FY20 Budget Planning
Federal Programs
July 12, 2019

Presented by GaDOE Staff from the:
• Division of Federal Programs
• Division of Special Education Services and Supports
• Office of School and District Effectiveness

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement.
Georgia’s Systems of Continuous Improvement
## Today’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:00</td>
<td>Overarching Budgeting Information Impacting all Federal Programs</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Title I, Part A Specific Information</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Title I, Part A Parent and Family Engagement Specific Information</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Title III Specific Information</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Title II, Part A Specific Information</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>IDEA Specific Information</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Title IV, Part A Specific Information</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Title I, Part C Specific Information</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Title I, Part A School Improvement Grants Specific Information</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Grant Programs: Homeless Education, N&amp;D, REAP, and Foster Care</td>
</tr>
</tbody>
</table>
Who to ask?

- Title I, Part A Managers and Area Specialists
- Grants Program Manager and Specialists
- Title I, Part C Manager and Regional Coordinators
- Title II, Part A Manager and Program Specialists
- Title III, Part A Manager and Program Specialists
- IDEA Fiscal Manager and Specialists
- Title IV, Part A Manager and Program Specialist
- Title I, Part A School Improvement Grant Manager and Specialists
- Family-School Partnership Manager and Specialists
- State Ombudsman
FY20 Formula Grant Allocations

• Available for viewing on the July SBOE Committee of the Whole agenda (Budget Committee - Item 5).

• The SBOE will vote to approve on July 18, 2019.

• Grant Award Notices will be available by August 1, 2019.
New Directors’ Online Courses

• The courses below are designed to provide foundational program information for each program for new federal program directors and contacts.
  • Title I, Part A - New Directors' Online Course
  • Title IV, Part A - New Directors' Online Course
  • Title II, Part A - New Directors' Online Course
  • Rural Education - New Directors' Online Course
  • Homeless Assistance - New Directors' Online Course
  • Foster Care - New Directors' Online Course
  • Navigating the Portal and the Consolidated Application

• All courses are housed in the Statewide Longitudinal Data System (SLDS) in the Professional Learning platform.

• Information is available here.
Consolidated LEA Applications

What is the Consolidated LEA Improvement Plan (CLIP) for FY19?

FY20 Deadline: July 31, 2019
Federal Programs Handbook
Overarching Budget Updates
All Federal Programs
Fiscal Regulations and Guidance

Federal Programs Handbook, p. 32

Regulations:

- **EDGAR: Education Department Guidance and Regulations**
  - 34 CFR Part 76 State-Administered Programs
  - 34 CFR Part 77 Definitions that Apply to Department Regulations
  - 34 CGR Part 81 The General Education Provisions Act
  - 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards

Guidance:

- **OMB: FAQs on Uniform Administrative Requirements (09.2015)**
- **U.S. Department of Education: FAQs on Uniform Administrative Requirements**
- **U.S. Department of Education: Dear Colleague Policy Letters**
- **U.S. Department of Education: Non-Regulatory Guidance**
Program Assurances

Sec. 8306 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Success Act of 2015 (ESSA) requires that LEAs shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted.

- Each LEA will acknowledge general assurances addressing all federal programs and specific program assurances where an allocation is received.
- This acknowledgement occurs on the My GaDOE Portal annually.
- The Superintendent’s sign-off on the consolidated application denotes agreement to each assurance.
- Review annually. Some programs have updates for FY20.
Internal Controls

- Internal controls can be defined as a process, implemented by an LEA, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: effectiveness and efficiency in operations, reliability of reporting for internal and external use, and compliance with applicable laws and regulations (2 CFR §200.61).
Written Procedures

Page 26 of the Federal Programs Handbook

• Required:
  • Cash Management
  • Allowability
  • Equipment Management
  • Conflict of Interest
  • Procurement
  • Conducting Technical Review of Proposals
  • Compensation – Personal Services
  • Travel
  • Segregation of Duties

• Some internal controls are captured in LEA board policies and some are informal and maintained in the LEA federal programs division’s written procedures.
• **Written procedures must include all federal programs** – not just Title I Part A.
• Written processes and procedures governing the LEA implementation of federal grants should be reviewed routinely and revised as needed.

Additional details available in [CFR 200](#)
Financial Management

• Written procedures must include information about:
  – 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
Creating Budgets – Grant Award Notice (GAN)

Page 24 of the Federal Programs Handbook

- GAN loaded to the attachments tab on the consolidated application in the MyGaDOE portal for each federal award
- Useful information includes:
  - Award Amount
  - Award Period
  - FAIN
  - Restricted Indirect Cost Rate
  - DUNS
  - LUA Program Code
  - CFDA
  - Contact Information
  - Important attachments
Creating Budgets - Chart of Accounts

Page 34 of the Federal Programs Handbook

• GA Code requires a statewide uniform computerized budget and accounting system.

• Updated chart of accounts is found [here](#).

• Example from an expenditure report: 414-1750-2213-116
  • 414 (FUND: Government Funds),
  • 1750 (PROGRAM: Title I, Part A),
  • 2213 (FUNCTION: Instructional Staff Training),
  • 116 (OBJECT: Stipends)
Creating Budgets

Identified needs are the core of the budget development and approval process.
# LEA Consolidated Application

## Applications

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>System Name</th>
<th>Plan Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Barrow County - 607</td>
<td>Approved</td>
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</table>

**System:** Barrow County - 607
## Adding Programs to the LEA Consolidated Application

### Program Status

<table>
<thead>
<tr>
<th>District Name</th>
<th>Rome City</th>
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</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
<td>2020</td>
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</tbody>
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### Consolidated Application

**Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>District Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School - Dissemination Grant</td>
<td>785</td>
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</table>

### Title Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Applied As</th>
<th>Budget Status</th>
<th>DC Status</th>
<th>Program Type</th>
</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>
Adding Programs to the Consolidated Application

Program Status

District Name: Rome City
Fiscal Year: 2020

Add Program
- Add an applicable program to the application
  - Charter School - Desegregation Grant
  - Charter School - Facility Grants
  - Charter School - Federal Implementation
  - Charter Schools - Federal Planning Grant
  - Homeless Education
  - Professional Learning
  - RESA - ELA Professional Learning Specialist
  - RESA - ETC Services State Grant
  - RESA - Math Mentor State Grant
  - Residential Treatment Centers
  - School Improvement - 1003G Grant
  - School wide Program
  - Schoolwide Fund Consolidated Pilot
  - Title I-A National Distinguished Schools
  - Title I-A Reward Districts Award
  - Title I-A, Neglected & Delinquent
  - Title I-A, Reward Schools Award
  - Title I-A, School Improvement
  - Title I-A, School Improvement - Set Aside
  - Title I-C, Migrant Education
  - Title I-D, Neglected and Delinquent - DJJ
  - Title I-D, Neglected and Delinquent - GDC
  - Title II-A, Advanced Placements Grants
  - Title II-A, Improving Teacher Quality
  - Title II-B, MSP
  - Title III-A, Immigrant - 661
  - Title III-A, Language Instruction for English Learner
  - Title IV-A, Student Support and Academic Enrichmen
  - Title IV-B, 21st Century Community Learning Center
  - Title VI-B, Rural and Low Income

Add

Getting the Budget Started

Program Status
District: Rome City
Fiscal Year: 2020

Program: Title I-A, Improving The Academic Achievement
Applied As: Single District
Budget Status: New
DC Status: New
Program Type: Original
• Budget for each program:
  • LEAs must submit a program budget for each applicable program in the consolidated application each fiscal year.
  • The budget must be approved by the appropriate program manager or specialist before funds are available through Georgia’s Grants Accounting Online Report System (GAORS).
  • Budgets should be submitted as soon as the LEA CLIP is approved and no later than October 1.
  • This will ensure the LEA implements its supplemental support services for children when, or very soon after, the school year begins.
  • Amendments to original budgets are accepted throughout the year (see page 59).
Indirect Cost Rates – FY20 and Moving Forward

The indirect cost rate is calculated for a fiscal year (12 months) and must be applied to actual expenditures each fiscal year. Since federal funds are available for 15 months:

- July 2019 – June 2020 will apply the FY20 rate
- July 2020 – September 2020 will use the FY20 rate for budgeting until the FY21 rate is determined by GaDOE.
- LEAs will submit a budget amendment when the FY21 rate is determined. This will clearly separate FY20 from FY21 indirect costs.
  - Once the FY21 rate is identified, the district can choose to apply the smaller of the two rates to the entire 15-month grant period.

- We should have the FY21 rates by March 2020, and the district can do an amendment.
- The district can cut-off the grant award period as of June 30, 2020 as long as 85% (Title I A Only) of the grant award has been expended and use only the FY 2020 rate to the 2020 grant award period.
- Indirect costs are only drawn down after the rate has been appropriately applied to expenditures.
Drawing Down Funds

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• Federal law is clear that the purpose of ESSA funds is to identify needs, plan interventions and implement resulting plans in order to have the greatest impact possible on students and staff in the most immediate time frame available.

• GaDOE monitors drawdowns and will make contact with LEAs for updates on progress during the year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage of Funds Used</th>
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</thead>
<tbody>
<tr>
<td>October 31st</td>
<td>up to 27%</td>
</tr>
<tr>
<td>November 30th</td>
<td>up to 33%</td>
</tr>
<tr>
<td>December 31st</td>
<td>up to 40%</td>
</tr>
<tr>
<td>January 31st</td>
<td>up to 47%</td>
</tr>
<tr>
<td>February 28th</td>
<td>up to 53%</td>
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<tr>
<td>March 31st</td>
<td>up to 60%</td>
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<tr>
<td>April 30th</td>
<td>up to 67%</td>
</tr>
<tr>
<td>May 31st</td>
<td>up to 73%</td>
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<tr>
<td>June 30th</td>
<td>up to 80%</td>
</tr>
<tr>
<td>July 31st</td>
<td>up to 87%</td>
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<tr>
<td>August 31st</td>
<td>up to 93%</td>
</tr>
<tr>
<td>September 30th</td>
<td>100%</td>
</tr>
</tbody>
</table>
• GAORS = Grants Accounting Online Reporting System

• LEAs draw down federal funds on a reimbursement basis for all allowable expenditures incurred in their respective participating federal program.

• GaDOE allows one drawdown per month (see page 37 for specifics)

• Monthly drawdown must match incurred expenditures

• LEAs must keep supporting documentation on file
Completion Reports

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- The GaDOE requires each LEA receiving Federal grant funds to submit a completion report no later than 30 days after the initial 15-month period of availability ends.

- Completion reports are due on **October 30**.

- Completion reports may be accessed online through the Grants Accounting Online Reporting System (GAORS).

- A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA during the initial 15-month period of availability.

- Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA.
Carryover Funds

Local Educational Agencies (LEAs) are permitted to carry over federal funds not expended within the fiscal year awarded to the next fiscal year.

While the law permits LEAs to carry over funds, LEAs are expected to expend the fiscal year allocation within that fiscal year.

An approved original budget is required before carryover funds can be applied.

Each federal program’s carryover procedures are outlined in the handbook.
Transferability of Funds Between Federal Programs

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

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

ESEA section 5103(b)(2)
Transferability of Funds Between Federal Programs

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

- Title I, Part A – Improving the academic achievement of the disadvantaged
- 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
- Title III, Part A – Language instruction for English leaners and immigrant students
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

ESEA section 5103(b)
Transferability of Funds Between Federal Programs

An LEA does not have to apply for transferability authority; it already has that authority (ESSA section 5103(b)).

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 (rhailey@doe.k12.ga.us)
  - Della Kilpatrick (dkilpatr@doe.k12.ga.us)

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 of Funds Between Federal Programs

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- Funds transferred into other eligible ESSA programs are subject to all rules and regulations of that ESSA program.
- Equitable services requirements are not waived, and timely and meaningful consultation must occur prior to transferring funds from one program into another program.
- LEAs should think about how the transfer of funds will impact any of their required set-asides and the Title I, Part A 85% drawdown requirement.
- CLIPs will need to be updated to show the funds transfer and to ensure stakeholders are informed of LEA plans.
Consolidation of Administrative Funds

- 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.
Consolidation of Administrative Funds

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.
## Consolidation of Administrative Funds

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<table>
<thead>
<tr>
<th>ESSA Program</th>
<th>Maximum Percentage for Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A - Basic Programs</td>
<td>≤10%</td>
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<tr>
<td>Title I, Part C - Migrant</td>
<td>≤2%</td>
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<tr>
<td>Title I, Part D - Subpart 2, Neglected &amp; Delinquent (N&amp;D)</td>
<td>≤2%</td>
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<tr>
<td>Title II, Part A - Supporting Effective Instruction</td>
<td>≤10%</td>
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<tr>
<td>Title III, Part A – Language Instruction for English Learners (EL)</td>
<td>≤2%</td>
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<tr>
<td>Title III, Part A – Immigrant Students</td>
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<tr>
<td>Title IV, Part A – Student Support and Academic Enrichment (SSAE)</td>
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<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>
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</table>
Consolidation of Administrative Funds

An LEA must notify the GaDOE of its intention to consolidate administrative funds each school year by August 1. Send the email notification to federalprograms@doe.k12.ga.us.

The LEA will then complete the Consolidation of ESSA Administrative Funds – LEA Level, School Year 20XX – 20XX form.

The LEA will attach the fully completed form to the Attachments tab in the Consolidated Application portal for the appropriate fiscal year and complete a Consolidated Federal Administrative Funds budget within the Consolidated Application portal.

The GaDOE’s approval of the budget will serve as the overall approval of the request.
## Procurement

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<table>
<thead>
<tr>
<th>Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)</th>
<th>Up to $10,000</th>
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<tbody>
<tr>
<td>Small Purchase (2 CFR §200.320)</td>
<td>$10,001 - $250,000</td>
</tr>
<tr>
<td>Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)</td>
<td>$250,001+</td>
</tr>
</tbody>
</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.
Capital Equipment Prior Approvals

Prior approval is needed for any individual item purchase over $5,000.00

Each program manager must approve prior to budget approval; documentation attached to budget in the Con App (program approval form; email from manager, etc.).

Contact your program specialist or manager for specifics.
GEPA 427

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take in order to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. LEAs should complete the template, secure the superintendent’s signature, and load the document to the general attachments tab on the consolidated application by October 1. GaDOE will check to ensure a GEPA statement is provided by the LEA each fiscal year.
GEPA 427

LEAs should complete GEPA tab on the portal by October 1.

LEA Coordinator or Superintendent has the ability to enter the response. However, only the Superintendent will submit to GaDOE.
Selecting Evidence-Based Interventions

- LEAs must specify in the budget line item description whether the strategy/intervention is supported by a **strong, moderate, or promising evidence base** or demonstrates a **rationale** that is documented by a logic model on file with the LEA.
- This requirement applies to these budget function codes: 1000, 2100, 2210, 2213, 2400, 2900.
- Supporting documentation will be reviewed during monitoring visits.
Notice to Parents of Participating English Learners in Title I or Title III Supplemental Language Programs

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

Templates available on the Parents of English Learners webpage at http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Parent Right to Know Teacher and Paraprofessional Qualifications

- Guidance and sample are available on the PQ webpage of the GaDOE website.
- In Georgia, LEAs are required to notify parents in all LEA schools or programs.
- LEA 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.
- LEAs must maintain records of annual notifications.

Parent Notices

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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 the 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.
Consolidation of Funds Initiative

- Interested?
  If your district is interested in the Consolidation of Funds Initiative for FY21, please contact consolidation@doe.k12.ga.us to be included on our mailing list for virtual and in-person opportunities.

- Already Involved?
  Training opportunities will be announced via email and will be posted on the Consolidation of Funds webpage.
Consolidation of Funds Initiative

Consolidating Districts:

- Must use placeholder 1000-881 for each program and school with the amount to be consolidated.
- Must upload:
  - A Schoolwide Plan for each school
    - **Naming Convention:** “COF-SWP- Name of School or All Schools”
  - An Intent and Purpose Statement for each school
    (Revised Form on Consolidation webpage)
    - **Naming Convention:** “COF-I&P-Name of School or All Schools”
  - A Fund 150 Budget for each school
    - **Naming Convention:** “COF-150 Budget-Name of School or All Schools”
  - Allocation Methodology – In Georgia, a District Level RAM/P
- Questions?
  - Refer to the Consolidation of Funds Manual, which is located on the Consolidation of Funds webpage, for additional information.
  - Contact consolidation@doe.k12.ga.us
FY20 Private Schools – Equitable Services

- **Allocations**
  - Will be posted on the Ombudsman webpage following GaDOE July State Board of Education meeting
  - Ensure private school allocations are labeled, present, and consistent in the budget process

- **Carryover** –
  - Obligation of Funds - Funds should be obligated by the LEA in the fiscal year for which the funds are received. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))
  - There should be no carryover unless there are extenuating circumstances.
  - Contact the State Ombudsman if you have unspent FY20 private school funds and need to request carryover for a private school(s). (ombudsman@doe.k12.ga.us)
Whom to ask?

