ Other

Other

LEA Staff Split Funded

0

LEA Staff Fully Funded

0

Funded Staff data
entered by LEA

FY18 Federal Programs Budget Planning Data Collection Forms



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Consolidated Application

Program Information
Budget
Audit Trail
Assurances
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Teacher Quality

Print
Save
Submit

Print
Save
Submit

Select Data Collection Form: Program Implementation and Effectiveness

Program Implementation and Effectiveness

Program Implementation and Effectiveness
Current FY LEA Prioritized Needs | Rank LEA Priorities with Priority 1 serving as the top priority.

Priority 1	Professional Learning (Including Equity: Diverse Learners)
Priority 2	Recruitment
Priority 3	Retention
Priority 4	Highly Qualified Staff (Including Equity: Teacher Quality and Experience)
Priority 5	Equity: Class Size Reduction

Is this a New LEA? No

Prioritize based on closest alignment with LEA needs.

Previous Fiscal Year

	Previous Fiscal Year	Previous Fiscal Year (- Previous 1 Year)	Previous Fiscal Year (- Previous 2 Years)
% System HiQ Rate (GaPSC Portal - HiQ)	100.00%	99.26%	98.15%
% Attrition Rate (GaPSC Portal - MySPA)	6.91%	4.15%	5.96%
% of Previous FY PL Opportunities that were High Quality and Scientifically-Based	100		
% of Teachers Involved in at Least 1 High Quality PL Activity in Previous FY (From Any Funding Source)	100		

FY18 Federal Programs Budget Planning

Title II, Part A Budget Assertions



Title II, Part A FY18 Budget Assertions

This form must be completed in full and uploaded to the Consolidated Application (ConApp) prior to budget approval.

Fiscal Year	2018	Local Education Agency	
Date Completed		Title II, Part A LEA Coordinator	

I assert for this fiscal year that:

#1 Equity Interventions (ESSA Sec. 1112(b)(2); Equitable Access to Effective

- ☐ If listed in the FY18 LEA Equity Action Plan, Title II, Part A funds are e
- ☐ Title II, Part A funds are not required to support the implementation

#2 Prioritizing Funds to Schools (ESSA Sec. 2102(b)(2)(C))

- ☐ Title II, Part A funds remain at the LEA LEVEL and the budget prioritiz
- ☐ schools are state identified, funds are prioritized to schools that hav
- ☐ Title II, Part A funds are allocated to the SCHOOL LEVEL and prioritiz
- ☐ are state identified, funds are prioritized to schools that have the hi
- ☐ to the Attachment Tab of the Consolidated Application.

#3 Private Schools (ESSA Sec. 2101(d)(2)(I) and Sec. 8501)

- ☐ Not Applicable for Dept. of Juvenile Justice, Dept. of Corrections, Sta
- ☐ In referencing the GaDOE online list of private schools, no private sc
- ☐ No private schools have currently elected to participate in the distric
- ☐ Title II, Part A funds are budgeted to implement Title II, Part A allow
- ☐ Administrative costs for administering the LEA grant and private school equitable services are budgeted at 10%.
- ☐ Administrative costs for administering the LEA grant and private school equitable services are budgeted at less than 10% AND the required FY18 Title II, Part A Budget Attachment: Equitable Services Worksheet is uploaded to the Attachment Tab of the Consolidated Application.

#4 Class Size Reduction (ESSA, Sec. 2103 (b)(3)(D))

- ☐ Title II, Part A funds are not budgeted for class size reduction.

FY18 Budget Attachment: Assertions

Budgeted Funds: Equity Interventions

Budgeted Funds: Prioritizing Funds to Schools

Budgeted Funds: Private Schools

Budgeted Funds: Class Size Reduction

FY18 Federal Programs Budget Planning Required Use of Funds



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PRIORITIZING FUNDS

LEAs must prioritize funds to schools identified for support and with the highest percentages of children in poverty.

PRIVATE SCHOOLS

LEA must comply with providing equitable services to private schools.

