



# FY21 Budget Planning Federal Programs July 9, 2020

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



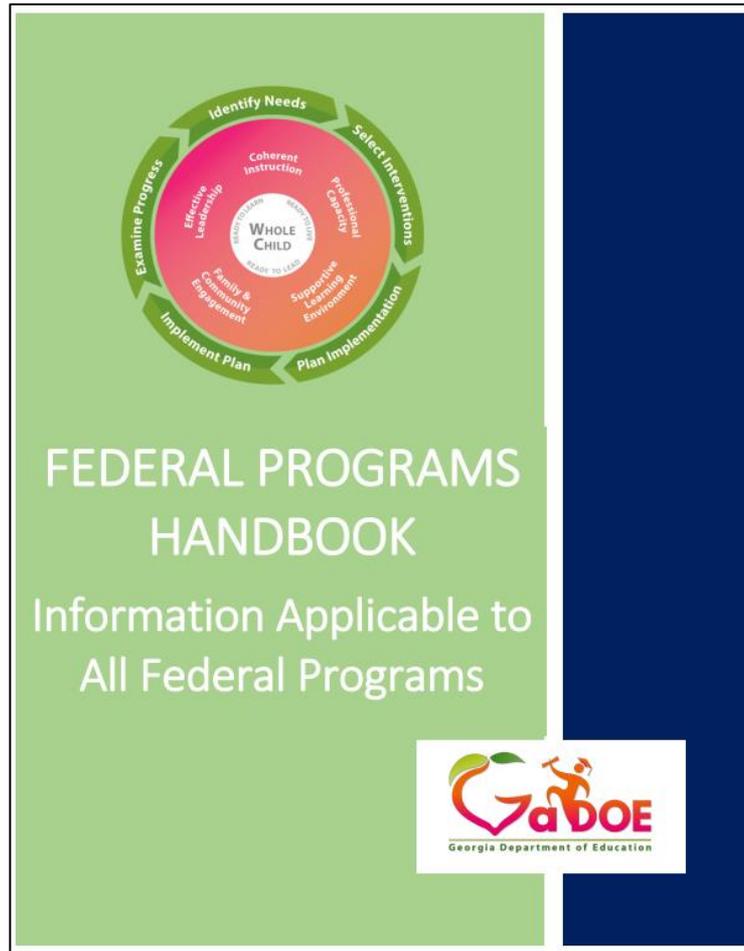
# Today's Agenda

Time	Topic
8:30-10:00	Overarching Budgeting Information Impacting <b>ALL</b> Federal Programs (ESSA and IDEA)
10:00-10:30	Equitable Services – ESSA
10:30-11:00	Consolidation of Funds LEAs
11:00-12:00	Title I Part A
12:00-12:30	LUNCH BREAK
12:30-1:00	IDEA
1:00-1:30	Title II Part A
1:30-2:00	Title III Part A
2:00-2:30	Title IV Part A
2:30-3:00	Title I Part C
3:00-3:15	Title I School Improvement Grants
3:15-3:45	Title V Part B
3:45-4:15	McKinney Vento Grants and Homeless Set-Aside
4:15-4:30	Title I Part D and Children in Foster Care Set-Aside

# 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](#)

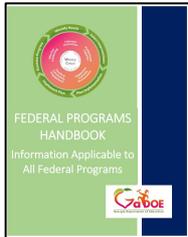
# Federal Programs Handbook



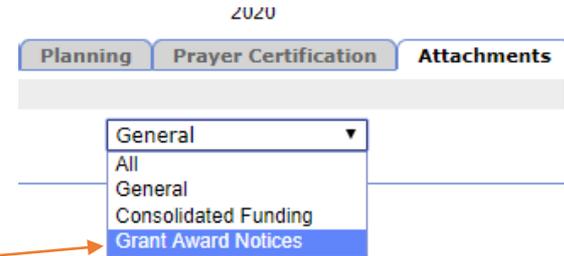
# FY21 Formula Grant Allocations

- Estimates available [here](#).
- The SBOE will vote to approve on July 23, 2020.
- Grant Award Notices will be available by August 1, 2020.

# Grant Award Notice (GAN)



Page 23 of the Federal Programs Handbook



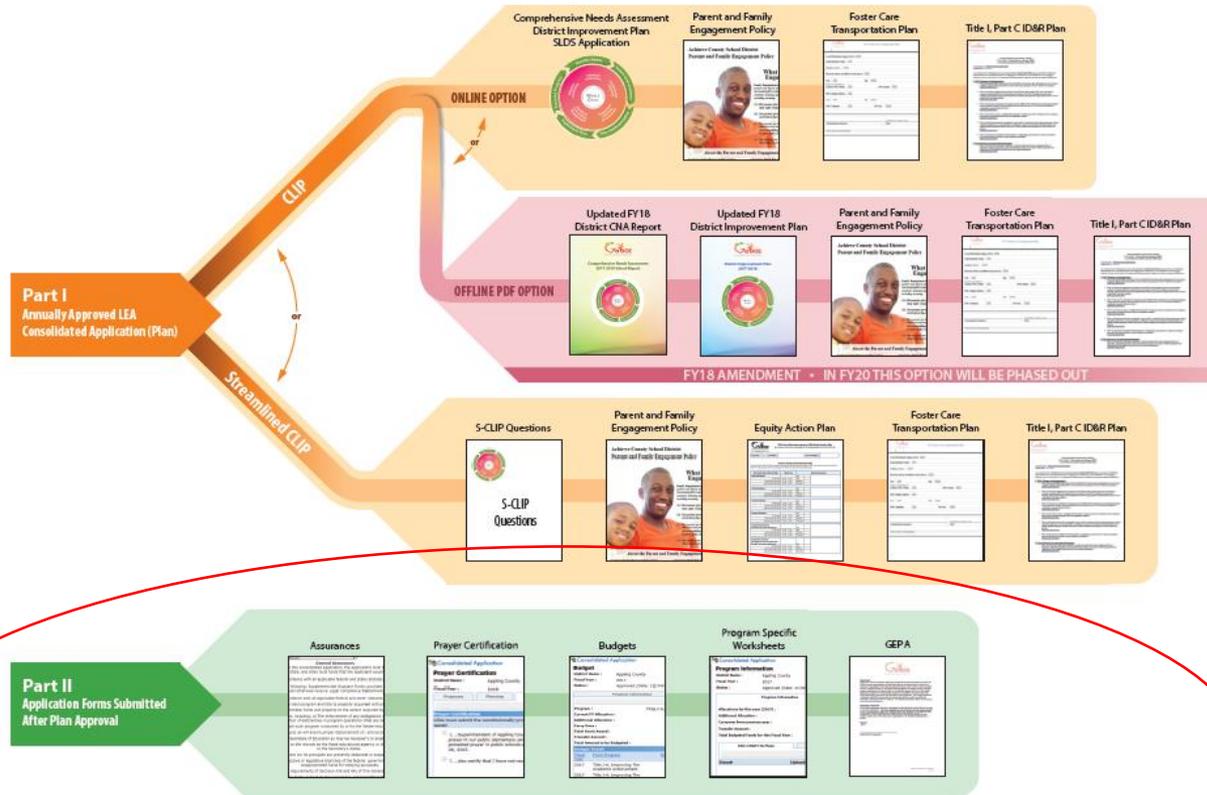
1 RECIPIENT NAME		2 AWARD INFORMATION	
Superintendent XXXXX County Schools XXXXX Highway City, Georgia 12345		<u>PR AWARD NUMBER</u> S010A170010 <u>ACTION TYPE</u> New <u>AWARD TYPE</u> Formula	
3 PROJECT STAFF		4 PROJECT DESCRIPTION	
<u>RECIPIENT LEA DIRECTOR</u>  <u>GaDOE TITLE I EDUCATION PROGRAM CONTACTS</u> Ken Banter (404) 463-3467 <a href="mailto:kbaxter@doe.k12.ga.us">kbaxter@doe.k12.ga.us</a> Randy Phillips (404) 463-1955 <a href="mailto:rphillips@doe.k12.ga.us">rphillips@doe.k12.ga.us</a>  <u>GaDOE GRANTS ACCOUNTING CONTACT</u> Regina Hailey (404) 656-4676 <a href="mailto:rhailey@doe.k12.ga.us">rhailey@doe.k12.ga.us</a>		84.010A Title I Grants to LEAs	
5 AWARD PERIOD			
<u>BUDGET PERIOD</u> 07/01/2017 – 09/30/2018 <u>FEDERAL FUNDING PERIOD</u> 07/01/2017 – 09/30/2018			
6 AUTHORIZED FUNDING			
<u>FEDERAL GRANT</u>		<u>CURRENT AWARD AMOUNT</u>	
Reservation for Neglected/Delinquent		\$50,194	
Total Title I, Part A (Includes the Reservation for Neglected/Delinquent)		\$1,000,000	
Total Title I, Part D, Subpart 2		\$0	
<u>RESTRICTED INDIRECT COST RATE</u>		3.26	
7 ADMINISTRATIVE INFORMATION			
<u>DUNS</u> 078124831			
<u>REGULATIONS</u> C.F.R. PART 200 EDGAR, AS APPLICABLE 2 C.F.R. AS APPLICABLE			
8 LEGISLATIVE AND FISCAL DATA			
<u>AUTHORITY</u>		PL 100-297 I-A ELEMENTARY & SECONDARY EDUCATION ACT OF 1965, TITLE I	
<u>PROGRAM TITLE</u>		TITLE I GRANTS TO LOCAL EDUCATION AGENCIES	
<u>CFDA SUBPROGRAM#</u>		84.010A	
<u>LUA PROGRAM CODE</u>	<u>FUNDING YEAR</u>	<u>AWARD YEAR</u>	<u>CFDA OBJECT CLASS</u>
XXXX-1750	2018	2018	84.010 551
<u>AMOUNT</u>		\$1,000,000	

- GAN loaded to the attachments tab on the consolidated application in the MyGaDOE portal for each federal award or competitive grant.
- Useful information includes:
  - Award Amount
  - Award Period
  - FAIN
  - Restricted Indirect Cost Rate
  - DUNS
  - LUA Program Code
  - CFDA
  - Contact Information
  - **Important attachments**

# ESSA Programs - Online Courses

- The Division of Federal Programs recognizes the importance of professional learning as school districts work to ensure the requirements of their federal grants are met for the benefit of children in Georgia.
- Online courses are designed to provide foundational program information for each program for new and existing federal program directors and contacts.
- All courses are housed in the Statewide Longitudinal Data System (SLDS) in the Professional Learning platform.
- Information is available [here](#).

# Consolidated LEA Applications





# Overarching Budget Updates All Federal Programs

# Logging on to the MyGaDOE Portal

Start on the GaDOE website:

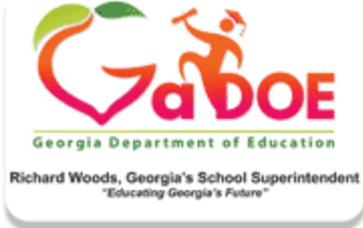
The screenshot shows the top portion of the GaDOE website. On the left is the GaDOE logo with the text "Georgia Department of Education". On the right is a search bar with the placeholder text "Search this site..." and social media icons for RSS, Pinterest, YouTube, Instagram, and Twitter. Below the logo and search bar is a navigation menu with the following items: "Offices & Divisions", "Programs & Initiatives", "Data & Reporting", "Learning & Curriculum", "State Board & Policy", "Finance & Operations", "Contact", and "Calendar". Below the navigation menu is a red banner with the word "LATEST" on the left and a link "Disaster Preparedness and Response Resource" on the right. Below the banner is a news section with a pink header and the text "ESSA: For Georgians by Georgians".

The screenshot shows the footer of the GaDOE website. It features several partner logos: "BRIGHT START" (Georgia Department of Early Care and Learning), "STUDENT ACHIEVEMENT", "GAfutures.org" (Explore. Plan. Succeed.), "TCSG" (Technical College System of Georgia), "GET GEORGIA READING PARTNER", and the "Georgia Alliance of Education Agency Heads" logo. At the bottom left is the copyright notice "©2017 Georgia Department of Education". At the bottom center is a navigation bar with the following links: "MyGaDOE", "Terms of Use", "Content Management Login", and "Job Openings". A red box highlights the "MyGaDOE" link, and a red arrow points from a callout box to it. The callout box contains the text: "Select 'MyGaDOE' toward the bottom of the page."

# Acquiring a MyGaDOE Portal Account

## MyGaDOE

**Please Log In**



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

Username:

Password:

[I forgot my passphrase!](#)

**[Or sign up for an account](#)**

**Helpful links**

- [MyGaDOE Online Guide](#)
- [GaDOE Public Website](#)
- [Information Systems](#)
- [AYP & NCLB](#)
- [Georgia Standards](#)
- [Data Collections](#)
- [Financial Reports](#)
- [Report Card](#)

This website requires Cookies be enabled in your browser.

# What roles do I need to access the Consolidated Application?

## Apply for a GaDOE Account

STEP 1	STEP 2	STEP 3	STEP 4
Enter User Information	Select Districts And Roles	Select Applications And Roles	Request Submission Summary

### Step 2

#### Select an Organization:

To select a School, first choose a District

District

School

To select a Dept, first choose an Agency  
To select a Division, first choose a Dept

Agency

Department

Division

To see additional Organizations, first choose a Type

Other Type

For a list of District Organizational Role Descriptions, click [here](#).

To view Organization/Application Role Mapping, click [here](#).



Click on a  to select that role.

Roles for Selected Organization:

Current Role Assignments (per Organization):

Click on a  to Remove that role.

# What roles do I need in the Con App?

And Roles	Select Applications And Roles	Request Submission Summary
<p>For a list of District Organizational Role Descriptions, click <a href="#">here</a>. To view Organization/Application Role Mapping, click <a href="#">here</a>.</p>		



# What roles do I need in the Con App?

Application	Organization Role	Application Role
Consolidated Application (budgets, MOE, comparability, etc.)	Consolidated Application Coordinator (District) Superintendent (District)	School System User Superintendent
Title I LEA (monitoring)	Title I LEA Coordinator (District) Superintendent (District)	District Coordinator District Superintendent

# Entering the Con App

The screenshot displays the GaDOE website interface. At the top left is the GaDOE logo. To its right is a search bar labeled 'Search Districts' with the value '0-9 A'. Below the logo is a blue notification bar stating 'You have (0) new messages.' On the left side, there is a 'Site Navigation' menu with items: Home, Logout, Baker County (highlighted with a green box), Consolidated Application (highlighted with a red box), View Documents, GAORS, Invoice Application, Monitoring, and Message Center. On the right side, there is a 'Surveys' section with a 'New (0)' tab and a 'Save' button. Below this, it says 'No new surveys available.' A red-bordered box containing the text 'Select Consolidated Application' has a red arrow pointing to the 'Consolidated Application' link in the navigation menu.

# LEA Consolidated Application

Consolidated Application

## Applications

Fiscal Year: 2020

System: Barrow County - 607

System Name:

Plan Status:

### Application List

<u>FY</u>	<u>System ID</u>	<u>System Name</u>	<u>Plan Status</u>
2020	607	Barrow County	Approved

# Adding Programs to the LEA Consolidated Application

Consolidated Application

Application

## Program Status

District Name : Rome City

District Code : 785

Fiscal Year : 2020

Programs **Planning** Prayer Certification Attachments Audit Trail

Print

### Add Program

Add an applicable program to the application

Program :

Add

### Title Programs

Program	Applied As	Budget Status	DC Status	Program Type	
<a href="#">Title I-A, Improving The Academic Achievement</a>	Single District	New	New	Original	 

# Adding Programs to the Consolidated Application

**Consolidated Application** Application

**Program Status**

District Name : Rome City District Code : 785

Fiscal Year : 2020

Programs **Planning** Prayer Certification Attachments Audit Trail

**Add Program**

Add an applicable program to the application

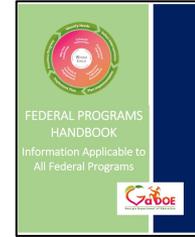
Program :

Program	Status	Program Type
<a href="#">Title I-A, Improving The Academic Achievement</a>		Original

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

Best viewed with internet Explorer 9.0 or higher and Screen Resolution 1024 x 768 or greater

# Fiscal Regulations and Guidance



Federal Programs Handbook, p. 32

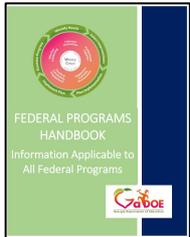
## Regulations:

- [EDGAR: Education Department Guidance and Regulations](#)
  - [34 CFR Part 76 State-Administered Programs](#)
  - [34 CFR Part 77 Definitions that Apply to Department Regulations](#)
  - [34 CFR Part 81 The General Education Provisions Act](#)
  - [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards](#)
  - [2 CFR Part 3474 U.S. Department of Education Acceptance of Uniform Administrative Requirements](#)

## Guidance:

- [USGAO Standards for Internal Control in the Federal Government \(2014\)](#)
- [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](#)

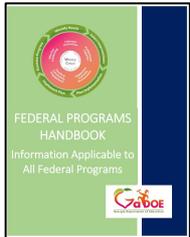
# Program Assurances



Page 10 of the Federal Programs Handbook

- 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 FY21.

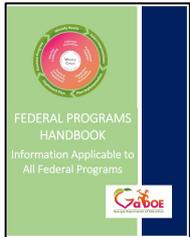
# Internal Controls



Page 24 of the Federal Programs Handbook

- 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 25 of the Federal Programs Handbook

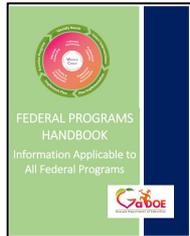
- **Required:**

- 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](#)

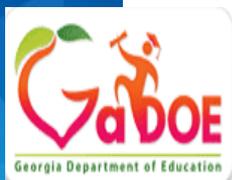
# Financial Management



Page 25 of the Federal Programs Handbook

- 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

# Getting the Budget Started



Welcome to MyGaDOE

You have (2478) new messages.

