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
Today’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:45</td>
<td>Overarching Budgeting Information Impacting all Federal Programs</td>
</tr>
<tr>
<td>9:45-12:15</td>
<td>Title I, Part A</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Lunch Break</td>
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<tr>
<td>1:00-1:15</td>
<td>Title I, Part A Parent and Family Engagement</td>
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<tr>
<td>1:15-1:30</td>
<td>Title IV, Part A</td>
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<td>1:30-2:00</td>
<td>IDEA</td>
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<tr>
<td>2:00-2:30</td>
<td>Title II, Part A</td>
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<td>2:30-3:00</td>
<td>Title I, Part C – Education of Migratory Children</td>
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<tr>
<td>3:00-3:45</td>
<td>Homeless Education, Foster Care, N&amp;D, and REAP</td>
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<tr>
<td>3:45-4:00</td>
<td>School Improvement Grants - 1003(a)</td>
</tr>
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</table>
Consolidated LEA Applications

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.

- Needs Identified in the CNA
  - District Creates Action Steps to Address Needs
  - District Plans for Federal Programs to Supplement the Action Steps
  - District Develops Federal Program Budgets

Developed Budgets

District Develops Federal Program Budgets

District Plans for Federal Programs to Supplement the Action Steps

District Creates Action Steps to Address Needs

Needs Identified in the CNA
# Logging into the Consolidated Application

**Applications**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>System Name</th>
<th>Plan Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Rome City - 785</td>
<td>Approved</td>
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</table>

**Log in details**

- **Fiscal Year**: 2018
- **System Name**: Rome City - 785
- **Plan Status**: Approved

---

Logging into the Consolidated Application

**Welcome to MyGaDOE**

You have (2478) new messages.

**Site Navigation**
- Home
- Logout

**Office of Curriculum and Instruction**
- Administration
- Application
- Reports
- Online Help

**Ken Banter**
- Account Information
- Add to Favorites
- Help - Dticket
Adding Programs to the Consolidated Application

<table>
<thead>
<tr>
<th>Program Status</th>
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<tbody>
<tr>
<td><strong>District Name:</strong> Rome City</td>
</tr>
<tr>
<td><strong>District Code:</strong> 785</td>
</tr>
<tr>
<td><strong>Fiscal Year:</strong> 2018</td>
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**Add Program**

Add an applicable program to the application

- **Program:** Charter School - Dissemination Grant

<table>
<thead>
<tr>
<th>Title Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>Program:</strong> Title I-A Improving The Academic Achievement</td>
</tr>
<tr>
<td><strong>Applied As:</strong> Single District</td>
</tr>
<tr>
<td><strong>Budget Status:</strong> New</td>
</tr>
<tr>
<td><strong>DC Status:</strong> New</td>
</tr>
<tr>
<td><strong>Program Type:</strong> Original</td>
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</table>
Adding Programs to the Consolidated Application

<table>
<thead>
<tr>
<th>Program Status</th>
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<tbody>
<tr>
<td>District Name : Rome City</td>
</tr>
<tr>
<td>Fiscal Year : 2018</td>
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<table>
<thead>
<tr>
<th>Programs</th>
<th>Planning</th>
<th>Prayer Certification</th>
<th>Attachments</th>
<th>Audit Trail</th>
</tr>
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<tr>
<th>Add Program</th>
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<tbody>
<tr>
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<tr>
<td>Program</td>
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<tr>
<td>Title I-A, Improving The Academic Achievement</td>
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<table>
<thead>
<tr>
<th>Status</th>
<th>Program Type</th>
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<tr>
<td>Original</td>
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<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Charter School - Desemination Grant</td>
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<tr>
<td>Charter School - Faculty Grants</td>
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<tr>
<td>Charter School - Federal Implementation</td>
</tr>
<tr>
<td>Charter Schools - Federal Planning Grant</td>
</tr>
<tr>
<td>Homeless Education</td>
</tr>
<tr>
<td>Professional Learning</td>
</tr>
<tr>
<td>RESA - ELA Professional Learning Specialist</td>
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<tr>
<td>RESA - ETC Services State Grant</td>
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<tr>
<td>RESA - Math Mentor State Grant</td>
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<tr>
<td>Residential Treatment Centers</td>
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<tr>
<td>School Improvement - 1003G Grant</td>
</tr>
<tr>
<td>School Wide Program</td>
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<tr>
<td>Schoolwide Fund Consolidated Pilot</td>
</tr>
<tr>
<td>Title I National Distinguished Schools</td>
</tr>
<tr>
<td>Title I-A Reward Districts Award</td>
</tr>
<tr>
<td>Title I-A, Neglected &amp; Delinquent</td>
</tr>
<tr>
<td>Title I-A, Reward Schools Award</td>
</tr>
<tr>
<td>Title I-A, School Improvement</td>
</tr>
<tr>
<td>Title I-A, School Improvement - Set Aside</td>
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<tr>
<td>Title I-C, Migrant Education</td>
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<tr>
<td>Title I-D, Neglected and Delinquent - DJJ</td>
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<tr>
<td>Title I-D, Neglected and Delinquent - GDC</td>
</tr>
<tr>
<td>Title II-A, Advanced Placements Grants</td>
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<tr>
<td>Title II-A, Improving Teacher Quality</td>
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<tr>
<td>Title II-B, MSP</td>
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<td>Title III-A, Immigrant - 661</td>
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<tr>
<td>Title III-A, Language Instruction for English Learners</td>
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<tr>
<td>Title IV-A, Student Support and Academic Enrichment</td>
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<tr>
<td>Title IV-B, 21st Century Community Learning Center</td>
</tr>
<tr>
<td>Title VI-B, Rural and Low Income</td>
</tr>
</tbody>
</table>
Getting the Budget Started

Program Status
District : Rome City
Fiscal Year : 2018

<table>
<thead>
<tr>
<th>Programs</th>
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<th>Prayer Certification</th>
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Title Programs
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</tr>
</thead>
<tbody>
<tr>
<td>Title I-A, Improving The Academic Achievement</td>
<td>Single District</td>
<td>New</td>
<td>New</td>
<td>Original</td>
</tr>
</tbody>
</table>
Overarching Budget Updates
All Federal Programs
Time and Effort

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

- 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!
2210 – Improvement of Instructional Services

• 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.
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 Compensation and Leave Policies §200.430
- Written Travel Policy - §200.474(b)
- Procedures for Checking Suspension and Debarment – 2 CFR §180.25(a)
Procedures for Financial Management

• Include information on:
  – Your accounting system(s)
  – How budgets are loaded onto the system
  – Process for comparing budgets to expenditures
  – Process for drawing down funds
  – Process and authorizations for budget revisions
  – Period of performance and when obligations are made
  – Process for carryover
  – Process for completing the completion reports

• Incorporate state agency requirements, if applicable
Transferability
Transferability

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.
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)
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
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

- 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)
Transferability

• 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
Suspension and Debarment

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

2 CFR §200.213
Suspension and Debarment

2 CFR 180.220 Procurement contracts included as covered transactions:

• Any contract or subcontract expected to equal or exceed $25,000 must be checked against the System for Award Management (SAM) for suspension or debarment (includes contracted tutors)

• Evidence of the verification can be in the form of a date/time stamped print screen or other digital method that is readily available

• Documentation should include who checked, when it was checked and the query criteria
Suspension and Debarment

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

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

<table>
<thead>
<tr>
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<th>Micro-purchase*</th>
<th>Small Purchase</th>
<th>Simplified Acquisition Threshold*</th>
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<tbody>
<tr>
<td>(2 CFR §200.67, 48 CFR Subpart 2.1)</td>
<td>Up to $3,500</td>
<td>Up to $150,000</td>
<td>$150,000+</td>
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<tr>
<td></td>
<td>(2 CFR §200.320)</td>
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<tr>
<td></td>
<td></td>
<td>2 price or rate quotations</td>
<td>RFP – sealed bids</td>
</tr>
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</table>

*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.