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

FY18 Federal Programs Budget Planning

Title II, Part A Budget Attachments



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FY18 Title II, Part A Budget Attachments

(Use the Budget Checklist & Budget Codes as Guides)

Required for Every LEA:	If Applicable:
FY18 Title II, Part A Budget Attachment: Assertions	FY18 Title II, Part A Budget Attachment: Class Size Reduction Worksheet <ul style="list-style-type: none"> • Corresponding master schedules • Verification of approved LEA class size
FY18 Title II, Part A Budget Attachment: Effectiveness	FY18 Title II, Part A Budget Attachment: School Level Allocations
FY17 LEA Effectiveness Plan	FY18 Title II, Part A Budget Attachment: Equitable Services
	Title II, Part A Job Description(s)
	Notification of Transfer of Funds

FY18 Federal Programs Budget Planning

FY17 Effectiveness Plan Completion



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Fiscal Year		FY17	LEA Name	ABC County		LEA Coordinator	Dr. J
Title II, Part A Prioritized Funded Component(s) & Selected Equity Interventions	Title II, Part A Needs Being Addressed	Title II, Part A Funded Strategies Selected to Address Prioritized Needs	Data to be Collected to Measure and Monitor Effectiveness of Funded Strategies	Person(s) Responsible for Collecting Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Effectiveness and Next Steps	
Personnel: Identification & Recruitment	Recruit HS math teachers and K-12 special education teachers	Recruitment Fair Registration	<ul style="list-style-type: none">• Number of Applications Received as a Result of Fairs• Number of Vacancies Filled• Administrator Feedback	<ul style="list-style-type: none">• HR Director• Title II Coordinator	<ul style="list-style-type: none">• After vacancies are reported and filled in May	<ul style="list-style-type: none">• From the four recruitment fairs funded with Title IIA, received four HS Math applications and six K-12 special education applications• Number of vacancies filled were 1 out 2 math positions and 2 out of 3 K- 12 special education positions• Of the four recruitment fairs attended, administrators reported no applicants and little interest expressed from XYZ fair. The decision has been made to eliminate this fair from future recruitment• The overall recruitment fair strategy was effective in that 3 out of 5 vacancies were filled.	

FY18 Title II, Part A Budget Attachment: Effectiveness



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Title II, Part A FY18 Budget Attachment: Effectiveness
Upload to Consolidated Application Attachments Tab
Due October 1, 2017 (required prior to Budget Approval)

Directions:

The Georgia Department of Education requires local education agencies (LEA) to determine the effectiveness of Title II, Part A funded activities (ESSA Section 2104(a)(1) and 2 CFR §200.301).

- The FY18 Title II, Part A Budget Attachment: Effectiveness below must be completed (Columns 1-7) for each Title II, Part A funded strategy/action step. The FY18 Title II, Part A Budget Attachment: Effectiveness must be uploaded to the Consolidated Application with the FY18 Title II, Part A Budget.
- Column 8, Effectiveness & Next Steps, is to be completed at the end of FY18. The completed FY18 Title II, Part Budget Attachment: Effectiveness (Columns 1-8) must be uploaded to the Consolidated Application with the FY19 Title II, Part A Budget. The data and analysis of data supporting the effectiveness described in Column 8 must be maintained in the LEA files.

Fiscal Year	2018	LEA Name		LEA Coordinator	
-------------	------	----------	--	-----------------	--

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Goal/Need	Strategy/Action Step	Allowability	Evidence Based	Effectiveness Data	Administration	Timeline	Effectiveness & Next Steps
<ul style="list-style-type: none"> Goal(s)-DIP Equity Need(s) Program Strength/Challenge-CNA 3.2.7 Being Addressed 	Title II, Part A Funded Strategies/Action Steps Selected to Achieve Goal [PL activities must align to ESSA Definition Sec. 8101(42) & SBOE Rule160-3-3-.04]	Under which local use of funds is the strategy/action step authorized? [Sec. 2103]	<ul style="list-style-type: none"> Strong Moderate Promising [Sec. 8101(21)]	Data to be Collected to Monitor and Measure Effectiveness of Funded Strategies/Action Steps	Person(s) Responsible for Collecting, Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain

FY18 Federal Programs Budget Planning

Supplement Not Supplant



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- Funds made available under Title II, Part A shall be used to supplement and not supplant non-Federal funds that would otherwise be used for activities authorized under Title II, Part A (Sec. 2301)
- When determining whether or not an expenditure would create a presumption of supplanting, the LEA should consider these questions:
 - Is the program or activity that the LEA wants to fund required under state, local, or another federal law? If it is, then it is supplanting.
 - Were state or local funds used in the past year to pay for the program or activity? If they were, it is supplanting.