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

## Site Navigation

[Home](#)

[Logout](#)

[Office of Curriculum and Instruction](#)

[Administration](#)

[Application](#)

[Reports](#)

[Online Help](#)

[Ken Banter](#)

[Account Information](#)

[Add to Favorites](#)

[Help - Dticket](#)

## Consolidated Application

### Program Status

Application

District: Rome City

District Code : 785

Fiscal Year : 2020

**Programs** | Planning | Prayer Certification | Attachments | Audit Trail

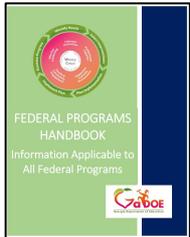
Print

#### Title Programs

Program	Applied As	Budget Status	DC Status	Program Type
<a href="#">Title I-A, Improving The Academic Achievement</a>	Single District	New	New	Original



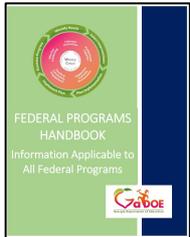
# Creating Budgets - Chart of Accounts



Page 33 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)

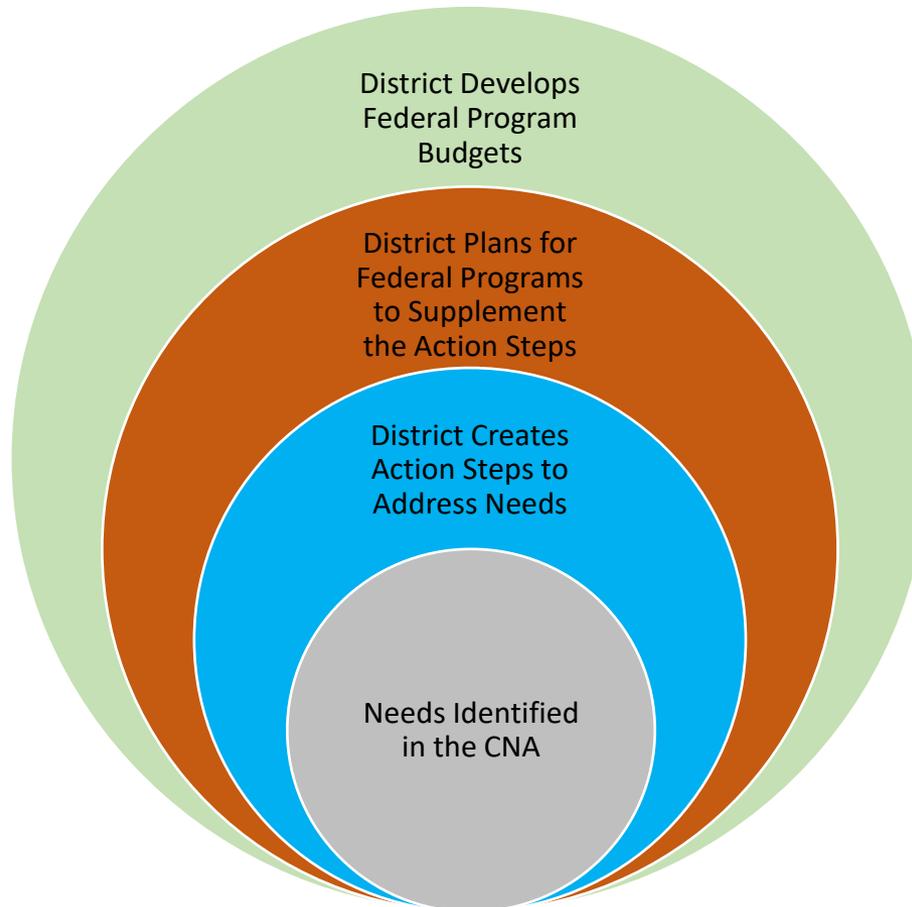
# Budgets



Page 23 of the Federal Programs Handbook

- 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 55).

# Creating Budgets



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

# Budgets and Assurances

- GaDOE staff will review budgets for information that is necessary for approval. We are working to streamline what is required on the budget narrative.
- From the General Assurances that all LEAs acknowledge:
  - *As a condition of receiving the federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following:*
    - *each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;*
- What does this mean?
  - LEAs are assuring GaDOE that all plans for expenditures fall within the requirements of the federal grant.
  - This assurance is how GaDOE can streamline what is asked for during budget review.
  - LEAs are responsible. GaDOE reviews deeper during monitoring; independent/state auditors review deeper during those activities.

# Minimum Budget Details

- Information to establish allocability, reasonable, necessary and consistency with CLIP, SIP, grant requirements, and 2 CFR 200 requirements
- Number of personnel should be listed; school/location is helpful
- Itemization of items as appropriate:
  - Cost per item X number of items
- For required prior approval items, such as equipment with a per unit cost over 5k or program income, the details should include that prior approval has been given
- Refrain from use of the phrases such as; will include; including but not limited to, etc.
- Spell out acronyms or abbreviations
- Some programs may require additional details based on statute. We are reviewing what we require to ensure we streamline where applicable.

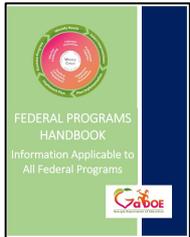
# Budgets and Assurances

## ADVANCED ORGANIZER:

- GaDOE Technical Assistance Series for all Programs
  - Allowability – How should funds be used? How may funds be used?
  - Assurances – What is our LEA acknowledging for our federal grants?

Look for details in our FP weekly updates!

# Indirect Cost Rates – FY20 and Moving Forward

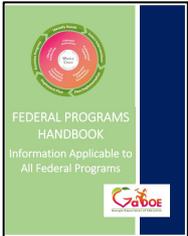


Pages 29, 38, and 126 of the Federal Programs Handbook

- 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 2020 – June 2021 will apply the FY21 rate
  - July 2021 – September 2021 will use the FY21 rate for budgeting until the FY22 rate is determined by GaDOE.
  - LEAs will submit a budget amendment when the FY22 rate is determined. This will clearly separate FY21 from FY22 indirect costs.
    - Once the FY22 rate is identified, the district can choose to apply the **smaller** of the two rates to the entire 15-month grant period.
- Indirect costs are only drawn down after the rate has been appropriately applied to expenditures.

LEAs will continue using their current FY20 Restricted Indirect Cost rates from July 1, 2020 through September 30, 2020 on allowable 2020 federal grant award expenditures. An LEA can choose to waive the requirement to amend their budget for the 2020 grant award to apply the FY 2021 indirect cost rate to the July-September expenditures. The 2021 federal grant awards will use the FY 2021 rates from July 1, 2020 to June 30, 2021 period of availability.

# Drawing Down Funds



Page 37 of the Federal Programs Handbook

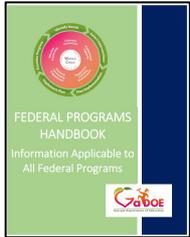
**NEW! % by grant showing in real-time.**

Budget Status	DC Status	Program Type	Drawdown%
New	Program Manager Signed Off	Original	
Approved	Program Manager Signed Off	Original	
Approved	Program Manager Signed Off	Amendment No. 1	87.77%

- Generally anticipated rate of draw:

<b>October 31<sup>st</sup></b>	up to 27% funds used		<b>April 30<sup>th</sup></b>	up to 67% funds used
<b>November 30<sup>th</sup></b>	up to 33% funds used		<b>May 31<sup>st</sup></b>	up to 73% funds used
<b>December 31<sup>st</sup></b>	up to 40% funds used		<b>June 30<sup>th</sup></b>	up to 80% funds used
<b>January 31<sup>st</sup></b>	up to 47% funds used		<b>July 31<sup>st</sup></b>	up to 87% funds used
<b>February 28<sup>th</sup></b>	up to 53% funds used		<b>August 31<sup>st</sup></b>	up to 93% funds used
<b>March 31<sup>st</sup></b>	up to 60% funds used		<b>September 30<sup>th</sup></b>	100% funds used

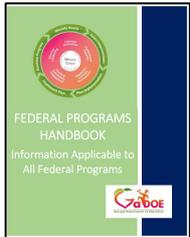
# Drawing Down Funds from GAORS



Page 35 of the Federal Programs Handbook

- 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 35 for specifics)
- Monthly drawdown must match incurred expenditures
- LEAs must keep supporting documentation on file

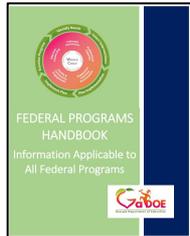
# Completion Reports



Page 34 of the Federal Programs Handbook

- 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.

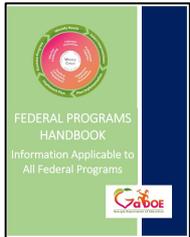
# Carryover Funds



Page 56 of the Federal Programs Handbook

- 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

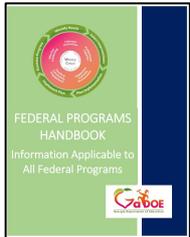


Page 57 of the Federal Programs Handbook

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

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

# Transferability of Funds Between Federal Programs



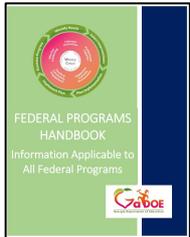
Page 57 of the Federal Programs Handbook

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



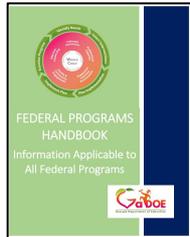
Page 58 of the Federal Programs Handbook

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 learners and immigrant students
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education

ESEA section 5103(b)

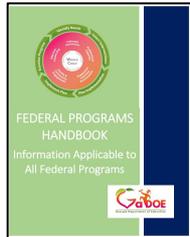
# Transferability of Funds Between Federal Programs



Page 60 of the Federal Programs Handbook

- An LEA does not have to apply for transferability authority; it already has that authority (ESSA section 5103(b))
- Notification to GaDOE – 2 options for FY21:
  - Option #1 – notify GaDOE via a CLIP amendment or a new FY21 CLIP (CLIP online and S-CLIP)
  - Option #2 – follow handbook procedures:
    - 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](mailto:rhailey@doe.k12.ga.us))
        - Della Kilpatrick ([dkilpatr@doe.k12.ga.us](mailto:dkilpatr@doe.k12.ga.us))

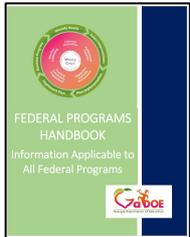
# Transferability of Funds Between Federal Programs



Page 60 of the Federal Programs Handbook

- Funds transferred into *other eligible ESSA programs* are subject to all rules and regulations of *that ESSA program*.
- LEAs must draw down funds from the originating program **first**.
- 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.
- RECOMMENDATION: CLIPs should be updated to show the funds transferred and to ensure stakeholders are informed of LEA plans.

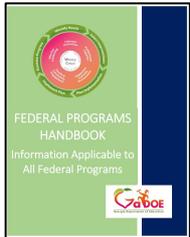
# Consolidation of Administrative Funds



Page 42 of the Federal Programs Handbook

- 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

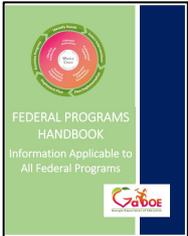


Page 42 of the Federal Programs Handbook

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.

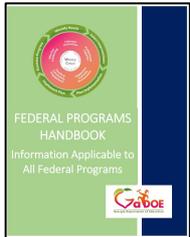
# Consolidation of Administrative Funds



Page 44 of the Federal Programs Handbook

ESSA Program	Maximum Percentage for Administration
Title I, Part A – Improving the Academic Achievement of the Disadvantaged	*
Title I, Part C – Education of Migratory Children (MEP)	*
Title I, Part D – Subpart 2, Neglected & Delinquent (N&D)	*
Title II, Part A – Supporting Effective Instruction	*
Title III, Part A – Language Instruction for English Learners (EL)	≤2%
Title III, Part A – Immigrant Students	≤2%
Title IV, Part A – Student Support and Academic Enrichment (SSAE)	≤2%
Title IV, Part B – 21 <sup>st</sup> Century Community Learning Centers (CCLC)	≤10%
Title V, Part B – Rural and Low-Income Schools (RLIS)	*
*LEA establishes the % that is <b>reasonable and necessary</b>	

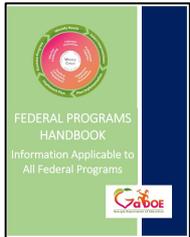
# Consolidation of Administrative Funds



Page 42 of the Federal Programs Handbook

- 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](mailto: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



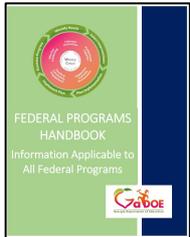
Page 26 of the Federal Programs Handbook

Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)	Up to \$10,000	
Small Purchase (2 CFR §200.320)	\$10,001 - \$250,000	2 price or rate quotations
Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)	\$250,001+	RFP – sealed bids

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

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

# Capital Equipment Prior Approvals



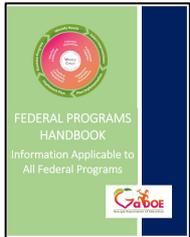
Page 29 of the Federal Programs Handbook

Prior approval is needed for any individual item purchase over \$5,000.00. Use a 700 series object code when budgeting.

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



Page 21 of the Federal Programs Handbook

[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. [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.

**Title Programs - GEPA**

District Name : Appling County  
Fiscal Year : 2020

Programs Planning Prayer Certification Attachments Audit Trail **GEPA**

**GEPA**

**Requirement**  
Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Local education Georgia Department of Education (GaDOE) is responsible for ensuring that the LEA or other local entity has submitted

**Developing a Response**  
GEPA allows applicants discretion in developing and describing the activities that are occurring to meet this requirement determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation

**Response:**

**Superintendent Acknowledgement:**  
 I, Superintendent of Appling County, having knowledge of our LEA policies regarding the procedures to ensure the district.

LEA Coordinator or Superintendent has the ability to enter the response. However, only the Superintendent will submit to GaDOE.

# Prayer Certification

## Prayer Certification

District Name :  
Fiscal Year :

Programs   Planning   **Prayer Certification**   Attachments   Audit Trail   GEPA

**Prayer Certification**

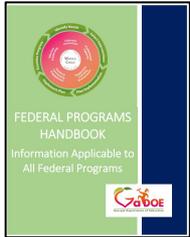
LEAs must submit the constitutionally-protected prayer certification and submit to the GaDOE on or before **October 01, 2020**. Please

I, , Superintendent of |                      School System, having knowledge of the policies of the aforementioned local education agency, certify that the aforementioned LEA does not have a policy that prevents, or otherwise denies participation in, constitutionally protected prayer activities as defined in the Guidance published in the Federal Register on February 28, 2003.

I, , certify that the LEA has not received any complaints alleging noncompliance with the Guidance since the most recent reporting period.

I, ,certify that the LEA has received a complaint (or complaints) alleging noncompliance with the Guidance since the most recent reporting period.

# Selecting Evidence-Based Interventions



Page 101 of the Federal Programs Handbook

- 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.**

# Parent Notices

## Notice to Parents of Participating English Learners in Title I or Title III Supplemental Language Programs

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

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

# Parent Notices

## 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.

**SAMPLE - Right to Know Notification**

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

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

**Requirements for Content of the Notification**

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

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

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

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

**Best Practices for the Notification**

ESSA does not prescribe the exact language to be used in the notification. The following are considered best practices when no

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

**SAMPLE Right to Know Notification**

**Right to Know Professional Qualifications of Teachers and Paraprofessionals**

**Put on LEA or School Letterhead**

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

Dear Parents,

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

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

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

Sincerely,

**[Insert Signature]**

**[Insert Printed Name]**

**[Insert Principal/ LEA Designee Title]**

# Parent Notices

## Parent 20 Day Notification

### When to Send

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

### Guidance

- Guidance and sample available on PQ webpage of 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.

# Educational Flexibility (Ed-Flex)

- Ed-Flex is a tool to help states pursue innovative ways to improve achievement levels for all students
- States with Ed-Flex authority can help LEAs focus on ideas and solutions in a timely manner by having the Ed-Flex authority in place when they plan (i.e., within the CLIP)
- With Ed-Flex authority, a state doesn't have to request individual waivers from ED, with the associated review and response delays
- Additional information is [here](#).

# FY20 Waivers and Flexibility – School Closures

- Carryover limitations waived by program (FY20 carryover into FY21)
- Period of availability for FY19 funds
- Title IV, Part A – FY20 formula grant awards will remain open for 27 months. A completion report will be submitted at the end of the 27-month period (instead of the 15-month period).
- Title IV, Part A – FY20 budget and expenditures by content area; limitation on % of funds for technology equipment.
- **Indirect cost rates** - LEAs will continue using their current FY20 Restricted Indirect Cost rates from July 1, 2020 through September 30, 2020 on allowable 2020 federal grant award expenditures. An LEA can choose to waive the requirement to amend their budget for the 2020 grant award to apply the FY 2021 indirect cost rate to the July-September expenditures. The 2021 federal grant awards will use the FY 2021 rates from July 1, 2020 to June 30, 2021 period of availability.

# 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

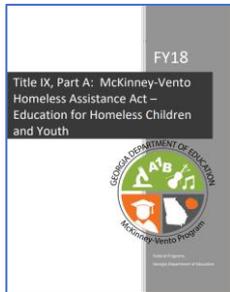
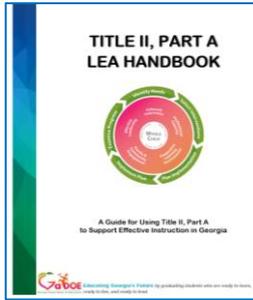
Please type in the name of your district below to list the DOE staff that support your district. \*

\* See page 2 at the bottom for DOE contacts.