8/30/2017
Capital Equipment Prior Approvals

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

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.
Professional Qualifications
Website Resources

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

“Professional Qualifications and Related Reporting Requirements”
# Training Opportunities

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

8/30/2017
Key Points about Professional Qualifications

• 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.
Consolidation of Administrative Funds for ESSA
LEA Consolidation Pilot
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

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

Still in Title I Law

• Notice to Parents of Participating English Learners in Title I or Title III Supplemental Language Programs:
  o Evidence must include the notification in a format and language the parents can understand.
  o Distribution of notification using at least one distribution method.
  o 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
  o 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 Right to Know Teacher and Paraprofessional Qualifications

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

**SAMPLE Right to Know Notification**

**Parent Right to Know Teacher and Paraprofessional Qualifications**

In compliance with the requirements of the Every Student Succeeds Act, the following information may be requested:

- Whether the student’s teacher:
  - has met State qualification and licensing criteria for the grade level and subject areas in which the teacher provides instruction;
  - is teaching under emergency or provisional status through which State qualifications or licensing criteria have been waived, and
  - is teaching in the field of discipline of the certification of the teacher.

- Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.

For verification purposes, notifications must contain the month of determination or, if enclosed in another document, the primary document must contain a date. All of the primary document’s information must be included in the separate notification, including any supplementary documentation that contains the communication.

**Best Practices for the Notification**

EDSA does not provide the student’s qualified personnel. It is the LEA’s responsibility to verify or confirm notification.

- Notify parents in multiple manners.
- Maintain records of annual notifications.

**Parent Notices**

8/30/2017
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
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.
Supplement Not Supplant
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
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)
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!
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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Teacher</td>
<td>Kindergarten projected enrollment divided by 22</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Early Intervention Program (EIP)</td>
<td>Projected enrollment for EIP students in Grades K-5 divided by 16</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Classroom Teachers (Core Content Only)</td>
<td>Grades 1-3: projected enrollment divided by 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 4-5: Projected enrollment divided by 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessionals (General Education)</td>
<td>1 per Kindergarten class earned</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Staff Allocation (Sample)

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

## Special Education Allocation

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

*Maximum Class Sizes for ESOL Classes*

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

<table>
<thead>
<tr>
<th>Grade(s) Subject(s)</th>
<th>Funding Class Size</th>
<th>Maximum System Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Paraprofessional</td>
</tr>
<tr>
<td>K-3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>4-8</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>9-12</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

(Excerpted from Rule 160-5-1-.08 Class Size)
# Other Staff Allocation (Sample)

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1 per school</td>
<td>1 per school</td>
<td>1 per school</td>
</tr>
<tr>
<td>Asst. Principal</td>
<td>1 – 999 = 1</td>
<td>1 – 499 = 1</td>
<td>1 – 550 = 1</td>
</tr>
<tr>
<td></td>
<td>1000 – 1999 = 2</td>
<td>500 – 999 = 2</td>
<td>551 – 1100 = 2</td>
</tr>
<tr>
<td></td>
<td>2000+ = 3</td>
<td>1000 – 1499 = 3</td>
<td>1101 – 1619 = 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1500 – 1999 = 4</td>
<td>1620 – 2499 = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000+ = 5</td>
<td>2500 – 2999 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000+ = 6</td>
</tr>
<tr>
<td>Counselors</td>
<td>1 – 999 = 1</td>
<td>1 – 999 = 1</td>
<td>1 – 749 = 1</td>
</tr>
<tr>
<td></td>
<td>1000 – 1499 = 2</td>
<td>1000 – 1499 = 2</td>
<td>750 – 1249 = 2</td>
</tr>
<tr>
<td></td>
<td>1500+ = 3</td>
<td>1500 – 1999 = 3</td>
<td>1250 – 1499 = 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000+ = 4</td>
<td>1500 – 1874 = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1875 – 2249 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2250+ = 6</td>
</tr>
<tr>
<td>Counselor Clerk</td>
<td>n/a</td>
<td>1 per school</td>
<td>1 per school</td>
</tr>
</tbody>
</table>
## Other Staff Allocation (Sample)

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

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

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

• 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
  o An LEA does not have sufficient non-federal funds to provide even the most basic education program in all of its schools
  o An LEA is required by state or local law (board policy) to provide funding for a specific purpose for all students
Navigating the Consolidated Application
Title I, Part A
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:
  
  o FY18 Title I, Part A Allocation

  o 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.
### Consolidated Application

#### Budget

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

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Budget</th>
<th>Audit Trail</th>
<th>Assurances</th>
<th>Programs</th>
</tr>
</thead>
</table>

**District Code:** 785  
**Program:** Title I-A, Improving The Academic Achievement - Original

**Superintendent Sign off date:**

- **Program:** Title I-A, Improving The Academic Achievement
- **Current FY Allocation:** $2,496,836.00
- **Additional Allocation:** $0.00
- **Carry Over:** $0.00
- **Total Grant Award:** $2,496,836.00
- **Transfer Amount:** $0.00
- **Total Amount to be Budgeted:** $2,496,836.00
- **Not Budgeted Funds:** $2,496,836.00

- **Fiscal Year:** 2018
- **School:**
- **(Not Required)**
- **To Sub-Grant:**
<table>
<thead>
<tr>
<th>Program Information</th>
<th>Budget</th>
<th>Audit Trail</th>
<th>Assurances</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Name</td>
<td>Rome City</td>
<td>785</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>2018</td>
<td></td>
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<tr>
<td>Status</td>
<td>New (Date: Jul 27 2017 3:18PM)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>District Code</td>
<td>785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Title I-A, Improving The Academic Achievement - Original</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent Sign off date</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocations for this year (2018)</th>
<th>$2,496,936.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Allocation</td>
<td>$0.00</td>
</tr>
<tr>
<td>Carryover from prior year</td>
<td>$0.00</td>
</tr>
<tr>
<td>Transfer Amount</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total Budget**

| Total Budget funds for this Fiscal Year | $2,496,936.00 | Unallocated Funds | $2,496,936.00 |

Title I SWP/TA Plans

**Description**

**Upload File**

<table>
<thead>
<tr>
<th>Item#</th>
<th>Uploaded File</th>
<th>Created Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Program Information - MOE

***FUTURE TAB***

- 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
### Program Information

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

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Budget</th>
<th>Audit Trail</th>
<th>Assurances</th>
<th>Programs</th>
</tr>
</thead>
</table>

- **Allocations for this year (2018):** $2,496,936.00
- **Additional Allocation:** $0.00
- **Carryover from prior year:** $0.00
- **Transfer Amount:** $0.00

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

### Title I SWP/TA Plans

**Description:**

![Image of SWP/TA Plans](image-url)