FY18 Federal Programs Budget Planning

Getting to Know the Guidance



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Essential Questions for Identifying and Planning for Title II, Part A Funded Activities/ Strategies

Does the activity/ strategy meet the purpose of Title II?

How is it the activity/ strategy aligned to the District Comprehensive Needs Assessment and District Improvement Plan?

Is the activity/ strategy one of the *ESSA Title II, Part A Local Use of Funds Types of Activities*? Is it a strategy recommended in the non-regulatory guidance *Building Systems of Support for Excellent Teaching and Leading (2016)*?

Is the activity/ strategy evidence-based using the Title VIII definition?

If professional development, does the PD align with the Title VIII definition?

Will the LEA be able to determine and report how the chosen activity/ strategy improved teacher, principal or other school leader effectiveness? How will the activity/ strategy be documented?

Is the activity/ strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under Title II?

Does the activity/ strategy comply with the Code of Federal Regulations (2 CFR Part 200, 34 CFR Part 76, 34 CFR Part 81)?

FY18 Federal Programs Budget Planning Training Opportunities



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Training	Date	Format
Part 1 - 9:00-12:00 Title II, Part A Budget	Aug 24 & Sep 28	Virtual
Part 2- 1:00-3:00 New Coordinator	Sep 6	Regional On-site
Title II, Part A Monitoring Support – 9:00-12:00	Sep 25	Virtual
	Sep 26	Regional On-site

Next Session: Title I, Part C



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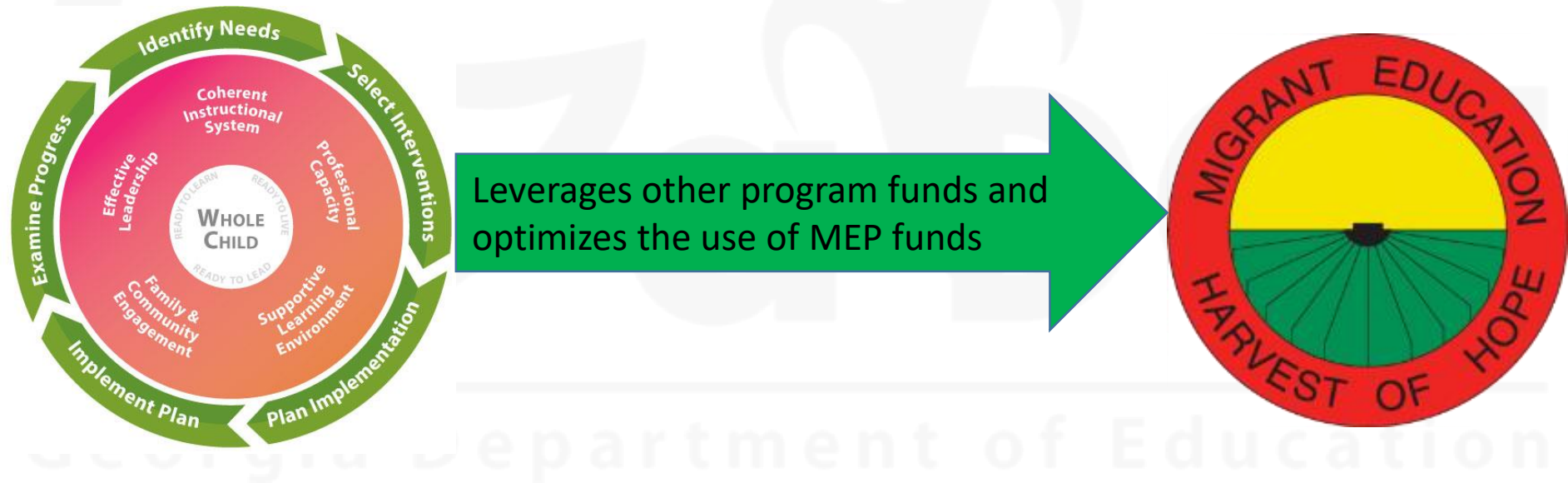
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Title I, Part C – Education of Migratory Children (MEP)

Presenter: Israel Cortez, Program Manager

Title I Part C -MEP

Is part of the Georgia's Systems of Continuous Improvement 2017-2018



Title I, Part C

Migrant Education Program



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- Unique Federal Program
 - Funds allocated from U.S. ED to GaDOE
 - GaDOE manages the program and is deeply involved in all aspects of MEP implementation in direct funded LEAs and the consortium
 - GaDOE is held accountable for everything having to do with services to our participants (pre-school, K-12 enrolled, out-of-school youth and dropouts)