- Title I, Part A Managers and Area Specialists
- Grants Program Manager and Specialists
- Title I, Part C Manager and Regional Coordinators
- Title II, Part A Manager and Program Specialists
- Title III, Part A Manager and Program Specialists
- IDEA Fiscal Manager and Specialists
- Title IV, Part A Manager and Program Specialist
- Title I, Part A School Improvement Grant Manager and Specialists
- Family-School Partnership Manager and Specialists
- State Ombudsman
**Transforming Our Agency**

Where do we go to identify the GaDOE staff assigned to support our district?

**District Support Directory**

![gadoe.org/support](gadoe.org/support)

Please type in the name of your district below to list the DOE staff that support your district.*

Select your district:

- [ ] Toombs County

* See page 2 at the bottom for DOE contacts.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Name</th>
<th>Specialization/Focus</th>
<th>Title</th>
<th>Email/Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Kris Floyd</td>
<td>CCPRP, College and Career Performance Index</td>
<td>Accountability Specialist</td>
<td><a href="mailto:lifoyd@doek12.ga.us">lifoyd@doek12.ga.us</a></td>
<td>404-461-1175</td>
</tr>
<tr>
<td>Assessment</td>
<td>Robert McDonald</td>
<td>Georgia Milestone</td>
<td>Assessment Specialist</td>
<td><a href="mailto:rmcdonald@doek12.ga.us">rmcdonald@doek12.ga.us</a></td>
<td>404-856-2582</td>
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<tr>
<td>Continuous Improvement Team</td>
<td>Mario Pitts-Sheffield</td>
<td>CIT Lead</td>
<td>CIT Lead</td>
<td><a href="mailto:mpitts@doek12.ga.us">mpitts@doek12.ga.us</a></td>
<td>912-269-1215</td>
</tr>
<tr>
<td>CTAE Ag Field</td>
<td>Chris Corzine</td>
<td>Career, Technical and Agricultural Education</td>
<td>Agriculture Education Central Region Coordinator</td>
<td><a href="mailto:ccorzine@doek12.ga.us">ccorzine@doek12.ga.us</a></td>
<td>804-844-4412</td>
</tr>
<tr>
<td>CTAE Regional Coordinator</td>
<td>Meda Shuman</td>
<td>Career, Technical and Agricultural Education</td>
<td>CTAE South Region Coordinator</td>
<td><a href="mailto:mshuman@doek12.ga.us">mshuman@doek12.ga.us</a></td>
<td>404-805-5904</td>
</tr>
<tr>
<td>Facilities</td>
<td>Micoley Schuber</td>
<td>Facilities Planning</td>
<td>Facility Consultant</td>
<td><a href="mailto:hschuber@doek12.ga.us">hschuber@doek12.ga.us</a></td>
<td>404-396-7204</td>
</tr>
<tr>
<td>Family, School Partnership Program</td>
<td>Susan Holcomb</td>
<td>Title I, Part A, Parent and Family Engagement</td>
<td>Family Engagement Specialist</td>
<td><a href="mailto:sholcomb@doek12.ga.us">sholcomb@doek12.ga.us</a></td>
<td>404-326-4206</td>
</tr>
<tr>
<td>Fostercare</td>
<td>Whitney Mitchell</td>
<td>Federal Programs</td>
<td>Grants Program Consultant</td>
<td><a href="mailto:wmitchell@doek12.ga.us">wmitchell@doek12.ga.us</a></td>
<td>404-856-4188</td>
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<tr>
<td>GED-IPF</td>
<td>Dale Rose</td>
<td>Special Education, Individualized Education Plan</td>
<td>Program Specialist</td>
<td><a href="mailto:drose@doek12.ga.us">drose@doek12.ga.us</a></td>
<td>404-340-0101</td>
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<tr>
<td>Homeless</td>
<td>Deirdre Smith</td>
<td>Federal Programs -- Title I, Part A</td>
<td>Grant Program Consultant</td>
<td><a href="mailto:dsmith@doek12.ga.us">dsmith@doek12.ga.us</a></td>
<td>404-856-2004</td>
</tr>
<tr>
<td>Neglected or Delinquent Children</td>
<td>Whitney Mitchell</td>
<td>Federal Programs -- Title I, Part D</td>
<td>Grants Program Consultant</td>
<td><a href="mailto:wmitchell@doek12.ga.us">wmitchell@doek12.ga.us</a></td>
<td>404-856-4140</td>
</tr>
<tr>
<td>PBIS</td>
<td>Nik Igedenrathe</td>
<td>School Climate, Positive Behavioral Interventions and Supports (PBIS)</td>
<td>PBIS Specialist</td>
<td><a href="mailto:nigdenrathe@doek12.ga.us">nigdenrathe@doek12.ga.us</a></td>
<td>404-396-3864</td>
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<tr>
<td>Pupil Transportation</td>
<td>Daryl Lynn</td>
<td>Pupil Transportation</td>
<td>Transportation Consultant</td>
<td><a href="mailto:dlynn@doek12.ga.us">dlynn@doek12.ga.us</a></td>
<td>404-327-1522</td>
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<tr>
<td>Rural Education (REAP)</td>
<td>Cathy Buescher</td>
<td>Federal Programs -- Title V, Part B</td>
<td>Program Specialist</td>
<td><a href="mailto:cbuescher@doek12.ga.us">cbuescher@doek12.ga.us</a></td>
<td>229-361-4499</td>
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<tr>
<td>School Improvement</td>
<td>Patricia Roaks</td>
<td>School and District Effectiveness</td>
<td>Program Manager</td>
<td><a href="mailto:prooks@doek12.ga.us">prooks@doek12.ga.us</a></td>
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</tr>
<tr>
<td>School Nutrition</td>
<td>Cindy Harms</td>
<td>Technical Assistance/Regulatory Training/School Nutrition</td>
<td>Area Consultant</td>
<td><a href="mailto:charms@doek12.ga.us">charms@doek12.ga.us</a></td>
<td>404-782-7099</td>
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<td>SLDS Training &amp; Support</td>
<td>Hubert Bennett</td>
<td>Student Longitudinal Data System</td>
<td>Implementation and Training Manager</td>
<td><a href="mailto:hbbennett@doek12.ga.us">hbbennett@doek12.ga.us</a></td>
<td>404-875-2415</td>
</tr>
<tr>
<td>Special Education District Liaison</td>
<td>Laurie Porriss</td>
<td>Special Education</td>
<td>Program Specialist</td>
<td><a href="mailto:lporriss@doek12.ga.us">lporriss@doek12.ga.us</a></td>
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<tr>
<td>Teacher and Leader Effectiveness</td>
<td>Dianne L. Hauke</td>
<td>Teacher and Leader Support and Development -- TKES &amp; LKES</td>
<td>Evaluation System Specialist</td>
<td><a href="mailto:dhaukue@doek12.ga.us">dhaukue@doek12.ga.us</a></td>
<td>706-831-8904</td>
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<tr>
<td>Title I, Part A</td>
<td>Elaine Dimmey</td>
<td>Federal Programs</td>
<td>Title I, Part A Education Program Specialist</td>
<td><a href="mailto:edimmey@doek12.ga.us">edimmey@doek12.ga.us</a></td>
<td>(478) 871-0314</td>
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<tr>
<td>Title I, Part C</td>
<td>Margarita Munoz</td>
<td>Federal Programs -- Regional Education Program Specialist</td>
<td>Regional ME Coordinator</td>
<td><a href="mailto:mmunoz@doek12.ga.us">mmunoz@doek12.ga.us</a></td>
<td>404-372-8702</td>
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<td>Title II, Part A</td>
<td>Karen Clift</td>
<td>Teacher and Leader Support and Development/LLA</td>
<td>Title II, Part A Specialist</td>
<td><a href="mailto:kclift@doek12.ga.us">kclift@doek12.ga.us</a></td>
<td>670-376-2045</td>
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<tr>
<td>Title III, A</td>
<td>Tammy Smith</td>
<td>Federal Programs -- English Learners</td>
<td>Education Program Specialist</td>
<td><a href="mailto:tsrnith@doek12.ga.us">tsrnith@doek12.ga.us</a></td>
<td>670-794-2667</td>
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<tr>
<td>Title IV, Part A</td>
<td>Dawn Hatcher</td>
<td>Student Support and Academic Enrichment</td>
<td>Program Specialist</td>
<td><a href="mailto:dhatcher@doek12.ga.us">dhatcher@doek12.ga.us</a></td>
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Federal Program Handbooks

FEDERAL PROGRAMS HANDBOOK
Information Applicable to All Federal Programs
Next Session: Title I, Part A
Title I, Part A
Dr. Ken Banter, Program Manager
The FY20 allocation includes:

- FY20 Title I, Part A Allocation (Original Budget)
  - Which includes the Neglected & Delinquent allocation (if applicable)

- FY19 Title I, Part A Carryover Amounts (typically added as Amendment 1 after Completion Reports are finalized in November).
The Title I, Part A budget is based on:

- Needs identified through the comprehensive needs assessment (CNA) process
- Identified needs and/or initiatives written in your plan(s)
- Evidenced-based action steps outlined in the district/school improvement plans

Title I, Part A area specialists will be conducting **regional technical assistance** meetings to provide further clarification regarding the information presented in this webinar (dates and locations are on the next slide – registration information will be shared separately).
<table>
<thead>
<tr>
<th>Title I Regions</th>
<th>Date and Time</th>
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<th>Presenters</th>
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<tr>
<td>Metro 1, 2, &amp; 3</td>
<td>August 14, 2019 9:00 - 2:00</td>
<td>City Schools of Decatur BOE 125 Electric Ave Decatur, GA 30030</td>
<td>Olufunke Osunkoya, Karen Cliett, Robyn Planchard</td>
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<tr>
<td>NW 1, &amp; 2</td>
<td>August 9, 2019 9:30 - 1:30</td>
<td>NW GA RESA (Classroom 1) 3167 Cedartown Highway Rome, GA 30161</td>
<td>Sherri Minshew, Anne Marie Wiseman</td>
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<tr>
<td>NW 3, NE 1, SW 1,</td>
<td>August 15, 2019 9:30 - 1:30</td>
<td>Bibb County School District Professional Learning Center – Room 1 2003 Riverside Drive Macon, Georgia 31204</td>
<td>Clarice Howard, Kelly Roberts, Tammy Wilkes</td>
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<tr>
<td>NE 1, 2, &amp; 3</td>
<td>August 12, 2019 9:30 - 1:30</td>
<td>Hall County BOE 711 Green St., NW Gainesville, GA 30501</td>
<td>Grace McElveen, Kathy Pruett</td>
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<tr>
<td>NE 1, 2, &amp; 3</td>
<td>August 16, 2019 9:30 - 1:30</td>
<td>Columbia County BOE 4748 Hereford Farm Road Evans, GA 30809</td>
<td>Kathy Pruett, Tammy Wilkes</td>
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<tr>
<td>SW 1 &amp; 2</td>
<td>August 20, 2019</td>
<td>Albany High Complex Dougherty County School System 801 W. Residence Ave. Albany, GA 31701</td>
<td>Kim Ezekiel, Kelly Roberts, JaBra Harden</td>
</tr>
<tr>
<td>SE 1, 2, &amp; 3</td>
<td>August 13, 2019 10:00 - 3:00</td>
<td>Tattnall County BOE 146 West Brazell Street Reidsville, GA 30453</td>
<td>Elaine Dawsey, JaBra Harden Fuller, Marijo Pitts-Sheffield</td>
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<tr>
<td>SE 1, 2, &amp; 3</td>
<td>August 14, 2019 9:00 - 2:00</td>
<td>Atkinson County BOE Professional Learning Center 98 East Roberts Avenue Pearson, GA 31642</td>
<td>Elaine Dawsey, JaBra Harden Fuller, Marijo Pitts-Sheffield</td>
</tr>
</tbody>
</table>
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 a methodology (RAM/P) 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
Supplement Not Supplant
Title I, Part A

Ensures that the federal funds do not replace non-federal funds the school would otherwise receive if it were not operating a Title I program
Supplement Not Supplant

• Equitable distribution of non-federal funds (state and local) requires that:
  o Title I school 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)
  o The basic funding of an LEA’s schools must be Title I neutral (without considering Title I funds)
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 should be included in these calculations in order to allow the LEA to demonstrate that it is meeting all supplement not supplant regulations regarding dispensing federal funds at the school level.
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 ESEA - LEAs are required to have a resource allocation methodology in place by July 1 of each year to meet Supplement Not Supplant regulations!
Updated Guidance on Resource Allocation Methodology/Plans

• **FY20 RAM/P IMPORTANT UPDATES**

  Reminder:
  - The United States Department of Education has released new non-regulatory guidance on **Supplement not Supplant**.
  - One of the most notable changes answers the question, **“Are there LEAs that, in whole or in part, do not need to have a methodology (RAM/P) to comply with ESEA section 1118(b)(2)?”**
Updated Guidance on Resource Allocation Methodology/Plans

The answer is, “Yes” and will only apply in the following scenarios:

- An LEA need not have a RAM/P to comply with ESEA section 1118(b)(2) if it has—
  - One school;
  - Only Title I schools; or
  - A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no RAM/P is required for this grade(span)
Updated Guidance on Resource Allocation Methodology/Plans

The Georgia Department of Education recommends the development of a RAM/P by all LEAs to efficiently monitor equitable funding at all schools and to facilitate the use of alternate comparability compliance.
Updated Guidance on Resource Allocation Methodology/Plans

Although select LEAs need not have a RAM/P to comply with ESEA section 1118(b)(2), it does not relieve the LEA of its requirement under ESEA section 1118(b)(1) and elsewhere to operate consistent with all federal, state and local requirements and to provide free public education, including for schools and grade spans meeting the conditions described above.
Updated Guidance on Resource Allocation Methodology/Plans

Please Note: If your LEA is consolidating funds (Fund 150), the LEA must still develop and implement a RAM/P even if any of the above scenarios exist. A RAM/P will help define which staff will receive Teaching & Experience (T&E) credit when funds are consolidated.

LEAs must attach the FY20 RAM/P to the General Attachments tab on the Consolidated Application by July 1st.
General Attachments Tab
General Attachments Tab

<table>
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<th>Group</th>
<th>Item#</th>
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<tbody>
<tr>
<td>General</td>
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<td>RAMP FY19 MCDUFFIE.pdf</td>
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</table>
Title I Program Attachments Tab

- All Title I specific documentation, as requested by your area specialist to help document allowability of budgeted expenditures, will go on this tab
  - Please refer to the FY20 Title I Budget Review Checklist located under “Other Resources” on the GaDOE Federal Programs, Title I, Part A website for a complete list of attachments

- Area specialists may request a school’s SWP/TAP plan be uploaded for review if additional information is required to support budgeted items
Title I, Part A
Navigating the Consolidated Application
Source of Budgeted Funds by Fiscal Year

• The FY20 official allocation for the LEA will appear in the ConApp when each program is added

• The FY20 allocation this year is made up from:
  o FY20 Title I, Part A allocation
  o Transferred funds from Title II or Title IV (if applicable)
  o FY19 “LEA” Title I, Part A carryover amounts (will be added after Completion Reports are finalized-usually not until November)
Title I, Part A Carryover

- LEAs may carry over up to 15% of unspent Title I funds from the prior year (85% of their Title I funds were spent)

- FY19 carryover for Title I, Part A will be posted to the ConApp after the original FY20 budget is approved and the LEA has submitted the required Completion Report (after September 30th, but no later than October 31st)
Title I, Part A Carryover

• 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 requests are made using the worksheet located on the Federal Programs website. Submit this waiver/worksheet to Dr. Ken Banter (kbanter@doe.k12.ga.us)
Program Information - MOE

• Maintenance of Effort (MOE)
  o An LEA must meet MOE per ESEA Sections 1118 and 8521
  o Aggregate MOE for each fiscal year (FY17 and FY18) has been pre-populated
  o Amount for the fiscal year ending June 30, 2018, must be 90-percent of amount for fiscal year ending June 30, 2017
  o If the LEA fails to meet this requirement for one or more of the five immediately preceding fiscal years, allocation funds will be adjusted for all ESEA programs (Section 8521)
Program Information - MOE

• Maintenance of Effort (MOE)
  o LEAs that did not meet MOE— the Department will request a waiver from US ED on each district’s behalf, if requested
    ▪ There is one district that did not meet MOE for FY20 (The district has been notified.)
    ▪ If the LEA fails to meet this requirement for one or more of the five immediately preceding fiscal years, its federal funds will be adjusted (Section 8521)
  o An MOE waiver (located on the Title I website) is provided for charter schools that were not in existence during the comparison years
Program Information - MOE
Title I, Part A
Set-Asides
District Set-Asides

- **Set-asides are for district level activities only.** These items/initiatives are budgeted first (before funds are allocated to Title I schools).

- **Some set-asides are required, and others are optional.**

- **Activities that are included in the set-asides must be charged to the district’s facility code** – for most districts this is 8010.
  - Providing additional school level staff, technology, materials, and/or supplies to Title I schools should be through the school allocation and not district set-asides. Doing this could cause a school to be served out of rank order.
District Set-Asides

• The set-aside page and the school allocation page link to one another, but they do not link to the budget detail pages.