[gadoe.org/support](mailto:gadoe.org/support)

Program Area	Name	Specialization/Focus	Title	Email_Address	Phone
Accountability	Kris Floyd	CCRPI, College and Career Performance Index	Accountability Specialist	kfloyd@doe.k12.ga.us	404-463-1175
Assessment	Robert McLeod	Georgia Milestones	Assessment Specialist	rmcleod@doe.k12.ga.us	404-656-2589
Continuous Improvement Team	Marijo Pitts-Sheffield	CIT Lead	CIT Lead	mpitts@doe.k12.ga.us	912-269-1216
CTAE Ag Field	Chris Corzine	Career, Technical and Agricultural Education	Agriculture Education Central Region Coordinator	ccorzine@doe.k12.ga.us	864-844-4412
CTAE Regional Coordinator	Medea Shuman	Career, Technical and Agricultural Education	CTAE South Region Coordinator	mshuman@doe.k12.ga.us	404-805-9904
Facilities	Mickey Schuber	Facilities Planning	Facility Consultant	HSchuber@doe.k12.ga.us	404-308-7204
Family-School Partnership Program	Susan Holcomb	Title I, Part A, Parent and Family Engagement	Family Engagement Specialist	sholcomb@doe.k12.ga.us	404-326-4395
Fostercare	Whitney Mitchell	Federal Programs	Grants Program Consultant	wmitchell@doe.k12.ga.us	404-656-4148
GO-IEP	Dale Rose	Special Education, Individualized Education Plan	Program Specialist	drose@doe.k12.ga.us	678-340-0162
Homeless	Deirdre Smith	Federal Programs -- Title IX, Part A	Grant Program Consultant	desmith@doe.k12.ga.us	404-656-2004
Neglected or Delinquent Children	Whitney Mitchell	Federal Programs -- Title I, Part D	Grants Program Consultant	wmitchell@doe.k12.ga.us	404-656-4148
PBIS	MiMi Gudenrath	School Climate, Positive Behavioral Interventions and Supports (PBIS)	PBIS Specialist	mgudenrath@doe.k12.ga.us	404-693-3864
Pupil Transportation	Durell Lynn	Pupil Transportation	Transportation Consultant	DLynn@doe.k12.ga.us	404-227-1522
Rural Education (REAP)	Cathy Buescher	Federal Programs -- Title V, Part B	Program Specialist	cbuesche@doe.k12.ga.us	229-561-4499
School Improvement	Patricia Rooks	School and District Effectiveness	Program Manager	PRooks@doe.k12.ga.us	404.656.2572
School Nutrition	Cindy Ham	Technical Assistance/Regulatory Training/School Nutrition	Area Consultant	cham@doe.k12.ga.us	404-782-7069
SLDS Training & Support	Hubert Bennett	Student Longitudinal Data System	Implementation and Training Manager	hbennett@doe.k12.ga.us	4045762415
Special Education District Liaison	Laurie Ponsell	Special Education	Program Specialist	lponsell@doe.k12.ga.us	470-303-0516
Teacher and Leader Effectiveness	Dianne L'Heureux	Teacher and Leader Support and Development -- TKES & LKES	Evaluation System Specialist	dlheureu@doe.k12.ga.us	706-833-8394
Title I, Part A	Elaine Dawsey	Federal Programs	Title I, Part A Education Program Specialist	edawsey@doe.k12.ga.us	(478) 971-0114
Title I, Part C	Margarita Munoz	Federal Programs -- Migrant Education	Regional MEP coordinator	mmunoz@doe.k12.ga.us	404-272-8762
Title II, Part A	Karen Cliett	Teacher and Leader Support and Development/IIA	Title II, Part A Specialist	kcliett@doe.k12.ga.us	678-378-2846
Title III, A	Tammie Smith	Federal Programs -- English Learners	Education Program Specialist	tsmith@doe.k12.ga.us	678-794-3667
Title IV, Part A	Dawna Hatcher	Student Support and Academic Enrichment	Program Specialist	dhatcher@doe.k12.ga.us	404-293-1490

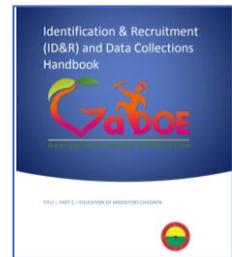
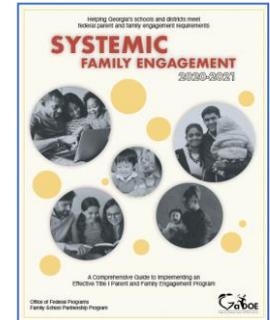
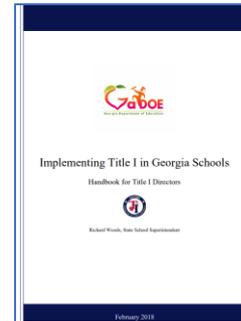
# Federal Program Handbooks



**FEDERAL PROGRAMS HANDBOOK**

Information Applicable to All Federal Programs

The central graphic features a large circular diagram identical to the one on the 'TITLE II, PART A LEA HANDBOOK' cover. Below the diagram, the text 'FEDERAL PROGRAMS HANDBOOK' and 'Information Applicable to All Federal Programs' is displayed in white on a green background. At the bottom right of the graphic is the GaDOE logo.



# Questions?

[federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us)

# Next Session: Equitable Services



# Equitable Services

# Equitable Services

## Budget Entry Options

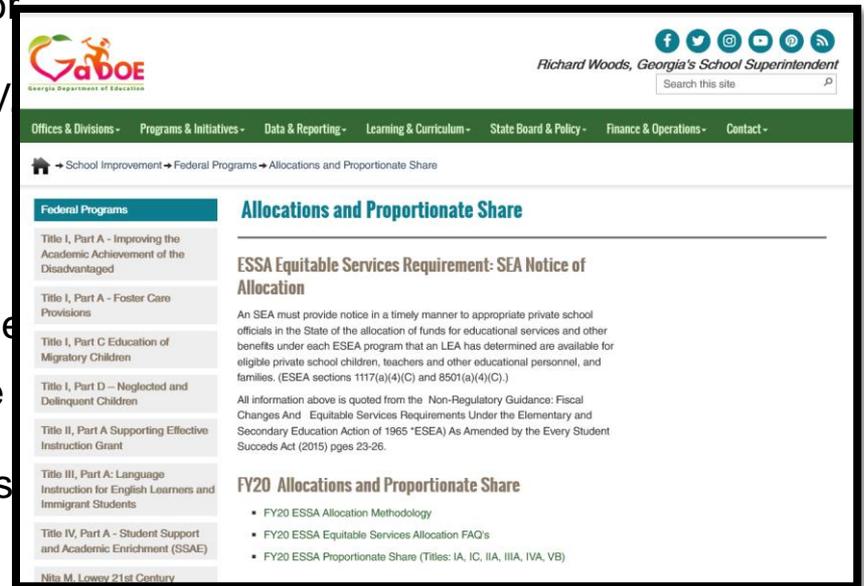
- Option 1: Equitable Services are budgeted by function and object code – each school is on a unique line
  - Function Code – Object Code – Description PRIVATE SCHOOL Equitable Services with Name of Participating PS – line item description
  - 2210 610 PRIVATE SCHOOL Equitable Services – XYZ Academy - budget description.
- Option 2: Equitable Services are budgeted by function and object code – multiple schools are included in a single line, but costs per school are distinguished in the budget description.
  - Function Code – Object Code – Description PRIVATE SCHOOLS Equitable Services with Name of Participating PS – line item description and cost per school
  - 2210 610 PRIVATE SCHOOL Equitable Services – XYZ Academy \$500, ABC Learning Center \$200 - budget description.

# Equitable Services

## New Process

In FY21 GaDOE will be

- Streamlining how equitable services set-asides are published and maintained for LEAs and for the general public.
- Standardizing Title II, Part A and Title IV Part A Equitable Services Worksheets and Labeling Across all Calculation Worksheets
- Introducing a new process for how and when remaining funds are reported to GaDOE as fully expended, are set aside in full for the original school, and/or are redistributed in accordance with statute and non-regulatory guidance.
- Updating the budget submission process relative to equitable services.





# Equitable Services

## Title III, Part A Worksheet

English Learners in Private Schools Participating in Title IIIA - May 2020 and Form A, June 2020												
LEA	LEA EL Student Population as reported in March 2020 FTE Count	Name of Participating Private Schools	Private School EL Student Count as Reported May 2020	Total Public + Private School EL English Learners (C+P)	Total LEA FY21 Title IIIA EL Allocation	Administrative Costs (Max 2%)	Admin Costs Rounded Down (Max 2%)	Total Title IIIA EL Allocation Admin (Max 2% Admin) (N/A)	New Per Pupil Rate (N/A)	Equitable Services Allocation for Private Schools (7%)	If carrying over, total must be rounded down	
APCS	2,011	Dar Ul Noor	33	2,044	\$ 250,217	\$ 5,004.34	\$ 5,004	\$ 245,213	\$ 119.97	\$ 3,558.92	\$ 3,558	
City Schools of Deatur	126	St. Thomas More	8	3	\$ 15,792	\$ 315.84	\$ 315	\$ 15,477	\$ 119.98	\$ 399.88	\$ 399	
Cobb	11,979	St. Catherine of Siena	13	13	\$ 1,468,007	\$ -	\$ -	\$ 1,468,007	\$ 122.42	\$ 3,591.40	\$ 3,591	
DeKalb	16,202	Decatur Adventist Junior Academy	11						\$ 122.42	\$ 1,346.62	\$ 1,346	
		St. Peter Claver Catholic School	40						\$ 122.42	\$ 4,996.80	\$ 4,996	
		NEW for FY21: Mohammed Schools of Atlanta	4	55	\$ 1,990,110	\$ -	\$ -	\$ 1,990,110	\$ 122.42	\$ 489.64	\$ 490	
Fulton	6,952	St. John the Evangelist	68	68	7,020	\$ 859,357	\$ 17,187.14	\$ 17,187	\$ 842,170	\$ 119.97	\$ 8,137.77	\$ 8,137
Winnett	29,876	St. John Neuman	88						\$ 119.97	\$ 10,557.36	\$ 10,557	
		Al Falah Academy	25	113	29,989	\$ 3,671,120	\$ 73,422.40	\$ 73,422	\$ 3,597,698	\$ 119.97	\$ 2,999.18	\$ 2,999
			<b>Total Private School EL Count</b>	<b>285</b>								

6 LEAs with Participating Private Schools  
9 Private Schools

NOTE: Cobb & DeKalb are not reserving the 2% admin costs for grant administration. (per communication from Ombudsman, 7-3-2020)

## Title IV, Part A Worksheet

FY21 Title IV, Part A Equitable Services											
LEA Name	LEA Title IV Eligible Population	Private School Title IV Eligible Population	LEA Title IV Allocation	Private School Title IV Allocation	Original Allocation	Admin. Reservation	Total Reserved Amount	Change in Allocation	Private School Allocation	Private School Allocation	Remaining for LEA
Admin Public											
Private School Name	Enrollment	Original Allocation	Change in Allocation	Current Allocation	Approved Allocation	Approved Allocation	Approved Allocation	Approved Allocation	Approved Allocation	Approved Allocation	Approved Allocation

# Equitable Services Carryover Worksheet

**\*Due with Carryover Amendment or Form B Submission Whichever is First\***

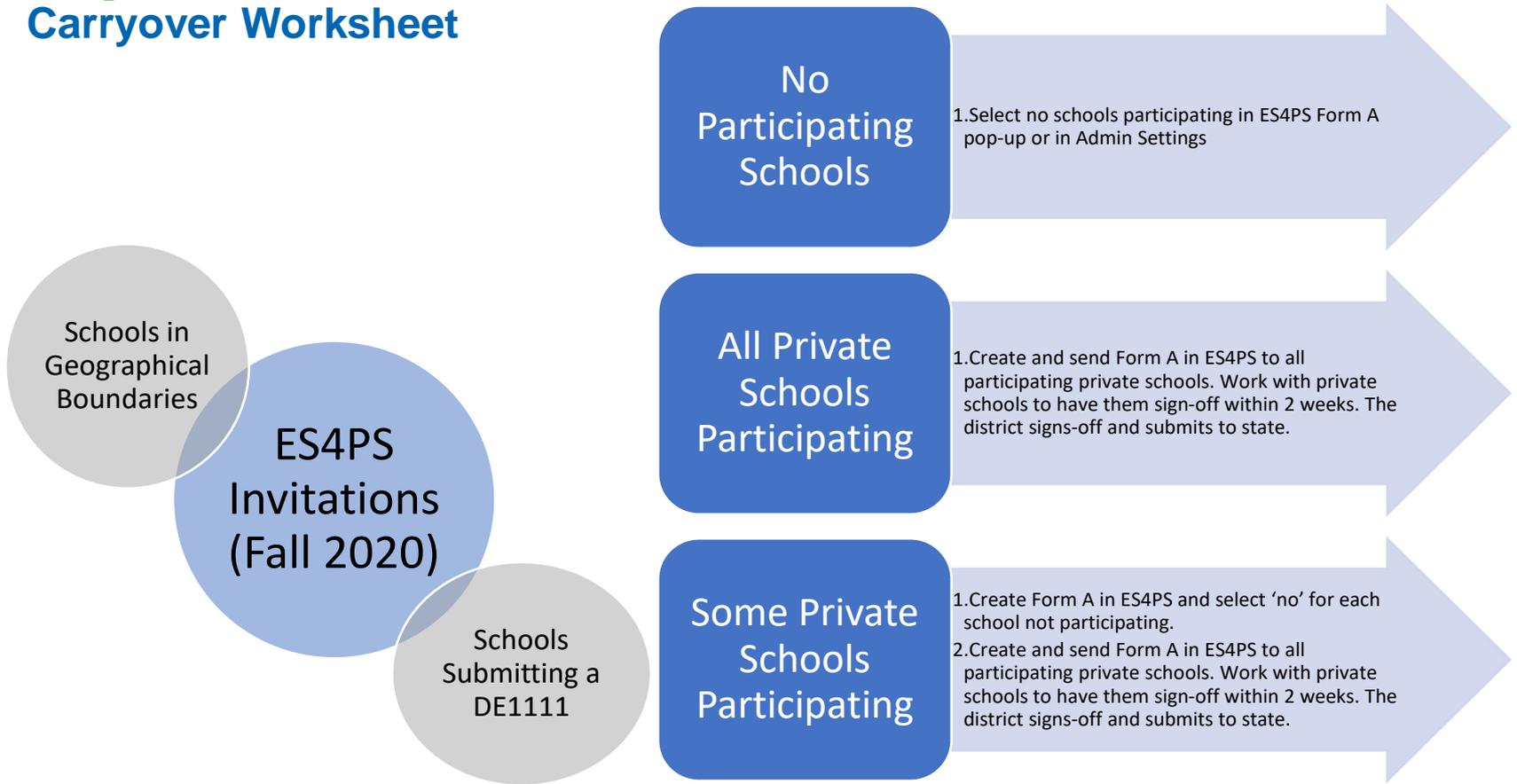


Application for Carryover for the Provision of Equitable Services

LEA Name		LEA Federal Programs Coordinator (s) Name, Email and Phone Number													
Private School Name	Private School Notified of Individual Carryover or Redistribution	FY20 Title I, Part A Proportionate Share	Amount Remaining at the end of FY20	TIA FY20 available to School in FY21		FY20 Title II, Part A Private School Set-Aside	Amount Remaining at the end of FY20	TIIA FY20 available to School in FY21		FY20 Title III, Part A Private School Set-Aside	Amount Remaining at the end of FY20	TIIIA FY20 available to School in FY21		Notes by School	
				Individual	Redistributed			Individual	Redistributed			Individual	Redistributed		
	Notified														
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# Equitable Services

## Carryover Worksheet



# Equitable Services

## FY21 Equitable Services Webinar Title I, Part A Pooling for FY22

**When:** August 12, 2020, 10:00 AM

**Who:** Private Schools Participating in Title I, Part A in more than 1 LEA & the LEAs Serving Them

**Register:** <https://bit.ly/31Sa85v>

## FY21 Equitable Services Webinar Overview and Updates

**When:** August 20, 2020, 10:00 AM

**Who:** All LEAs and Private Schools

**Register:** <https://bit.ly/2ZNnAF4>

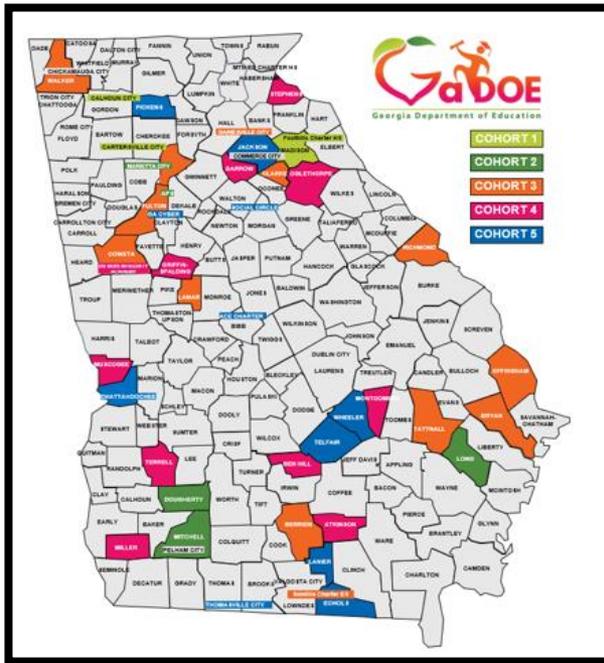
# Next Session: Consolidation of Funds



# Consolidation of Funds

# Consolidation of Funds

## Cohorts 1-5



CONSOLIDATION OF FUNDS MANUAL FOR TITLE I SCHOOLWIDE CONSOLIDATION PROGRAMS

Richard Woods, State School Superintendent

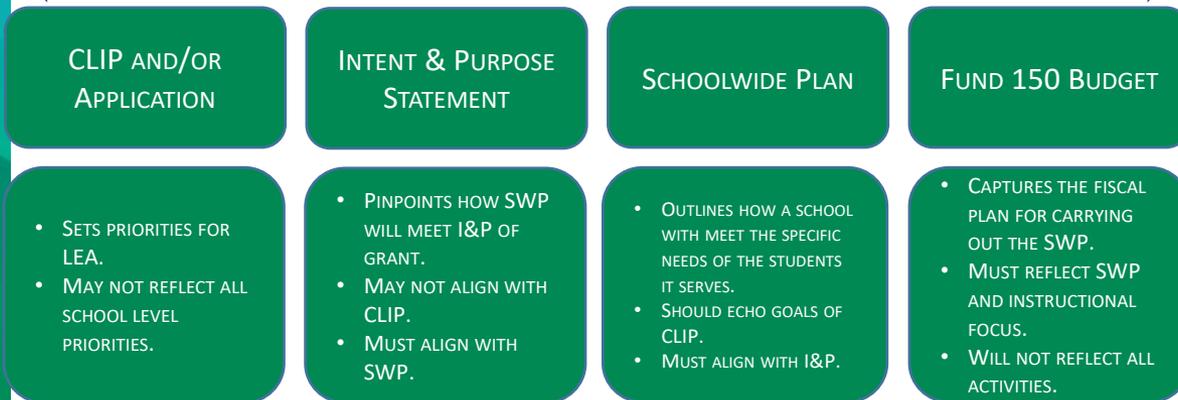


# Consolidation of Funds Alignment

## Discretionary Grants - Precise Alignment



## Formula Grants - Approximate Alignment



## 2004 Federal Register Notice

### Discretionary Grants

(1003(A), 1003(G), IVB, M-V, L4GA, Competitive)  
 “If a schoolwide program school consolidates funds from discretionary grant programs, the school **must** still carry out the activities described in the application under which the funds were awarded.”

### Formula Grants

(IA, ID, IC, IIA, IIIA, IVA, VB, IDEA)  
 “[The school] must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. Such a school must be able to demonstrate that its schoolwide program contains sufficient resources and activities to reasonably address the intent and purpose of included programs, particularly as they relate to the lowest performing students.”