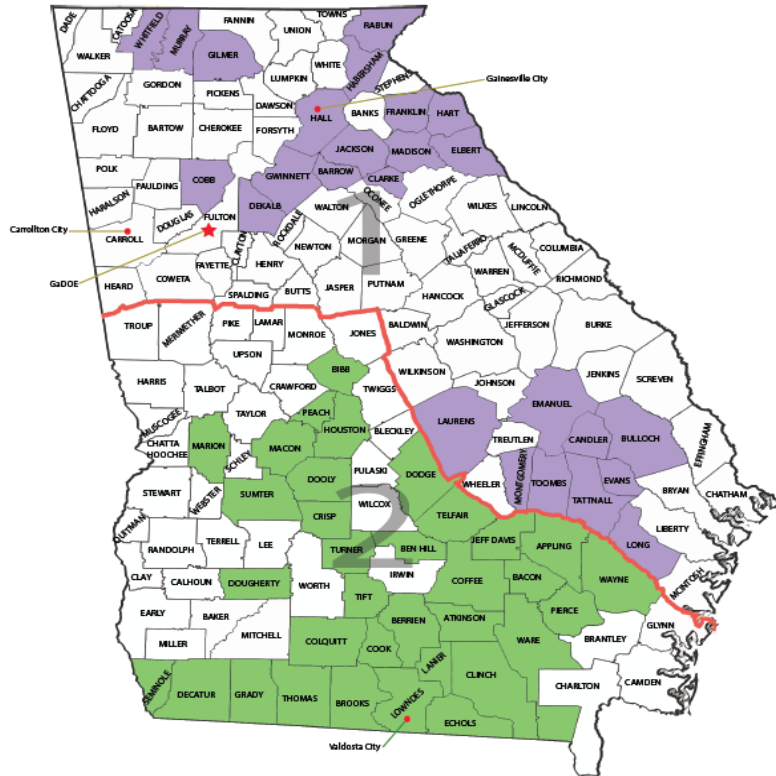


MEP Funds



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Georgia Migrant Education Program 2017-2018 Service Areas



- Allocations for LEAs are formula based.
- LEAs with larger migrant participant counts and allocations receive funds directly.
- LEAs with smaller participant counts and allocations of less than \$15,000 are part of the MEP consortium.
- Abraham Baldwin Agricultural College (ABAC) is the MEP consortium fiscal agent.



1 GaDOE Region 1 MEP
Toll Free 1-800-621-5217
2 GaDOE Region 2 MEP
Toll Free 1-866-505-3182





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Coordination of MEP Services

By coordinating with other programs, the MEP ensures that the needs of migrant children are met through a variety of sources in a way that *leverages other program funds and optimizes the use of MEP funds* for the unique needs of migrant children.

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Maximizing Funds

- Can the program be a four day work week during the regular school year?
- Can the tutoring be expanded throughout the summer and a tutoring day be a four hour day?
- Can it be contracted services instead of full-time employee?
- Can summer lessons/work be provided to participants before they leave regular school?
- Can the SSP provide guidance/academic support to participants before they leave regular school?
- Can the SSP check the completed summer lessons/work from participants when they return to school?

MEP Budgets

- The migrant students' unique needs identified during the CNA process are the driving force behind the budget
 - The budget must address the academic services for preschool children, K-12 students, and out-of-school youth (OSY) & drop outs (DO)
 - Local programs have to represent their local demographics. (Ex. If 70% of migrant participants are OSY, the LEA would plan for the bulk of their services and expenditures directed toward serving the needs of this group.)
 - The Implementation Plans measure the academic growth of PFS and Non-PFS students in the services determined during the CNA process
- Budget and documentation requirements are the same as Title I, Part A



Budgeting Hints

1) Personnel

- List each MEP funded **employee** in a single line, specifying:
 - Position (SSP, recruiter, cert. teacher, contracted tutors)
 - Part-time or full-time and rate of pay
 - Location of services (school, homes, labor camps etc.)
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 110/140
- **A MUST:** *MEP Funded Certified Staff Approval Form*
- Don't forget to budget for each employee's **benefits** (combined line or separate)
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 210/220/230/260...290