• The total amount of the set-asides plus the total amount allocated to schools from the school allocation tab must equal the district’s FY20 allocation.

• There must be no unallocated funds.

• If a required set-aside is not applicable, the set-aside must be listed, with zero dollars, and a statement must be included indicating why a set-aside is not applicable.
  o Example: N&D Set-aside: There are no N&D programs or schools in the district. The district does not receive a set-aside.
This is a work section to indicate administrative funds that will not be a part of the 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

**Custom Set Aside Description:**

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<td>Flexible Learning Program (FLP) Set Aside</td>
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<table>
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## Set-Aside Tab

### Total Budgeted Funds for this Fiscal Year:

- Total Budgeted Funds: $2,496,836.00
- Unallocated Funds: $2,496,836.00

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

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

- **Amount:**

### Custom Set Asides

- **Set Asides (Required):**
  - Before/After School Program
  - Delinquent Set Aside
  - District-wide Instructional Programs
  - FY13 FLP Carryover
  - FY13 Parent Involvement Carryover
  - FY13 Private School Carryover
  - FY13 Private School Per Pupil Amount Set Aside Carryover
  - FY13 Private Schools Equitable Services Carryover

- **Comments:**

### Add Custom Set Aside

- **Amount:**

---

Set Aside Tab

83 7/12/2019
District Set-Asides

- Use the exact titles (all caps), below, to consistently name set-asides and add to the beginning of budget detail descriptions.

- **Required Set-asides:**
  - N&D SET-ASIDE:
  - HOMELESS SET-ASIDE:
  - 1% PARENT INVOLVEMENT SET-ASIDE:
  - PRIVATE SCHOOL EQUITABLE SERVICES SET-ASIDE:

- **Optional Set-asides:**
  - ADMINISTRATIVE SET-ASIDE:
  - ADDITIONAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE:
  - PARENT AND FAMILY ENGAGEMENT CARRYOVER SET-ASIDE:
  - INDIRECT COST SET-ASIDE:
  - AUDIT COST SET-ASIDE:
  - PRIVATE SCHOOL EQUITABLE SERVICES CARRYOVER SET-ASIDE:
  - EXTENDED LEARNING SET-ASIDE:
  - PROFESSIONAL LEARNING SET-ASIDE:
  - SCHOOL IMPROVEMENT INITIATIVES SET-ASIDE:
  - SUPPLEMENTAL EL LANGUAGE SUPPORT SET-ASIDE:
  - FOSTER CARE TRANSPORTATION SET-ASIDE:
  - CONSOLIDATION OF ADMINISTRATIVE FUNDS SET-ASIDE:
Required District Set-Asides

- Neglected and Delinquent Children (N&D) Set-Aside
  - The amount of the set-aside must be equal to or greater than the amount listed on the GaDOE FY20 allocation sheet.

- Homeless Set-Aside
  - All LEAs need a district set-aside for homeless. LEAs must use one of four methods to determine the set-aside.
  - Explain the method used to determine the set-aside amount and show the calculation in the Consolidated Application set-aside description.
Required District Set-Asides

• 1% Parent and Family Engagement Set-Aside
  o 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.
  
  o If a transferability option is utilized, the 1% Parent and Family Engagement set-aside must be recalculated to reflect the increase in the Title I budget if the total amount with transferred funds exceed $500,000.
Required District Set-Asides

• 1% Parent and Family Engagement
  o At least 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

  o If a school or all schools decide to give their share to support a districtwide activity the Districtwide Parent Activity-Project Assurance form, signed by each participating principal, must be attached to the Title I Attachments tab of the Consolidated Application
Required District Set-Asides

• 1% Parent and Family Engagement
  o 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 Involvement column on the School Allocation page
  
  o This column should only include parent and family engagement funds that are distributed from the required one percent set-aside. Any additional parent and family engagement set-aside funds, or the parent and family engagement funds that schools use as part of their school allocation, should not be included in this column
# 1% Parent and Family Engagement

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<th># Poverty Children minus Pre-K</th>
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<th>PFA</th>
<th>School Allocation</th>
<th>School Carryover</th>
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<td>943</td>
<td>55.02%</td>
<td>$205</td>
<td>$193,315.00</td>
<td>$7,000</td>
<td>$1,618.00</td>
<td>SWP</td>
</tr>
<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>
<td>$7,000</td>
<td>$1,730.00</td>
<td>SWP</td>
</tr>
<tr>
<td>0173</td>
<td>West Central Elementary School</td>
<td>ELEMENTARY</td>
<td>Pk-5</td>
<td>665</td>
<td>516</td>
<td>77.59%</td>
<td>$534</td>
<td>$276,544.00</td>
<td>$7,000</td>
<td>$4,612.00</td>
<td>SWP</td>
</tr>
<tr>
<td>2054</td>
<td>West End Elementary School</td>
<td>ELEMENTARY</td>
<td>Pk-5</td>
<td>756</td>
<td>350</td>
<td>46.3%</td>
<td>$516</td>
<td>$180,860.00</td>
<td>$7,000</td>
<td>$2,184.00</td>
<td>SWP</td>
</tr>
</tbody>
</table>

**Total:**

<table>
<thead>
<tr>
<th>Enrollment minus Pre-K</th>
<th># Poverty Children minus Pre-K</th>
<th>Poverty Percent</th>
<th>PFA</th>
<th>School Allocation</th>
<th>School Carryover</th>
<th>Parental Involvement</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>
Required District Set-Asides

• 1% Parent and Family Engagement
  o The portion of the one percent required set-aside for parent and family engagement not expended at the end of the previous year (FY19) must be carried over to the present fiscal year (FY20) and added as a custom optional set-aside entitled Parent and Family Engagement Carryover Set-Aside (see next slide).
Required District Set-Asides

• 1% Parent and Family Engagement
  o A custom optional set-aside entitled, Parent and Family Engagement Carryover Set-Aside, must be created. The amount and description must reflect one of the following situations:
    ▪ 100% of required parent and family engagement set-aside was expended. (Enter $0 for the amount of the set-aside).
    ▪ The Parent and Family Engagement Carryover amount of $_____ will be budgeted as a carryover amendment with zero dollars budgeted at this time.

Keep documentation (expenditure details) of the calculation for carryover on file for monitoring.
Required District Set-Asides

• 1% Parent and Family Engagement
  o If the LEA sets aside more than the required one percent for parent and family engagement, the additional funds should be listed as a separate set-aside with an explanation of the additional initiatives to be funded. This set-aside is entitled: Additional Parent and Family Engagement Set-Aside.

  o Parent and family engagement district set-aside 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 and charged to the school’s facility code.
Required District Set-Asides

- Private School Equitable Services Set-Aside
  - Use the FY20 Title I Private School Proportionate Share Calculation Spreadsheet to assist in writing the description. (see next slide for data to be used for description)
  - Set-aside description includes the breakdown for the total proportionate share for EACH participating private school to include Parent and Family Engagement, Administrative costs (optional) and Instructional/Professional Development
### FY20 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>
Required District Set-Asides

• Private School Equitable Services Set-Aside
  o If funds are transferred, the private school proportionate share amounts must be recalculated to reflect the new allocation.
  o If funds are transferred, a revised FY20 Title I Private School Proportionate Share Calculation Spreadsheet must be attached.
  o No private school per pupil set-aside is calculated.
Optional Districtwide Set-Asides

• Administrative Set-Asides
  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 Cost Set-Aside
  o Charged to function code 2300 and object code 300
Optional Districtwide Set-Asides

• Indirect Costs Set-Aside
  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 Both the Title I director and the superintendent must sign off on the Data Collection tab. Area specialists will follow-up with approval sign-off.
  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
Optional Districtwide Set-Asides

• Extended Learning Set-Aside
  o Examples: Districtwide summer school, before/after school tutoring, Saturday school.
  o The description for these set-asides must specifically state that the set-aside is a districtwide or grade span supplemental initiative in Title I schools, 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.
Optional Districtwide Set-Asides

• Extended Learning Set-aside
  o When budgeting these activities, break down the expenditures by summer school, before/after school tutoring, etc.
  o Charge a district employee with object code 199 in the budget detail
  o Charge a contracted person object code 300 in the budget detail
  o Charges should be made to facility code 8010 as with all district set-asides
  o Maintain appropriate documentation of time and service provided
Optional Districtwide Set-Asides

• Professional Development Set-Aside
  o Districtwide academic coaches, trainings, PLCs
    ▪ The description should specifically describe any districtwide or grade span supplemental professional learning initiative, NOT an activity for a selected number of schools.
    ▪ Districtwide academic coaches cannot serve individual schools. These individuals must serve district (or at a minimum grade span) schools throughout the district.
Optional Districtwide Set-Asides

• Professional Development Set-Aside
  o Districtwide academic coaches, trainings, PLCs
    ▪ Maintain appropriate documentation of time and service provided
    ▪ Charges should be made to facility code 8010 as with all district set-asides
    ▪ Charge a district employee to object code 199 in the budget detail
    ▪ Charge a contracted person to object code 300 in the budget detail
Optional Districtwide Set-Asides

• Additional Parent and Family Engagement Set-Aside *Reminder*
  
  o If the LEA sets aside more than the required one percent for parent and family engagement, the additional funds should be described as a separate set-aside with an explanation of initiatives to be funded.
Optional Districtwide Set-Asides

• Private School Equitable Services Carryover Set-aside
  o Must be approved by Ombudsman for extenuating circumstances
  o Approval is attached to Title I Attachment tab

• School Improvement Initiative Set-aside
  o Must be a district-wide initiative
Optional Districtwide Set-Asides

• Supplemental Language Support for EL Students Set-aside
  o Describe the Title I supplemental language support program that is beyond the general instructional and ESOL programs

• Other Optional Set-asides
  o Must be a district-wide initiative
  o Discuss with area specialist for guidance
Optional Districtwide Set-Asides

• Foster Care Transportation Set-Aside
  o The Title I, Part A Foster Care Education requirements under the Every Student Succeeds Act (ESEA has no corresponding budget; however, because the requirements fall under Title I Part A, any proposed activities that require funding could come from Title I, Part A)
  o If an LEA desires to use a portion of the Title I, Part A allocation to supplement academic activities, then the LEA should:
    • Consult with the Title I area specialist
    • Develop a rational method to determine reasonable amount
    • Create a Foster Care Transportation Set-aside
Optional Districtwide Set-Asides

Consolidation of Administrative Funds Set-Asides

- Use **function code 2300** and **object code 882** to report the amount of Title I, Part A that is being contributed into the Consolidation of Administrative Funds.

- For example, if the LEA plans to **consolidate $50,000 of Title I, Part A funds** for federal administrative costs, the budget for Title I, Part A will include the following line item:
  
  - **2230-882** - $50,000 to the consolidation fund

  150
Title I, Part A
Eligible Attendance Area
Eligible Attendance Areas
What is the Eligible Attendance Area Tab?

- Purpose is to determine the rank order of schools

- Enrollment data is pre-populated into an embedded Eligible Attendance Area worksheet within the ConApp, but check for accuracy

- 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 School Nutrition Program Director or FTE/SIS Clerk. This documentation must be attached to the ConApp.

- (Please use the Title I Specific Attachment Tab)
## 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 Direct 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(1.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0376 - Anna K. Davis Elementary</td>
<td></td>
<td>YES</td>
<td>440</td>
<td>440</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0275 - East Central Elementary School</td>
<td></td>
<td>NO</td>
<td>549</td>
<td>549</td>
<td>545</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0105 - Elm Street Elementary</td>
<td></td>
<td></td>
<td>577</td>
<td>577</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3052 - Main Elementary School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Complete the Eligible Attendance Area Embedded Worksheet

- Data needed for Attendance Area Worksheet:
  - List of all schools to include district charter schools, residential treatment facilities and **virtual** schools
  - Enrollment numbers
  - Poverty numbers
    - Household Application/Free or Reduced Meal data
    - Directly Certified Data (Title I Data - CEP SY19-20 form)
    - **Whichever form you use, attach to the ConApp**
      (Please use the Title I Specific Attachment Tab)
Eligible Attendance Area Continued

• To Locate Enrollment Data for All Districts
  o Go to https://app3.doe.k12.ga.us/owsbin/owa/fte_pack_enrollgrade.entry_form
  o From the pull-down menu, choose October 2, 2018 (FTE 2019-1)
  o Select your district from the drop-down box, then select Get Report
  o This report shows the district enrollment by school and grade for the FY19 school year
  o Verify the enrollment data for each grade with the pre-populated data on the embedded Eligible Attendance Area worksheet within the ConApp
  o Be sure to subtract the Pre-K enrollment numbers
Eligible Attendance Area Continued

• FRM lunch data is no longer published for district/public access

• Obtain the FRM report from LEA nutrition department or contact your area specialist for specific poverty information and attach to the ConApp

• 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 Continued

• To locate Direct Certification Poverty Data for districts using Community Eligibility Provision (CEP)

  o 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)

  o The district Title I coordinator must also secure the October 2018 count of direct certified Pre-K students
Eligible Attendance Area – (CEP)

Should be total Poverty including Pre-K

** The numbers entered for Direct Certified Students must match the numbers on the Title I Data – CEP SY19-20 provided and signed by the school nutrition director. This report is uploaded to the Title I Attachments tab.
## Eligible Attendance Area Embedded 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 Direct Certified Count</th>
<th>Total F/R Meals Count or No. of Directly Cert. Students Minus PK 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 (1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0266 - Ben Hill County Middle School</td>
<td>6-8</td>
<td>YES</td>
<td>675</td>
<td>0</td>
<td>675</td>
<td>365</td>
<td>0</td>
<td>365</td>
<td>584</td>
<td>86.52</td>
<td>54.07</td>
</tr>
<tr>
<td>0196 - Ben Hill County Primary School</td>
<td>K-2</td>
<td>YES</td>
<td>881</td>
<td>169</td>
<td>712</td>
<td>650</td>
<td>98</td>
<td>552</td>
<td>712</td>
<td>100.09</td>
<td>77.53</td>
</tr>
<tr>
<td>0111 - Ben Hill Elementary School</td>
<td>3-5</td>
<td>YES</td>
<td>790</td>
<td>0</td>
<td>790</td>
<td>483</td>
<td>0</td>
<td>483</td>
<td>772.8</td>
<td>97.82</td>
<td>61.14</td>
</tr>
<tr>
<td>0261 - Fitzgerald High School</td>
<td>9-12</td>
<td>YES</td>
<td>829</td>
<td>0</td>
<td>829</td>
<td>417</td>
<td>0</td>
<td>417</td>
<td>667.2</td>
<td>80.48</td>
<td>50.30</td>
</tr>
<tr>
<td><strong>District Total:</strong></td>
<td></td>
<td></td>
<td><strong>3175</strong></td>
<td><strong>169</strong></td>
<td><strong>3006</strong></td>
<td><strong>1915</strong></td>
<td><strong>98</strong></td>
<td><strong>1817</strong></td>
<td><strong>2736</strong></td>
<td><strong>91.02</strong></td>
<td><strong>60.45</strong></td>
</tr>
</tbody>
</table>
Eligible Attendance Area Continued

Rezoning/Opening New School
When rezoning or the opening of a new school occurs in an LEA:
  • The LEA must track each student from the “old” school using the enrollment data (Oct. 2, 2018 FTE Count) and poverty data (FRM from Oct. 2018 to the student’s “new” school
  Or
  • Wait and use the FY20 Oct. FTE count (Oct. 1, 2019 and FY20 FRM data (Oct. 2019)
Attach supporting documentation for such changes to the Title I Attachment tab:
  • Narrative explaining the rezoning process
  • Eligible Attendance Area Worksheet indicating changes
  • CEP Data Form for Title I
  • Supporting documentation is attached to the Title I Attachment tab
  • Seek assistance from area specialist and the handbook for detailed instructions
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 GaDOE has developed a mechanism to assist LEAs that are rezoning schools or opening new schools. LEAs that 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:
  o Narrative explaining the re-zoning process
  o Eligible Attendance Area Worksheet indicating changes must be attached
  o Revised CEP Data Form for Title I
Title I, Part A
School Allocations
# School Allocations Tab

## Program Information

**District Name:** McDuffie County  
**Fiscal Year:** 2019  
**Status:** Approved (Date: 09/19/2018 08:51:39)

- **District Code:** 697  
- **Program:** Title I-A, Improving the Academic Achieve - Original  
- **Superintendent Sign-off Date:** 09/13/2018 08:27:08

## Program Allocations

- **Total Budgeted Funds for this Fiscal Year:** $1,723,642.00  
- **Unallocated Funds:** $0.00