# Consolidation of Funds

## Budget Submission Documents

### Selecting Samples

Samples must represent

- all grants consolidated
- show the LEA-level requirements from program intents and purposes (IIIA, IVA)
- schools across grade level bands

Attachment	Applicability	Quantity	Naming Convention
Schoolwide Plan	All Cohorts	LEA Sample	COF-SWP- Name of School
Intent & Purpose Statement	All Cohorts	LEA Sample	COF-I&P- Name of School
Fund 150 Budget Allocations Attachment	All Cohorts	All LEA schools must be included	CoF-Fund 150 Budget Allocations
Fund 150 Budget*	New Cohorts	LEA Sample	CoF-Fund 150 Budget – Name of School
Title I, Part A Supplement not Supplant Methodology GA – District Level RAM/P	if applicable	All LEA schools included	<i>See Title I, Part A Guidance</i>
Program Specific Requirements	<i>See Appendix H</i>		

# Consolidation of Funds

## Budget –Function and Object Codes

### Federal Programs – My GaDOE Portal – Consolidated Application

- **Functional Category Entry**

Choose Single OR Multiple. GaDOE recommends Single.

- **Single functional category** 1000-881
- **Multiple functional categories**  
1000-881, 2100-881, 2210-881, 2213-881, 2220-881, 2400-881, 2600-881, 2700-881

- **School Allocation Entry**

Choose single or multiple. GaDOE recommends single.

- **Single Line Item** - Enter all schools in a single budget line items
- **Multiple Line Items** – Enter each school in a different line item.

LEAs may increase the budgeted contributions, but should not reduce the amount contributed to Fund 150 before contacting GaDOE staff. [Consolidation@doe.k12.ga.us](mailto:Consolidation@doe.k12.ga.us)

# Consolidation of Funds

## Budget – Available Function Codes & Job Codes

### Budget Function Codes are Restricted to School Level Expenditures

- 1000 – Instruction
- 2100 – Pupil Services
- 2210 – Improvement of Instructional Services
- 2213 – Instruction Staff Training
- 2220- Educational Media Services
- 2400 – School Administration
- 2600 – Maintenance and Operations  
(School Resource Officers Only)
- 2700 – Transportation  
(supplemental academic services only)

### Job Codes (CPI) are Limited to Codes Aligned to Allowable CoF Function Codes

GaDOE LHA Chart of Accounts (LINK) 1000- Instruction, 2100 – Pupil Services, 2210 – Improvement of Instructional Services, 2213 – Instructional Staff Training, 2200 – Educational Media Services, 2400 School Administration

Function Code	Job Code	Title	Description	Cert. Required	Report Cert. on CPI
1000	080	Pre-School Regular Education Teacher	Teaches regular education pre-kindergarten students	N	Y
1000	090	Kindergarten Regular Education Teacher	Teaches regular education kindergarten students	Y	Y
1000	100	Grades K-5 Combination Teacher	Teaches students in any combination of grades K through 5 combined in the same classroom.	Y	Y
1000	101	Grade 1 Teacher	Teaches students in grade 1	Y	Y
1000	102	Grade 2 Teacher	Teaches students in grade 2	Y	Y
1000	103	Grade 3 Teacher	Teaches students in grade 3	Y	Y
1000	104	Grade 4 Teacher	Teaches students in grade 4	Y	Y
1000	105	Grade 5 Teacher	Teaches students in grade 5	Y	Y
1000	106	Grade 6 Teacher	Teaches students in grade 6	Y	Y
1000	107	Grade 7 Teacher	Teaches students in grade 7	Y	Y
1000	108	Grade 8 Teacher	Teaches students in grade 8	Y	Y
1000	109	Grade 9 Teacher	Teaches students in grade 9	Y	Y
1000	110	Grade 10 Teacher	Teaches students in grade 10	Y	Y
1000	111	Grade 11 Teacher	Teaches students in grade 11	Y	Y
1000	112	Grade 12 Teacher	Teaches students in grade 12	Y	Y
1000	113	Grades 6-8 Combination Teacher	Teaches students in any combination of grades 6 through 8 combined in the same classroom.	Y	Y
1000	114	Grades 9-12 Combination Teacher	Teaches students in any combination of grades 9 through 12 combined in the same classroom.	Y	Y
1000	115	Military Science Teacher	Teaches in MILC	N	Y
1000*	116	Teacher - Extended Day (High School)	Teaches extended day period in any high school subjects and earns extra pay for this through Fund Code 76 (Career, Technical and Agricultural State Grant Funds)	Y	Y
1000*	117	Teacher-Extended Day (6-8)	Teaches extended day in any subject for grades 6 through 8 and earns extra pay for this through Fund Code 76 (Career, Technical and Agricultural Education State Grant Funds)	Y	Y
1000	118	Alternative School Teacher (06-08)	Teaches students in grade 6 through 8 in an Alternative School	Y	Y
1000*	119	Extended Year Teacher	Teaches extended year in any subject 6-12 and earns extra pay for this through Fund Code 76 (Career, Technical and Agricultural Education State Grant Funds)	Y	Y
1000	120	Middle School Connections (6-8) Teacher	Teaches any middle school connections subject to students in grades 6 through 8. (See also middle school job code for CTAE teachers)	Y	Y
1000	121	Crossroads Alternative School Teacher (6-12)	Teaches students in grades 6 through 12 in a Crossroads Alternative School	Y	Y
1000	122	In-School Suspension (ISS) Teacher	Serves as the In-School Suspension teacher for students in any grade level	Y	Y
1000	123	Middle School Career, Technical and Agricultural Teacher	Teaches and Career, Technical and Agricultural Education Subject to students in grades 6 through 8. Coordinates work-based learning placements connected to school-based learning opportunities for students enrolled in the state-approved work-based learning courses.	Y	Y
1000*	124	Work Based Learning (WBL)Teacher (School-level)	Teaches and Career, Technical and Agricultural Education Subject to students in grades 6 through 8. Coordinates work-based learning placements connected to school-based learning opportunities for students enrolled in the state-approved work-based learning courses.	Y	Y
1000	130	Subject Specialist (P-8)	Teacher Art, Music, or Physical Education to students in grades 6 through 8	Y	Y

Please refer to the Job Code Appendix in the Consolidation of Funds Manual



# Consolidation of Funds

## Schoolwide Plans

- Schoolwide plans must include all contributing programs. Schoolwide plans will include specific actions/interventions for carrying the intent and purpose statements of all consolidating programs and school specific priorities.
- LEAs and schools may use their own plan templates that meet the needs of the district and school but must include all required schoolwide components.
- Schools are not required by ESSA to prepare the Schoolwide plan in isolation and are, in fact, welcome to merge the plans required by the LEA and/or other funding sources as long as the required schoolwide programs are addressed.
- It is recommended that if a schoolwide plan contains activities/interventions from other funding sources that this is easily distinguishable in the plan.
- A copy of the review checklist is available online. The schoolwide plan checklist is not required to be submitted; however, a process for how LEAs monitor planning and implementation is required.


**Consolidation of Funds Budget Approval Checklist**  
 Schoolwide Plans, Intent and Purpose, Fund 150 Allocations

All components of the schoolwide program plan required under statute, regulations and non-regulatory guidance must be addressed. Those areas marked "Revision Requested" need additional development. The GaDOE staff requesting revision will provide technical assistance.

Local Education Agency (LEA): \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Name of GaDOE Staff Reviewing: \_\_\_\_\_

Program Reviewed: Title IVA Date: \_\_\_\_\_

Approved	Revision Requested	Schoolwide Plan – LEA Selected Sample
		Select the program(s) this school is consolidating. <input type="checkbox"/> IA <input type="checkbox"/> 1003(a) <input type="checkbox"/> PPE <input type="checkbox"/> IA (EL) <input type="checkbox"/> IA <input type="checkbox"/> VB <input type="checkbox"/> EIT <input type="checkbox"/> MV <input type="checkbox"/> IC <input type="checkbox"/> 1003(a) <input type="checkbox"/> IP <input type="checkbox"/> IA (S&L) <input type="checkbox"/> IVA <input type="checkbox"/> VB <input type="checkbox"/> EIT <input type="checkbox"/> MV
		<b>1. Comprehensive Needs Assessment – Section 1114(b)(6)</b> (All programs – subgroups should be evident) a. Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. For GaDOE Review: Are the needs of each consolidated program addressed? <input type="checkbox"/> IA <input type="checkbox"/> 1003(a) <input type="checkbox"/> PPE <input type="checkbox"/> IA (EL) <input type="checkbox"/> IA <input type="checkbox"/> VB <input type="checkbox"/> EIT <input type="checkbox"/> MV <input type="checkbox"/> IC <input type="checkbox"/> 1003(a) <input type="checkbox"/> IP <input type="checkbox"/> IA (S&L) <input type="checkbox"/> IVA <input type="checkbox"/> VB <input type="checkbox"/> EIT <input type="checkbox"/> MV
		<b>2. Schoolwide Plan Development – Section 1114(b)(1-5)</b> (All programs – verify current) a. Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the state of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. (All programs – verify involvement) b. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including: teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate specialized instructional support personnel, technical assistance providers, school staff; if the plan relates to a secondary school, students, and other individuals determined by the school. (These stakeholders are required at school level. Best practice is to include all LEA focused and impacted stakeholders that also apply at the school level.)
		(All programs – verify supports for monitoring program implementation) c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. (FY21 All programs – includes statement as to where available) d. Is available to the state education agency, local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
		<b>3. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)</b>

# Consolidation of Funds

## Intent and Purpose Statements

### CONSOLIDATION OF FUNDS – INTENT AND PURPOSE TEMPLATE 1

#### Schoolwide School Improvement Plan–Consolidating Funds

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

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

District Name	Fiscal Year	Superintendent's Signature***
School Name	Date Submitted	Principal's Signature***
Programs	<input type="checkbox"/> IA <input type="checkbox"/> IC <input type="checkbox"/> ID <input type="checkbox"/> 1003(a) <input type="checkbox"/> 1003(e) <input type="checkbox"/> IIA <input type="checkbox"/> IIA (English Learners) <input type="checkbox"/> IIA (Immigrant) <input type="checkbox"/> IVA <input type="checkbox"/> IVB <input type="checkbox"/> V8 <input type="checkbox"/> McKinney-Vento <input type="checkbox"/> Sp. Ed. 611 <input type="checkbox"/> Sp. Ed. 619	
<b>School Intent and Purpose Statements (Required for State Review)</b>		
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.
State and Local		Director Initials
Title I, Part A		
Parent/Family Engagement		
Title I, Part C		
Title I, Part D		
Subpart A		
Title I, 1003 (a)		
Title I, 1003 (g)		
1003(a) Competitive		
Title II, Part A		
Title III, Part A		
English Learners		
Title III, Part A		

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### CONSOLIDATION OF FUNDS – INTENT AND PURPOSE TEMPLATE 2

#### Schoolwide School Improvement Plan–Consolidating Funds

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

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

District Name	Superintendent's Signature	Fiscal Year
School Name	Principal's Signature	
Major School Improvement Actions	Specific Initiatives, Interventions, Activities that Support the Major Improvement Actions	Evidence of Implementation
		Programs Consolidated in School
		Evidence of Effectiveness
1		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
2		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
3		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
4		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
5		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
6		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
7		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
8		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
9		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB
10		<input type="checkbox"/> IA, <input type="checkbox"/> FPE, <input type="checkbox"/> IC, <input type="checkbox"/> SIGA, <input type="checkbox"/> IA, <input type="checkbox"/> IIIA, <input type="checkbox"/> IVA, <input type="checkbox"/> VB

(\*Title III, Part A - SS=Student Support; PS=Parent Support; PL= Teacher PL)

\*\*Title IV, Part A - WR=Well Rounded, SH=Safe and healthy; ET=Effective Use of Technology

Adapted from Template Provided by Barrow County School District  
Georgia Department of Education  
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# Consolidation of Funds

## Budgets – Fund 150 Attachment

BUDGET REQUEST COMPARISON FY 2019-2020							2019	2020	CPS	
							BUDGET	BUDGET	BUDGET INCREASE DECREASE	
<b>KINDERGARTEN</b>										
150	1000	543000	0110	1011	0000	0000	REPAIR & MAINTENANCE	1,925.00	0.00	(1,925.00)
150	1000	561000	0110	1011	0000	0000	SUPPLIES	10,418.00	5,624.00	(4,794.00)
150	1000	561200	0110	1011	0000	0000	COMPUTER SOFTWARE	0.00	0.00	0.00
150	1000	561500	0110	1011	0000	0000	EXPENDABLE EQUIPMENT < 5000	1,000.00	1,000.00	0.00
150	1000	553200	0110	1011	0000	0000	WEB-BASED SOFTWARE	0.00	600.00	600.00
<b>GRADES 1-3</b>										
150	1000	543000	0110	1021	0000	0000	REPAIR & MAINTENANCE	2,600.00	0.00	(2,600.00)
150	1000	561000	0110	1021	0000	0000	SUPPLIES	20,838.00	10,777.00	(10,061.00)
150	1000	561200	0110	1021	0000	0000	COMPUTER SOFTWARE	0.00	0.00	0.00
150	1000	553200	0110	1021	0000	0000	WEB-BASED SOFTWARE	69,350.00	57,477.00	(11,873.00)
150	1000	561500	0110	1021	0000	0000	EXPENDABLE EQUIPMENT < 5000	1,000.00	1,000.00	0.00
150	1000	561600	0110	1021	0000	0000	EXPENDABLE COMPUTER EQUIP<5C	500.00	500.00	0.00
<b>EIP KINDERGARTEN</b>										
150	1000	561000	0110	1061	0000	0000	SUPPLIES	1,500.00	1,500.00	0.00
<b>EIP PRIMARY 1-3</b>										
150	1000	561000	0110	1071	0000	0000	SUPPLIES	1,500.00	1,500.00	0.00
150	1000	561500	0110	1071	0000	0000	EXPENDABLE EQUIPMENT < 5000	250.00	250.00	0.00
<b>ESOL</b>										
150	1000	561000	0110	1351	0000	0000	SUPPLIES	1,000.00	1,000.00	0.00
150	1000	561200	0110	1351	0000	0000	COMPUTER SOFTWARE	3,000.00	0.00	(3,000.00)
150	1000	581000	0110	1351	0000	0000	DUES AND FEES	300.00	300.00	0.00
150	1000	553200	0110	1351	0000	0000	WEBBASED SOFTWARE	0.00	3,000.00	3,000.00
<b>SPECIAL ED</b>										
100	1000	558000	0110	2041	0000	0000	TRAVEL	200.00	200.00	0.00
100	1000	561000	0110	2041	0000	0000	SUPPLIES	3,000.00	3,000.00	0.00
100	1000	561500	0110	2041	0000	0000	EXPENDABLE EQUIPMENT < 5000	250.00	250.00	0.00
100	1000	561600	0110	2041	0000	0000	EXPENDABLE COMPUTER EQUIP<5C	2,500.00	2,500.00	0.00
100	1000	581000	0110	2041	0000	0000	DUES AND FEES	800.00	800.00	0.00
<b>GIFTED</b>										
150	1000	558000	0110	2111	0000	0000	TRAVEL	200.00	200.00	0.00
150	1000	561000	0110	2111	0000	0000	SUPPLIES	750.00	750.00	0.00
150	1000	581000	0110	2111	0000	0000	DUES AND FEES	200.00	200.00	0.00
<b>NURSE</b>										
150	2100	561000	0110	9990	0025	0000	SUPPLIES	3,000.00	2,500.00	(500.00)
150	2100	581000	0110	9990	0025	0000	DUES AND FEES	1,000.00	0.00	(1,000.00)
150	2100	530010	0110	9990	0000	0000	OTHER FEES	500.00	3,000.00	2,500.00
150	2100	561500	0110	9990	0000	0000	EXPENDABLE EQUIPMENT < 5000	500.00	500.00	0.00
<b>GUIDANCE</b>										
150	2100	561000	0110	9990	0030	0000	SUPPLIES	1,500.00	700.00	(800.00)
150	2100	581000	0110	9990	0030	0000	DUES AND FEES	850.00	0.00	(850.00)
150	2100	530010	0110	9990	0030	0000	OTHER FEES	0.00	0.00	0.00
150	2100	561500	0110	9990	0030	0000	EXPENDABLE EQUIPMENT < 5000	0.00	0.00	0.00
<b>STAFF DEVELOPMENT</b>										
150	2213	511300	0110	1210	0000	0000	SUBSTITUTES - CERTIFIED	5,000.00	4,000.00	(1,000.00)
150	2213	511600	0110	1210	0000	0000	PROF DEVELOPMENT STIPENDS	1,000.00	1,000.00	0.00
150	2213	522000	0110	1210	0000	0000	FICA	300.00	300.00	0.00
150	2213	526000	0110	1210	0000	0000	WORKERS COMPENSATION	200.00	200.00	0.00
150	2213	530010	0110	1210	0000	0000	OTHER FEES	500.00	6,500.00	6,000.00
150	2213	558000	0110	1210	0000	0000	TRAVEL	9,000.00	9,000.00	0.00
150	2213	581000	0110	1210	0000	0000	DUES AND FEES	10,000.00	7,472.00	(2,528.00)

MADISON COUNTY BOARD OF ED.											
BUDGET REPORT BY FUND											
CURRENT PERIOD: 06/01/2020 TO 06/30/2020											
IDEAL REMAINING PERCENT: 0 %											
ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PER					
<b>150 FUNDS CONSOLIDATION</b>											
<b>1000 INSTRUCTION</b>											
<b>110 TEACHERS</b>											
150-1011-1000-110-00-1050-0000	Kdgm-Salary Teacher	145,860.00	0.00	0.00	0.00	145,860.00	100				
150-1021-1000-110-00-1050-0000	Gr 1-3 Teacher	327,773.00	0.00	3,032.92	0.00	324,740.08	99				
150-1051-1000-110-00-1050-0000	Gr 4-5 Teacher Salary	190,741.00	0.00	3,044.15	0.00	187,696.85	97				
150-1061-1000-110-00-1050-0000	Kdg EIP Teacher	162,077.00	0.00	0.00	0.00	162,077.00	100				
150-1071-1000-110-00-1050-0000	Gr 1-3 EIP Teacher	375,804.00	0.00	0.00	0.00	375,804.00	100				
150-1091-1000-110-00-1050-0000	Gr 4-5 EIP Teacher	243,798.00	0.00	0.00	0.00	243,798.00	100				
150-1351-1000-110-00-1050-0000	ESOL TEACHER	104,403.00	0.00	0.00	0.00	104,403.00	100				
150-2111-1000-110-00-1050-0000	STATE SALARY GIFTED	92,077.00	0.00	0.00	0.00	92,077.00	100				
150-6099-1000-110-00-1050-0000	SALARY	56,452.00	0.00	0.00	0.00	56,452.00	100				
<b>110 TEACHERS TOTALS:</b>		<b>1,698,985.00</b>	<b>0.00</b>	<b>6,337.07</b>	<b>0.00</b>	<b>1,690,647.93</b>	<b>100</b>				
<b>113 SUBS_TEMP FOR CERTIFIED</b>											
150-1011-1000-113-00-1050-0000	Kdgm Sub-Certifed	3,160.00	0.00	0.00	0.00	3,160.00	100				
150-1021-1000-113-00-1050-0000	Gr 1-3 Certifed Sub	4,600.00	0.00	0.00	0.00	4,600.00	100				
150-1051-1000-113-00-1050-0000	Gr 4-5 Sub-Certifed	4,000.00	0.00	37.50	0.00	3,962.50	99				
150-1061-1000-113-00-1050-0000	Kdgm EIP Sub-Certifed	1,000.00	0.00	0.00	0.00	1,000.00	100				
150-1071-1000-113-00-1050-0000	Gr 1-3 EIP Sub-Certifed	1,000.00	0.00	0.00	0.00	1,000.00	100				
150-1091-1000-113-00-1050-0000	Gr 4-5 EIP Sub-Certifed	1,000.00	0.00	0.00	0.00	975.25	98				
150-1351-1000-113-00-1050-0000	Subs	500.00	0.00	12.75	0.00	487.25	97				
150-2041-1000-113-00-1050-0000	CERTIFIED SUBS-TEA	1,000.00	0.00	0.00	0.00	1,000.00	100				
150-2111-1000-113-00-1050-0000	SUBS	500.00	0.00	0.00	0.00	500.00	100				
<b>113 SUBS_TEMP FOR CERTIFIED TOTALS:</b>		<b>16,760.00</b>	<b>0.00</b>	<b>75.00</b>	<b>0.00</b>	<b>16,685.00</b>	<b>100</b>				
<b>114 SUBS_TEMP FOR NON-CERT</b>											
150-1011-1000-114-00-1050-0000	Kdgm-Sub Non-Certifed	300.00	0.00	0.00	0.00	300.00	100				
<b>JADAMS</b>											
8/4/12											
09/26/2019 11:28:54AM											
Page 1 of 10											