**Upload File:**

**Item #** | **Uploaded File** | **Created Date**
Title I Program Attachments Tab

• 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

**Program Information**

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Budget</th>
<th>Audit Trail</th>
<th>Assurances</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Name</td>
<td>Rome City</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>New (Date: Jul 27, 2017 3:18PM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Code</td>
<td>785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Title I-A, Improving The Academic Achievement - Original</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent Sign off date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Set Asides</th>
<th>Other Funds</th>
<th>School Allocations</th>
<th>Eligible Attendance Areas</th>
<th>Data Collection</th>
</tr>
</thead>
</table>

**Set Asides:**

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
</table>

**Upload File:**

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

**Timeline:**

- 8/30/2017
Set-Aside Tab

This is a 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Administrative from Carryover</td>
<td></td>
</tr>
</tbody>
</table>

**Custom Set Aside Description:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
</table>

**Set Asides (Required)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement Set Aside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation for Public School Choice (PSC) Set Aside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Learning Program (FLP) Set Aside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Set Asides (Optional)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
</table>

**Set Asides Total:**

$0
**Set-Aside Tab**

- **Total Budgeted Funds for this Fiscal Year:** $2,496,936.00
- **Unallocated Funds:** $2,498,938.00

---

<table>
<thead>
<tr>
<th>Title I SWP/TA Plans</th>
<th>Set Asides</th>
<th>Other Funds</th>
<th>School Allocations</th>
<th>Eligible Attendance Areas</th>
<th>Data Collection</th>
</tr>
</thead>
</table>

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

### Description
- Additional Administrative from Carryover
- Additional FLP from Carryover
- Additional Homeless from Carryover
- Additional Parent Involvement Plus from Carryover
- Additional Parental Involvement
- Additional Professional Learning from Carryover
- Administrative Set Aside
- Alternative School Set Aside (Materials)
- At-Risk Student Program

### Custom Set Asides
- Audit Fees Set Aside
- Before/After School Program
- Carryover to Administrative Set Aside
- Delinquent Set Aside
- District-wide Instructional Programs
- FY13 FLP Carryover

### Set Asides (Required)
- 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

### Set Asides (Optional)
- Homeless Set Aside
- Indirect Cost Set Aside
- Instructional Coaches
- Local School Improvement
- MOE Reduction Set Aside
- NCLB NI District Professional Development
- Neglected Set Aside
- Parent Involvement Plus
- Performance Learning Center
- Pre-K

### Comments

---

**8/30/2017**
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
  o 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
  o 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
  
  o Homeless Children and Youth
    o 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.
    
  o Neglected and Delinquent Children (if applicable)
    o 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!

• 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

• 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

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>School Type</th>
<th>Grade Span</th>
<th>Enrollment minus Pre-K</th>
<th># Poverty Children minus Pre-K</th>
<th>Poverty Percent</th>
<th>PPA</th>
<th>School Allocation</th>
<th>School Carryover</th>
<th>Parental Involvement</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>0376</td>
<td>Anna K. Davie Elementary</td>
<td>ELEMENTARY Pk-5</td>
<td></td>
<td>386</td>
<td>345</td>
<td>89.38%</td>
<td>$569</td>
<td>$196,305.00</td>
<td>$7,000</td>
<td>$9,750.00</td>
<td>SWP</td>
</tr>
<tr>
<td>0275</td>
<td>East Central Elementary School</td>
<td>ELEMENTARY Pk-5</td>
<td></td>
<td>537</td>
<td>215</td>
<td>40.04%</td>
<td>$415</td>
<td>$89,225.00</td>
<td>$7,000</td>
<td>$1,761.00</td>
<td>SWP</td>
</tr>
<tr>
<td>0105</td>
<td>Elm Street Elementary</td>
<td>ELEMENTARY Pk-5</td>
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<td>506</td>
<td>305</td>
<td>64.49%</td>
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<td>$188,340.00</td>
<td>$7,000</td>
<td>$4,436.00</td>
<td>SWP</td>
</tr>
<tr>
<td>3052</td>
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<td>$7,000</td>
<td>$8,932.00</td>
<td>SWP</td>
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<td>North Heights Elementary School</td>
<td>ELEMENTARY Pk-5</td>
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<td>178</td>
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<td>$534</td>
<td>$95,052.00</td>
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<tr>
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<td>9-12</td>
<td>1714</td>
<td>943</td>
<td>55.02%</td>
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<td>$193,315.00</td>
<td>$7,000</td>
<td>$1,618.00</td>
<td>SWP</td>
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<tr>
<td>0293</td>
<td>Rome Middle School</td>
<td>MIDDLE</td>
<td>7-8</td>
<td>918</td>
<td>632</td>
<td>68.85%</td>
<td>$564</td>
<td>$356,448.00</td>
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<td>0173</td>
<td>West Central Elementary School</td>
<td>ELEMENTARY Pk-5</td>
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<td>665</td>
<td>516</td>
<td>77.50%</td>
<td>$534</td>
<td>$275,544.00</td>
<td>$7,000</td>
<td>$4,612.00</td>
<td>SWP</td>
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<tr>
<td>2054</td>
<td>West End Elementary School</td>
<td>ELEMENTARY Pk-5</td>
<td></td>
<td>756</td>
<td>350</td>
<td>46.3%</td>
<td>$516</td>
<td>$180,600.00</td>
<td>$7,000</td>
<td>$2,184.00</td>
<td>SWP</td>
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</table>

**Total:**

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>School Type</th>
<th>Grade Span</th>
<th>Enrollment minus Pre-K</th>
<th># Poverty Children minus Pre-K</th>
<th>Poverty Percent</th>
<th>PPA</th>
<th>School Allocation</th>
<th>School Carryover</th>
<th>Parental Involvement</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>6010</td>
<td>3773</td>
<td>62.78%</td>
<td>$4,731</td>
<td>$1,775,891.00</td>
<td>$63,000</td>
<td>$38,139.00</td>
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</table>

8/30/2017
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 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
  o 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

• Administration
  o 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
  o Charged to function code 2300 and object code 300

• Indirect Costs
  o Must use the approved restricted indirect cost rate for the district
  o Use embedded worksheet for Title I, Part A on the Data Collection tab
  o Should be charged to function code 2300, object code 880 in the budget
  o *May only be drawn down at the same percentage of actual Title I expenditures*
  o 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.
FY17 Carryover Set-Aside for Private Schools

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

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

**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
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.
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

8/30/2017
FY18 Proportionate Share Set-Aside for Private Schools - Title I, Part A

• 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

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

The “Other Funds” tab will no longer be used!
This tab will also either be removed or made inactive very soon.
Eligible Attendance Areas

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Budget</th>
<th>Audit Trail</th>
<th>Assurances</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name:</strong></td>
<td>Rome City</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fiscal Year:</strong></td>
<td>2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Status:</strong> New (Date: Jul 27 2017 3:18PM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Code:</strong></td>
<td>785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program:</strong> Title I-A, Improving The Academic Achievement - Original</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **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**

| Description: | |
|--------------||

**Upload File:**

<table>
<thead>
<tr>
<th>Item#</th>
<th>Uploaded File</th>
<th>Created Date</th>
</tr>
</thead>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Eligible Attendance Areas