## School Allocations

### Public Schools

<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>0191</td>
<td>Dearing Elementary School</td>
<td>ELEMENTARY K-5</td>
<td>477</td>
<td>357</td>
<td>74.8%</td>
<td>$838</td>
<td>$200,198.00</td>
<td>$0</td>
<td>$3,447.00</td>
<td>SWP</td>
<td></td>
</tr>
<tr>
<td>0179</td>
<td>Maxwell Elementary School</td>
<td>ELEMENTARY K-1</td>
<td>428</td>
<td>398</td>
<td>85.98%</td>
<td>$1,045</td>
<td>$384,560.00</td>
<td>$0</td>
<td>$3,447.00</td>
<td>SWP</td>
<td></td>
</tr>
</tbody>
</table>
School Allocations Tab

• Grade Span Grouping (Check if Applicable)
• Poverty Determination

  o Check the box that applies:
    ▪ School Lunch
    ▪ Temporary Assistance to Needy Families (TANF)
    ▪ Other

  o 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 Allocations Tab
Public School Allocations

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

#### Manage Public Schools

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>Status</th>
<th>Type</th>
<th>Add/Remove School</th>
<th>Remove Reason</th>
<th>Other Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>0191</td>
<td>Dearing Elementary School</td>
<td>Open</td>
<td>ELEMENTARY</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
<tr>
<td>0179</td>
<td>Maxwell Elementary School</td>
<td>Open</td>
<td>ELEMENTARY</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
<tr>
<td>0113</td>
<td>Norris Elementary School</td>
<td>Open</td>
<td>ELEMENTARY</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
<tr>
<td>4050</td>
<td>Thomson Elementary School</td>
<td>Open</td>
<td>ELEMENTARY</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
<tr>
<td>0192</td>
<td>Thomson High School</td>
<td>Open</td>
<td>HIGH</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
<tr>
<td>0112</td>
<td>Thomson-McDuffie Middle School</td>
<td>Open</td>
<td>MIDDLE</td>
<td></td>
<td>No FTE Reporting Students</td>
<td></td>
</tr>
</tbody>
</table>

**Select FY:** 2019  
**Select System:** McDuffie County  
**Program Category:** Title Programs  

[Load]  
[Save]
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 of 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
### School Allocations Tab - Example

<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>0191</td>
<td>Dearing Elementary School</td>
<td>ELEMENTARY</td>
<td>K-5</td>
<td>477</td>
<td>357</td>
<td>74.84%</td>
<td>$838</td>
<td>$299,166.00</td>
<td>$0</td>
<td>$3,688.00</td>
<td>SWP</td>
</tr>
<tr>
<td>0179</td>
<td>Maxwell Elementary School</td>
<td>ELEMENTARY</td>
<td>K-1</td>
<td>428</td>
<td>368</td>
<td>85.98%</td>
<td>$1,045</td>
<td>$384,560.00</td>
<td>$0</td>
<td>$3,688.00</td>
<td>SWP</td>
</tr>
<tr>
<td>0113</td>
<td>Norris Elementary School</td>
<td>ELEMENTARY</td>
<td>4-5</td>
<td>459</td>
<td>402</td>
<td>87.58%</td>
<td>$1,061</td>
<td>$426,522.00</td>
<td>$0</td>
<td>$3,689.00</td>
<td>SWP</td>
</tr>
</tbody>
</table>
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
• ESSA Section 1113(a)(3)(B) - LEAs MAY serve high schools above 50% poverty as part of the above stated 75% threshold 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 (1.0)</th>
<th>% Poverty (1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00</td>
<td>81.80</td>
</tr>
<tr>
<td>100.00</td>
<td>86.19</td>
</tr>
<tr>
<td>100.00</td>
<td>65.49</td>
</tr>
<tr>
<td>100.00</td>
<td>88.62</td>
</tr>
<tr>
<td>100.00</td>
<td>73.96</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

\[
\text{District Allocation} \div \text{Total District Free/Reduced Count} = \text{Per Pupil Amount} \times 1.25 = \text{Minimum Per Pupil Amount}
\]
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 FY19 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, 2019**

• **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).
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.

<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>
</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>
</tr>
<tr>
<td>0275</td>
<td>East Central Elementary</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>
</tr>
</tbody>
</table>
Title I, Part A
Budgeting Details
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, TA or SIP)

- Schools’ **identified needs** and **their plans** drive the budget

- **LEAs and their Title I schools must** be able to justify that all expenditures are directly related to the **needs assessment**

- The plans/budget must include a **viable** instructional program for each Title I school being served
Budget Details

All costs must be:

- Allowable, allocable, reasonable & necessary
  - Supplement Not Supplant addressed via RAM/P
- 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
- 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
- In accordance with Generally Accepted Accounting Principles (GAAP)
- Not used to meet cost sharing or matching requirements of any other grant program
- Adequately documented
Budget Details

Costs Must be Necessary and Reasonable

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

• Questionable expenditures may need further explanation during the approval process

• Evidenced-based initiatives ONLY

• 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 area 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 Allocations tab
Budget Details

- Be sure that 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 a Title I program manager.
  - A copy of the prior approval communication from the GaDOE (Title I program manager) must be attached to the Title I Attachment tab.
Budget Details

• Districts have the option to budget expenditures by individual schools or by combining schools by grade spans for one-line item. However, it should be evident in the budget detail how the funds are to be used and at which school(s).

• Districts that combine schools together in detailed expenditure entries should provide one of the following:
  o Very detailed descriptions delineating each school’s amount
  o A copy of each school’s budget attached to the Title I Attachment tab
Budget Details

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

Clearly identify each set-aside at the beginning of the description in the budget detail

Adequate examples:

- N&D SET-ASIDE: After school tutoring for the children at Flowering Branch Children’s Shelter
- PROFESSIONAL LEARNING SET-ASIDE: Differentiated Instruction training for all the Title I district’s schools
- PRIVATE SCHOOL EQUITABLE SERVICES SET-ASIDE: St. James: After school tutoring

Inadequate examples:

- After school tutoring
- Homeless transportation
Budget Details
Use the exact titles (all caps) below to consistently name set-asides and add to beginning of budget detail descriptions.

• **Required Set-asides:**
  o N&D SET-ASIDE:
  o HOMELESS SET-ASIDE:
  o 1% PARENT INVOLVEMENT SET-ASIDE:
  o PRIVATE SCHOOL EQUITABLE SERVICES SET-ASIDE:

• **Optional Set-asides:**
  o ADMINISTRATIVE SET-ASIDE:
  o ADDITIONAL PARENT AND FAMILY ENGAGEMENT SET-ASIDE:
  o PARENT AND FAMILY ENGAGEMENT CARRYOVER SET-ASIDE:
  o INDIRECT COST SET-ASIDE:
  o AUDIT COST SET-ASIDE:
  o PRIVATE SCHOOL EQUITABLE SERVICES CARRYOVER SET-ASIDE:
  o EXTENDED LEARNING SET-ASIDE:
  o PROFESSIONAL LEARNING SET-ASIDE:
  o SCHOOL IMPROVEMENT INITIATIVES SET-ASIDE:
  o SUPPLEMENTAL EL LANGUAGE SUPPORT SET-ASIDE:
  o FOSTER CARE TRANSPORTATION SET-ASIDE:
  o CONSOLIDATION OF ADMINISTRATIVE FUNDS SET-ASIDE:
Budget Details

• All budget descriptions 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 not clearly delineate the intent of the budgeted item.

See next slide for more examples…
## Budget Details

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, <strong>etc.</strong> or Supplies <strong>such as</strong> writing utensils and staples.</td>
</tr>
<tr>
<td>Salaries for 10 teachers at 5 Title I schools: 2 reading teachers at AES, 1 reading and 1 math at EES, 1 third grade teacher (self contained) at ALES, 3 math intervention teachers at CMS, and 2 at DES (second and third)</td>
<td>Salaries for 10 teachers at 5 Title I schools. or $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 Lab</td>
<td>$20,000 for computers</td>
</tr>
</tbody>
</table>
Budget Details

Caution Flags

- Instructional coaches – where budgeted (district 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

- Split-funded instructional coaches (or any other federal funded position) with assistant principals or counselors
Budget Details

Caution Flags

• Data administrators
• Attendance clerks/data clerks
• Behavioral specialists, psychologists, etc. (based on CNA)
• Stipends for cell phones
Budget Details

Caution Flags

• Field trips without approval form

• Gifted or Advanced Placement training without supporting evidence of how the strategies will be used to support the most at-risk students

• Rental of facilities - Is it reasonable and/or necessary for the Title I funded intervention?
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 Budget Codes

- **Title I director** - 2230-190
- **Homeless liaison** – 2100 or 2230-191
- **Administrative travel** - 2230-580
- **Indirect cost** - 2300-880
- **Audit cost** - 2300-300
- **Bus transportation (energy)** - 2700-620
- **Bus transportation (driver)** - 2700-180
- **Student transportation (non-district: Example - for Homeless)** 2700-511
- **Parent and Family Engagement coordinator** - 2100-177
- **Teacher supplement for Family Engagement** - 2100-199
- **Parent notification letters** - 2100-530
- **Child care for parent meetings (non-employee)** - 2100-595
- **Employee benefits** - may be combined into object code 200 or budgeted individually
Title I Budget Codes

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

- The **Budget Report** feature may be used to download an Excel Budget Report. Use this format to:
  - Verify budget matches school allocations and set-asides
  - Verify budget matches Parent and Family Engagement set-asides
  - Verify budget matches private school allocations and equitable services (if applicable)
  - **Review the Directions for Using Report Feature handout on our Title I website**
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 (when applicable)

The following is a list of attachments for Title I, Part A:

• Justification, signed by superintendent and Title I director if administrative set–aside exceeds 10% of total Title I allocation

• Poverty data from FRL001 Eligibility Report

• School Nutrition CEP Data Form for Title I (signed by nutrition director)

• Eligible Attendance Area Worksheet if LEA has rezoned, opened new schools, and/or attendance area changed including supporting enrollment and poverty data
  
  o Reconfiguration explanation if LEA has rezoned, opened new schools or attendance area change
Attachments Continued (when applicable)

• Districtwide Parent Activity-Project Assurance form signed by all principals involved and noting amount (by school) returned to district
• Schoolwide Waiver Approval Letter from GaDOE
• Schoolwide Approval Letter for new SWP schools
• Carryover Calculation Worksheet for Parent and Family Engagement and Private Schools
• FY19 Private School Carryover Approval Notification from Ombudsman
  o If FY19 private school carryover, plan for using funds is attached
Attachments Continued (when applicable)

- Grandfather Rule explanation if LEA is using it to serve a school below 35%
- Maintenance of Effort Waiver Letter from USDE if MOE is not met
- Maintenance of Effort Waiver for State Commissioned Charter Schools not in existence the previous two years
- Educational Field Trip Request Approval Form, if funds are budgeted for educationally-related field trips
  - Must have prior approval of area specialist
- Job descriptions for newly funded positions or at the request of area specialist
- Capital Outlay Approval email from program manager for expenditures in object code 700
  - Must have prior approval of program manager
Attachments Continued (when applicable)

- Transferability Letter if LEA is transferring funds into Title I, Part A
  - If funds are transferred, the revised calculation worksheet for private school proportionate share amounts

- Private School Proportionate Share Worksheet that includes all required school budget data

- Resource Allocation Methodology/Plan RAM/P to the General Attachments tab

- If LEA is consolidating federal administration funds, the Consolidation of ESEA Administrative Funds form is attached
Schoolwide Consolidation of Federal 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 Federal Funds Budget Details (Fund 400)

• 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 (Fund 400)
Consolidation of Funds (Fund 150)

- Attach to the pull-down tab to the General Attachments tab
  - School Level Consolidation Budget Worksheet
  - Intent and Purpose for each school
  - Schoolwide Plan

- See Consolidation Federal Initiatives Manual or website for specific function and object codes
Title I, Part A General Program Information

Comparability

• All districts with overlapping grade spans must demonstrate comparability by July 1

• Because demonstrating comparability is a prerequisite for receiving Title I, Part A funds, there is no waiver for the comparability requirement

• Data is collected from two reports from October
  - Certified/Classified Personnel Information (CPI) codes
  - FTE Enrollment data

• To avoid any surprises or the requirement to refund money to the Department, consider a “trial run” early in the school year using the old Excel spreadsheet found on the Title I website to identify possible problem areas
REMEMBER!

All Title I, Part A expenditures and services must:

- Be addressed in the school/district comprehensive needs assessment, CLIP and Title I plan(s) [SWP, TAP, or SIP]
- Provide a viable instructional program for each school being served
- Address the academic needs of the students at-risk of failing state academic assessment in the school/district
- Be supplemental, allowable and allocable
- Be reasonable and necessary
- **August 15** is the due date for the Letter of Intent for a school to become Schoolwide in FY21.
What questions do you have?
## Title I, Part A Program Specialists’ Contact Information

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Office Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro 1</td>
<td>Robyn Planchard</td>
<td>(678) 378-1532</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) 378-1325</td>
<td><a href="mailto:oosunkoya@doe.k12.ga.us">oosunkoya@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Metro 3</td>
<td>Karen Cliett</td>
<td>(678) 217-1751</td>
<td><a href="mailto:kcliett@doe.k12.ga.us">kcliett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW1</td>
<td>Anne Marie Wiseman</td>
<td>(678) 217-2021</td>
<td><a href="mailto:amwiseman@doe.k12.ga.us">amwiseman@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW2</td>
<td>Sherri Minshew</td>
<td>(678) 340-8388</td>
<td><a href="mailto:sminshew@doe.k12.ga.us">sminshew@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NW3</td>
<td>Clarice Howard</td>
<td>(678) 340-0370</td>
<td><a href="mailto:choward@doe.k12.ga.us">choward@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 Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE1</td>
<td>Tammy Wilkes</td>
<td>(678) 217-1677</td>
<td><a href="mailto:twilkes@doe.k12.ga.us">twilkes@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE2</td>
<td>Grace McElveen</td>
<td>(678) 340-5055</td>
<td><a href="mailto:gmcelveen@doe.k12.ga.us">gmcelveen@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>NE3</td>
<td>Kathy Pruett</td>
<td>(678) 340-9388</td>
<td><a href="mailto:kpruett@doe.k12.ga.us">kpruett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE1</td>
<td>JaBra Harden Fuller</td>
<td>(678) 340-9493</td>
<td><a href="mailto:jharden@doe.k12.ga.us">jharden@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE2</td>
<td>Marijo Pitts-Sheffield</td>
<td>(678) 340-5369</td>
<td><a href="mailto:mpitts@doe.k12.ga.us">mpitts@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SE3</td>
<td>Elaine Dawsey</td>
<td>(678) 217-6981</td>
<td><a href="mailto:edawsey@doe.k12.ga.us">edawsey@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>SW1</td>
<td>Kelly Roberts</td>
<td>TBD (begins 8/1/19)</td>
<td>TBD (begins 8/1/19)</td>
</tr>
<tr>
<td>SW2</td>
<td>Kim Ezekiel</td>
<td>(678) 340-8443</td>
<td><a href="mailto:kezekiel@doe.k12.ga.us">kezekiel@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Next Session:
Title I, Part A
Family-School Partnerships
Title I, Part A Parent and Family Engagement

Presenter: Ken Banter, Title I, Part A 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 family engagement activities are aligned to the:
  ❑ Comprehensive Needs Assessment?
  ❑ Annual evaluation of your parent and family engagement policy?
  ❑ District / School Improvement Plan?
Example from a District Improvement Plan (DIP)

Goal Definition

Increase the percent of students achieving a Lexile measure at or above the Lexile Mid-point in Grades 3-9 and American Literature from 63% in 2019 and 68% in 2020 as measured by the GA Milestones Assessment.

Action Step # 3

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.
Examples for the Budget

Action Step # 3

Action Step *

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.

Budget For Literacy Nights:
• Translation of invitation and meeting materials
• Childcare
• Transportation
• Spanish and American Sign Language Interpreters at Literacy Night
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 including the Statewide Longitudinal Data System (SLDS), or use other online student academic achievement resources (may include education about the harms of copyright piracy)

- **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

- **Transportation and Childcare**: Funds for transportation and childcare to enable Title I parents to participate in Title I school-related meetings and training sessions (e.g., Annual Title I Parent Meeting)

- **Translation/Interpretation**: Funds for translation of Title I-specific parent communications/meetings (e.g., invitations and language interpreters at parent input meetings in the spring)
Budget Considerations
Parent and Family Engagement

- **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 by Title I, Part A funds. For student scholarship information, contact the [Certified Literate Communities](#) or an [Adult Education Program Administrator](#) at the Technical College System of Georgia.
Budget Considerations
Parent and Family Engagement

- Building Capacity of Parents of English Learners (ELs): Each LEA receiving Title I, Part A funds shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents [in Title I schools] can—
  - (I) be involved in the education of their children; and
  - (II) be active participants in assisting their children to—
    - (aa) attain English proficiency;
    - (bb) achieve at high levels within a well-rounded education; and
    - (cc) meet the challenging State academic standards expected of all students.

- Section 1112(e)(3)(C)

GaDOE Parents of EL webpage at http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parents-of-English-Learners.aspx
Inviting All Title I Parents—Including Outreach to Parents of ELs

Use multiple ways of inviting parents in an understandable language!