Budgeting Hints

- 2) Identification and recruitment (ID&R) and tutorial travel
- Include a line for specific travel between schools:
 - to provide tutorial services, and
 - for ID&R activities, such as "travel for paraprofessionals to identify and recruit eligible participants and to travel between schools to provide migrant services"
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 580



Budgeting Hints

3) Supplies

- Include detail regarding type of educational supplies to be provided, words like "such as", "among others", "include," "etc." cannot be used. All supplies must be listed. Ex: *Instructional supplies: pens, pencils, markers, rulers, erasers, notebooks, crayons, glue, construction paper, index cards, scissors, file folders, labels, copy paper, and tape.*
- Fill out the "Reasonable and Necessary Form" before allocating funds for technology projects over \$5,000 and submit it to the regional coordinator for agreement
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 610/612/615

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Budgeting Hints

4) Parent Advisory Council (PAC) & Parental Engagement Activities

- Include funds for PAC and parental engagement activities, food (light refreshments preferred) when meeting spans meal times, and supplies (Specify all supplies needed)
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 595
- Parental engagement activities are those which support parent involvement in their child's education
- Transportation for parents or students to attend parent engagement activities, MEP programs and regional and state PAC meetings
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 300/580/595
- Unless parents are also MEP participants, they are not permitted to receive MEP funded services (ex: EL classes)



Budgeting Hints

5) Professional Development

- Specify the names of professional workshops/conferences
 - Specific local professional learning and training opportunities should directly address migrant student/participant needs as well as provide training for MEP staff in their instructional duties and responsibilities
 - Registration costs should be addressed separately under object code 810
 - Recommended Function Codes: 2210 or 2213
 - Recommended Object Codes: 580

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Budgeting Hints

6) Limited Emergency Medical, Dental, & Eye Services

- Some medical expenditures can be allowable expenditures based on reasonable & necessary circumstances when no other programs can help the child and the matter is directly related to the student's achievement or keeping him/her from attending school
 - Recommended Function Codes: 2100
 - Recommended Object Codes: 595



Budgeting Hints

7) Summer Programs

Plan for coordination with other programs or agencies; funds may be used for teachers/tutors, space (if needed), transportation, registration fees for other agency programs, and supplies (if needed)

- School/facility based or home based programs or partner agencies

8) Services to Out-of-School Youth and Drop Outs

Staff and travel expenses to provide services outside the regular school day and at various locations; services implemented when OSY/DO are working within the district

- EL lessons: MP3 players, EL books, tutors/instructors
- Health Education materials – educational component is required

9) Services to Preschool Children

Staff and travel expenses to provide services outside the regular school day and at various locations

- EXITO materials and other school readiness educational materials

Budgeting Hints



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10) Other Allowable Expenditures:

- After-school programs or Saturday programs
- Printing of Georgia MEP publications and materials
- Cell phones for 100% MEP funded recruiters/SSPs who travel outside the school building regularly for home visits and recruitment (LEA must have cell phone policy)
- Transportation to send selected migrant youth to summer camps at UGA, ABAC, VSU, and Georgia Southern
- Transportation to attend college day events (Georgia Southern, UNG, ABAC, Armstrong, Valdosta State University, Savannah Tech College, Wiregrass Tech College, Georgia Military College, Georgia State University, University of Georgia)
- Audit cost and indirect cost

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MEP Funded Field Trips

- Connected to an Educational IP; Reasonable and Necessary; Rare
- Advanced Planning and Coordination
- Complete the MEP Field Trip form and upload it on the attachments tab on the portal for review by the regional coordinator

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Meals and Snacks

- Many programs available through Federal School Food Nutrition
- Link to website: <http://www.gadoe.org/Finance-and-Business-Operations/School-Nutrition/Pages/default.aspx>
- In general, Title I, Part C funds are not to be used for food for participants
- There are rare exceptions and each case is addressed individually with the regional coordinator and program manager
- Your school nutrition contact is well versed in all available programs and should be consulted well in advance if the need for food or snacks arises

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Expenses and Draw Downs



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- LEA draw down amounts are monitored by the GaDOE MEP; regional coordinators request drawdown status reports from LEAs
- Carryover, if any, must be used before it expires
- Due to population shifts, some LEAs no longer have the same MEP participant populations in the district and face spending challenges. Carryover funds may be held at the state to ensure they are spent before expiration.

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MEP Forms

Available on the GaDOE MEP website

- Field Trip Approval
- Reasonable and Necessary
- Certified Staff Approval
- Other program specific documents
- Link to website:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Gamep-Forms-and-Documents.aspx>



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Questions?