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Span</th>
<th>Community Eligibility Option School</th>
<th>Total Enrollment</th>
<th>Pre-K Enrollment</th>
<th>Total Enrollment Minus PK</th>
<th>Total Free/Reduced Meals Count or Number of Directly Certified Students</th>
<th>PK Free/Reduced Meals Count or Directly Certified Count</th>
<th>Total F/R Meals Count or No. of Directly Cert. Students Minus PK</th>
<th>F/R Meals Count or Direct Cert. Count</th>
<th>No. Used to Determine % of Meals Paid by USDA</th>
<th>% Poverty(1.6)</th>
<th>% Poverty(10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0376 - Anna K. Davis Elementary</td>
<td>YES</td>
<td>440</td>
<td>440</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>0275 - East Central Elementary School</td>
<td>NO</td>
<td>549</td>
<td>549</td>
<td>545</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>0106 - Elm Street Elementary</td>
<td></td>
<td>577</td>
<td>577</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>3052 - Main Elementary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Eligible Attendance Areas – Embedded Worksheet

• 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
  o List of all schools to include district charter schools, residential treatment facilities and virtual schools
  o Enrollment numbers
  o Poverty numbers
    o Household Application/Free or Reduced Meal data
    o Directly Certified Data (Title I Data - CEP SY16-17 form)
  o 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

8/30/2017
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

• 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Signature: ____________________________  Date: __________

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

** Be sure the form is signed by and dated by the SNP director
### Eligible Attendance Areas Worksheet

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Span</th>
<th>Community Eligibility Option School</th>
<th>Total Enrollment</th>
<th>Pre-K Enrollment</th>
<th>Total Enrollment Minus PK</th>
<th>Total Free/Reduced Meals Count or Number of Directly Certified Students</th>
<th>PK Free/Reduced Meals Count or Directly Certified Count</th>
<th>Total F/R Meals Count or No. of Directly Cert. Students Minus PK F/R Meals Count or Directly Cert. Count</th>
<th>No. Used to Determine % of Meals Paid by USDA</th>
<th>% Poverty (1.6)</th>
<th>% Poverty (1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0296 - Ben Hill County Middle School</td>
<td>6-8</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0196 - Ben Hill County Primary School</td>
<td>K-2</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0111 - Ben Hill Elementary School</td>
<td>3-5</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0251 - Fitzgerald High School</td>
<td>9-12</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Total: 0 0 0 0 0 0 0 0 0 0
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.
  o 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:
  o Narrative explaining the rezoning process
  o 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
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
### Program Information

<table>
<thead>
<tr>
<th>Program Information</th>
<th></th>
<th></th>
<th>District Code</th>
<th>785</th>
<th>Program</th>
<th>Title I-A, Improving The Academic Achievement - Original</th>
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<tbody>
<tr>
<td>District Name</td>
<td>Rome City</td>
<td>Fiscal Year</td>
<td>2018</td>
<td></td>
<td>Status</td>
<td>New (Date: Jul 27 2017 3:18PM)</td>
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<tr>
<td>Allocations for this year (2018)</td>
<td></td>
<td></td>
<td>$2,496,936.00</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Additional Allocation</td>
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<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
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<td>Carryover from previous year</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Amount</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Budgeted Funds for this Fiscal Year</td>
<td></td>
<td></td>
<td>$2,496,936.00</td>
<td></td>
<td>Unallocated Funds</td>
<td>$2,496,936.00</td>
</tr>
</tbody>
</table>

### School Allocation Tab

<table>
<thead>
<tr>
<th>Title I SWP/TA Plans</th>
<th>Set Asides</th>
<th>Other Funds</th>
<th>School Allocations</th>
<th>Eligible Attendance Areas</th>
<th>Data Collection</th>
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</thead>
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<td>Description</td>
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<tr>
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<td><a href="#">Upload</a></td>
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</tr>
<tr>
<td>Item#</td>
<td>Uploaded File</td>
<td>Created Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
School Allocation Tab

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:

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

Poverty Determination
Option used to determine number of children eligible in low-income families:
- School Lunch
- TANF List
- Other
Public School Allocations

- 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

<table>
<thead>
<tr>
<th>% Poverty(1.6)</th>
<th>% Poverty (1.0)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00</td>
<td>81.80</td>
<td>3</td>
</tr>
<tr>
<td>100.00</td>
<td>86.19</td>
<td>2</td>
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<td>100.00</td>
<td>65.49</td>
<td>5</td>
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<td>100.00</td>
<td>88.62</td>
<td>1</td>
</tr>
<tr>
<td>100.00</td>
<td>73.96</td>
<td>4</td>
</tr>
</tbody>
</table>
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**

\[
\text{District Allocation} \div \text{Total District Free/Reduced Count} = \text{Per Pupil Amount} \times 1.25 = \text{Minimum Per Pupil Amount}
\]
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"
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!!!)
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).
School Allocation Tab

Program Information

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

Allocations for this year (2018): $2,499,936.00
Additional Allocation: $0.00
Carryover from previous year: $0.00
Transfer Amount: $0.00
Total Budgeted Funds for this Fiscal Year: $2,499,936.00

Unallocated Funds: $2,499,936.00

School Allocation Tab

Grade span Grouping
Poverty Determination:

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

- School Lunch
- TANF List
- Other

8/30/2017
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.
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.
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)
  
  o The school’s **identified needs** and **their plans** drive the budget
  
  o **LEAs and their Title I schools must** be able to justify that **all expenditures** are directly related to the **needs assessment**
  
  o The plans/budget much include a **viable** program for each Title I school being served school
  
  o 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

• Necessary and Reasonable
  o Must be necessary for the performance or administration of the grant or follow sound business practices
  o Fair market prices
  o Act with prudence under the circumstances
  o No significant deviation from established prices

• Practical aspects of necessary
  o Do I really need this?
  o Is this the minimum amount I need to spend to meet my need?

• Practical aspects of reasonable
  o Do I have the capacity to use what I am purchasing?
  o Did I pay a fair rate?
  o 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

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

- **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
Budget Details – Class Size Reduction

• Considerations for Class Size Reduction Teachers
  o 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

• The following must be maintained and attached to Consolidated Application on the Title I Attachment Tab:
  o Description of evidence-based strategies that will be more effectively implemented with Class Size Reduction (CSR)
  o FY18 Class Size Reduction Worksheet
  o 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

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.
Budget Details

• 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
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.
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
Note: All explanations must be clear and specific

<table>
<thead>
<tr>
<th>Adequate Examples</th>
<th>Inadequate Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies: writing utensils, notebooks, poster board, staples, markers, and tape</td>
<td>Supplies: writing utensils, staples, etc.</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Supplies such as writing utensils and staples.</td>
</tr>
<tr>
<td>Salaries for 10 teachers at 5 Title I schools: 2 reading teachers at AES, 1</td>
<td>Salaries for 10 teachers at 5 Title I schools.</td>
</tr>
<tr>
<td>reading and 1 math at EES, 1 third grade teacher (self contained) at ALES,</td>
<td>or</td>
</tr>
<tr>
<td>3 math intervention teachers at CMS, and 2 at DES (second and third)</td>
<td>$30,000 for salary for 10 teachers</td>
</tr>
<tr>
<td>Computers: 5 at HES for Math Lab, 5 at MES classrooms, and 10 at CES for Literacy</td>
<td>$20,000 for computers</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
</tbody>
</table>
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
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:
  
  o Verify budget matches school allocations and set asides
  
  o Verify budget matches parent and family engagement set asides
  
  o 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:

  o Check the total expenditures by function and/or object code

  o Verify that the total amount in function codes 2230 match the amounts set-aside for administration, and 2300 for audit and indirect costs

  o 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

• 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

• The following is a list of attachments for Title I, Part A For Reporting Annual Private School Progress no later than August 30, 2017
  o There should be **one attachment for each private school** that includes all required documentation
  o The district may create their own evaluation instrument for the private school program. A sample can be found on the Federal Programs Web site
  o The final evaluation must include the dates of the consultation meetings
  o 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:
  o 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
  o Eligible Attendance Area worksheet if applicable - for districts that have rezoned, added or closed schools
  o Narrative and supporting documentation for adjustments made to enrollment and poverty numbers for districts that have rezoned, added or closed schools
  o School Nutrition CEP Data Form for Title I (signed by Nutrition Director)
  o Proportionate Share Calculation Worksheet for private schools
Attachments