# Consolidation of Funds

## Amendments

Attachment	Applicability
CLIP	If the shift in needs is across multiple schools and impacts the district's needs it may be necessary to update the CLIP.
Schoolwide Plan	<p><b>Consolidation of Formula Grants</b> –Adjustments should be made and kept at the local level and are subject to monitoring. Adjustments must continue to meet the intents and purposes of the consolidated grants.</p> <p><b>Consolidation of Discretionary/Competitive Grants</b> –Adjustments that impact ability to carry out approved applications should be communicated to the appropriate program offices and copy consolidation@doe.k12.ga.us. Applications may need to be amended; however schoolwide plans and intent and purpose statements, while changed locally, do not need to be resubmitted.</p>
Intent & Purpose Statement	If the shift in needs in a schoolwide plan would impact the intent and purpose statements submitted and approved for the school year, the statements should be amended and may be kept on file locally.
Fund 150 Budget Allocations Attachment	The Fund 150 Budget Allocations Attachment for each consolidating school must be kept current at all times on the Consolidation of Funds tab in the ConApp Attachments.
ConApp Budget	Consolidated Application budget amendments need to be submitted each time the amount contributed to Fund 150 is changed or there is a 25% variance in a functional category.
Fund 150 Budget (DE46)	Amendments must be made for any change in contributions and kept on file locally.
Fund 150 (Attachment)	Amendments are not required to be uploaded.
Title I, Part A RAM/P	See <i>Title I, Part A Program Guidance</i>
Program Requirements	Refer to <i>Program Office Guidance</i>

# Consolidation of Funds

## FY22 Cohort 6 Consolidation Prep Workshops

### Fall FY22 Consolidation Prep Workshop

**When:** October 14,  
2020, 9-12

**Who:** LEAs interested in  
consolidating in FY22

**Register:**  
<https://bit.ly/2Ddpwit>

### Spring FY22 Consolidation Prep Workshop

**When:** March 10, 2021,  
9-12

**Who:** LEAs committed to  
consolidating in FY22  
LEAs interested in  
consolidating in FY23

**Register:**  
<https://bit.ly/2Z4HkVu>

# Next Session: Title I, Part A



# Title I, Part A

**Dr. Ken Banter**  
**Senior Program Manager**

**And**

**Grace McElveen**  
**Education Program Specialist**



# FY21 Title I, Part A Budgeting

The following Slides includes:

- Specific guidance from ESEA/ESSA
- Best practices

Additional resources:

- FY21 Title I Budget Review Checklist
- Title I, Part A New Directors Online Course
- Your Title I Education Program Specialist
- Federal Programs Web site
- Federal Programs Handbook (Overarching Requirements)
- Title I, Part A Web site
- Title I, Part A Handbook

# FY21 Title I, Part A Allocation

The FY21 allocation includes:

- FY21 Title I, Part A Allocation (Original budget including the neglected & delinquent allocation, if applicable)
- FY20 Title I, Part A Carryover Amount (Added as amendment after Completion Reports are finalized in November)

# FY21 Title I, Part A Budget

The Title I, Part A budget is based on:

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

Title I, Part A Program Specialists will be conducting a Statewide Virtual Meeting to provide further clarification regarding the information presented in this webinar on Thursday, July 30th from 9:00 to 11:30.

Please register at the following link:

<https://attendee.gotowebinar.com/register/7410290964625931534>

# 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 demonstrating 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

- Equitable distribution of non-federal funds (state and local) requires that:
  - 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)
  - The basic funding of an LEA's schools must be **Title I neutral** (without consideration of Title I, Part A 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.

# Guidance on Resource Allocation Methodology/Plans

- “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)?”
- “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 -
    - a. One school;
    - b. Only Title I schools; or
    - c. A grade span that contains only:
      - a single school,
      - non-Title I schools, **or**
      - only Title I schools

# Guidance on Resource Allocation Methodology/Plans

- The Georgia Department of Education (GaDOE) 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, when necessary.
- The United States Department of Education has released non-regulatory guidance on [Supplement not Supplant](#)
- Attach the FY21 RAM/P to the General Attachments Tab in the Consolidated Application by July 1

# General Attachments Tab

The screenshot shows the MyGaDOE Consolidated Application interface. At the top right, it says "Welcome to MyGaDOE". Below that, it says "You have (2) new messages." and "Help - Docket | Online Documents/Forms". The main heading is "Consolidated Application". Below this, there's a "Program Status" section with "District Name : [redacted] County" and "District Code : 608". The "Fiscal Year" is 2018. There are four tabs: "Programs", "Planning", "Prayer Certification", and "Attachments" (which is highlighted with a red arrow), and "Audit Trail". Below the tabs is a table of programs. The table has columns for "Program", "Applied As", "Budget Status", "DC Status", and "Program Type".

Program	Applied As	Budget Status	DC Status	Program Type
<a href="#">Homeless Education</a>	Single District	Approved	Program Manager Signed Off	Original
<a href="#">Homeless Education</a>	Single District	Approved	Program Manager Signed Off	Amendment No. 1
<a href="#">Title I.A. Improving The Academic Achievement</a>	Single District	Approved	Program Manager Signed Off	Original
<a href="#">Title I.A. Improving The Academic Achievement</a>	Single District	Approved	Program Manager Signed Off	Amendment No. 1
<a href="#">Title I.A. Neglected &amp; Delinquent</a>	Single District	New	Program Manager Signed Off	Original
<a href="#">Title II.A. Advanced Placements Grants</a>	Single District	Approved	New	Original
<a href="#">Title II.A. Improving Teacher Quality</a>	Single District	Approved	Program Manager Signed Off	Original
<a href="#">Title II.A. Improving Teacher Quality</a>	Single District	Approved	New	Amendment No. 1
<a href="#">Title II.A. Improving Teacher Quality</a>	Single District	Approved	New	Amendment No. 2
<a href="#">Title IV-B. 21st Century Community Learning</a>	Single District	New	New	Original

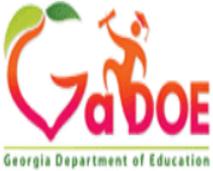
  

Program	Applied As	Budget Status	DC Status	Program Type
<a href="#">Title III-A. Language Instruction for English Lear</a>	Single District	Approved	New	Original
<a href="#">Title III-A. Language Instruction for English Lear</a>	Single District	Approved	New	Amendment No. 1
<a href="#">Title IV-A. Student Support and Academic Enrichmen</a>	Single District	Approved	New	Original

Program	Applied As	Budget Status	DC Status	Program Type
<a href="#">Professional Learning</a>	Single District	New	New	Original

# General Attachments Tab



Georgia Department of Education

You have (0) new messages.

Site Navigation

- Home
- Logout

Title I

- Administration
- Application
- Reports
- Online Help

Consolidated Application

## Attachments

District Name : [REDACTED] District Code : [REDACTED]

Fiscal Year : 2019

Programs Planning Prayer Certification **Attachments** Audit Trail

Group : General

Item#	Uploaded File
1	RAMP FY19 [REDACTED].f

# Title I Program Attachments Tab

- All Title I specific documentation, as requested by your Education Program Specialist to help document allowability of budgeted expenditures, will go on this tab
  - Please refer to the **FY21 Title I Budget Review Checklist** located under “Other Resources” webpage on the GaDOE Federal Programs, Title I, Part A Web site for a complete list of required attachments
- Title I Education Program Specialists may request a school’s SWP/TAP plan be uploaded for review if additional information is required to support budgeted items if not completed within the SLDS platform

# Title I, Part A

## Navigating the

# Consolidated Application

# Source of Budgeted Funds

- The FY21 official allocation for the LEA will appear in the ConApp when each program is added
- The FY21 allocation is made up from:
  - FY21 Title I, Part A allocation
  - Transferred funds from Title II or Title IV (if applicable)
  - FY20 “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
- Generally, LEAs that have exceeded the 15-percent carryover limit can request a waiver every three years. Georgia has received approval of a waiver request to ED to remove the 15% carryover threshold with FY20 Title I, Part A funds.
- LEAs will not need to submit a waiver request since all unspent FY20 Title I, Part A funds will be automatically carried over, after the FY20 Completion Report is submitted

# Maintenance of Effort

- Maintenance of Effort (MOE)
  - An LEA must meet MOE per ESEA Sections 1118 and 8521
  - Aggregate MOE for each fiscal year (FY18 and FY19) has been pre-populated
  - Amount for the fiscal year ending June 30, 2019, must be at least 90-percent of amount for fiscal year ending June 30, 2018
  - 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)

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# Maintenance of Effort

- Maintenance of Effort (MOE)
  - **Currently, all LEAs have MET MOE for FY21.**
  - An MOE waiver (located on the Title I website) is provided for charter schools that were not in existence during the comparison years
  - The FY21 MOE Report will be located in the Consolidated Application

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# Maintenance of Effort

The screenshot displays the MyGaDOE website interface. At the top left is the GaDOE logo and the text "Georgia Department of Education". A search bar for districts is located at the top center, with a dropdown menu showing letters A through Z. A notification bar at the top right says "Welcome to MyGaDOE" and includes links for "Help - Dticket" and "Online Documentation".

On the left side, there is a "Site Navigation" menu with links for "Home" and "Logout". Below it is a "Title I" section with a sub-menu. The sub-menu items are: Administration, Application, Online Help, Reports, Manage Public Schools, Special Ed Excess Cost, Title MOE, and Special Ed MOE. A red arrow points from the "Title MOE" item in the sub-menu to the "Surveys" section in the main content area.

The "Surveys" section is titled "Surveys" and has an "options" link. It contains a table with the following data:

	Saved (0)	Submitted (10)	Approved (10)	Reports
No new surveys available				

Below the table is a "More" link. To the right of the "Surveys" section is a "My Favorites" section, which currently shows "No Favorites" and a "More" link.

# 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. Placing school level initiatives as a set-aside 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 do not link to the budget detail page
- The total amount of the set-asides plus the total amount allocated to schools on the school allocation tab must equal the district's FY21 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
  - Example: N&D Set-aside: There are no N&D programs or schools in the district. The district does not receive a set-aside.

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# Set-Asides Tab – Required Section

[Title I, Part A Attachments](#) | **Set Asides** | [Other Funds](#) | [School Allocations](#) | [Eligible Attendance Areas](#) | [Data Collection](#)

Print | Save | Sign-Off

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

**Description:**  **Amount:**

**Explanation:**

---

**Custom Set Aside Description:**  **Amount:**

Set Asides (Required)	Amount	Comments
Neglected and Delinquent Set Aside	<input type="text" value="53358"/>	<input type="text" value="Technology, tutoring, and supplies for Eagle Ranch"/>
Homeless Set Aside	<input type="text" value="10000"/>	<input type="text" value="Purchased professional services for homeless tutoring (Method #"/>
1% Parent and Family Engagement Set Aside	<input type="text" value="62102"/>	<input type="text" value="School Set Aside: 1% for school parent involvement"/>
Private School Equitable Services Set Aside	<input type="text" value="0"/>	<input type="text" value="N/A for Hall County Schools"/>

# Set-Asides Tab – Optional Section

**Title I, Part A Attachments** | **Set Asides** | Other Funds | School Allocations | Eligible Attendance Areas | Data Collection

Print | Save | Sign-Off

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

Description	Amount:
2010-2011 Salaries for 20 Title I Teachers and 2 Title I eLearning Specialists	<input type="text"/>
2010-2011 Salary and Benefits for Title I Data Management Secretary	<input type="text"/>
2010-2011 Salary and benefits for Title I Math Coach	<input type="text"/>
Additional Parental Involvement	<input type="text"/>
Administrative Set Aside	<input type="text"/>
Alternative School Set Aside (Materials)	<input type="text"/>
Audit Cost	<input type="text"/>
Before/After School Program	<input type="text"/>
custom	<input type="text"/>
Delinquent Set Aside	<input type="text"/>
FY14 FLP Carryover	<input type="text"/>
FY15 FLP Carryover	<input type="text"/>
FY15 Parental Involvement Carryover	<input type="text"/>
FY16 FLP Carryover	<input type="text"/>
FY16 Parental Involvement Carryover	<input type="text"/>
FY17 Parent Involvement Carryover	<input type="text"/>
Homeless Set Aside	<input type="text"/>
Indirect Cost Set Aside	<input type="text"/>
Instructional Coaches	<input type="text"/>
Local School Improvement	<input type="text"/>
NCLB NI District Professional Development	<input type="text"/>
Neglected Set Aside	<input type="text"/>
Parent and Family Engagement Carryover Set-Aside	<input type="text"/>
Pre-K	<input type="text"/>
Prevention/Intervention Specialist	<input type="text"/>
Private School Equitable Participation	<input type="text"/>
Private School Per Pupil Amount Set Aside	<input type="text"/>
Professional Development for HQT Set Aside	<input type="text"/>
Professional Development Set Aside	<input type="text"/>
Summer School	<input type="text"/>

**Custom Set**  Amount:

# 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 FY21 allocation sheet
- Homeless Set-Aside
  - All LEAs are required to set-aside funds to address the needs of homeless children
  - LEAs must identify one of four methods used to determine the set-aside amount
    - 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
  - 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**
  - 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
  - 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 including transferred funds exceed \$500,000
  - If the LEA is a Consolidation of Funds (CoF) district, the 1% may be included in the CoF for each participating Title I school
  - 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

# Required District Set-Asides

- 1% Parent and Family Engagement
  - 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
  - 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
  - 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

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



# Required District Set-Asides

- 1% Parent and Family Engagement Carryover
  - The portion of the one percent required set-aside for parent and family engagement not expended at the end of the previous year (FY20) **must** be carried over to the present fiscal year (FY21) and added as a custom optional set-aside entitled Parent and Family Engagement Carryover Set-Aside
  - 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. Indicate zero dollars budgeted at this time. The carryover amount will be budgeted when carryover is added to budget.

**Note:** Keep documentation (expenditure details) of the calculation for carryover on file for monitoring

# Required District Set-Asides

- Additional Parent and Family Engagement Funds
  - If the LEA needs to set 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.
  - 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 **FY21 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 should include 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

# FY21 GaDOE Title I Private School Proportionate Share Calculation Worksheet

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

# Required District Set-Asides

- Budgeting Title I Private School Equitable Services
  - Based on information from previous slide the Private School set-aside budgeted amount = \$128,200
- Sample Set-aside budget description
  - PRIVATE SCHOOL EQUITABLE SERVICES SET-ASIDE: ABC Private School - \$9,324; 123 Private School - \$4,662; A+ Private School - \$23,309; Community Private School - \$20,978; City Private School - \$16,316; Church Private School - \$53,611
- If funds are transferred into Title I or there is a revised Title I allocation, the FY21 Title I Private School Proportionate Share Calculation Spreadsheet must be recalculated
- The spreadsheet must be named “**Revised** FY21 Title I Private School Proportionate Share Spreadsheet” and attached to the Title I attachments tab

# Optional Districtwide Set-Asides

- **Administrative Set-Asides**

- All administrative expenditures should be charged to function code 2230
- There is no set maximum administrative threshold for Title I, Part A

- **Audit Cost Set-Aside**

- Charged to function code 2300 and object code 300

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# Optional Districtwide Set-Asides

## • Indirect Costs Set-Aside

- Must use the approved **restricted** indirect cost rate for the district
- The indirect cost rates can be found on the “Other Resources” webpage on Title I Web site
- Use embedded worksheet for Title I, Part A on the Data Collection tab to calculate maximum indirect cost set-aside
- Both the Title I director and the superintendent must **submit** the information on the Data Collection tab. Program specialists will follow-up with approval sign-off.
- Should be charged to function code 2300, object code 880 in the budget
- May only be drawn down at the same percentage of actual Title I expenditures

**REMEMBER** – restricted indirect cost rates now change every July 1<sup>st</sup> (fiscal year)

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# Optional Districtwide Set-Asides

- **Extended Learning Set-Aside**

- Examples: Districtwide summer school, before/after school tutoring, Saturday school
- 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.