**Annual Title I Meeting with agenda items:**
- English Language Development Standards
- WIDA Assessments

**Parent Input Meetings in Title I schools with agenda items:**
- Parent and Family Engagement Policy
- School-Parent Compact
- Building School Staff Capacity
- 1% set-aside for family engagement

**Building Parent Capacity in Title I schools with agenda items:**
- Using the Parent Portal
- Sharing Social Media posted in English & other languages
- Forwarding websites in English & other languages
Building Capacity of School Staff: Funds for materials or consultant costs to educate teachers, specialized instructional support personnel, principals, other school leaders, 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):** During FY20, five additional school systems will be trained to implement APTT. Payment to WestEd is not applicable in FY20; however, existing APTT schools will need to include items in their Title I budget for APTT meetings. There is a total of 23 APTT school systems across the state implementing APTT in more than 60 schools.

  For a list of APTT schools, visit [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/APTT.aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/APTT.aspx)
Budget Considerations
Parent and Family Engagement

• National ESEA Conference: February 5-7, 2020 in Atlanta

• State School Superintendent’s Parent Advisory Council (PAC): If a current PAC member is representing your school system in FY20, consider supporting his/her attendance at the National ESEA Conference.

• No Georgia Family Engagement Conference and no Regional Network Meetings in FY20

• Other Options:
  o National Family and Community Engagement Conference: May 27-29, 2020 in Los Angeles
  o School-Parent Compacts online course in GA Learns at http://www.galearns.org (It’s free! And more courses this Fall)
Budget Considerations
Parent and Family Engagement

• Required District Set-Asides for Parent and Family Engagement

• Supplemental English language services for participating ELs

Refer to the presentation by Title I, Part A
Family-School Partnership Program Updates

Family-School Partnership Program

Parent and Family Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

Visit 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)
- Power Tips Videos for family engagement strategies
Questions?

- For questions about family engagement activities, contact your **family engagement specialist**.

- For questions about using Title I funds for family engagement activities, coordinate with your federal programs director contact your **Title I area specialist**.

To receive monthly updates, email Mandi Griffin at mgriffin@doe.k12.ga.us.
## Family-School Partnership Program Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandi Griffin, Family</td>
<td>404-232-1148</td>
<td><a href="mailto:mgriffin@doe.k12.ga.us">mgriffin@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Engagement Specialist - North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Holcomb, Family</td>
<td>404-326-4395</td>
<td><a href="mailto:sholcomb@doe.k12.ga.us">sholcomb@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Engagement Specialist - South</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harriett Neal, Federal Programs Administrative Assistant</td>
<td>404-656-0644</td>
<td><a href="mailto:hneal@doe.k12.ga.us">hneal@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Scott, Family</td>
<td>404-694-4209</td>
<td><a href="mailto:dscott@doe.k12.ga.us">dscott@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Engagement Specialist - Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy Song, Program Manager</td>
<td>404-463-1956</td>
<td><a href="mailto:asong@doe.k12.ga.us">asong@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

[http://partnerships.gadoe.org](http://partnerships.gadoe.org)
Next Session: Title III, Part A
Purposes of Title III, Part A

ESEA/ESSA, Sec. 3115(a)

1. Developing & implementing new language instruction educational programs (LIEPs) and academic content instructional programs (ACIPs) for English learners and immigrant children and youth.

2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing LIEPs and ACIPs for English learners and immigrant children and youth.
Purposes of Title III, Part A (cont.)

ESEA/ESSA, Sec. 3115(a)

3. Implementing…schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and ACIPs for English learners and immigrant children and youth.

4. Implementing…LEA-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and ACIPs for English learners and immigrant children and youth.
How was the FY20 LEA Title III, Part A EL subgrant calculated?

EL portion of USDE Title III SEA grant is divided by the total EL student population in Georgia (public + private) as of March 2019.

FY20 English Learner Per Pupil Allocation = $114.81

Number of EL students in each LEA is multiplied by the PPA to see which LEAs meet the $10,000 minimum Title III subgrant.

89 EL students are needed to earn the minimum $10,000 Title III subgrant.
Step 1: Understand the Title III Assurances the LEA is agreeing to…

- The LEA assures compliance with standardized, statewide EL entrance and exit procedures and screens all students who may be English learners within 30 days of enrollment. [Sec. 3113(b)(2)]
- The LEA assures compliance with Sec. 1112(e) (Parent’s Right-To-Know) prior to, and throughout, each school year as of the date of application [Sec. 3116(b)(4)(A)]
- The LEA assures that it is not in violation of any State Law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 (State ESOL code) and 3126 (Federal Civil Rights) [Sec. 3116(b)(4)(B)].
- The LEA assures that consultation took place with teachers, researchers, school administrators, and parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing its educational plan for English learners. [Sec. 3116(b)(4)(C)]
Step 1: Assurances (cont.)

- The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal head Start agencies, and other early childhood education providers [Sec. 3116(b)(4)(D)].
- The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA’s geographical boundaries. [Sec. 9501]
- The LEA assures that all teachers in any Title III-funded language instruction educational program are fluent in English and any other language used for instruction, including having written and oral communications skills [Sec. 3116(c)].
Step 2: Complete the EL Program Information Tab

**Program Information**

- District Name: [Name]
- Fiscal Year: [Year]
- Status: [Status]
- District Code: [Code]
- Program: [Program]
- Superintendent Sign off date: [Date]

**Program Information**

1. **STATE-FUNDED CORE LANGUAGE PROGRAM**. (Describe the LEA's state-funded ESOL program, activities, and materials. [Sec. 3111(a)(1)]) For LEAs in which schools are consolidating Title III funds, the entirety of the language support program (federal, state, and local) will be described here.

   - Include in this response the number of ESOL personnel funded (full or partial) through state/local GBB:
   - Number of ESOL teachers:
   - Number of ESOL coaches, if any:

   Note: Questions 2, 3, and 4 do not apply to an LEA consolidating all of its Title III funds in its Title I Nickiwade schools.

2. **SUPPORTING TITLED III PROGRAMS & EVIDENCE OF EFFECTIVENESS**. Provide evidence of the effectiveness of programs and activities proposed to be developed, implemented, and administered under Title III that will help ELs increase their English language proficiency and meet the challenging state academic standards as identified in the ECA. Include extended learning opportunities, summer school, and any other innovative programs that are planned. [Sec. 3211(a)(7)] In lieu of response, LEA may attach a completed Effectiveness Levels Template (and Logic Model Template, as needed) for each Title III-funded academic program/activity.
1st Question: The ESOL Language Program

- Describe the LEA’s state & locally-funded ESOL Language Program, activities and materials. [Sec. 3121 (a)(1)]

- LEAs consolidating Title III funds must describe the entire schoolwide (federal + state + local) language instruction educational program (LIEP).

- **Note:** Please **DO NOT** describe the supplemental Title III-A Language Program in Question #1.
1st Question Continued:

• Include in this response the number of ESOL personnel funded (fully or partially) through state & local QBE.

• A number must be entered even if it’s a zero (0).
  - # of ESOL teachers
  - # of ESOL coaches, if any
  - # of district level ESOL support staff, if any
    (e.g. interpreters, translators, admissions staff, counselors, etc.)
## How are ESOL & Title III A Different?

### ESOL Language Program

- Is the core, OCR-required, state-funded language instruction program funded through state ESOL QBE/FTE funds and local funds.
- Provides:
  - ESOL teachers
  - ESOL classrooms & instructional resources
  - ESOL teacher training

### Supplemental Title III, Part A Language Program

- Is the supplemental language program funded with a federal subgrant
- Provides:
  - Additional, supplemental language instruction
  - Professional learning and
  - Parent and community engagement activities
  - Sometimes includes funds for an Immigrant program
# How are ESOL & Title IIIA Different?

<table>
<thead>
<tr>
<th>ESOL Language Program</th>
<th>Supplemental Title III, Part A Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is required by OCR for each &amp; every EL student in the LEA</td>
<td>• Is provided only to EL students based on need for extra English instruction</td>
</tr>
<tr>
<td>• LEA monitors and evaluates EL students whose parents have opted out of ESOL</td>
<td>• Is only available for current EL students who are also enrolled the school’s ESOL language program.</td>
</tr>
<tr>
<td>• LEA monitors and evaluates exited EL students progress</td>
<td></td>
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</tbody>
</table>
How are ESOL & Title IIIA the Same?

Both...

• serve EL students identified according to the statewide standardized EL entrance and exit procedures
• provide an effective program with effective strategies, activities, and interventions for EL students
• ensure EL students reach full English proficiency
• ensure EL students achieve academic proficiency
2\textsuperscript{nd} Question: Supplemental LIEP

• Describe the supplemental language-focused strategies, activities, interventions, supplemental program you plan to provide and fund in \textbf{FUNCTION 1000}, and how they meet the needs of EL students as identified in the CNA/DIP. \textbf{[Sec. 3115(c)(1)]}

• Describe the \textbf{evidence} of the effectiveness of these programs and activities to help EL students increase their English language proficiency and achieve academically.

\textbf{Note:} Questions #2, #3 and #4 do not apply to LEAs consolidating all Title III funds in Title I schoolwide schools.
3rd Question: Sustained EL-focused Professional Learning

- Describe the effective professional development planned to be provided to educators working with English learners that is designed to improve their instruction and assessment of English learners as well as their ability to understand and implement practices, measures and strategies specific to ELs. [Sec. 3115(c)(2)]
4th Question: Other Activities

Describe the other activities and strategies put in place to enhance or supplement English learner language programs and specify how these activities and strategies incorporate an aspect of parent, family, and community engagement. [Sec. 3116(b)(3)]
5th Question: Monitoring the Title III Program

• Describe how the LEA will ensure that elementary schools and secondary schools receiving funds under the subpart assist English learners in achieving English proficiency based on the State’s English language proficiency assessment under section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in section 1111(c)(4)(A)(ii) and meeting the State’s challenging academic standards. [Sec. 3116(b)(2)]

Note: Questions #5 ONLY applies to LEAs consolidating all Title III funds in Title I schoolwide schools.
Step 3: Building the Budget
FINALLY!

• Follow all guidelines in Federal Program Handbook
• Thoroughly understand and follow Supplement Not Supplant in Title III
• Adhere to GaDOE Function & Object Code descriptions for budgets
• Use the Title III, Part A specific Budgeting TOOLS
  • FY 20 Budget Guiding Questions
  • FY 20 Chart of Accounts
Supplement Not Supplant in Title III
(Sec 3115g)

Presumption of Supplanting:

1. Are the expenditures or activities required by other federal, state, or local laws?
2. Were the expenditures or activities funded in previous years by other programs or non-federal funds?
3. Would the expenditures or activities happen in the absence of federal funds?
Title III CANNOT be used to…

…fulfill the LEA’s legal obligation under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA):

1. Identify & assess all potential EL students in a timely, valid, and reliable manner (this includes use of the WIDA Screeners)
2. Provide EL students with an educationally sound and successful ESOL language program
Title III CANNOT be used to...

3. Provide sufficiently well-prepared and trained staff and support for the ESOL language program

4. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities

5. Avoid unnecessary segregation of EL students
   (Per OCR, LEAs must carry out chosen EL program in the least segregated manner consistent with achieving the programs’ stated educational goals.)
Title III CANNOT be used to...

6. Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner & that the language needs of EL students with disabilities are considered in evaluations and delivery of services.

7. Meet the needs of EL students whose parents opt them out of ESOL
Title III CANNOT be used to...

8. Monitor & evaluate EL students in ESOL to ensure their progress towards English proficiency and grade-level content standards (this includes administration of the yearly ACCESS assessment)

• Exit EL students when they meet the state and LEA’s exit criteria

• Monitor exited EL students to ensure they were not prematurely exited and to remedy any academic deficits
Title III CANNOT be used to...

9. Evaluate the effectiveness of the LEA’s ESOL program to ensure EL students are acquiring English proficiency and the program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time.

10. Ensure meaningful communication with limited English proficiency parents.
Critical Summary

• Title III funds **may not** be used to fund anything necessary to run the basic ESOL language program.

• Title III **may not** fund anything that is required by **other** federal programs either.

• To use Title III funds on something required by another law or by OCR or that is otherwise provided to non-ELs, would likely constitute “supplanting.”
Title III can be used to...

- Provide additional supports beyond your State ESOL program to select EL students.
- Provide ongoing sustained EL-focused professional learning related to teachers, administrators, and other staff.
- Develop additional activities/strategies to support EL parents and community members in the Title III LIEP.
Tips for Successful Budgets!

- Budgets must be based on the annual needs assessment, be evidenced-based and be reflected in the EL Program Plan (budget worksheet).
- Collaborate with appropriate LEA staff to plan budgets and braid funds with other federal programs, when necessary.
- Follow Federal Programs Budget Requirements
- Follow Title III specific guidelines & tools:
  - FY 20 Budget Q & A Chart
  - FY 20 Chart of Accounts
  
https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III-Guidance.aspx
Title III Required Activities (Sec. 3115 (c))

(1) increase the English proficiency of English Learners by providing effective language instruction educational programs (LIEPs) that meet the needs of English Learner and demonstrate success in increasing –

(A) English language proficiency; and
(B) student academic achievement; and
Title III Required Activities (Sec. 3115 (c))

(2) To provide effective PD to classroom teachers (including teachers in classroom settings that are not the settings of language programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is-

(A) Designed to improve the instruction and assessment of ELs;
(B) Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
Title III Required Activities (Sec. 3115 (c))

(2) continued…

(C) Effective in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) Of sufficient intensity & duration (which shall not include activities such as 1-day or short-term workshops/conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except…; and
(3) To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English Leaners which –

(A) shall include parent, family, and community engagement activities; and

(B) may include strategies that serve to coordinate and align related programs.
Title III Authorized Activities (Sec. 3115 (d))

See 8 Authorized Activities on pp. 12-13 in the Title III “Pink Book”–

Remember to budget for the three required activities, and then budget for authorized activities, if the needs identified in your CLIP require an authorized activity.
2% CAP on Direct Administrative Costs

• The total of the direct administrative costs in Functions 2230 + 2300 must not exceed the 2% CAP.
  • Calculate 2% of the original FY20 allocation
  • Cannot round up!

• Direct admin costs include:
  • Title III director’s travel to conferences focused on the administration of federal grants, such as GCEL and the Federal Programs Conference
  • The Audit cost, when applicable
  • Costs related to directly administering the grant
Direct vs. Indirect Costs

• 2% CAP on Direct Admin Costs does not include any Indirect Costs, if these must be charged to the small Title III, Part A subgrant.
• LEA must use their negotiated indirect cost rate
• LEA must follow Federal Programs’ guidelines for drawdown of Indirect Costs.
  • See F.P. Handbook, p. 41-44.
Optional: Effectiveness Template and/or the Logic Model Template for strategies funded under 1000, 2100, 2210, 2213.

1. Formal Job Description(s) for all Title III-funded or partially-funded staff.
2. Informal Description of Title III work coded as additional compensation (object code 199).

Title III Budget Attachments

Field Trip Request Form
Where do I post the budget attachments?

- Save your Title III attachments here.
- The file name should include the fiscal year (FY20), the program name (Title III), LEA name and a brief description of the information included on the attachment.
- Example: FY20 Title III Tift County Parapro Job Description
Step 4: Submitting the Title III Budget

• Enter the budget within Consolidated Application
  • Ensure that the Title III, Part A director and the superintendent are provisioned to be able to sign off

• Submit the budget to the GaDOE for approval
  • Title III, part A director and superintendent sign off
Want Timely Budget Approval?

- Is the CLIP approved?
- Are all outstanding audit and monitoring findings cleared?
- Are all the EL Program Plan questions answered thoroughly?
- Does the budget align with the Program Plan?
- Does each description in the budget line items give enough detail and clarity to demonstrate federal cost principles?
Want Timely Budget Approval?

- Are the Functions & Object Codes used correctly? (See FY20 Budget tools!)
- Is the set-aside amount for equitable services equal to the number of private school EL students X the EL PPA for FY20 – the 2% Direct Admin costs?
- Are the necessary attachments uploaded?
- Does the budget include all the information as described in the Budget Guiding Questions Chart?
Title III Carryover

• LEAs are expected to spend 100% of the original subgrant during the 15-month period of availability to carry out the EL Program Plan.

• Any unspent funds may be carried over to the next fiscal year; there is no carryover cap in Title III.

• All carryover funds must be 100% expended in the following fiscal year.

• After that, any unspent funds are returned to the GaDOE.
Title III Amendments

• Amendments must be submitted when any changes are made to the approved budget – both at the Function and Object code level (Title III, Part A narrow window of supplanting)

• Amendments may be submitted throughout the entire fiscal year – until Sept 30, 2020.

• Follow Federal Programs amendment process
Collaboration with the Finance Department!