• The following is a list of attachments for Title I, Part A
  o Educational Field Trip Request Approval form, if funds are budgeted for educationally related fieldtrips
  o Carryover Calculation worksheet for parent and family engagement
  o Justification narrative for class size reduction teachers
  o Class Size Reduction worksheet
  o 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
  o Grandfather Rule explanation if LEA is using it to serve a school
  o Capital Outlay Approval for expenditures in object code 700
  o Transferability Notification letter if LEA is transferring funds into Title I, Part A
  o 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)
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
Title I, Part A General Program Information

• Comparability
  o 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
  o Because demonstrating comparability is a prerequisite for receiving Title I, Part A funds, there is no waiver for the comparability requirement
  o Data is collected from two reports from October
    • Certified/Classified Personnel Information (CPI) codes
    • FTE Enrollment data
  o 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
  o 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
  o 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
REMEMBER!

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

Dr. Randy Phillips
Title I Program Manager
(404) 463-1955 – Office
(404) 693-6666 - Cell
rphillips@doe.k12.ga.us

Dr. Ken Banter
Title I Program Manager
(404) 463-3467 – Office
(404) 673-2372 – Cell
kbanter@doe.k12.ga.us
# Title I, Part A Program Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro 1</td>
<td>Robyn Planchard</td>
<td>(404) 985-3808</td>
<td><a href="mailto:rplanchard@doe.k12.ga.us">rplanchard@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 2</td>
<td>Olufunke Osunkoya</td>
<td>(678) 704-3557</td>
<td><a href="mailto:oosunkoya@doe.k12.ga.us">oosunkoya@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 3</td>
<td>Sherri Minshew</td>
<td>(770) 324-1965</td>
<td><a href="mailto:sminshew@doe.k12.ga.us">sminshew@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 1</td>
<td>Anne Marie Wiseman</td>
<td>(678) 986-0435</td>
<td><a href="mailto:amwiseman@doe.k12.ga.us">amwiseman@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 2</td>
<td>Anthony Threat</td>
<td>(706) 615-0367</td>
<td><a href="mailto:anthony.threat@doe.k12.ga.us">anthony.threat@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW 3</td>
<td>Clarice Howard</td>
<td>(470) 230-1533</td>
<td><a href="mailto:choward@doe.k12.ga.us">choward@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 1</td>
<td>Tammy Wilkes</td>
<td>(478) 237-2873</td>
<td><a href="mailto:twilkes@doe.k12.ga.us">twilkes@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 2</td>
<td>Grace McElveen</td>
<td>(912) 334-0802</td>
<td><a href="mailto:gmcelveen@doe.k12.ga.us">gmcelveen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE 3</td>
<td>Kathy Pruett</td>
<td>(706) 540-8959</td>
<td><a href="mailto:kpruett@doe.k12.ga.us">kpruett@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
# Title I, Part A Program Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 1</td>
<td>JaBra Harden Fuller</td>
<td>(229) 563-6269</td>
<td><a href="mailto:jharden@doe.k12.ga.us">jharden@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 2</td>
<td>Marijo Pitts-Sheffield</td>
<td>(912) 269-1216</td>
<td><a href="mailto:mpitts@doe.k12.ga.us">mpitts@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE 3</td>
<td>Elaine Dawsey</td>
<td>(478) 971-0114</td>
<td><a href="mailto:edawsey@doe.k12.ga.us">edawsey@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 1</td>
<td>Kim Ezekiel</td>
<td>(229) 848-5917</td>
<td><a href="mailto:oosunkoya@doe.k12.ga.us">oosunkoya@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW 2</td>
<td>Bobby Trawick</td>
<td>(229) 246-1976</td>
<td><a href="mailto:btrawick@doe.k12.ga.us">btrawick@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
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

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:

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

- 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?
Budget Considerations
Parent and Family Engagement

• **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

- **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
Budget Considerations
Parent and Family Engagement

- **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

- 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.
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%

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>School Type</th>
<th>Grade Span</th>
<th>Enrollment minus Pre-K</th>
<th># Poverty Children minus Pre-K</th>
<th>Poverty Percent</th>
<th>PPA</th>
<th>School Allocation</th>
<th>School Carryover</th>
<th>Parental Involvement Type</th>
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</thead>
<tbody>
<tr>
<td>0376</td>
<td>Anna K. Davie Elementary</td>
<td>ELEMENTARY Pk-5</td>
<td>388</td>
<td>345</td>
<td>89.36%</td>
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<tr>
<td>0275</td>
<td>East Central Elementary School</td>
<td>ELEMENTARY Pk-5</td>
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<td>Elm Street Elementary</td>
<td>ELEMENTARY Pk-5</td>
<td>566</td>
<td>305</td>
<td>64.46%</td>
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<tr>
<td>3062</td>
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<td>226</td>
<td>100%</td>
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<td>North Heights Elementary School</td>
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<td>HIGH 9-12</td>
<td>1714</td>
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<td>68.86%</td>
<td>$205</td>
<td>$159,315.00</td>
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<td>$1,619.00</td>
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<td>0203</td>
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<td>758</td>
<td>350</td>
<td>46.3%</td>
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<td>$180,600.00</td>
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<td>$2,184.00</td>
<td>SWP</td>
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Total: 6610 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

New Name & New Website Structure

http://partnerships.gadoe.org
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)

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.gadoe.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?

• For questions about family engagement activities, contact your Family Engagement Specialist.