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# Optional Districtwide Set-Asides

- **Extended Learning Set-aside**

- When budgeting these activities, break down the expenditures by summer school, before/after school tutoring, etc.
- Charge a district employee with object code 199 in the budget detail
- Charge a contracted person object code 300 in the budget detail
- Charges should be made to facility code 8010

## REMEMBER

- Maintain appropriate documentation of time and services provided – sign-in sheets, rosters

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# Optional Districtwide Set-Asides

- **Professional Development Set-Aside**

- Examples: 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 either the entire district or grade span of schools within the district

122

# Optional Districtwide Set-Asides

- **Professional Development Set-Aside**

- 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

## REMEMBER

- Maintain appropriate documentation of time and services provided – sign-in sheets, rosters

123

# Optional Districtwide Set-Asides

- **Additional Parent and Family Engagement Set-Aside**
  - 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.
  - This set aside should be entitled: **Additional Parent and Family Engagement Set-Aside**
  
- **Private School Equitable Services Carryover Set-aside**
  - Must be approved by Ombudsman for extenuating circumstances
  - Approval is attached to General Attachments tab

124

# Optional Districtwide Set-Asides

- **Supplemental Language Support for EL Students Set-aside**
  - Describe the Title I supplemental language support program that is beyond the general instructional and ESOL programs
- **School Improvement Initiative Set-aside**
  - Must be a district-wide initiative
- **Other Optional Set-asides**
  - Must be a district-wide initiative
  - Discuss with program specialist for guidance

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# Optional Districtwide Set-Asides

- **Foster Care Transportation Set-Aside**

- The Title I, Part A Foster Care Education requirements are included under the Every Student Succeeds Act (ESSA)
- There is no corresponding budget for Foster Care; therefore, any proposed activities that require funding could come from Title I, Part A
- 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 program specialist
  - Develop a rational method to determine reasonable amount
  - Create a Foster Care Transportation Set-Aside

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# Title I, Part A Eligible Attendance Area

# Eligible Attendance Areas

Consolidated Application

Application > Programs

## Program Information

District Name : ██████████  
 Fiscal Year : 2020  
 Status : New (Date: Nov 8 2019 11:59AM)

District Code : ██████████  
 Program : Title I -A, Improving the Academic Achieve - Amendment No. 1  
 Superintendent Sign off date :

Program Information | Budget | Comments | Audit Trail | Assurances | Programs

Allocations for this year (2020) : \$6,210,172.00  
 Additional Allocation : \$0.00  
 Carryover from previous year : \$622,028.00  
 Transfer Amount : \$0.00  
 Total Budgeted Funds for this Fiscal Year : \$6,832,200.00    Unallocated Funds : \$391,028.00

Title I, Part A Attachments | Set Asides | Other Funds | School Allocations | **Eligible Attendance Areas** | Data Collection

Print | Save | Sign-Off

Is District Ranking using 1.6 Multiplier?



Eligible Attendance Areas Worksheet											
School	Grade Span	Community Eligibility Option School	Total Enrollment	Pre-K Enrollment	Total Enrollment Minus PK	Total Free/Reduced Meals Count or Number of Directly Certified Students	PK Free/Reduced Meals Count or Direct Certified Count	Total F/R Meals Count or No. of Directly Cert. Students Minus PK F/R Meals Count or Direct Cert. Count	No. Used to Determine % of Meals Paid by USDA	% Poverty(1.6)	% Poverty (1.0)
0392 - Alternative Learning Center											
	6-8	NO	51	0	51	42	0	42	42	82.35	82.35
0100 - C. W. Davis Middle School											

# Eligible Attendance Areas

- Purpose of the embedded Eligible Attendance Area worksheet is to determine the rank order of schools
- Enrollment and poverty numbers are needed to determine poverty percentage for each school
- Prepopulated Information
  - All Schools in the LEA – including district charters, residential treatment schools and virtual schools
  - Enrollment data - check for accuracy
  - Adjustments can be made to these enrollment numbers for LEAs that have rezoned, added or closed schools

# Eligible Attendance Areas

- Locating Enrollment Data for Verification
  - Go to [https://app3.doe.k12.ga.us/owsbin/owa/fte\\_pack\\_enrollgrade.entry\\_form](https://app3.doe.k12.ga.us/owsbin/owa/fte_pack_enrollgrade.entry_form)
  - From the pull-down menu, choose October 1, 2019 (FTE 2020-1)
  - Select your district from the drop-down box, then select **Get Report**
  - This report shows the district enrollment by school and grade for the FY20 school year
  - Verify the enrollment data for each grade with the pre-populated data on the embedded Eligible Attendance Area worksheet within the ConApp

# Eligible Attendance Areas

- Information to Collect and Enter

- PreK enrollment numbers (from October 1, 2019 (FTE 2020-1))
- Poverty Data for all schools - secured from the School Nutrition Director and/or FTE/SIS Clerk
  - Free and Reduced-Price Lunch (FRL) Eligibility (FY2020-1)
  - Use the poverty numbers for FRL, not Direct Certification numbers
  - The number of PreK FRL students are each school is entered on the worksheet and is automatically subtracted from the total number of students eligible for FRL

Free and Reduced Lunch (FRL) Data Report							FRL By School- 3 years Data					Legend		
Free and Reduced Lunch (FRL) Data Report														
School Name	Special Provision Status	Pre-K Direct Certification	Pre-K Enrollment	Pre-K Free	Pre-K Reduced	Pre-K % FRL	KK-12 Direct Certification	KK-12 Enrollment	KK-12 Free	KK-12 Reduced	KK-12 % FRL	Total Enrollment	Total Free + Reduced	Total % FRL

# Eligible Attendance Areas

- Information to Collect and Enter

  - Poverty Data – Continued

    - Secure the count of direct certified (SNAP or TANF) students for each participating Community Eligibility Provision (CEP) school in the district. The data will be completed on the Title I Data – CEP SY20-21 form.
    - The numbers entered for Direct Certified Students must match the numbers on the Title I Data – CEP SY20-21 provided and **signed** by the school nutrition director. This report is uploaded to the Title I Attachments tab.

Title I Data - CEP SY20-21

Title I Data - CEP SY20-21			
	System Name		
School GADOE Code	Schools	Oct. 2019 for FTE 20 Student count of (TANF/SNAP/DC)	Oct. 2019 for FTE 20  Pre-K count of (TANF/SNAP/DC)

Should be total Poverty including Pre-K

# Eligible Attendance Areas

- LEAs with schools using CEP Poverty Data
  - For each school indicate with yes or no the school is a CEP school
  - Indicate with yes or no the LEA is using the 1.6 multiplier to determine the poverty percentage.

Consolidated Application

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

Print | Save |

Is District Ranking using 1.6 Multiplier?

**Eligible Attendance Areas Worksheet**

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

# Eligible Attendance Areas

- **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 (October 1, 2019 FTE Count) and poverty data (**FRL**) from October 2019 to the student’s “new” school
- Or**
- Wait and use the FY21 October FTE count (October 6, 2020 and FY21 FRM data (October 2020)
- Attach supporting documentation for such changes to the Title I Attachments tab:
  - Narrative explaining the rezoning process
  - Eligible Attendance Area Worksheet indicating changes

**Note: Seek assistance from program specialist and the Title I Handbook for detailed instructions**

# Eligible Attendance Areas

- **Rezoning and CEP**

- As with schools using FRL data, when rezoning or the opening of a new school occurs in an LEA, the LEA must ensure that the direct certified FRL 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.
- Attach supporting documentation to the Title I Attachments tab for such changes:
  - Narrative explaining the re-zoning process
  - Eligible Attendance Area Worksheet indicating changes must be attached
  - FTE enrollment data
  - Revised CEP Data Form for Title I

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# Title I, Part A

## School Allocations

# School Allocations Tab

**Georgia Department of Education** | You have (0) new messages. | Welcome to MyGaDOE | Help - Docket | Online Documentation

**Consolidated Application**

**Program Information** Application > Programs

District Name : McDuffie County      District Code : 697  
 Fiscal Year : 2019      Program : Title I - A, Improving the Academic Achieve - Original  
 Status : Approved (Date: 09/18/2018 08:51:39)      Superintendent Sign off date : 09/13/2018 08:27:08

Program Information | Budget | Audit Trail | Assurances | Programs

Allocations for this year (2019) : \$1,653,638.00  
 Additional Allocation : \$70,004.00  
 Carryover from previous year : \$0.00  
 Transfer Amount : \$0.00  
**Total Budgeted Funds for this Fiscal Year : \$1,723,642.00**      Unallocated Funds : \$0.00

Title I, Part A Attachments | Set Asides | Other Funds | **School Allocations** | Eligible Attendance Areas | Data Collection

**Public Schools** Print

Grade span Grouping

**Poverty Determination**  
 Option used to determine the number of children in from low-income families:  
 School Lunch     TANF List     Other

Attendance areas and school allocations Details												Export
School ID	School Name	School Type	Grade Span	Enrollment minus Pre-K	# Poverty Children minus Pre-K	Poverty Percent	PPA	School Allocation	School Carryover	Parental Involvement	Type	
0191	Dearing Elementary School	ELEMENTARY	K-5	477	357	74.84%	\$838	\$299,166.00	\$0	\$3,447.00	SWP	
0179	Maxwell Elementary School	ELEMENTARY	K-1	428	368	85.98%	\$1,045	\$384,560.00	\$0	\$3,447.00	SWP	

# School Allocations Tab

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

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# School Allocations Tab



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- Home
- Logout

Office of Teacher and Student Support

- Administration
- Application
- Reports
- Online Help

Kim Ezekiel

- Account Information
- Add to Favorites
- Help - Dticket

Hide Navigation

## Consolidated Application

Application > Programs

### Program Information

<b>District Name :</b> McDuffie County	<b>District Code :</b> 697
<b>Fiscal Year :</b> 2019	<b>Program :</b> Title I -A, Improving the Academic Achieve - Original
<b>Status :</b> Approved (Date: 09/18/2018 08:51:39)	<b>Superintendent Sign off date :</b> 09/13/2018 08:27:08

Program Information   **Budget**   Audit Trail   Assurances   Programs

Allocations for this year (2019) :	\$1,653,638.00	
Additional Allocation :	\$70,004.00	
Carryover from previous year :	\$0.00	
Transfer Amount :	\$0.00	
<b>Total Budgeted Funds for this Fiscal Year :</b>	<b>\$1,723,642.00</b>	<b>Unallocated Funds :</b> \$0.00

Title I, Part A Attachments   Set Asides   Other Funds   **School Allocations**   Eligible Attendance Areas   Data Collection

Public Schools Print

Grade span Grouping

**Poverty Determination**

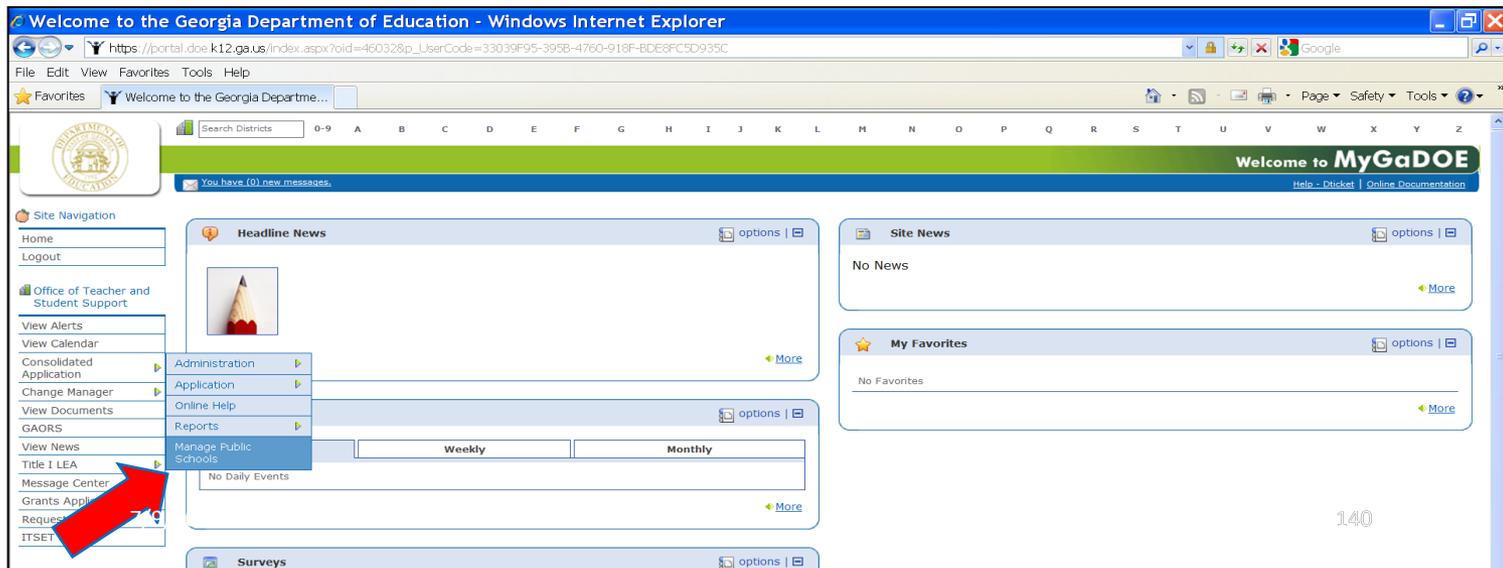
Option used to determine the number of children in from low-income families:

School Lunch  
  TANF List  
  Other

Attendance areas and school allocations Details											Export	
School ID	School Name	School Type	Grade Span	Enrollment minus Pre-K	# Poverty Children minus Pre-K	Poverty Percent	PPA	School Allocation	School Carryover	Parental Involvement	Type	
0191	Dearing Elementary School	ELEMENTARY	K-5	477	357	74.84%	\$838	\$299,166.00	\$0	\$3,447.00	SWP	
0179	Maxwell Elementary School	ELEMENTARY	K-1	428	368	85.98%	\$1,045	\$384,560.00	\$0	\$3,447.00	SWP	

# 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**
Application

Manage Public Schools

Select FY: 
 Select System: 
 Program Category:

Include School Programs
  Include Facilities

School ID	School Name	Status	Type	Add/Remove School	Remove Reason	Other Reason
0191	Dearing Elementary School	Open	ELEMENTARY	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>
0179	Maxwell Elementary School	Open	ELEMENTARY	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>
0113	Norris Elementary School	Open	ELEMENTARY	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>
4050	Thomson Elementary School	Open	ELEMENTARY	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>
0192	Thomson High School	Open	HIGH	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>
0112	Thomson-McDuffie Middle School	Open	MIDDLE	<input type="text"/>	<input type="text" value="No FTE Reporting Students"/>	<input type="text"/>

# 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

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# School Allocations Tab – Example

Attendance areas and school allocations Details												Export
<u>School ID</u>	<u>School Name</u>	<u>School Type</u>	<u>Grade Span</u>	<u>Enrollment minus Pre-K</u>	<u># Poverty Children minus Pre-K</u>	<u>Poverty Percent</u>	<u>PPA</u>	<u>School Allocation</u>	<u>School Carryover</u>	<u>Parental Involvement</u>	<u>Type</u>	
0191	Dearing Elementary School	ELEMENTARY	K-5	477	357	74.84%	\$838	\$299,166.00	\$0	\$3,688.00	SWP	
0179	Maxwell Elementary School	ELEMENTARY	K-1	428	368	85.98%	\$1,045	\$384,560.00	\$0	\$3,688.00	SWP	
0113	Norris Elementary School	ELEMENTARY	4-5	459	402	87.58%	\$1,061	\$426,522.00	\$0	\$3,689.00	SWP	

# 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

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# Public School Allocations

- Rank order option for schools using CEP that have poverty rates at 100%
- The district **may** group these schools as a separate “grade span” and use the 1.0 percentage of poverty prior to determine rank order within this group alone

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

# 125-Percent Rule

- If an LEA serves any school below 35 percent poverty, section 1113(c)(2)(A) of the ESEA requires the LEA to allocate an amount for each low-income child in each participating Title I school that is at least 125 percent of the LEA's allocation per low-income child
- An LEA's allocation per low-income child is the LEA's total Title I allocation before any reservations divided by the number of public school and private school low-income children in the LEA

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# 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 (public and private) in the district times 125-percent. The district must allocate at least this amount per low-income child in **every** school being served.

## Formula

District Allocation ÷ Total District Free/Reduced Count = Per Pupil Amount

Per Pupil Amount X 1.25 = Minimum Per Pupil Amount

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# Public School Allocations

- **Type:** List schools as Schoolwide Program (SWP) or Targeted Assistance (TA) Program if receiving Title I funds, or N&D programs. All non-Title I schools in the district are listed as None (accuracy is very important).
  - Schools listed as SWP must have been SWP prior to FY20 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 18, 2020**

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# School Allocations Tab – Example

Attendance areas and school allocations Details												Export
<u>School ID</u>	<u>School Name</u>	<u>School Type</u>	<u>Grade Span</u>	<u>Enrollment minus Pre-K</u>	<u># Poverty Children minus Pre-K</u>	<u>Poverty Percent</u>	<u>PPA</u>	<u>School Allocation</u>	<u>School Carryover</u>	<u>Parental Involvement</u>	<u>Type</u>	
0191	Dearing Elementary School	ELEMENTARY	K-5	477	357	74.84%	\$838	\$299,166.00	\$0	\$3,688.00	SWP	
0179	Maxwell Elementary School	ELEMENTARY	K-1	428	368	85.98%	\$1,045	\$384,560.00	\$0	\$3,688.00	SWP	
0113	Norris Elementary School	ELEMENTARY	4-5	459	402	87.58%	\$1,061	\$426,522.00	\$0	\$3,689.00	SWP	

# Public School Allocations

- **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 include 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 Title I Attachments tab for clarification.
- Schools that are consolidating funds do NOT need to include the number of federally paid staff.

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# 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

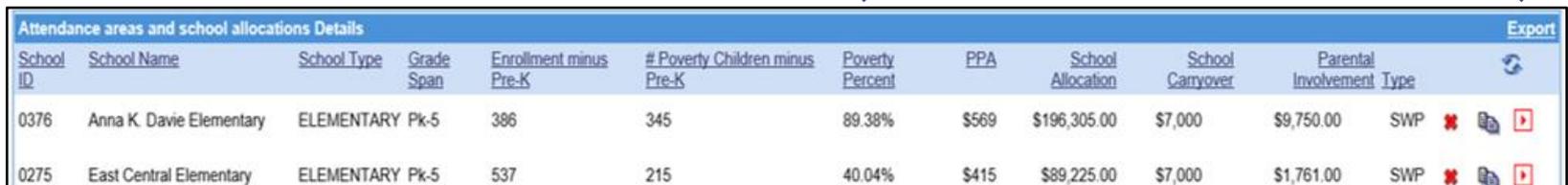
## Special Note:

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

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# 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 by clicking the “Export” button



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

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# 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 an instructional program for each Title I school being served based upon the identified needs

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# Budget Details

- All costs must:
  - Be allocable, reasonable & necessary
    - Supplement Not Supplant addressed via RAM/P
  - Conform with grant's terms
  - Be legal under federal, state and local law; be consistent with federal, state, and local policies and procedures that apply to the grant
  - Be consistently treated concerning identification as a direct or indirect cost; cannot charge direct costs to a program if similar charges are indirect under state programs
  - Be in accordance with Generally Accepted Accounting Principles (GAAP)
  - Not used to meet cost sharing or matching requirements of any other grant program

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# 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?