Contact Information

- Israel Cortez, jcortez@doe.k12.ga.us
- Margarita Munoz, mmunoz@doe.k12.ga.us
- Marisela Trejo, mtrejo@doe.k12.ga.us

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Next Session: Grants



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Title I, Part A Homeless Set-Aside and Title IX, Part A McKinney-Vento Education for Homeless Children and Youth Program

Presenter: Eric McGhee, Program Manager

McKinney-Vento Homeless Program

Required District Set-Asides

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

McKinney-Vento Homeless Program

Required District Set-Asides

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

McKinney-Vento Homeless Program

Required District Set-Asides

- The GaDOE Homeless Coordinator must review the homeless set-aside prior to budget approval. LEA program managers should:
 - Explain the method used to determine the set-aside amount and show the calculation in the Consolidated Application set-aside description
 - Set-aside funds may be used to assist homeless students in all LEA schools.

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McKinney-Vento Homeless Program

Required District Set-Asides

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

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McKinney-Vento Homeless Program

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

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

McKinney-Vento Homeless Program



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McKinney-Vento Sub Grants

Title I, Part A
Set-Asides

General
Funds



McKinney-Vento Homeless Program

Comprehensive LEA Improvement Plan (CLIP):

- CNA: Element 1.1 / P. 7 - All LEAs must appoint a McKinney-Vento homeless liaison
- CNA: Element 3.2.9 / P. 7 - Describe strengths and challenges related to general program implementation and students and adults involved in or affected by the McKinney-Vento Education for Homeless Children and Youth (EHCY) program
- DIP: Element 2.2, 2.3, etc. / starting at page 9 - LEA identified supplemental action steps that will be implemented to ensure that necessary supports are in place for Children and youth experiencing homelessness
- Note: The Department will look for the connection of the CNA and DIP to the proposed budget for budget approval

Annual Homeless Survey:

- All LEAs must complete the annual homeless survey

McKinney-Vento Homeless Program

McKinney-Vento Grantees

- All grantees must have an approved application prior to budget approval
- Budgets must match the approved:
 - Original Application
 - Continuation application
 - Budget summary
- Budget amendments must be aligned to written plans found in the:
 - Original Application
 - Continuation application

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McKinney-Vento Homeless Program

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

Eric McGhee
Grants Program Manager
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
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(404) 651-7555 – Office
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Erica Glenn
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Title I, Part A Foster Care Education

Georgia Department of Education

Neglected and Delinquent

Potential Custom Foster Care Set-Aside

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

Foster Care Education

**For assistance in determining authorized uses of
Title I, Part A Foster Care set-aside funds, feel free to
contact:**

Whittney Mitchell

Grants Program Consultant

Title I, Part A Foster Care Education Program

Twin Towers East, Suite 1854

205 Jesse Hill Jr., Drive, SE

Atlanta, GA 30334

(404) 656-4148 – Office

wmitchell@doe.k12.ga.us



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Title I, Part A Neglected Set-Aside and Title I, Part D, Subpart 2 Programs for Neglected and Delinquent Children

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Neglected and Delinquent

Required District Set-Asides Local Institutions

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

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

Neglected and Delinquent

Required District Set-Asides Local Institutions

- LEAs reporting neglected children on the annual N&D survey receive the Title I, Part A neglected reservation
- LEAs reporting delinquent children on the annual survey MAY receive the Title I, Part D, Subpart 2 allocation, if those LEAs reported delinquent numbers above the median of all reporting LEAs received the above allocation
- Those LEAs reporting delinquent numbers below the median are not eligible to receive the Title I, Part D, Subpart 2 allocation

Neglected and Delinquent

Required District Set-Asides Local Institutions

- The following LEAs reported neglected and delinquent children. These LEAs are eligible to receive the Title I, Part A neglected reservation AND the Title I, Part D, Subpart 2 allocation:
 - Houston County
 - Meriwether County
 - Troup County

Georgia Department of Education

Neglected and Delinquent

Required District Set-Asides Local Institutions

- These districts should receive the required set-aside from Title I, Part A and will also receive the Title I, Part D, Subpart 2 allocation
- The Title I, Part D Subpart 2 allocation will show on the Consolidated Application as a separate grant and will have a separate budget