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

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

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

Susan Holcomb
Phone: 404-326-4395
Email: sholcomb@dcoe.k12.ga.us
North Georgia, Atlanta Public Schools, and the Dept. of Juvenile Justice

Dawn Scott
Phone: 404-657-9962
Email: dscott@dcoe.k12.ga.us
South Georgia and DeKalb County School District

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

http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Contact-Us.aspx
## Family-School Partnership Program Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Clay, Family Engagement Communications Specialist</td>
<td>404-656-2633</td>
<td><a href="mailto:jclay@doe.k12.ga.us">jclay@doe.k12.ga.us</a></td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

http://partnerships.gadoe.org

bit.ly/gadoeparentsyoutube

@GaDOEPartners

GaDOEPartnerships
Save the Dates

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
Next Session:
Title IV, Part A
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 ≥ $30,000

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

LEA receives < $30,000

- One area of focus, at a minimum (≤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:
  o support staff, coordinators, and other personnel that perform administrative functions
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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770-584-3474 (cell)

JTodd@doe.k12.ga.us
Next Session: IDEA
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
FY18 Budget Due Dates

• January 1\textsuperscript{st} – HCG/RRG Application Period Opens
• January 31\textsuperscript{st} – Excess Cost Calculation Submission Deadline
• March 1\textsuperscript{st} – HCG/RRG Submission Final Deadlines
• March 31\textsuperscript{st} – 100\% Carryover Waiver Deadline
• June 15\textsuperscript{th} – All Budget Amendments Deadline
• June 30\textsuperscript{th} – All State Funds Grant Period End Date
• July 30\textsuperscript{th} – 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
Special Education MOE Portal
CFM Portal to check CAP Status

8/30/2017
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

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
# Eligibility Standard Form

<table>
<thead>
<tr>
<th>School Year Comparison Year (Last MOE Effort)</th>
<th>State and Local Amount</th>
<th>MOE Result</th>
<th>State and Local Per Pupil</th>
<th>MOE Result</th>
<th>Local Amount</th>
<th>MOE Result</th>
<th>Local Per Pupil</th>
<th>MOE Result</th>
<th>Students with Disabilities Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 Expenditures</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>10</td>
</tr>
<tr>
<td>2017-2018 Projected Expenditures</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>$</td>
<td>Met</td>
<td>10</td>
</tr>
</tbody>
</table>

**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.
Eligibility Calculation Tab

Worksheet to Meet the IDEA MOE Calculations

|   | A     | B     | C     | D     | E     | F     | G     | H     | I     | J     | K     | L     | M     | N     | O     | P     | Q     | R     | S     | T     | U     | V     |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 2 | MOE eligibility for FY18 grant. |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 3 | LEA Function | Codes for MOE | QBE Categories |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 4 | Total State Expenditures |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 5 | Fund 100 Description |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 6 | 2011 Students w/ Disabilities |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 7 | 2021 Category I |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 8 | 2031 Category II |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 9 | 2041 Category III |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|10 | 2051 Category IV |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|11 | 2061 Category V |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|12 | 2310 Tuition for Multi-Handicapped Children |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|13 | 2620 Preschool Handicapped State Grant |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|14 | 2610 Rule 10 - Special Education (Support Costs) |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|15 | Other |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|16 | Total State Expenditures Reported | 0.00 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|17 | Total State Revenues |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|18 | Excess of State Expenditures Over State Revenues | 0.00 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|19 | Total Local Expenditures |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|20 | Excess of State Expenditures Over State Revenues (calculated above) | 0.00 |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

**Directions for Calculating MOE:**

Combine expenditures reported in Fund 100 only in the following program codes:

- 2011
- 2023
- 2031
- 2041
- 2051
- 2061
- 2081
- 2010
- 2310
- 2620
- 2610
- 2810

The Local expenditures are calculated using the local program codes 2023, 2033, 2043, etc. plus the state expenditures in excess of state revenue.

The State Expenditures are calculated by pulling total expenditures recorded on the DE 46 to the following program codes:

- 2011, 2021, 2031, 2041, 2051, 2061, 2310, 2620, 2810.
- The State Revenues are calculated by pulling total revenues recorded to the same program codes above and the following revenue source codes:
- 3120, 3121, 3125, 3140, 3800, 3995.
- The EXCESS of the state expenditures over the state revenues are then added to the expenditures charged to the local program codes for the total local expenditures. The ASSUMPTION is that any state expenditures in excess of the state revenue received are paid with local funds.
MOE Eligibility Periodic Check

- 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
IDEA Budget Tab
IDEA Exceptional Students Tabs

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 H.R. 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.

A. Number of eligible private/home schooled children with disabilities not having an IEP:
B. Number of children with disabilities with IEPs (public, private and home):
C. Total number of children with disabilities (A + B):

3-5 ONLY FORMULA
(A) 0 / (C) 0 = 0 %  X  $102971  =  $0.00

3-21 FORMULA
(A) 0 / (C) 0 = 0 %  X  $2715803  =  $0.00

3-5 Only Allocation Amount
Proportionate Amount for 3-5 Only

3-21 Allocation Amount
Proportionate Amount for 3-21

Best accessed 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.
Portal Updates CEIS

• Continue to enter amounts in the appropriate functions.
New Completion Report Updates – Subgrant Tab
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

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.
Budget Details – LUA
Chart of Accounts
LUA Chart of Accounts – Code Relationships

8/30/2017
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

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Program Specialists:
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mmccoy@doe.k12.ga.us
Next Session:
Title II, Part A
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.
FY18 Federal Programs Budget Planning
Title II, Part A Map and Specialists

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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.
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

Budget Attachments - All LEAs
FY18 Title II Part A Budget Attachment: Assortions
FY18 Title II, Part A Budget Attachment: Effectiveness

Budget Attachments - If Applicable
FY18 Title II, Part A Budget Attachment: Class Size Reduction
FY18 Title II, Part A Budget Attachment: Equitable Services
FY18 Title II, Part A Budget Attachment: School Level
FY18 Federal Programs Budget Planning
Title II, Part A Updates

• 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.
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 incentives pay for teachers, principals, or other school leaders in high and academic subject areas. |
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;
## FY18 Federal Programs Budget Planning

### Title II, Part A Local Uses of Funds

### (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;
FY18 Federal Programs Budget Planning
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.
FY18 Federal Programs Budget Planning
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

**For Strategic/Activities Community Funded by Title II, Part A**

**Richard Woods, Georgia’s School Superintendent**

"Educating Georgia’s Future"

gadoe.org

---

**FY18 Title II, Part A Budget Function and Object Code Quick Guide**

<table>
<thead>
<tr>
<th>Function</th>
<th>Title II, Part A</th>
<th>Budget Code</th>
<th>Object Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>116</td>
<td>Stipend for Instructional Staff Attending PL beyond their SLOs</td>
<td>-</td>
<td>121</td>
</tr>
<tr>
<td>190</td>
<td>Salary Instructional Leader providing PL to Non-EL students (Ex: PL Supervisory Position)</td>
<td>-</td>
<td>191</td>
</tr>
<tr>
<td>191</td>
<td>Salary Instructional Leader providing PL to Non-EL students (Ex: Instructional Coaches)</td>
<td>-</td>
<td>199</td>
</tr>
<tr>
<td>210</td>
<td>Benefits for Instructional Staff Receiving or Providing PL: State Health Insurance</td>
<td>-</td>
<td>220</td>
</tr>
<tr>
<td>220</td>
<td>Benefits for Instructional Staff Receiving or Providing PL: FICA</td>
<td>-</td>
<td>230</td>
</tr>
<tr>
<td>230</td>
<td>Benefits for Instructional Staff Receiving or Providing PL: Teacher Retirement System</td>
<td>-</td>
<td>240</td>
</tr>
<tr>
<td>240</td>
<td>Benefits for Instructional Staff Receiving or Providing PL: Other Employee Benefits</td>
<td>-</td>
<td>300</td>
</tr>
</tbody>
</table>

---

**Application of LUA in Title II, Part A**

- **116 Stipend for Instructional Staff Attending PL beyond their SLOs**
- **190 Salary Instructional Leader providing PL to Non-EL students (Ex: PL Supervisory Position)**
- **191 Salary Instructional Leader providing PL to Non-EL students (Ex: Instructional Coaches)**
- **199 Compensation for Instructional Staff Receiving or Providing PL (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**
- **240 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**