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# Budget Details

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

# Budget Details

- Do not budget items for capital expense (object code in the 700 series) unless prior approval has been obtained from the Title I program manager
- A copy of the capital expense prior approval communication from GaDOE (Title I program manager) must be attached to the Title I Attachments tab

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# 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 for which school(s).
- Districts that combine schools together in detailed expenditure entries should provide **one** of the following:
  - Very detailed descriptions delineating each school's amount
  - A copy of each school's budget attached to the Title I Attachments tab

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# Budget Details

- Title I employee benefits may be combined into a single line item rather than being entered separately for every category and function
  - Benefits would be combined and listed under Object Code 200
  - Budget separately by function 1000, 2210, 2213, 2230, etc.
  - Each function entry must list the specific benefits included (i.e. FICA, TRS, state health, dental, vision, life insurance)

## **GOOD PRACTICE**

Keep documentation on these expenditures to verify amounts budgeted for monitoring and/or auditing purposes

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# District Set-Asides

Title I recommends, as a best practice, to use the exact titles (all caps) 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:

# Budget Details

- Check budget details to 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 code
- 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 schools in district
    - PRIVATE SCHOOL EQUITABLE SERVICES SET-ASIDE: St. James: After school tutoring
  - **Inadequate Examples:**
    - After school tutoring
    - Homeless transportation

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# Budget Details

- **Be mindful of the following:**
  - 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
  - Gifted or Advanced Placement training without consideration of how the strategies will be used to support the at-risk students

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# Title I Budget Codes

Budget Item	Function	Object
Before/after school tutoring by employee	1000	199
Before/after school contracted tutoring	1000	300
Software (district owned)	1000	612
Software licenses (not district owned)	1000	532
Instructional/Academic Coach (coaching/teaching staff)	2213	191
External PL Consultant (working with instructional staff)	2213	300
External PL Consultant (working with non instructional staff)	2210	300
Conference/workshops for instructional staff (810/580)	2213	Depends
Conference/workshops for non-instruction staff (810/580)	2210	Depends
Title I Director	2230	190
Homeless Liaison	2100/2230	191
Administrative travel	2230	580

# Title I Budget Codes

Budget Item	Function	Object
Indirect cost	2300	880
Audit cost	2300	300
Bus transportation (energy)	2700	620
Bus transportation (driver)	2700	180
Student transportation (reimburse another LEA for homeless)	2700	511
Student transportation (reimburse parent for homeless)	2700	595
Parent Family Engagement (PFE) coordinator	2100	177
Teacher extra compensation for PFE	2100	199
Parent notification letters	2100	595
Childcare for parent meetings (non-employee)	2100	595
Childcare for parent meetings (employee)	2100	199
Employee benefits if combined (1000/2100/223)	Depends on position	200

# Title I Budget Codes

Budget Item	Function	Object
Light snacks for parent meeting – from vendor	2100	595
Light snacks for parent meeting – from grocery	2100	610
Professional learning for staff on effective PFE practices	2100	Depends
Travel cost for parents to attend GaDOE sponsored events	2100	595
Cost for renting vehicles (1000/2100/2230)	Depends on purpose	442
Cost of renting computers/copiers (1000/2100/2230)	Depends on purpose	443

# Budget Summary/Budget Report Features on Con App

- The **Budget Report** feature may be used to download a Budget to Excel Report
- Verify budget matches each school's allocation
- Verify budget matches each set-aside
- A “Report Feature Directions” handout can be found on the “Other Resources” webpage of the Title I Web site

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# Attachments

- **List of attachments for Title I, Part A**

- Poverty data from FRL001 Eligibility Report
- School Nutrition CEP Data Form for Title I (signed and dated by nutrition director)
- Charter schools that do not use CEP or FRM, poverty numbers provided by GaDOE should be uploaded as attachment
- Eligible Attendance Area Worksheet if LEA has rezoned, opened new schools, and/or attendance area changed including supporting enrollment and poverty data
  - Reconfiguration explanation if LEA has rezoned, opened new schools or attendance area change

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# Attachments

- **List of attachments for Title I, Part A, continued**

- 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
- FY20 Private School Carryover Approval Notification from Ombudsman, if 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

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# Attachments

- **List of attachments for Title I, Part A, continued**

- Educational Field Trip Request Approval Form, if funds are budgeted for educationally-related field trips
  - Must have prior approval of program specialist
- Job descriptions for newly funded positions or at the request of program specialist
- Capital Outlay Approval email from program manager for expenditures in object code 700
  - Must have prior approval of program manager

# Attachments

- **List of attachments for Title I, Part A, continued**

- Transferability Letter if LEA is transferring funds into Title I, Part A, if not included in the CLIP
  - Attached to the General Attachments Tab
  - 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 attached to the General Attachments tab by July 1
- If LEA is consolidating federal administration funds, the Consolidation of ESEA Administrative Funds form

# Prior to Budget Submission

- The Title I Budget Review Checklist is located on the Other Resources webpage on the Title I Web site
- The checklist details what items are needed for budget submission
- Using the Title I Budget Review Checklist to review budget **BEFORE** submission is strongly recommended

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# Prior to Budget Approval

- Must have an approved CLIP
- 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
- The state homeless coordinator must review the homeless set-aside to ensure compliance

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# Schoolwide Consolidation of Federal Funds (Fund 400)

- Attach the Schoolwide Program (Fund 400) worksheet to the Program Information tab within the schoolwide application
- Be sure the budget **From Program** and **To Program** columns indicate that the funds have been moved **from Title I, Part A to Schoolwide Program**
- If this has not been done, the funds will not move to the **Schoolwide Program** budget
  - Object code 881 must be used with any function code for moving funds to Schoolwide Consolidation of Funds

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# Schoolwide Consolidation of Federal Funds (Fund 400)

- The total amount of funds moved to Schoolwide Program 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 Program (Fund 400)

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# 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 an 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 18** is the due date for the Letter of Intent for a school to become Schoolwide in FY22.

# 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.



**Technical College**  
System of Georgia



# Budget Considerations

## Parent and Family Engagement

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 EIs)

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

# Budget Considerations

## Parent and Family Engagement

### 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

In how to reach out to, communicate with, and work with parents as equal partners

To implement and coordinate parent programs,

To build ties between parents and the school as it relates to increasing student academic achievement

# Budget Considerations Parent and Family Engagement



- Required District Set-Asides for Parent and Family Engagement
- Supplemental English language services for participating ELs

*Sample School District*  
**Title I Parent Notification of Student Eligibility for Supplemental Language Support Services**

Date \_\_\_\_\_

Student Name: \_\_\_\_\_

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the  Kindergarten W-APT<sup>®</sup> or MODEL<sup>®</sup>,  WIDA Screener<sup>®</sup>, or  ACCESS for ELLs 2.0<sup>®</sup> and received an overall score of \_\_\_\_\_. Scores lower than \_\_\_\_\_ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is \_\_\_\_\_. Please note that if your child has a disability, his/her language programs services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

**NOTE TO LEA:**  
Remove this highlighted section and list your district's Title I or Title III-funded supplemental language programs/activities here. (Do not list the basic, State-mandated ESOL program offerings.)

You must indicate: the methods of instruction used in the federally-funded program offered to the student as well as the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction, and how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, write about the different supports offered or leave them out of parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Refer to the presentation by Title I, Part A

# What questions do you have?



# Title I, Part A Program Specialists' Contact Information

Area	Name	Office Number	Email
Metro 1	Olufunke Osunkoya	(678) 378-1325	oosunkoya@doe.k12.ga.us
Metro 2	Karen Cliett	(678) 217-1751	kcliett@doe.k12.ga.us
NW1	Anne Marie Wiseman	(678) 217-2021	amwiseman@doe.k12.ga.us
NW2	Sherri Minshew	(678) 340-8388	sminshew@doe.k12.ga.us
NW3	Clarice Howard	(678) 340-0370	choward@doe.k12.ga.us

# Title I, Part A Program Specialists' Contact Information

Area	Name	Office Number	Email
NE1	Tammy Wilkes	(678) 217-1677	twilkes@doe.k12.ga.us
NE2	Grace McElveen	(678) 340-5055	gmcelveen@doe.k12.ga.us
NE3	Kathy Pruet	(678) 340-9388	kpruet@doe.k12.ga.us
SE1	JaBra Harden Fuller	(678) 340-9493	jharden@doe.k12.ga.us
SE2	Marijo Pitts-Sheffield	(678) 340-5369	mpitts@doe.k12.ga.us
SE3	Elaine Dawsey / Ginger Crosswhite	(678) 217-6981 TBD	<a href="mailto:edawsey@doe.k12.ga.us">edawsey@doe.k12.ga.us</a> TBD
SW1	Kelly Roberts	(404) 991-4167	Kelly.herman- Roberts@doe.k12.ga.us
SW2	Kim Ezekiel	(678) 340-8443	kezekiel@doe.k12.ga.us

# LUNCH BREAK

Next Session: IDEA





# IDEA

Amber McCollum – Program Manager

# Federal Grants For Students With Disabilities

Federal Grant Awards	Purpose
<b>IDEA 619 Preschool Grant</b>	Provides Financial Assistance to School Districts that provide Educational Services for Students with Disabilities (ages 3-5)
<b>IDEA 611 Flowthrough Grant</b>	Provides Financial Assistance to School Districts that provide Educational Services for Students with Disabilities (ages 3-21)
<b>IDEA Parent Mentor Grant</b>	This grant assists in funding a parent mentor for special education. There are matching requirements for this grant.
<b>GNETS Federal Grant</b>	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)
<b>High Cost Grant</b>	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

# State Grants for Students with Disabilities

State Grants	Not Included on the QBE Allotment Sheet
<b>Preschool Disability Services Grant</b>	Provides State financial assistance to school districts that provide educational services for children with disabilities 3 and 4 year olds
<b>Tuition For Multiple Disabilities Grant (Residential and Reintegration Grant)</b>	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
<b>Rule 10 State Grant</b>	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
<b>GNETS State Grant</b>	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)

# FY21 Budget Due Dates

- September 30<sup>th</sup> – IDEA FY20 Grant Period ends, last day for amendments
- October 1<sup>st</sup> – FY21 Budget Submission Deadline
- October 30<sup>th</sup> – FY20 Completion Reports Deadline
- December 1<sup>st</sup> – Amend IDEA Budgets for CEIS Carryover and Proportionate Share Carryover

# FY21 Budget Due Dates

- January 1<sup>st</sup> – HCG/RRG Application Period Opens
- January 31<sup>st</sup> – Excess Cost Calculation Submission Deadline
- February 15<sup>th</sup> – HCG/RRG Submission Final Deadlines
- March 1<sup>st</sup> – MOE Reconciliation Deadline
- June 15<sup>th</sup> – State Budget Amendments Deadline
- June 30<sup>th</sup> – All State Funds Grant Period End Date
- July 30<sup>th</sup> – Completion Reports due for state funds

# IDEA Fiscal Resources

Georgia Department of Education

SEARCH THIS SITE

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

Home → Teaching and Learning → Special Education Services and Supports → Budget, Grants and Consolidated Application

## Rules, Manuals & Forms

Special Education Rules  
Implementation Manual  
Sample Forms  
Applications

## Eligibility Categories

Autism  
Deafblind  
Deaf/Hard of Hearing (D/HH)  
Emotional & Behavioral Disorder  
Intellectual Disabilities  
Orthopedic Impairment  
Other Health Impairment  
Preschool Special Education  
Significant Developmental Delay  
Specific Learning Disability  
Speech Language Impairment  
Traumatic Brain Injury  
Visual Impairment & Blindness

## Budget, Grants and Consolidated Application

### FY 2020 Allocations

- FY 2020 Final Allocations
- FY 2019 Final Allocations
- Indirect Costs Calculator
- Sample District Budget Worksheet
- Budget Pages
- IDEA Allowable Expenditures

### FY 2020 Consolidated Application

- LEA Consolidated Application Navigation Manual
- Consolidated Application Requirements
  - 2020 IDEA Budget Submission Checklist
- Forms

### Maintenance of Effort

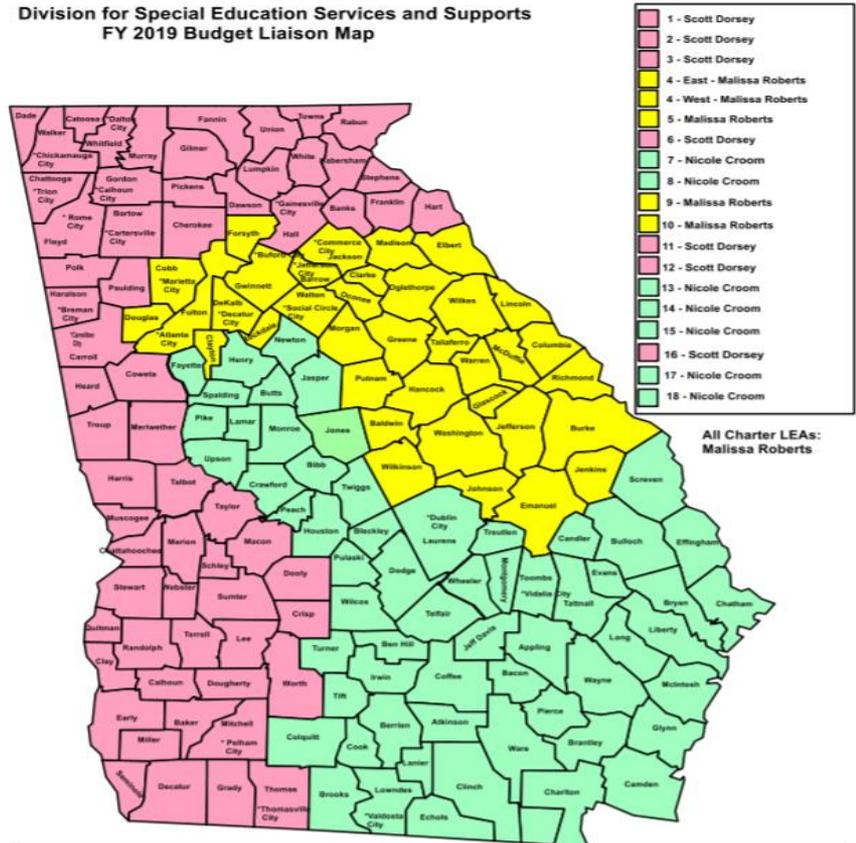
- 2020 MOE Eligibility Worksheet
- Exceptions to MOE Compliance Requirement Form
- MOE Adjustment Form
- New Charter MOE Requirement Form

### Resources

- FY19 Budget Liaison Map

\*\*\*Also refer to the Federal Programs Handbook for all overarching fiscal requirements.

**Division for Special Education Services and Supports  
FY 2019 Budget Liaison Map**



Budget Liaisons			
Amber McCollum	Program Manager	404-463-0535	<a href="mailto:amccollum@doe.k12.ga.us">amccollum@doe.k12.ga.us</a>
Scott Dorsey	Program Specialist	404-656-2847	<a href="mailto:sdorsey@doe.k12.ga.us">sdorsey@doe.k12.ga.us</a>
Nicole Croom	Program Specialist	404-463-3553	<a href="mailto:ncroom@doe.k12.ga.us">ncroom@doe.k12.ga.us</a>
Malissa Roberts	Program Specialist	404-656-3067	<a href="mailto:mroberts@doe.k12.ga.us">mroberts@doe.k12.ga.us</a>

# IDEA Budget Submission Checklist

- Verify Approved District CLIP
- Review Assurances Tab
- Review Special Education FY19 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 FY20 CFM Monitoring Portal to ensure IDEA fiscal CAPS are complete and approved if applicable
- Attach FY21 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

# Maintenance of Effort Modules

- New for FY21
- Training modules to cover eligibility, compliance, timelines, calculations, frequently asked questions, exceptions, adjustments, documentation, and CCEIS.

# MOE Eligibility Worksheet

Maintenance of Effort Eligibility Standard									
School Year	State and Local Amount	MOE Result	State and Local Per Pupil	MOE Result	Local Amount	MOE Result	Local Per Pupil	MOE Result	Students with Disabilities Enrollment
Comparison Year (Last Met Effort)		NA		NA		NA		NA	NA
2019-2020 Expenditures	\$ -	Met	\$ -	Met	\$ -	Met	\$ -	Met	1
2020-2021 Projected Expenditures	\$ -	Met	\$ -	Met	\$ -	Met	\$ -	Met	1

**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 FY21, you may use projection or 20-1 FTE count. Complete the calculation worksheet tab to determine FY20 and FY21 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.

# MOE Eligibility Worksheet (Second Tab)

Worksheet to Meet the IDEA MOE Calculations				
<i>The Calculation should NOT be altered.</i>				
MOE eligibility for FY21 grant.		FY 2020 State/Local Expenditures	Variations	Projected Budget for FY 2021 State/Local Projections
LEA Function Codes for MOE QBE Categories				
<b>Total State Expenditures:</b>				
<b>Fund 100 and 599</b>	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			
2061	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)			
<b>Total State Expenditures Reported</b>		0.00		0.00
<b>Total State Revenues</b>			As reported on the Annual Financial Report (DE 46)	
<b>Excess of State Expenditures Over State Revenues</b>		0.00	Expenditures coded to State program codes in excess of the State Revenue received.	0.00
<b>Total Local Expenditures:</b>				
Fund 100	Description			
<b>Excess of State Expenditures Over State Revenues (calculated)</b>				

**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.

The State Revenues are calculated by pulling total revenues recorded to the

# Questions?

# Next Session: Title II, Part A



# GaDOE Federal Programs Budget Planning

July 9, 2020

Title II, Part A Program

# FY21 Federal Programs Budget Planning

## ESSA Section 2001 - Purpose

### 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.

# FY21 Federal Programs Budget Planning

## Title II, Part A Updates

### **The Title II, Part A 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 FY20**

- Verify allowability against the Title II, Part A ESSA Use of Funds
- 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 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.
- Reach out to Title II, Part A specialists with allowability questions

# FY21 Federal Programs Budget Planning

## Getting to Know the Guidance

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

#### Title II, Part A Essential Questions for Determining Allowability of Expenditures

1. Does the activity/strategy meet the purpose of Title II? [ESSA Sec. 2001]
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]
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]
4. Is the activity/strategy evidence-based using the Title VIII definition? [ESSA Sec. 8101]
5. If professional development, does the professional development align with the Title VIII definition? [ESSA Sec. 8101]
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]
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]
8. Does the activity/strategy comply with the Code of Federal Regulations? [2 CFR Part 200, 34 CFR Part 76, and 34 CFR Part 81]

*Located in Title II, Part A Handbook*

# FY21 Federal Programs Budget Planning

## Title II, Part A Local Uses of Funds

### Everyone wants Title II, Part A money – what’s allowable?

Authorized Use of Funds (A)
(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 (B)
(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.
Authorized Use of Funds (C)
(C) Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.

*Located in Title II, Part A Handbook – Appendix*

# FY21 Federal Programs Budget Planning

## Title II, Part A – Evidence-Based

### 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;

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

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

(ii) (i) demonstrates a rationale based on high quality research findings or positive evaluation that

such activity, strategy,

outcomes; and

(II) includes ongoing intervention.