- Ensure the Finance Department has entered the latest GaDOE approved budget in the local financial accounting system
  - Update local fiscal accounting system as budget amendments are submitted and approved
- Request Expenditure Detail Reports from your Finance office on a regular basis.
  - Review to ensure that expenditures have been coded to the correct function/object codes, as approved by the GaDOE
  - Review to ensure that expenditures within each function/object code do not exceed the approved budget.
  - If errors are identified, work with your finance office to correct the errors.
- Remember: The Expenditure Detail Report must match the most recently GaDOE approved budget!
Spending the Title III Budgeted Funds

• Implement approved budget activities within the grant period of performance.

• Spend and draw down your Title III funds in a timely manner. The funds are intended to benefit the current year’s students.
  • Review, sign, and date each draw down request prior to submission to the GaDOE, if possible. This will provide an extra level of budget monitoring to help you catch possible errors.

• Do not purchase anything that isn’t on the approved budget.

• Do not use Title III funds to purchase items or services for non-ELs, including ELs who are not served in ESOL or exited ELs who are being “monitored”.

Coming August 16, 2019 – a more detailed Title III, Part A Budget Training webinar just for you!

<table>
<thead>
<tr>
<th>Region</th>
<th>Contact Person</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast Region</td>
<td>Dr. Adria Griffin</td>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
<td>678-416-1273</td>
</tr>
<tr>
<td>Northwest Region</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Georgia</td>
<td>Ms. Dely Roberts</td>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
<td>470-421-9976</td>
</tr>
<tr>
<td>South Region</td>
<td>Ms. Tammie Smith</td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
<td>678-794-3667</td>
</tr>
</tbody>
</table>
EL Language Programs Help Desk
ESOL & Title III, Part A Questions & Support
678-794-3695
ELPrograms@doe.k12.ga.us
Next Session:
Title II, Part A
GaDOE Federal Programs
Budget Planning

July 12, 2019

Title II, Part A Program
What is the purpose of Title II, Part A?

The purpose of this title is to provide grants to State educational agencies and sub-grants 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;
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
Title II, Part A Supporting Effective Instruction 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 Appropriations Act of 2016 extended the date by which certain parts of the Act would be effective. ESSA is in full effect as of July 1, 2017. Further guidance has been provided by USDE in the form of Dear Colleague Letters and FAQs.

Related Pages
- Federal Programs
- School and District Effectiveness
- LEA Equity Plans
- Complaint/Comment

Contact Us: TitleIIA@doe.k12.ga.us
- Title II, Part A Overview
- Title II, Part A Guidance/Resources
- Title II, Part A Plans/Reports
FY20 Federal Programs Budget Planning
Title II, Part A Updates

• The allocation formula changes due to
  • Change in state hold harmless percentages as outlined in ESSA
  • Annual congressional budget approval
  • Annual adjustments to US Census Data
  • Annual adjustments for the opening and closing of charter school LEAs

• Lessons learned from FY19
  • Verify allowability against the Title II, Part A LEA Use of Funds
  • Reach out to Title II, Part A specialists with allowability questions
  • With very few exceptions, the allowable participants who may participate in
    Title II, Part A professional development include school personnel and not
    district personnel and may vary depending on the use of funds. Verify
    participants against the LEA Use of Funds
  • Many LEAs that consolidate Title funds, transfer Title II, Part A funds prior
    to consolidation. In order to prevent loss of funds in the carryover process,
    please reach out to the program specialist in the receiving grant to discuss
    carryover limitations.
Everyone wants Title II, Part A money – what’s allowable?

Every Student Succeeds Act
ESSA Title II, Part A LEA Use of Funds and Title VIII Definitions
Section 2103 [20 USC 6613] Local Uses of Funds

**Authorized Use of Funds #1**

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

**Authorized Use of Funds #2**

(B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide
   (i) expert help in screening candidates and enabling early hiring;
   (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
   (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
   (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to
      (I) improve classroom instruction and student learning and achievement; and
      (II) increase the retention of effective teachers, principals, or other school leaders;
   (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
   (vi) a system for auditing the quality of evaluation and support systems.

Refer to Title II, Part A Handbook
FY20 Federal Programs Budget Planning
Supplement Not Supplant – FP Handbook Ch. 4

How do you know when you are supplanting?

• 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.

Want to be sure? Ask your specialist!
Which Title II, Part A Funded Activities Must Have an Evidence Base?

**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; or

(II) moderate evidence from at least 1 experimental study; or

(III) promising evidence from at least 1 study with statistical control for confounding variables.

(ii) demonstrates a rationale for the selection of such activity, strategy, or intervention; and

(II) 11 includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. —When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

- Reducing class size to a level that is **evidence-based** to improve student achievement through the recruiting and hiring of additional effective teachers
- Providing high-quality, personalized professional development that is **evidence-based**

*Sec 2103(b)(3)(D&E)*
Can Conferences be Funded by Title II, Part A?

ESSA states explicitly that professional development is not stand-alone, one day or short-term workshops. Professional Development must be sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

Refer to Title II, Part A Handbook
### FY20 Federal Programs Budget Planning

**Getting to Know the Guidance**

**How do I determine if an activity is allowable?**

<table>
<thead>
<tr>
<th>Title II, Part A Essential Questions for Determining Allowability of Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the activity/strategy meet the purpose of Title II? [ESSA Sec. 2001]</td>
</tr>
<tr>
<td>2. How is the activity/strategy aligned to the District Comprehensive Needs Assessment and District Improvement Plan? [ESSA Sec. 2102, Equitable Access to Excellent Educators State Plan]</td>
</tr>
<tr>
<td>3. Is the activity/strategy aligned to ESSA Title II, Part A Local Use of Funds? Is the strategy recommended in the non-regulatory guidance, Building Systems of Support for Excellent Teaching and Leading (2016)? If applicable, is each participant allowable under the Use of Funds? [ESSA Sec. 2103]</td>
</tr>
<tr>
<td>4. Is the activity/strategy evidence-based using the Title VIII definition? [ESSA Sec. 8101]</td>
</tr>
<tr>
<td>5. If professional development, does the professional development align with the Title VIII definition? [ESSA Sec. 8101]</td>
</tr>
<tr>
<td>6. 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 effectiveness of each activity/strategy be documented? [ESSA Sec. 2104]</td>
</tr>
<tr>
<td>7. Is the activity/strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under Title II? [ESSA Sec. 2301]</td>
</tr>
</tbody>
</table>

Refer to Title II, Part A Handbook
FY20 Federal Programs Budget Planning
Title II, Part A PL Allowable Participants

• Participation in **Most** Title II, Part A PD/Training Activities: All teachers (including CTAE, PE/Health, Pre-K), 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 PD/Training Activities: Paraprofessionals, counselors, media specialists, etc.
May Title II, Part A fund professional development for paraprofessionals?

• (B) *This use of funds does allow initiatives that could include paraprofessionals, but the funded initiative needs to be one that assists “in recruiting, hiring, and retaining effective teachers.” One could make an argument that having better prepared paraprofessionals does help retain effective teachers, but the LEA would need to demonstrate that the professional development (PD) for the paraprofessionals is intended for this purpose for the PD to be allowable under this use of funds*

• (E) *If a paraprofessional is part of the instructional leadership team, the PD provided under this use of funds could include paraprofessionals, but the PD does need to meet the evidence-based requirement. This probably isn’t going to be a common situation.*

• (G)(i) *does not apply to paraprofessionals. (G)(ii) could include paraprofessionals, but this use of funds is limited to pre-K programs—if the paraprofessionals are part of the pre-K program, they could be included in any PD*

• (I) *This use of funds could include paraprofessionals, but only in the areas listed in (I)(i-iv)—this use of funds for in-service training is limited to issues related to trauma, mental health, and addiction. This use of funds is not about academics.*

• (L) *This use of funds could include paraprofessionals, but only in so far as the training addresses child sexual abuse.*
### FY20 Federal Programs Budget Planning

#### Title II, Part A Budget Codes

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>110</td>
<td>Class Size Reduction Teacher (CSR) - ESSA Sec. 2103 Local Uses of Funds (D)</td>
</tr>
<tr>
<td>113</td>
<td>Substitute for Class Size Reduction Teacher</td>
</tr>
<tr>
<td>199</td>
<td>Teacher Recruitment/ Retention Incentive - ESSA Sec. 2103 Local Uses of Funds (E)/(G)</td>
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<tr>
<td>210 - 290</td>
<td>CSR Benefits: State Health Insurance (210), FICA (220), Teachers Retirement System (230), Unemployment (250), Workman’s Compensation (260), Benefit in Lieu of Soc. Sec. (280), Other Employee Benefits (290)</td>
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<tr>
<td>300</td>
<td>Contracted Services for CSR Teacher, Contracted Services for Substitute for CSR Teacher</td>
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<tr>
<td>881</td>
<td>Transfer to Schoolwide Budget (Fund 400) or Schoolwide Consolidation (Fund 150)</td>
</tr>
</tbody>
</table>

**Title II, Part A allowable Budget Function and Object Codes are based on the GaDOE LUA Chart of Accounts**

#### Reference

Refer to Title II, Part A Handbook
# FY20 Federal Programs Budget Planning
## Title II, Part A Budget Review Checklist

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<tr>
<td>100% Funds used for consolidation – No private schools participate in equitable services.</td>
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<tr>
<td>Review: (1) Completed CAP/CLIP, (2) Prioritization of Funds Worksheet, (3) Intents and Purposes, (4) School-wide plans for each school, and (5) Fund 150 Budget PARTIAL CONSOLIDATION (Fund 150) Funds used for consolidation AND LEA initiatives.</td>
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FY20 Federal Programs Budget Planning
Title II, Part A Budget Approval

What can I do to get my budget approved quickly?

• USE THE BUDGET CHECKLIST & WRITE COMPLETE DETAILED DESCRIPTIONS

• Use the Georgia LUA Chart of Accounts and Title II, Part A Function and Object Code Quick Guide

• Only budget items allowable under the Title II, Part A local use of funds (including content/focus and intended participants of the PD or in-service training – avoid acronyms)

• Only budget items that align with goals, equity gaps, and/or S-CLIP response

• Include evidence base for Professional Development and Class Size Reduction

• Ensure items are necessary, reasonable, allocable, and consistent with grant and 2 CFR requirements (including supplement v supplant)

• If coordinating funds for purchases include the % funded by Title II, Part A (for example: contracts, personnel, equipment, and software)

*While budget items may appear allowable based on provided budget descriptions, Title II, Part A expenditures continue to be subject to allowability tests during monitoring.
**Well Developed**

**DIP Goal/Need 1**: Salary for Instructional Coach (30% Title II, Part A, 70% Title I) (Strong EB) shared between CSI and high poverty schools for job-embedded PD on middle school math (high needs area)

### Well developed descriptions:
- Illustrate allowability
- Assert Alignment to (1) DIP Goals/Needs (2) Equity Gaps/S-CLIP 4a or 4c for every line item except 2230 & 2300
- Address proration of jobs/items
- Prioritize High Poverty CSI/TSI Schools
- Prioritize Low Performing High Poverty and High Minority Schools
- Ensure correct indirect cost rate
- Include the evidence-base for PD activities & CSR

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<td>- S-CLIP: 4.a/4.c Responses with attached LEA Equity Action Plan</td>
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<td><em>Every budget line item (except Functions 2230 and 2300) directly asserts alignment with a Goal/Need, Equity Gap or S-CLIP Response.</em></td>
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*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
## FY20 Federal Programs Budget Planning
### Budget Attachments: Overview for Regular Use of Funds

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<th>Required for Every LEA:</th>
<th>If Applicable:</th>
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<tr>
<td>FY20 Title II, Part A Budget Attachment: Effectiveness</td>
<td>FY20 Title II, Part A Budget Attachment:</td>
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<td></td>
<td>Class Size Reduction Worksheet</td>
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<td></td>
<td>• Corresponding master schedules</td>
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<td></td>
<td>• Verification of approved LEA class size</td>
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<td>FY19 Title II, Part A Budget Attachment: Effectiveness</td>
<td>FY20 Title II, Part A Budget Attachment:</td>
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<td>FY20 Title II, Part A Budget Attachment:</td>
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<td>Equitable Services</td>
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<td>Title II, Part A Job Description(s)</td>
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<td>Notification of Intent to Transfer</td>
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</tbody>
</table>
Refer to Title II, Part A Webpage under Guidance and Resources
# FY20 Federal Programs Budget Planning

## Title II, Part A Budget Attachment: Effectiveness

**Upload to FY20 Consolidated Application Attachments Tab**  
**Due October 1, 2019 (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 Title II, Part A Budget Attachment: Effectiveness below must be completed (Columns 1-6) for each Title II, Part A funded strategy/action step. The Title II, Part A Budget Attachment: Effectiveness must be uploaded to the Consolidated Application with the Title II, Part A Budget.
- Column 7, Effectiveness & Next Steps, is to be completed at the end of the fiscal year. The completed Title II, Part Budget Attachment: Effectiveness (Columns 1-7) must be uploaded to the Consolidated Application with the next year’s Title II, Part A Budget. The data and analysis of data supporting the effectiveness described in Column 7 must be maintained in the LEA files.
- **This portion of the form does not need to be completed by LEAs consolidating or transferring 100% of Title II, Part A Funds.**

### Table

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
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<tbody>
<tr>
<td>Goal/Need</td>
<td>Title II, Part A Funded Strategy</td>
<td>Allowability</td>
<td>Effectiveness Data</td>
<td>Administration</td>
<td>Timeline</td>
<td>Effectiveness &amp; Next Steps</td>
</tr>
<tr>
<td>Select from the dropdown the need aligned to the Title II, Part A funded strategy in column 2.</td>
<td>Title II, Part A Funded Strategies (PL activities must align to ESSA Definition Sec. 8101(12) &amp; SBOE Rule160-3-3-.04)</td>
<td>Select from the dropdown the ESSA local use of funds that most closely authorizes the strategy. (Sec. 2103)</td>
<td>List data to be collected to monitor and measure effectiveness of funded strategies.</td>
<td>List person(s) (by position) responsible for collecting, coordinating and analyzing data to measure effectiveness.</td>
<td>Timeline for collecting coordinating and analyzing data.</td>
<td>AT THE END OF FY20... Select from the dropdown to assert the level of effectiveness of the IIA funded strategy and LEA next steps. Provide an explanation if the strategy was not effective and the LEA plans to adjust implementation from FY20 to FY21.</td>
</tr>
</tbody>
</table>

1. **Select a Need**
2. **Select a Need**

Refer to Title II, Part A Webpage under Guidance and Resources
Is Class Size Reduction still an option?

• Title II, Part A funds used to implement CSR must supplement non-federal funds that would otherwise be used to reduce class size.

• Class Size Reduction is one of many strategies an LEA might implement to address needs in student academic achievement.

• If LEA is considering using Class Size Reduction as a strategy, the evidence-base level must correspond to the grade span and/or content area to which the LEA is reducing class size. The evidence-based level must be provided in the LEA’s DIP and/or budget description.
FY20 Federal Programs Budget Planning
Title II, Part A Budget Attachment: Class Size Reduction (CSR)

• CSR Teachers must be supplemental to those required by State Board rule 160-5-1-.08, Class Size, or class size maximum officially established by Charter LEAs or Strategic Waiver School Systems

• Documentation (submitted as attachments in the Consolidated Application) to verify Title II, Part A funds expended to reduce class size are supplementing non-federal funds
  • FY20 Class Size Reduction Workbook
    • Appropriate worksheet (Self-Contained Classes or Departmentalized Classes) completed for each school implementing CSR
  • Master schedule in *chart format* for schools implementing CSR
    • Title II, Part A – elementary, middle, and high schools
  • Official verification of LEA established class size maximums (2019-20) for Charter LEAs and Strategic School Waiver Systems
## FY20 Federal Programs Budget Planning

### Title II, Part A Budget Attachments: Class Size Reduction (CSR)

**South Elementary School**

**SAMPLE Schedule – Grade 4**

**XXXX-XXXX School Year**

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**Note:**
- EIP Reduced Class Model – class size reduced to some EIP students
- CSR Instructional segments paid with Federal funds

**Master schedule in chart format** must include:
- Daily Schedule – Grouped
- Teacher name/classes highlighted
- The delivery Model
- For each class:
  - Grade Level/Subject
  - # of Students Enrolled

Refer to Title II, Part A Webpage under Guidance and Resources
**FY20 Federal Programs Budget Planning**

**Title II, Part A Budget Attachment: Job Description(s)**

---

**TITLE II, PART A**

**FY20 BUDGET REVIEW CHECKLIST**

<table>
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<tr>
<th>ATTACHMENT(S): FY20 TITLE II, PART A FUNDED POSITIONS</th>
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<td>If applicable, job descriptions for all FY20 Title II, Part A funded positions, including mentors and excluding Class Size Reduction Teachers, are uploaded in the attachment tab of the Consolidated Application prior to budget approval. The percent of the position funded is included in the budget description. (See Job Description Checklist below for criteria.)</td>
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**Job Description Criteria**

- Job title of attached description matches job title in budget description?