Georgia Department of Education

Neglected and Delinquent

Required District Set-Asides Local Institutions

- The following LEA reported delinquent children and is eligible to receive the Title I, Part D, Subpart 2 allocation only:
 - Taylor County
- This LEA is not required to have a neglected set-aside from Title I, Part A

Georgia Department of Education

Neglected and Delinquent

Required District Set-Asides Local Institutions

- LEAs that reported delinquent children but did not receive a Title I, Part A neglected reservation AND they are not eligible to receive the Title I, Part D, Subpart 2 allocation may use a portion of their regular Title I, Part A allocation to support delinquent children in Residential Treatment Facilities (RTFs), previously 618 schools
- Please note that LEAs who did not receive a Title I, Part A neglected reservation or Title I, Part D, Subpart 2 allocation are not required to reserve a certain amount or percentage
 - These LEAs are required to consult with RTFs to determine their educational needs. When setting aside regular Title I, Part A monies to serve these children the LEA must use a **Custom Delinquent Set-Aside**
 - Set-aside amounts need to be reasonable to address the educational needs of these children. Consultation must be documented

Neglected and Delinquent

Comprehensive LEA Improvement Plan (CLIP):

- DIP: Required question 4.k / Page 47 - LEAs describe the instructional program for children living in residential facilities for neglected or delinquent youth
 - LEAs should describe the instructional program for children living in residential facilities for neglected or delinquent youth. LEAs should include all licensed facilities located in the LEA
 - If the LEA does not currently have any residential facilities for neglected or delinquent youth, the LEA should include a statement to this effect in this indicator
 - Note: The Department will look for the connection of the CNA and DIP to the proposed budget for budget approval

Neglected and Delinquent

**For assistance in determining authorized uses of
Title I, Part A neglected set-aside funds or Title I, Part D,
Subpart 2, feel free to contact:**

Whittney Mitchell

Grants Program Consultant

Title I, Part D Programs for Neglected & Delinquent Children

Twin Towers East, Suite 1854

205 Jesse Hill Jr., Drive, SE

Atlanta, GA 30334

(404) 656-4148 – Office

wmitchell@doe.k12.ga.us



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Title V, Part B Rural Education Initiative

Also referred to as the Rural Education Achievement Program (REAP)

Georgia Department of Education

Title V, Part B

Allowable Activities

- Title I, Part A (Improving the Academic Achievement of the Disadvantaged)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Parental Involvement activities