---

**August 2017 Updated Version Available on Title II, Part A Website**

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

---

**8/30/2017**
## FY18 Federal Programs Budget Planning

**Title II, Part A Expenditure Source Documentation Quick Guide**

<table>
<thead>
<tr>
<th>Expenditure/Entry</th>
<th>Suggested Source Documentation (If prorated, full breakdown of associated expenses)</th>
</tr>
</thead>
</table>
| 2213 113 Substitutes | • 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 | • 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 | • 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 | • 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

**LEA Name**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Approve</th>
<th>Revise</th>
<th>N/A</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GaDOE Consolidation of Funds Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td>Funds Distributed to State Only</td>
<td></td>
</tr>
</tbody>
</table>
| *LEAs participating in the GaDOE Consolidation of Funds Pilot are subject to the following checklist items:*
| 1. All Title II, Part A funds allocated to schools:  
  1 (CAD), 2.2 (Priority), 2-3 (Private Schools)  
  2. Funds allocated to schools and reserved at LEA:  
  All checklist items applicable for LEA level budget items |         |        |     | Some Funds Received at LEA Level |          |
| **1** If monitored in previous fiscal year, LEA has an approved FY17 CFM Title II, Part A Corrective Action Plan. Must be approved prior to budget approval. |       |        |     | In Process       |          |
| **2** REQUIRED ATTACHMENT: Completed FY18 Title II, Part A Budget Attachment: Assertions is uploaded in the attachment tab of the Consolidated Application prior to budget approval. |         |        |     | Approved          |          |
| 2.1 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. (ESEA Sec. 1112(b)(2)) |         |        |     | N/A               |          |
| 2.2 Title II, Part A funds are prioritized to schools that are state identified (priority) and/or have the highest poverty rate (aligns with District Improvement Plan). If applicable, the required FY18 Title II, Part A Budget Attachment: School Level Allocations is |         |        |     | N/A               |          |

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*
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

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIP Goal 1</td>
</tr>
<tr>
<td>DIP Goal 2</td>
</tr>
<tr>
<td>DIP Goal 3</td>
</tr>
<tr>
<td>DIP Goal 4</td>
</tr>
<tr>
<td>CNA 3.2.7 Strengths/ Weaknesses</td>
</tr>
<tr>
<td>Equity Gap 1</td>
</tr>
<tr>
<td>Equity Gap 2</td>
</tr>
<tr>
<td>Little/No Alignment Edit Descriptions</td>
</tr>
</tbody>
</table>

- 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.
FY18 Federal Programs Budget Planning Data Collection Forms

Select Data Collection Form: FY Budgeted Funds/Anticipated Expenditures

- **Program Component**
  - **Recruitment**
    - Recruitment Activities (Recruiting Events, Advertising, etc.)
    - Salaries and Benefits for Title II, Part A Funded Staff Supporting Recruitment
  - **Recruitment & Retention**
    - Financial Incentives (Recruitment:Signing Bonus, Relocation, etc.) (Retention: Contract Renewal Based on Performance)
  - **Professional Learning (includes Retention, HiQ)**
    - Private School PL Allocation
    - Stipends for Staff Completing PL
    - Stipends for Staff Providing PL (Includes Mentors)

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Total Amount Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Activities (Recruiting Events, Advertising</td>
<td>$750.00</td>
</tr>
<tr>
<td>and Dates)</td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits for Title II, Part A Funded Staff</td>
<td></td>
</tr>
<tr>
<td>Supporting Recruitment</td>
<td></td>
</tr>
<tr>
<td>Financial Incentives (Recruitment: Signing Bonus,</td>
<td></td>
</tr>
<tr>
<td>Relocation, etc.) (Retention: Contract Renewal Based</td>
<td></td>
</tr>
<tr>
<td>on Performance)</td>
<td></td>
</tr>
<tr>
<td>Professional Learning (includes Retention, HiQ)</td>
<td></td>
</tr>
<tr>
<td>Private School PL Allocation</td>
<td>$0.00</td>
</tr>
<tr>
<td>Stipends for Staff Completing PL</td>
<td>$21277.00</td>
</tr>
<tr>
<td>Stipends for Staff Providing PL (Includes Mentors)</td>
<td>$1350.00</td>
</tr>
</tbody>
</table>

*Amount Budgeted is auto-filled from the current budget entries*
**FY18 Federal Programs Budget Planning Data Collection Forms**

**FY Budgeted Funds/ Anticipated Expenditures**

<table>
<thead>
<tr>
<th>Total Budgeted</th>
<th>$196003.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakdown of Title II, Part A Funded Staff</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td></td>
</tr>
<tr>
<td># LEA Staff Split Funded</td>
<td>0</td>
</tr>
<tr>
<td># LEA Staff Fully Funded</td>
<td>2</td>
</tr>
<tr>
<td><strong>Program Administration</strong></td>
<td></td>
</tr>
<tr>
<td># LEA Staff Split Funded</td>
<td>1</td>
</tr>
<tr>
<td># LEA Staff Fully Funded</td>
<td>0</td>
</tr>
<tr>
<td><strong>Class Size Reduction</strong></td>
<td></td>
</tr>
<tr>
<td>Total Number of CSR Teachers (Split Funded and Fully Funded)</td>
<td>0</td>
</tr>
<tr>
<td># Elementary School CSR Teachers (K-5) (Split Funded and Fully Funded)</td>
<td>0</td>
</tr>
<tr>
<td># Middle School CSR Teachers (6-8) (Split Funded and Fully Funded)</td>
<td>0</td>
</tr>
<tr>
<td># High School CSR Teachers (9-12) (Split Funded and Fully Funded)</td>
<td>0</td>
</tr>
<tr>
<td>Core Content Area(s) Served (Please select all that apply.)</td>
<td>ELA/Reading, Math, Science, Soc. Stud., Other</td>
</tr>
<tr>
<td># LEA Staff Split Funded</td>
<td>0</td>
</tr>
<tr>
<td># LEA Staff Fully Funded</td>
<td>0</td>
</tr>
</tbody>
</table>
## FY18 Federal Programs Budget Planning Data Collection Forms

### Program Implementation and Effectiveness

Priority based on closest alignment with LEA needs.

<table>
<thead>
<tr>
<th>Current FY LEA Prioritized Needs</th>
<th>Rank LEA Priorities with Priority 1 serving as the top priority.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>Professional Learning (Including Equity: Diverse Learners)</td>
</tr>
<tr>
<td>Priority 2</td>
<td>Recruitment</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Retention</td>
</tr>
<tr>
<td>Priority 4</td>
<td>Highly Qualified Staff (Including Equity: Teacher Quality and Experience)</td>
</tr>
<tr>
<td>Priority 5</td>
<td>Equity: Class Size Reduction</td>
</tr>
</tbody>
</table>

### Previous Fiscal Year

<table>
<thead>
<tr>
<th>% System HiQ Rate (GaPSC Portal - HiQ)</th>
<th>% Attrition Rate (GaPSC Portal - MySPA)</th>
<th>% of Previous FY PL Opportunities that were High Quality and Scientifically-Based</th>
<th>% of Teachers Involved in at Least 1 High Quality PL Activity in Previous FY (From Any Funding Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
<td>6.91%</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>99.26%</td>
<td>4.15%</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>98.15%</td>
<td>5.96%</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
FY18 Federal Programs Budget Planning
Title II, Part A Budget Assertions

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Completed</td>
<td>Title II, Part A LEA Coordinator</td>
</tr>
</tbody>
</table>

I assert for this fiscal year that:

1. **Equity Interventions** (ESSA Sec. 1111(b)(2); Equitable Access to Effective Teaching)
   - [ ] If listed in the FY18 LEA Equity Action Plan, 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 prioritizes the implementation of LEA level interventions.
   - [ ] Title II, Part A funds are allocated to the SCHOOL LEVEL, and prioritized funds are budgeted to schools that have the highest need for intervention.