---

Refer to Title II, Part A Webpage under Guidance and Resources
## FY20 Federal Programs Budget Planning

### Title II, Part A Required Use of Funds

<table>
<thead>
<tr>
<th>PRIORITIZING FUNDS – 2102 (b)(2)(C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All LEAs must prioritize Title II, Part A funds to schools that are (1) state identified [comprehensive (CSI) and /or targeted (TSI)] AND (2) which have the highest poverty.</td>
</tr>
<tr>
<td><em>Remember that expenditures must meet purpose of Title II, Part A grant.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIVATE SCHOOLS – 2101(d)(2)(l) and Sec. 8501</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA must comply with providing equitable services to private schools located within the LEA’s geographic boundaries for Title II, Part A.</td>
</tr>
<tr>
<td><em>LEAs may budget other funds to achieve these requirements, however this must be documented prior to budget approval.</em></td>
</tr>
</tbody>
</table>
Under ESSA Section 2102, LEAs must use a portion of their federal dollars to address gaps in equity and support schools identified by states for improvement. As of December 2018, in consultation with USDE, accordingly, an LEA must prioritize funds to schools served by the agency who are state identified as Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI). However, an LEA has discretion in how it prioritize these schools. For example, an LEA might allocate all or part of its Title II, Part A funds only to CSI schools, or to CSI and TSI schools, because those schools have the greatest need for Title II, Part A funds to improve academic achievement. On the other hand, an LEA might look at the needs of CSI and TSI schools, consider all the funds from various sources available to meet those needs, and determine that, due to other available resources, a CSI or TSI school does not need priority for Title II, Part A funds. This would then make the Title II, Part A funds available to other priority schools in the LEA. LEAs without TSI/CPI schools who allocate to the school level must prioritize in accordance with Title II, Part A intents and purposes. Specifically, LEAs should prioritize funds to increase student achievement and provide low-income and minority students greater access to effective teachers. In Georgia, LEAs who choose to allocate to the school level, must demonstrate this prioritization with budget submission. There is not one method for determining allocations. LEAs should choose a methodology that most closely aligns with the LEA’s needs and resources and still in compliance with the law. Sample rationales are located on the next tab.

<table>
<thead>
<tr>
<th>LEA Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Title II, Part A Funds Reserved at LEA Level</td>
</tr>
<tr>
<td>Brief rationale for how the LEA allocated Title II, Part A funds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEA School Name</th>
<th>State Identified (CSI/TSI)</th>
<th>Title I Status</th>
<th>% Poverty</th>
<th>% Minority</th>
<th>Student Achievement: 20XX CCRPI</th>
<th>Amount of Title II, Part A Funds Allocated to School</th>
</tr>
</thead>
</table>

Refer to Title II, Part A Webpage under Guidance and Resources
### FY20 Federal Programs Budget Planning

**Title II, Part A Budget Attachment: Equitable Services**

#### FY20 Title II, Part A Equitable Services Worksheet

If the Local Education Agency has participating private schools, then this worksheet should be uploaded as an attachment to the My GaDOE consolidated application with the original budget submission. Form must be uploaded as an excel document.

LEAs may enter information into white cells only. Light green cells contain formulas and should not be edited. Contact your Title II, Part A Specialists with questions.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>LEA Enrollment</th>
<th>Private School Enrollment</th>
<th>LEA and Private School Enrollment</th>
<th>Original Allocation</th>
<th>Admin Reservation</th>
<th>% of Allocation Reserved</th>
<th>Remaining Allocation</th>
<th>PPA</th>
<th>Total allocated to Private school</th>
<th>Remaining for LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>$0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Private School Names and Enrollment should match data submitted to GaDOE in Preparation for FY20

<table>
<thead>
<tr>
<th>Private School Name</th>
<th>Enrollment</th>
<th>Original Allocation</th>
<th>Reduced Allocation</th>
<th>Increased Allocation</th>
<th>Carryover</th>
<th>ESSA: Explanation must be attached if LEA makes carryover available to private schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td>1. Original allocation is the initial grant award from the SEA.</td>
</tr>
</tbody>
</table>

Refer to Title II, Part A Webpage under Guidance and Resources
## FY20 Federal Programs Budget Planning

### Title II, Part A Administrative Costs

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Approve</th>
<th>Revise</th>
<th>N/A</th>
<th>Status</th>
<th>Original Budget Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIRECT COST RATE – <a href="#">Hyperlink</a> If applicable, LEA-budgeted amounts for indirect costs do not exceed calculated restricted indirect cost rates. Include rate in the description (2300 880). If applicable, Charter School LEAs have communicated with GaDOE Finance. <em>(This does not apply to State Schools, DOC, DJJ and Charter Schools open less than 3 years).</em></td>
<td>Rate Correct ☐</td>
<td>Revise for correct rate ☐</td>
<td>N/A ☐</td>
<td>FY20 Restricted Indirect Cost Rate</td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATIVE COSTS If budgeted, LEA-budgeted amounts for administrative costs do not exceed 10% of the original grant amount. If costs exceed 10%, the LEA has uploaded a justification for why the amount is reasonable and necessary in the Attachments Tab of ConApp. Administrative costs include all costs in function codes 2230 and 2300 and should not be charged to other function codes.</td>
<td>Less than 10% ☐</td>
<td>Revise amount reserved or upload justification ☐</td>
<td>N/A ☐</td>
<td>FY20 Restricted Indirect Cost Rate</td>
<td></td>
</tr>
</tbody>
</table>

Administrative costs for Title II, Part A include ALL costs in function codes 2230 and 2300.
Program Information Tab – completed with the original budget and updated anytime personnel funded by the grant are added or reduced. Data is collected for (1) fiscal year - Budgeted Funds/Anticipated Expenditures and (2) Program Implementation and Effectiveness.
FY20 Federal Programs Budget Planning
Title II, Part A Budget Data Collection Forms

Data Collection Form – Budgeted Funds/Anticipated Expenditures (top)

This form has not been updated for equitable services and Chart of Accounts Function Code 2213. Please disregard the top and focus on the bottom.

Amounts are populated from the submitted budget.
FY20 Federal Programs Budget Planning
Title II, Part A Budget Data Collection Forms

Data Collection Form – Budgeted Funds/Anticipated Expenditures (Bottom)

You must add this data
FY20 Federal Programs Budget Planning
Title II, Part A Budget Data Collection Forms

Data Collection Form – Program Implementation and Effectiveness (top)
FY20 Federal Programs Budget Planning
Title II, Part A Budget Data Collection Forms

Data Collection Form – Program Implementation and Effectiveness (middle)

Complete check boxes as appropriate.
FY20 Federal Programs Budget Planning
Title II, Part A Budget Data Collection Forms

Data Collection Form—Program Implementation and Effectiveness (bottom)

For FY20: “All” content area teacher vacancies/new positions/those hired in previous fiscal year should be included in the count, if applicable.
FY20 Federal Programs Budget Planning
Title II, Part A Questions

Title II, Part A Contacts

Joy Gentry
jgentry@doe.k12.ga.us
(404) 290-8763

Chris Leonard
cleonard@doe.k12.ga.us
(404) 561-4888

Terri Still
tstill@doe.k12.ga.us
(404) 561-3876
Next Session: IDEA
IDEA
Scott Dorsey – Program Specialist
# Federal Grants For Students With Disabilities

<table>
<thead>
<tr>
<th>Grant Awards from the Federal Government</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEA Preschool Grant</strong></td>
<td>Provides Financial Assistance to School Districts that provide Educational Services for Students with Disabilities (ages 3-5)</td>
</tr>
<tr>
<td><strong>IDEA Flowthrough Grant</strong></td>
<td>Provides Financial Assistance to School Districts that provide Educational Services for Students with Disabilities (ages 3-21)</td>
</tr>
<tr>
<td><strong>IDEA Capacity Building Grant</strong></td>
<td>State Allocates a Capacity Building Grant to specific LEAs. Funds must be used to support implementation of the Student Support process.</td>
</tr>
<tr>
<td><strong>GNETS Federal Grant</strong></td>
<td>Funds to Support Georgia Network for Educational and Therapeutic Support (GNETS). Comprised of 24 Programs that support local school systems’ continuum of services for Students with disabilities (ages 5-21)</td>
</tr>
<tr>
<td><strong>High Cost Grant</strong></td>
<td>LEA to reimburse either State/Local funds or Federal funds for the expense of providing services to students with disabilities who have exceptionally high needs</td>
</tr>
</tbody>
</table>
# State Grants for Students with Disabilities

<table>
<thead>
<tr>
<th>Grant Awards from the Georgia State Legislature</th>
<th>Not Included on the QBE Allotment Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool Disability Services Grant</strong></td>
<td>Provides state financial assistance to school districts that provide educational services for children with disabilities 3 and 4 years old</td>
</tr>
<tr>
<td><strong>Tuition For Multiple Disabilities Grant</strong></td>
<td>Assist school system with full/partial funding for a high cost placement of a student with disabilities to a private residential program or reintegration back from a residential program</td>
</tr>
<tr>
<td><strong>Rule 10 State Grant</strong></td>
<td>Provides funding to designated state agencies and local school districts for teacher salaries in crisis stabilization programs and state programs providing specialized services for students with disabilities</td>
</tr>
<tr>
<td><strong>GNETS State Grant</strong></td>
<td>Supports Georgia Network for Educational and Therapeutic Support (GNETS) – 24 Programs which support the local school systems’ continuum of services for students with disabilities (ages 5-21)</td>
</tr>
</tbody>
</table>
FY20 Budget Due Dates

- September 30th – IDEA FY19 Grant Period ends
- October 1st – FY20 Budget Submission Deadline
- October 30th – FY19 Completion Reports Deadline
- December 1st – Amend IDEA Budgets for CEIS Carryover and Proportionate Share Carryover
FY20 Budget Due Dates

• January 1st – HCG/RRG application period opens
• January 31st – Excess Cost Calculation submission deadline
• March 1st – HCG/RRG submission final deadline
• March 1st – MOE reconciliation deadline
• June 15th – All budget amendments deadline
• June 30th – All state funds grant period end date
• July 30th – Completion Reports due for state funds
IDEA Fiscal Resources

Budget, Grants and Consolidated Application

FY 2019 Allocations

- FY 2019 Final Allocations
- FY 2018 Final Allocations
- Indirect Costs Calculator
- Sample District Budget Worksheet
- Budget Pages
- IDEA Allowable Expenditures

FY 2019 Consolidated Application

- LEA Consolidated Application Navigation Manual
- Consolidated Application Requirements
  - 2019 IDEA Budget Submission Checklist
  - Forms

Maintenance of Effort

- 2019 MOE Eligibility Worksheet
- Exceptions to MOE Compliance Requirement Form
- MOE Adjustment Form
- New Charter MOE Requirement Form

LEA Excess Cost Calculation

Resources

- FY19 Budget Liaison Map
IDEA Budget Submission Checklist

- Verify Approved District CLIP
- Review Assurances Tab
- Review Special Education FY18 MOE Portal to plan for Eligibility and Compliance
- Review the Excess Cost Portal to ensure prior year’s Results and Base calculations are fully approved
- Review the FY19 CFM Monitoring Portal to ensure IDEA fiscal CAPS are complete and approved if applicable
- Attach FY20 MOE Eligibility Form
- Complete Proportionate Share Tab
- Complete CEIS Tab
- Complete IDEA Fiscal Monitoring Self-Assessment
- Check Suspension and Debarment for any contracted federally paid employee
- Enter detailed expenditures, including specifications for Proportionate Share, CEIS, and Parent Mentor(s) into the IDEA budget
- Enter details about purchases that require prior approval/seek prior approval when needed
# MOE Eligibility Form

**Directions:** Only enter data into **WHITE cells**. Use MOE portal information to find amounts for the comparison year. In the portal it is referred to as "Projected Effort". Use October FTE-1 SWD CHILD FIND Counts to complete enrollment information. For FY20, you may use projection or 19-1 FTE count. Complete the calculation worksheet tab to determine FY19 and FY20 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.

<table>
<thead>
<tr>
<th>School Year</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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison Year</strong></td>
<td></td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(Last Met Effort)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019 Expenditures</td>
<td>$</td>
<td>-</td>
<td>Met</td>
<td>$</td>
<td>-</td>
<td>Met</td>
<td>$</td>
<td>-</td>
<td>Met</td>
</tr>
<tr>
<td>2019-2020 Projected Expenditures</td>
<td>$</td>
<td>-</td>
<td>Met</td>
<td>$</td>
<td>-</td>
<td>Met</td>
<td>$</td>
<td>-</td>
<td>Met</td>
</tr>
</tbody>
</table>

All white cells should have data!
### MOE Eligibility Form

#### MOE Calculation: Funds in 9990 will NOT be counted!

---

**Worksheet to Meet the IDEA MOE Calculations**

**The Calculation should NOT be altered.**

**MOE eligibility for FY20 grant.**

<table>
<thead>
<tr>
<th>LEA Function</th>
<th>Codes for MOE</th>
<th>FY 2019 State/Local Expenditures</th>
<th>Variances</th>
<th>Projected Budget for FY 2020 State/Local Projections</th>
</tr>
</thead>
</table>

**Total State Expenditures:**

- **Fund 100 and 599:**
  - Description (when including local charters in Fund 599 exclude object 594)
  - 2011: Students w/Disabilities
  - 2021: Category I
  - 2031: Category II
  - 2041: Category III
  - 2051: Category IV
  - 2001: Category V
  - 2081: Non-Instructional Special Education Expenditures
  - 2310: Tuition for Multi-Handicapped Children
  - 2620: Preschool Handicapped State Grant
  - 2810: Rule 10 - Special Education (Support Costs)

<table>
<thead>
<tr>
<th>Total State Expenditures Reported</th>
<th>0.00</th>
<th>0.00</th>
</tr>
</thead>
</table>

**Total State Revenues**

- As reported on the Annual Financial Report (DE 46)

**Excess of State Expenditures Over State Revenues**

- 0.00

**Total Local Expenditures:**

- Fund 100: Description

---

**Directions for Calculating MOE:**

Combine expenditures reported in Fund 100 and Fund 599 only in the following program codes (exclude expenditures charged to Object 594):

- 2011
- 2021
- 2023
- 2031
- 2033
- 2041
- 2043
- 2051
- 2053
- 2061
- 2063
- 2310
- 2620
- 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.
Questions?
Next Session: Title IV, Part A
Title IV, Part A
Student Support and Academic Enrichment

Dawna Hatcher, Program Manager
The “Buckets”

WR  SH  ET

85% PD/PL

15% Cap

Infrastructure
Allowable Activities

• Is the proposed activity part of the locally developed plan based on results of need assessment?
• Is the proposed activity consistent with the purposes of one of the three content areas?
• Is the proposed activity reasonable and necessary for performance of the grant? (Allowability in accordance with 2 CFR Part 200)
• Is the proposed activity supplemental?
Example from a District Improvement Plan (DIP)

**Goal Definition**

Increase the percent of students achieving a Lexile measure at or above the Lexile Mid-point in Grades 3-9 and American Literature from 63% in 2019 and 68% in 2020 as measured by the GA Milestones Assessment.

**Action Step # 3**

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.
Example from a District Improvement Plan (DIP)

Action Step # 3

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.

Funding Sources *

Title I, Part A, Title IV, Part A
Examples for the Budget

**Action Step # 3**

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.

**Budget For Literacy Nights:**
- Translation of invitation and meeting materials
- Childcare
- Transportation
- Spanish and American Sign Language interpreters at Literacy Night
# Examples for the Budget

## Budget Per Literacy Night

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Total</th>
<th>Title I-A</th>
<th>Title IV-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation of Invitation and Meeting Materials</td>
<td>$500</td>
<td>$300</td>
<td>$200</td>
</tr>
<tr>
<td>Childcare</td>
<td>$400</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Transportation</td>
<td>$250</td>
<td>$150</td>
<td>$100</td>
</tr>
<tr>
<td>Spanish and American Sign Language Interpreters at Literacy Night</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Light Snacks</td>
<td>$50</td>
<td>$0</td>
<td>$50</td>
</tr>
</tbody>
</table>
Unallowable Activities

- Cannot be construed to authorize activities or programming that encourage teenage sexual activity
- Prohibit effective activities or programming that meet requirements of ESSA section 8526 –
  1. for construction, renovation, or repair of any school facility unless otherwise authorized under this Act;
  2. for transportation unless otherwise authorized under this Act;
  3. to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
  4. to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
  5. to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
  6. to operate a program of contraceptive distribution in schools.
- Federal funds cannot be used to provide student/teacher rewards, incentives
The CLIP/DIP or SIP/Strategic Plan/Charter Contract

• Overarching Need
  • Articulated in Data Collection Analysis

• Action Step
  • A supplemental program/activity that addresses an Overarching Need which was based upon analysis of patterns/trends data
  • IV, A listed as funding source
  • Monitoring Implementation/Effectiveness
  • Evidence-based
  • **Stakeholders and community-based partners (Not GaDOE, vendors)**

• Activities/Programming
  • Organized by focus area
  • Described
  • Objectives and intended outcomes

• On-Going Consultation
  • How
  • When
Allocations

LEA receives $30,000 or more, must budget –

• ≥ 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% rule on technology infrastructure as described in ESSA section 4109(b))

If LEA receives less than $30,000, then the budget only addresses one of the three focus areas –

• well-rounded educational opportunities

• safe and healthy students

• effective use of technology (the ≤15% cap on technology infrastructure still applies)
SnS---Prioritization

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.