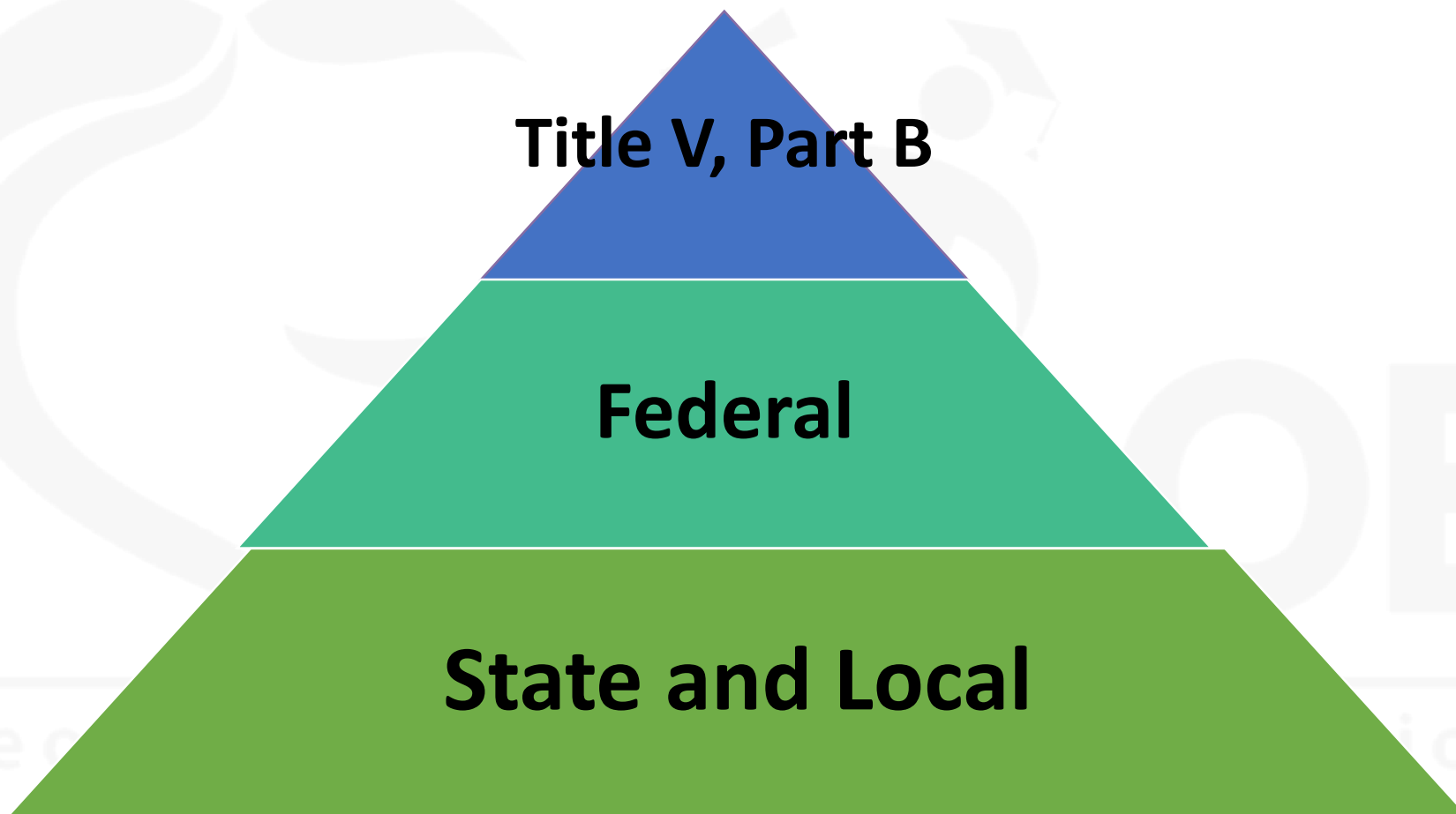
Title V, Part B

Supplement Not Supplant

- Title V, Part B funds must supplement other local, state AND federal dollars
- Title V, Part B provides resources above all other resources

Georgia Department of Education

Title V, Part B



Title V, Part B

Budget Items and Descriptions

- Budgeted items must be addressed in District Improvement Plan (DIP)
- Budgeted items must be reasonable and necessary
- Expenditures must have a direct link to identified needs in the CNA and DIP
- Detailed, specific but concise, budget descriptions

Title V, Part B

Budget Items and Descriptions

- Descriptions cannot be general in nature so that it is unclear how the funds will be used
- Open-ended statements or the words "such as" or "etc." are not allowable
- Quantity and cost per unit needed for all equipment items
- Budget for audit costs if applicable

Title V, Part B

Rural Education Initiative

- Rural Education Initiative tab must be completed with budget
- The figures on this page must align with the budget and represent the LEA's anticipated expenditures for FY18
- Enter the anticipated expenditures for each activity the LEA will implement
- This page must be updated with each amendment

Title V, Part B

Annual Evaluation Report—Due October 30

- Complete via Data Collection tab within Program Information tab
- Must reflect FY17 actual expenditures as reported on Program Completion Report
- Select “Yes” or “No” for each of the seven activities
- Report actual expenditures in whole dollars for each program activity the LEA participated in and for which “Yes” was chosen

Title V, Part B

Annual Evaluation Report

- Round expenditures, based on the Program Completion Report, to whole dollars
- Performance data will be collected and aggregated by the Department
- Requires Coordinator and Superintendent submit
- Status can be viewed under Audit Trail by selecting Data Collection Audit Trail tab

Title V, Part B

**For assistance in determining authorized uses of
Title V, Part B, feel free to contact:**

Cathy Buescher
Education Program Specialist
Title V, Part B Rural Education Initiative
(229) 561-4499
cbuesche@doe.k12.ga.us



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School Improvement Grants 1003(a)

Presenter: Gary Wenzel, Program Specialist

Georgia Department of Education



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School Improvement 1003(a) Funds

Purpose

The Title I, Part A, Section 1003(a) school improvement grants provide financial resources to local educational agencies (LEA) on behalf of Title I schools identified as Focus, or Priority schools. This grant is awarded to support implementation of school improvement plans required by the Elementary and Secondary Education Act (ESEA) and Georgia's ESEA Flexibility Waiver approved by the United States Department of Education

Questions?



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