3. **Private Schools** (ESSA Sec. 2101(d)(2)(l) and Sec. 8501)
   - [ ] Not Applicable for Dept. of Juvenile Justice, Dept. of Corrections, State Board of Education.
   - [ ] In referencing the GaDOE online list of private schools, no private schools have been added.
   - [ ] No private schools have been added or listed in the district.
   - [ ] Title II, Part A funds are budgeted to implement Title II, Part A allowances.

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**

This form must be completed in full and uploaded to the Consolidated Application (ConApp) prior to budget approval.
### 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 documented prior to budget approval.*
### FY18 Title II, Part A Budget Attachments
(Use the Budget Checklist & Budget Codes as Guides)

<table>
<thead>
<tr>
<th>Required for Every LEA:</th>
<th>If Applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY18 Title II, Part A Budget Attachment: Assertions</td>
<td>FY18 Title II, Part A Budget Attachment: Class Size Reduction Worksheet</td>
</tr>
<tr>
<td></td>
<td>• Corresponding master schedules</td>
</tr>
<tr>
<td></td>
<td>• Verification of approved LEA class size</td>
</tr>
<tr>
<td>FY18 Title II, Part A Budget Attachment: Effectiveness</td>
<td>FY18 Title II, Part A Budget Attachment: School Level Allocations</td>
</tr>
<tr>
<td>FY17 LEA Effectiveness Plan</td>
<td>FY18 Title II, Part A Budget Attachment: Equitable Services</td>
</tr>
<tr>
<td></td>
<td>Title II, Part A Job Description(s)</td>
</tr>
<tr>
<td></td>
<td>Notification of Transfer of Funds</td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>FY17</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Title II, Part A Prioritized Funded Component(s) &amp; Selected Equity Interventions</td>
<td>Title II, Part A Needs Being Addressed</td>
</tr>
<tr>
<td>Personnel: Identification &amp; Recruitment</td>
<td>Recruit HS math teachers and K-12 special education teachers</td>
</tr>
</tbody>
</table>

**Effectiveness and Next Steps**

- 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

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.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>LEA Name</th>
<th>LEA Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column 1 Goal/Need</th>
<th>Column 2 Strategy/Action Step</th>
<th>Column 3 Allowability</th>
<th>Column 4 Evidence Based</th>
<th>Column 5 Effectiveness Data</th>
<th>Column 6 Administration</th>
<th>Column 7 Timeline</th>
<th>Column 8 Effectiveness &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal(s)-DIP</td>
<td>Title II, Part A Funded Strategies/Action Steps Selected to Achieve Goal [PL activities must align to ESSA Definition Sec. 8101(42) &amp; SBOE Rule160-3-3-.04]</td>
<td>Under which local use of funds is the strategy/action step authorized? [Sec. 2103]</td>
<td>• Strong • Moderate • Promising [Sec. 8101(21)]</td>
<td>Data to be Collected to Monitor and Measure Effectiveness of Funded Strategies/Action Steps</td>
<td>Person(s) Responsible for Collecting, Coordinating and Analyzing Data</td>
<td>Timeline for Collecting, Coordinating and Analyzing Data</td>
<td>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</td>
</tr>
</tbody>
</table>
• 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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the activity/strategy meet the purpose of Title II?</td>
<td></td>
</tr>
<tr>
<td>How is it the activity/strategy aligned to the District Comprehensive Needs Assessment and District Improvement Plan?</td>
<td></td>
</tr>
<tr>
<td>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 <em>Building Systems of Support for Excellent Teaching and Leading (2016)</em>?</td>
<td></td>
</tr>
<tr>
<td>Is the activity/strategy evidence-based using the Title VIII definition?</td>
<td></td>
</tr>
<tr>
<td>If professional development, does the PD align with the Title VIII definition?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>Is the activity/strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under Title II?</td>
<td></td>
</tr>
<tr>
<td>Does the activity/strategy comply with the Code of Federal Regulations (2 CFR Part 200, 34 CFR Part 76, 34 CFR Part 81)?</td>
<td></td>
</tr>
</tbody>
</table>
## FY18 Federal Programs Budget Planning Training Opportunities

<table>
<thead>
<tr>
<th>Training</th>
<th>Date</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 - 9:00-12:00 Title II, Part A Budget</td>
<td>Aug 24 &amp; Sep 28</td>
<td>Virtual</td>
</tr>
<tr>
<td>Part 2- 1:00-3:00 New Coordinator</td>
<td>Sep 6</td>
<td>Regional On-site</td>
</tr>
<tr>
<td>Title II, Part A Monitoring Support – 9:00-12:00</td>
<td>Sep 25</td>
<td>Virtual</td>
</tr>
<tr>
<td></td>
<td>Sep 26</td>
<td>Regional On-site</td>
</tr>
</tbody>
</table>
Next Session:
Title I, Part C
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

Leverages other program funds and optimizes the use of MEP funds
Title I, Part C
Migrant Education Program

• 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

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.
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.
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) & dropouts (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
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
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

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
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
Meals and Snacks

- Many programs available through Federal School Food Nutrition
- 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
Expenses and Draw Downs

- 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.
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
Questions?

Contact Information

• Israel Cortez, jcortez@doe.k12.ga.us
• Margarita Munoz, mmunoz@doe.k12.ga.us
• Marisela Trejo, mtrejo@doe.k12.ga.us
Next Session: Grants
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:
  o Identify homeless student needs and fund accordingly
  o Obtain a count of homeless students and multiply by the district’s Title I, Part A per-pupil allocation (PPA)
  o Reserve an amount greater than or equal to the district’s McKinney-Vento subgrant request
  o 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:
  o Explain the method used to determine the set-aside amount and show the calculation in the Consolidated Application set-aside description
  o Set-aside funds may be used to assist homeless students in all LEA schools.
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).
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

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
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
Atlanta, GA 30334
(404) 651-7555 – Office
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Deirdre Lynch Smith
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Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 656-2004 – Office
desmith@doe.k12.ga.us
Title I, Part A
Foster Care 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:
  o Consult with the Title I, Part A Area Specialist
  o Develop a rational method to determine a reasonable amount to reserve to address the educational needs
  o 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
Title I, Part A Neglected Set-Aside and
Title I, Part D, Subpart 2
Programs for Neglected and Delinquent Children
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
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
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
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.
  o 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.
  o 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
  o 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
  o 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
  o 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
Title V, Part B
Rural Education Initiative

Also referred to as the Rural Education Achievement Program (REAP)
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
Title V, Part B

Federal

State and Local
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
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Title V, Part B Rural Education Initiative
(229) 561-4499
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School Improvement Grants 1003(a)

Presenter: Gary Wenzel, Program Specialist
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?

federalprograms@doe.k12.ga.us