The LEA will prioritize the distribution of funds to schools that –

1) Are among those with the greatest needs, as determined by the LEA

2) Have the highest numbers of students from low-income families

3) Are identified for comprehensive support and improvement

4) Are implementing a targeted support and improvement plan

5) Are identified as persistently dangerous schools
Additional Costs

Administrative Funds— 2% cap for administration

Indirect Cost Rate
• Title IV, A utilizes the restricted indirect cost rate
• Indirect cost rate will be included on FY20 Grant Award Notice
• Indirect cost rate should be listed as separate line item
• Cannot be costs already directly charged to the grant (i.e. administrative expenses)

Audit Costs
Reasonable proportionate share of the costs of audits required by 2 CFR Part 200 (§200.501 and §200.425)
Components of the IV, A Budget

Con App Budget Resource Guide

Budget Summary Workbook

Con App Budget Guide

ONLINE-Insert LEA Name-Date

S-CLIP-Insert LEA Name-Date

ALL LEA-EXPENDITURE CARRYOVER
Reaffirmation of Requirement

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Units</th>
<th>Price</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>610</td>
<td>1</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>Supplies to be used with</td>
</tr>
</tbody>
</table>

- **Order of Entry**
  - Focus Area
  - Type of Evidence
  - DIP Goal
  - Description Narrative

*Reflect the number of units to be purchased.*

*Note: Audit Costs.*
Parts of the budget: The Description Narrative

4. Description of Activity
(Enough to verify focus area)

• Best Practice:
  • Vendor’s title of the product, conference, etc.
  • Describe what it is for

• Required Uploads (Con App IV, A INFORMATION tab)
  • Job Descriptions
  • Approved field trip forms
  • (Recommended) Private School/LEA Action Plans
# Educational Field Trip Pre-Approval Form

### Georgia Department of Education
Title IV, Part A Educational Field Trip Pre-Approval Form

#### LEA Employees
- [ ] Click or tap here to enter text.
- [ ] Check Off YES
- [ ] Check Off NO

#### Estimated Costs
- **Admission Fees/Tickets for students/teacher**
- **Transportation**
- **Other If applicable**
- **TOTAL**

#### Affirmations (in association with this activity)
- I affirm that federal funds will not be utilized to purchase food, clothing, identification materials, or transportation, etc. (Cross out entries that do not apply). (Check Off YES)
- I affirm that the field trip activity occurs solely in the State of Georgia. (Cross out entries that do not apply). (Check Off YES)
- I affirm that the activities are not associated with alcoholic beverages. (Cross Off YES)
- I affirm that the field trip includes activities that meet the Title IV, Part A standards and criteria. (Check Off YES)
- I affirm that the results measuring activity effectiveness will be submitted to GaDOE (Check Off YES)
Parts of the Budget Summary Workbook: Tab 1-- Con App Budget Guide

Con App Budget Guide—Provides guidance/instructions to LEAs for including required information on the portal budget.
Parts of the Budget Summary Workbook: Tab 2– FY20 ONLINE CLIP Worksheet

ONLINE worksheet (for LEAs who submitted an online CLIP)—Because the ONLINE CLIP provides a significant amount of required information that will be tracked by the IV, A team of specialists at GaDOE, the worksheet has been streamlined to collect the most essential information for insuring statutory compliance.
Parts of the Budget Summary Workbook: Tab 3—FY20 S-CLIP Worksheet

| Tab 3 FY20 S-CLIP Worksheet | S-CLIP worksheet—for LEAs that submitted an online S-CLIP—Because the S-CLIP only provides assurances that the LEA had a SIP/Strategic Plan/Charter Contract, further information will be required at the time of budgeting to ensure statutory compliance. Every effort has been made to ease the LEA’s burden of work and only essential information is required on both the portal budget and summary worksheet. |

---

**Important Notes**

- **Event:** This worksheet is used for LEAs that submitted an online S-CLIP. It provides further information required at the time of budgeting to ensure statutory compliance.
- **Objective:** The worksheet aims to ease the LEA’s burden of work by requiring only essential information.
- **Content:** The worksheet includes sections related to various aspects of the LEA’s strategic plan and budget details.

---

### Tab 3: FY20 S-CLIP Worksheet

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ET</strong></td>
<td>Brief Description of Activity (Exact title when applicable)</td>
</tr>
<tr>
<td><strong>SH</strong></td>
<td>Infrastructure 11%</td>
</tr>
<tr>
<td><strong>WR</strong></td>
<td>Fund Description of Activity (Fund Title)</td>
</tr>
</tbody>
</table>

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**Further Reading**

For more detailed information, refer to the **S-CLIP** worksheet and the [Georgia Department of Education (GaDOE)](https://www.gadoe.org/) website for guidelines and requirements.
Expenditure Carryover—The USDE has clarified that 100% carryover is allowable; however, statutory minimums for each focus area must be met during the fiscal year of allocation. If an LEA did not meet the minimums, carryover must be directed to the requisite focus area for the next fiscal year.

To ensure that Georgia LEAs are meeting this requirement, the carryover worksheet has been developed and will be required of all LEAs when the ‘carryover budget’ amendment is submitted for review. The GaDOE Federal Programs Handbook addresses Title IV, Part A carryover that exceeds 25% regardless of meeting/not meeting statute minimums. If an LEA exceeds 25% carryover, the worksheet contains a cell (bottom right) where the LEA will be required to insert text that articulates its processes and internal controls for tracking carryover AND current funds to ensure funds will be spent as planned.
Resources

• Title IV, Part A webpage

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

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. 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).

Contact Information

Dawna Hatcher
Program Manager
Cell: 404-293-1490
dhatcher@doe.k12.ga.us

Charmaine Simmons
Education Program Specialist
Cell: 404-308-8797
csimmons@doe.k12.ga.us

Title IV, A SSAE Community Forum

The online SSAE Community Forum was created by the Georgia Department of Education to serve as a central location where school districts can share best practices, search for new ideas and collaborate with each other. To access the Community Forum as a member, please click here. To request membership or report an issue, please contact Dawna Hatcher, Program Manager, at dhatcher@doe.k12.ga.us, or Charmaine Simmons at csimmons@doe.k12.ga.us.

Resources

• Title IV, Part A Handbook
• Title IV, Part A Educational Field Trip Pre-Approval Form
• Community Forum

• Title IV, Part A Community Forum
• Federal Programs Handbook
  • Title IV, Part A Handbook
Next Session:
Title I, Part C
Title I, Part C
Education of Migratory Children

Israel Cortez, Program Manager
Title I, Part C
Education of Migratory Children

The Title I Part C is a unique Federal Program

Funds are allocated from USDE to GaDOE to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment.
Title I, Part C
Education of Migratory Children

The GaDOE:

• manages the program and is deeply involved in all aspects of MEP implementation in direct funded LEAs and the consortium.
• is held accountable for everything having to do with services to our eligible MEP participants (preschool, K-12 enrolled, out-of-school youth and dropouts)
• ensures that MEP funds are used to close the achievement GAP and ensure that ALL migrant participants meet academic proficiency levels on state assessments and/or local assessments.
Migratory children are Title I students and may qualify for other Title programs.
Coordination of MEP Services

By coordinating with other programs, the MEP ensures that the needs of migrant children/youth 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 ALL migrant participants.
Title I Part C: MEP Funds

- 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
How can LEAs Maximize Funds?

Are there any recommendations from the CNA committee to consider as you budget your FY20 MEP funds?

• Can tutoring services occur during a four-day work week during the regular school year?
• Can it be contracted personnel instead of full-time employee?
• Can the tutoring be expanded throughout the summer and the tutoring day be a four-hour day?
• Can tutors provide study packet guidance and/or academic support to participants before they leave the regular school year term?
• Can the tutors check the completed summer study packets from participants when they return to school?
• Can educational packets be provided to MEP participants to be completed during summer?
MEP Budget

• The migrant students’ unique needs identified during the CNA process are the driving force behind the budget.

• The budget must address the academic needs of preschool children, K-12 students, out-of-school youth (OSY) and drop outs (DO) through the implementation plan.

• Local programs must reflect their local demographics, i.e., if 70% of migrant participants are OSY, the LEA should plan for the bulk of their services and expenditures to be allocated toward serving the needs of OSY.

• Should fund all activities described in the implementation plans

• Budget and documentation requirements are very similar to 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
   - Pre-approval for hiring certified staff
     Approval for 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 budget line item for specific travel between schools:
  • To travel between schools to provide migrant participant tutoring services
  • For ID&R activities, such as “travel for paraprofessionals to identify and recruit eligible participants
    • Recommended Function Codes: 1000/2100
    • Recommended Object Codes: 580
Budgeting Hints

3. Supplies
- Include detail regarding type of instructional supplies to be provided to migrant participants. Ex: instructional supplies: pens, pencils, markers, rulers, erasers, notebooks, crayons, glue, index cards, scissors, file folders, labels, copy paper, and tape.
- Words like “such as”, “among others”, “include,” “etc.” cannot be used.

- Fill out the “Reasonable and Necessary Form” before allocating funds for technology projects/equipment over $5,000 and submit it to the regional coordinator for approval.
  - Recommended Function Codes: 1000/2100
  - Recommended Object Codes: 610/612/615

Reasonable and Necessary Form
Budgeting Hints

4. Migrant Parent Advisory Council (PAC) & MEP Parental Engagement Activities

• Include funds for migrant PAC and parental engagement activities, food (light refreshments preferred) when meeting spans meal times, and supplies (Specify all supplies needed for these meetings)
  • Recommended Function Codes: 2100
  • Recommended Object Codes: 595
• Parental engagement activities are those that exclusively support migrant 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: Direct instructional support or EL classes)
Budgeting Hints

5. Professional Development (Costs should be reasonable and necessary and must be connected to the local CNA)
   • 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

Does the conference/workshop’s agenda provide migrant specific professional development opportunities that are aligned to the MEP goals of reading, writing and math?
Budgeting Hints

6. Limited Emergency Medical, Dental, & Eye Services
   • Some medical expenditures are allowable based on reasonable & necessary circumstances when no other programs can help the child and the matter is directly related to the student’s academic achievement or keeping him/her from attending school
     • Recommended Function Codes: 2100
     • Recommended Object Codes: 595

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)
     • If MEP funds are used specified if funds are used for school/facility based or home based programs or partner agencies
Budgeting Hints

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
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 funded by GaMEP (ABAC, VSU, etc.)
   • 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 (Indirect Cost Calculation Sheet must be submitted)
MEP Funded Field Trips

• Must be connected to an educational IP; reasonable and necessary; and are rare

• Advanced planning and coordination with the MEP regional office.

• Complete the MEP Field Trip form and upload it on the attachments tab on the portal for review and approval by the regional coordinator

Field Trip Form
Meals and Snacks For Migrant Participants

• There are many programs available through Federal School 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 local 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 during an academic project
Expenses and Draw Downs

• LEA draw down amounts are monitored by the regional coordinators to ensure expenditures are on schedule

• Carryover, if any, must be used before it expires

• Due to population shifts, some LEAs may no longer have the same MEP participant populations in the district and may 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
MEP is part of the Georgia’s Systems of Continuous Improvement....... addressing the whole child but with some emphasis in the whole family as well
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:
Title I, Part A
School Improvement Grants
Title I, Part A
School Improvement Grants

Presenter: Gary Wenzel, Program Specialist 1003(a)
Presenter: Patty Rooks, Program Manager 1003(g)
School Improvement Grant 1003(a)

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 Comprehensive Support Improvement (CSI) and Targeted Support Improvement (TSI). 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.
## School Improvement Grant 1003(a)

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum 1003 Allotment</th>
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<tbody>
<tr>
<td>TSI</td>
<td>$75,000</td>
</tr>
<tr>
<td>CSI – Lowest 5% or former TSI schools</td>
<td>$150,000</td>
</tr>
<tr>
<td>CSI – Graduation Rate less than or equal to 67%; only identification</td>
<td>$75,000</td>
</tr>
<tr>
<td>CSI – Alternative Education schools</td>
<td>$75,000</td>
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<tr>
<td>CSI – Promise Schools – Lowest 5.1%-10%</td>
<td>$20,000</td>
</tr>
</tbody>
</table>
School Improvement Grant 1003(a)

Allocations of School Improvement Grants for the FY20 School Year

Grants approved by the state board on June 13, 2019 are awarded to the district on behalf of identified schools to support school improvement efforts, attendance at GaDOE required professional learning, and adherence to the guidelines expressed in the MOA.
School Improvement Grant 1003(a)

Timeline for School Improvement Grant:
Schools will complete a budget and Justification of Expenses form for the allocation of 1003 school improvement funds. The justification will specify how the funds will be spent on evidence-based interventions (Strong, Moderate, Promising) beginning July 1, 2019 through September 30, 2020. Districts will also complete a District Plan of Support for identified schools, describing district support above and beyond the support provided to non-identified schools.
School Improvement Grant 1003(g)

Purpose

School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. SIG is not one of the programs extended through ESSA.
School Improvement Grant 1003(g)

**Cohort 5  (July 1, 2016—September 30, 2021)**

- Bibb County  Northeast High School
- Dougherty County  Martin Luther King, Jr. Elementary School
- Fulton County  Banneker High School
- Taliaferro County  Taliaferro County School, K-12
- Wilcox County  Wilcox County High School
School Improvement Grant 1003(g)

**Critical Dates for 1003(g) SIG Schools**
- August 13  Final FY19 budget amendments due
- August 20  Initial amendment to FY20 budget due
- August 20  Monthly drawdown by LEAs due
- Sept. 30   Expiration date for FY19 funds
- Sept. 30   Leading & Lagging Indicators Report due in Indistar©

**RESOURCES**
- SIG FY19 Toolkit & SIG FY20 Toolkit
- GaDOE SIG Schools Website
Questions?

School Improvement Grants 1003(a)
Gary C. Wenzel, Ph.D.
gwenzel@doe.k12.ga.us

School Improvement Grants 1003(g)
Patty Rooks, Ed.D.
prooks@doe.k12.ga.us
Next Session: Grants Programs
Title V, Part B; Children in Foster Care; Title I, Part D; McKinney-Vento
Title I, Part A Homeless Set-Aside and Title IX, Part A McKinney-Vento Education for Homeless Children and Youth Program

Presenter: Eric McGhee, Program Manager
McKinney-Vento Homeless Program

Required District Set-Asides

- According to ESSA Title I, Part A, all LEAs must reserve (set-aside) such funds as are necessary to provide comparable services to homeless children [Section 1113 (c)(3)(i)]

- LEAs must use one of four methods on the next slide to calculate the set-aside. Determining appropriate amount requires coordination between Title I and the Homeless Education Department
McKinney-Vento Homeless Program

Required District Set-Asides

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

Required District Set-Asides

• The GaDOE homeless coordinator must review the homeless set-aside prior to budget approval. LEA program managers should:
  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

McKinney-Vento Grantees

- All grantees must have an approved application prior to budget approval
- Budgets must match the approved:
  - Original application
  - Budget summary
- Budget amendments must be aligned to written plans found in the original 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  
emcghee@doe.k12.ga.us

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

Whittney Mitchell  
South Georgia  
Grants Program Consultant  
Homeless Education  
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
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:
  - Consult with the Title I, Part A Area Specialist
  - Develop a rational method to determine a reasonable amount to reserve to address the educational needs
  - Create a Custom Foster Care Set-Aside in the Consolidated Application under Data Collections in the Set-Aside tab
Foster Care Education

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

Melanie Barner
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) 656-2004 – Office
melanie.barner@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 FY20 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:
  o 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

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:

Melanie Barner
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) 656-2004 – Office
melanie.barner@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 FY20
- 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 FY19 actual expenditures as reported on Program Completion Report

• Select “Yes” or “No” for each of the seven activities

• Report actual expenditures in whole dollars for each program activity the LEA participated in and for which “Yes” was chosen
Title V, Part B

Annual Evaluation Report

• Round expenditures, based on the Program Completion Report, to whole dollars

• Performance data will be collected and aggregated by the Department

• Requires coordinator and superintendent submit

• Status can be viewed under Audit Trail by selecting Data Collection Audit Trail tab
Title V, Part B

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

Cathy Buescher
Education Program Specialist
Title V, Part B Rural Education Initiative
(678) 621-3263
cbuesche@doe.k12.ga.us
Who to ask?

- Title I, Part A Managers and Area Specialists
- Grants Program Manager and Specialists
- Title I, Part C Manager and Regional Coordinators
- Title II, Part A Manager and Program Specialists
- Title III, Part A Manager and Program Specialists
- IDEA Fiscal Manager and Specialists
- Title IV, Part A Manager and Program Specialist
- Title I, Part A School Improvement Grant Manager and Specialists
- Family-School Partnership Manager and Specialists
- State Ombudsman
Additional Questions?

federalprograms@doe.k12.ga.us