(B) DEFINITION FOR SPECIFIC A

interventions or improvement activi

means a State, local educational a

requirements of subclause (I), (II), c

- 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)

Located in Title II, Part A Handbook

# FY21 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!

# FY21 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 CLIP goals, equity gaps, and/or S-CLIP response
- Ensure items are necessary, reasonable, allocable, and consistent with grant and 2 CFR requirements (including supplement v supplant)
- If budgeting for equitable services, the line item description should begin with PRIVATE SCHOOL Equitable Services with name of participating private school.
- If pro-rating funds for purchases or salaries include the % funded by Title II, Part A

\*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.

# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Review Checklist

 TITLE II, PART A FY21 BUDGET REVIEW CHECKLIST						
LEA Name						
	Requirement	Approve	Revise	N/A	Status	Original Budget Comments
1	<b>CFM CORRECTIVE ACTION PLANS</b> If monitored in previous fiscal year, LEA has an approved FY20 CFM/ Title II, Part A Corrective Action Plan. <i>(Must be approved prior to budget approval.)</i>	CAP Approved <input type="checkbox"/>	CAP in Progress <input type="checkbox"/>	CAP N/A <input type="checkbox"/>		
2	<b>FY21 Approved CLIP</b> LEA has an approved CLIP including Prayer Certification and GEPA 427.	CLIP Approved <input type="checkbox"/>	Not Submitted <input type="checkbox"/>			
			In Revision <input type="checkbox"/>			
		Ed-Flex Waivers Approved <input type="checkbox"/>	State Waiver <input type="checkbox"/>	N/A <input type="checkbox"/>		
			Local Waiver <input type="checkbox"/>			
	Prayer Cert <input type="checkbox"/>	Not Submitted <input type="checkbox"/>				
	GEPA 427 <input type="checkbox"/>	Not Submitted <input type="checkbox"/>				

Located on Title II, Part A Webpage under Guidance and Resources

# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Codes

Title II, Part A		Fund Code – 414	Program Code - 1784
Function	Object	Application of LUA in Title II, Part A	
1000 Instruction	110	Class Size Reduction Teacher (CSR) - ESSA Sec. 2103 Local Uses of Funds (D)	
	113	Substitute for Class Size Reduction Teacher	
	199	Teacher Recruitment/ Retention Incentive - ESSA Sec. 2103 Local Uses of Funds (B)(C)	
	210 - 290	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)	
	300	Contracted Services for CSR Teacher; Contracted Services for Substitute for CSR Teacher	
	595	Other Purchased Services (Consult Title II, Part A Specialist) for Recruitment and Retention Incentives - ESSA Sec. 2103 Local Uses of Funds (B)(C)	
	881	Transfer to Schoolwide Budget (Fund 400) or Schoolwide Consolidation (Fund 150)	
2213 Instructional Staff Training	113	Substitute (Temporary Employee) for Teacher Participating in Allowable PD Activities	
	114	Substitute (Temporary Employee) for Paraprofessional Related to Allowable PD Activities	
	116	Professional Development Stipend for Instructional Staff Attending PD Beyond Contract	
	190	Salary for Instructional Leader Providing PD to Instructional Staff- not students (Ex: PD Supervisory Position)	
	191	Salary for Instructional Leader Providing PD to Instructional Staff -not students (Ex: Instructional Coaches)	
	199	Compensation for Instructional Staff Providing PD Beyond Contract to Instructional Staff; Compensation for Capacity Building of Title II, Part A Allowable Staff through Increased Leadership Roles/Responsibilities	
	210 - 290	Benefits for Instructional Staff Receiving or Providing PD: 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)	
	300	Contracted Services for PD for Instructional Staff: Outside Consultants; Contracted Subs for Instruct. Staff	
	361-362	Per Diem for Consultants Providing PD Services to Instructional Staff 362 - May be used for reimbursing travel expenses for Private School Teachers/Principals (non-employees)	
	441	Professional Development Room Rental	
	442	Professional Development Technology Rental	
	532	Annual or Short-Term Software Licensing or Subscriptions for Instructional Staff	
	580	PD - Travel for Instructional Staff Attending PD Training Outside LEA (Use Object 890 for Private Schools)	
595	Other Purchased Services (Consult Title II, Part A Specialist) May be used for purchasing registration for Private School Teachers/Principals (non-employees)		

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

### Financial Review

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

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

### Budget and Financial Data Reporting

- LUA Chart of Accounts 
  - FY 2019 Changes to LUA - Chart of Accounts 6.30.18 FINAL.pdf
  - FY 2020 Changes to LUA - Chart of Accounts 3.1.19.pdf
- Financial Management for Georgia LUAS Manual



→ Finance and Business Operations → Financial Review

Located in the Title II, Part A Handbook - Appendix

# FY21 Federal Programs Budget Planning

## Budget Attachments: Overview for Regular Use of Funds

### FY21 Title II, Part A Budget Attachments (Use the Budget Checklist & Budget Codes as Guides)

#### **If Applicable:**

FY21 Title II, Part A Budget Attachment:  
Class Size Reduction Worksheet

- Corresponding master schedules
- Verification of approved LEA class size

FY21 Title II, Part A Budget Attachment:  
LEAs Prioritizing Funds to the School Level (CSI and TSI only)

Title II, Part A Job Description(s) for Title II, Part A funded personnel

# FY21 Federal Programs Budget Planning

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

### 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.

# FY21 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
  - FY21 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 (2020-21) for Charter LEAs and Strategic School Waiver Systems

# FY21 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								
Teacher A	HR	SS All students 17 Reg 11 SpEd 6	Reading All students 18 Reg 10 SpEd 6 EIP 2	Reading All students 17 Reg 10 EIP 7	SS Reg 18	Lunch	SS Reg 18	Reading All students 17 Reg 10 EIP 7
Teacher B	HR	Math All students 17 Reg 11 EIP 6	Math All students 17 Reg 16 EIP 3			Lunch		Math All students 20 Reg 12 SpEd 4 EIP 4
Teacher C	HR	Math All students 17 Reg 11 EIP 2 SpEd 4	Math All students 18 Reg 15 EIP 3			Lunch		Math All students 18 Reg 15 EIP 3
Teacher D	HR	SS Reg 18	Reading All students 18 Reg 12 EIP 6	Reading All students 19 Reg 15 SpEd 4	SS All students 19 Reg 15 SpEd 4	Lunch	SS Reg 18	
Teacher E	HR	Math All students 17 Reg 10 EIP 7	Math All students 17 Reg 9 EIP 3 SpEd 5			Lunch		
Teacher F	HR	SS Reg 16	Reading All students 16 Reg 9 EIP 8	Reading All students 19 Reg 11 EIP 3 SpEd 5	SS All students 19 Reg 14 SpEd 5	Lunch	SS Reg 19	
Teacher G	HR	Science All students 18 Reg 12 SpEd 6	ELA All students 18 Reg 12 SpEd 6	ELA Reg 18	Science Reg 18	Lunch	Science Reg 18	
Teacher H	HR	Science Reg 18	ELA Reg 18	Science All students 19 Reg 15 SpEd 4	ELA All students 19 Reg 15 SpEd 4	Lunch	Science Reg 18	
Teacher I	HR	Science Reg 16	ELA Reg 16	Science All students 19 Reg 14 SpEd 5	ELA All students 19 Reg 14 SpEd 5	Lunch	Science Reg 18	
EIP Reduced Class Model – class size reduced to serve 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

Title II, Part A Class Size Reduction Worksheet												
School District Name:		School Year:										
School Name:												
First Semester:		Second Semester:										
Grade	Course	LEA Maximum Class Size	Total Number of Students Enrolled in Course	Total Instructional Segments required to meet LEA Maximum Class Size	Instructional Segments Paid With State or Local funds	Average Instructional Segment Size before Reducing Class Size with Federal Funds	Number of non- Federally Funded Instructional Segments Meets Requirement to Reduce Class Size Using Federal Funds	Additional Instructional Segments Paid with Federal Funds	Total Number of Instructional Segments (State/Local Funded + Federal Funded)	Final Average Instructional Segment Size	Number of Instructional Segments Funded by Title II, Part A	
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		

Located on the Title II, Part A Webpage under Guidance and Resources



# FY20 Federal Programs Budget Planning

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



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

### TITLE II, PART A FY21 BUDGET REVIEW CHECKLIST

FY21 Title II, Part A Funded Positions	Job 1 Title		Job 2 Title		Job 3 Title		Job 4 Title		Job 5 Title	
Title of Position										
<b>Job Description Criteria:</b> <ul style="list-style-type: none"> <li>Job title of attached description matches job title in budget description.</li> <li>Duties and responsibilities align with DIP, Equity Action Plan, CNA (see above)</li> <li>Duties/responsibilities supplemental to those the LEA would need to perform in absence of Title II, Part A funds.</li> <li>If position existed in FY20, it was funded using federal funds. (Check FY20 budget)</li> <li>Duties/responsibilities align to ESEA's Title II, Part LEA Authorized Use of Funds.</li> <li>Description includes 'other duties as assigned'. (Note: Position cannot be 100% funded by Title II, Part A if description includes ODA. 'Other allowable Title II, Part A duties as assigned' is an allowable revision.)</li> <li>If funded less than 100%, duties/responsibilities support percentage funded by Title II, Part A.</li> <li>Position lends itself to be measured for effectiveness.</li> <li>N/A Title II, Part A coordinator/director or clerical support.</li> </ul>	Percent Funded									
	Description Attached	<input type="checkbox"/>								
	Position Approved	<input type="checkbox"/>								
	Revision Required	<input type="checkbox"/>								
Comments										

Located on the Title II, Part A Webpage under Guidance and Resources



# New for FY21

## Title II, Part A Budget Updates

- Budget Attachment: Prioritization of Funds to School Level for CSI/TSI schools only
- Equitable Services Calculations
- Professional Development Definition
- Administrative Costs
- Indirect Cost Calculations
- Data Collection Forms

# FY21 Federal Programs Budget Planning

## Title II, Part A Required Use of Funds

### **PRIORITIZING FUNDS – 2102 (b)(2)(C)**

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.

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

### **PRIVATE SCHOOLS – 2101(d)(2)(I) and Sec. 8501**

The LEA must comply with providing equitable services to private schools located within the LEA's **geographic boundaries** for Title II, Part A.

*Each LEA's private school calculations for equitable services are located on the Ombudsman webpage. No Budget Attachment Needed.*

# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Attachment: Prioritizing Funds to School Level



### FY21 Title II, Part A Budget Attachment for LEAs Prioritizing Funds to the School Level for CSI and TSI Schools

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 prioritizes to 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. Specifically, LEAs should prioritize funds to increase student achievement and provide low-income and minority students greater access to effective teachers. In Georgia, LEAs must demonstrate this prioritization for CSI and TSI Schools 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.

LEA Allocation						
Amount of Title II, Part A Funds Reserved at LEA Level						
Brief rationale for how the LEA allocated Title II, Part A funds OR a statement that due to other available resources CSI or TSI school prioritization of Title II, Part A Funds is not needed						
LEA School Name	State Identified (CSI/TSI)	Title I Status	% Poverty	% Minority	Student Achievement: 20XX CCRPI	Amount of Title II, Part A Funds Allocated to School

Located on the Title II, Part A Webpage under Guidance and Resources



# FY21 Federal Programs Budget Planning Title II, Part A Equitable Services Worksheet

**FY21 Title II, Part A Equitable Services**

If the local Education Agency has participating private schools, use this worksheet to show how much should be set aside for equitable services. This worksheet should be reviewed in preparing the LEA's Current Budget submission to the Statewide Submitter. Private school enrollment counts are based on annual EDPS submissions verified by the OIAE and private schools. Congressional information will be reported through the County attachment to an EDPS/LEA report and as noted in the budgeting@doe.ga.gov.

LEA Name	LEA Title II Part A Enrollment	Private School Title II Enrollment	LEA and Private School Title II Enrollment	Original Allocation	Admin. Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
ATLANTA PUBLIC		1	1							
				Change in Allocation	Admin. Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
				Congressional/State/Local/Non-Public		PPA	Supplemental/Supplemental/Supplemental/Supplemental	PPA		

Private School Name	Enrollment	Original Allocation	Change in Allocation	Congressional/State/Local/Non-Public	Supplemental/Supplemental/Supplemental/Supplemental	Total/Original/Original/Original	Justification if Administrative Costs Exceed 10% (Is it reasonable and necessary?)
Private School 1							
Private School 2							
Private School 3							
Private School 4							
Private School 5							
Private School 6							
Private School 7							
Private School 8							
Private School 9							
Private School 10							
Private School 11							
Private School 12							
Private School 13							
Private School 14							
Private School 15							
Private School 16							
Private School 17							
Private School 18							
Private School 19							
Private School 20							
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Private School 29							
Private School 30							
Private School 31							
Private School 32							
Private School 33							
Private School 34							
Private School 35							
Private School 36							
Private School 37							
Private School 38							
Private School 39							
Private School 40							
Private School 41							
Private School 42							
Private School 43							
Private School 44							
Private School 45							
Private School 46							
Private School 47							
Private School 48							
Private School 49							
Private School 50							

**New for FY21: GaDOE staff will complete the LEA Title II, Part A Equitable Services Worksheet for LEAs with participating private schools.**

**Each LEA's Equitable Services Worksheet may be accessed on the Ombudsman and Title II, Part A webpages following the SBOE July meeting.**



# FY21 Federal Programs Budget Planning

## Title II, Part A Professional Development

- LEAs should refer to Title II, Part A Handbook for chart of alignment of Title II, Part A allowable participants and each local use of funds.

Local Use of Funds/Types of Activities	Allowable Participants
A. Evaluation System	System is to support teachers, principals, other school leaders
B. Teacher Recruitment and Retention	R & R activities for teachers, principals, other school leaders, paraprofessionals, coaches, mentors, evaluators
C. Recruitment from Other Fields	To become teachers, principals, other school leaders
D. Evidence Based Class Size Reduction	Teachers
E. High Quality, Evidence-Based Personalized Professional Development	Teachers, Instructional Leadership teams, principals, other school leaders
F. Programs/Activities to Increase Ability of Teachers to Teach SWD & EL	LEA/School staff that will support teachers or direct support for teachers
G. Programs/Activities to Increase Knowledge and Ability to Support Educators in Early Learning (through age 8) which may include PD and transition planning to Elementary	Knowledge – teachers, principals, other school leaders; Principal Support – teachers, teacher leaders, early childhood educators, school staff (paraprofessionals) and other professionals

# FY21 Federal Programs Budget Planning

## Title II, Part A Administrative Costs

### **TITLE II, PART A PROGRAM ADMINISTRATIVE COSTS**

Program Administrative costs include all costs in function code 2230 and should not be charged to other function codes. Administrative costs must be reasonable and necessary to the administration of the grant.

**CONSOLIDATED ADMINISTRATIVE COSTS (2230 882)** – Administrative Costs must be reasonable, necessary, allocable under one or more of the contributing programs and 2 CFR Part 200.

### **GENERAL ADMINISTRATIVE COSTS**

General Administrative costs include audit and indirect costs and should be charged in function code 2300

- **AUDIT COSTS (2300-300)**
- **INDIRECT COST RATE (2300-880)**

*Each LEA's Title II, Part A Allocations with Indirect Cost Calculations Worksheet will be located on the Title II, Part A webpage once Allocations are approved by SBOE in July meeting.*

# FY20 Federal Programs Budget Planning

## Title II, Part A Budget Data Collection Forms

**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.

Consolidated Application

**Budget**

District Name : ██████████ District Code : ██████████  
 Fiscal Year : 2018 Program : Title II-A, Improving Teacher Quality - Original  
 Status : Superintendent Signed Off (Date: 08/18/2017 14:57:25) Superintendent Sign off date : 08/18/2017 14:57:26

Program Information
Budget
Audit Trail
Assurances
Programs

---

Program : Title II-A, Improving Teacher Quality

Current FY Allocation :	\$282,360.00	
Additional Allocation :	\$0.00	
Carry Over :	\$0.00	
Total Grant Award :	\$282,360.00	
Transfer Amount :	\$0.00	
Total Amount to be Budgeted :	\$282,360.00	Not Budgeted Funds :

**Budget Detail**

Fiscal Year	From Program	School	To Sub-Grant	To Program	Function	Object	Units	Price
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# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Data Collection Forms

### Data Collection Form— Budgeted Funds/Anticipated Expenditures

(top)

Select Data Collection Form:

Program Component	Current Year Total Amount Budgeted	Previous Year Total Amount Budgeted	Effectiveness Determination of Previous Fiscal Years Title II, Part A Funded Activities
<b>Recruitment</b>			
Recruitment Activities (Recruiting Events, Advertising, etc.)	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
Salaries and Benefits for Title II, Part A Funded Staff Supporting Recruitment	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
<b>Recruitment &amp; Retention</b>			
Financial Incentives (Recruitment: Signing Bonus, Relocation, etc.) (Retention: Contract Renewal Based on Performance)	\$25.00	<input type="text"/>	Effective - Abandon <input checked="" type="text"/>
<b>Professional Development (includes Retention)</b>			
Stipends for Staff Completing PD	<input type="text"/>	<input type="text"/>	Effective - Maintain <input type="text"/>
Additional Compensation for Staff Providing PD (Includes Mentors)	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
LEA Staff Salaries	\$4750.00	\$111334.00	Effective - Maintain <input type="text"/>
LEA Substitutes	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
Benefits for Subs, Stipends and Salaries (Private and LEA)	\$4750.00	\$31575.00	Effective - Maintain <input type="text"/>
PD Expenditures (Contracts, PD and GACE Registration, Tuition, Travel)	\$5000.00	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
PD Expenditures (Software, Supplies, Equipment, Books)	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
<b>Class Size Reduction</b>			
Teacher Salaries and Benefits (Including CSR Substitute Salary)	<input type="text"/>	<input type="text"/>	Select End of Year Effectiveness <input type="text"/>
<b>Program Administration</b>			
Staff (Salaries and Benefits)	<input type="text"/>	<input type="text"/>	
Administrative Costs (Travel, Supplies, Equipment, Training Costs)	<input type="text"/>	<input type="text"/>	
Audit	<input type="text"/>	\$500.00	
Indirect Costs	<input type="text"/>	<input type="text"/>	
Consolidated Admin	<input type="text"/>	<input type="text"/>	
Schoolwide Consolidation of Funds	<input type="text"/>	<input type="text"/>	
Transfer to Another Federal Program	\$15.00	<input type="text"/>	
<b>Total Budgeted</b>	<b>\$14540.00</b>	<b>\$143409.00</b>	

Budget column auto populates from current year submitted budget.

Effectiveness rating of previous years budget. Budget column auto populates from previous year approved budget.

# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Data Collection Forms

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

Breakdown of Title II, Part A Funded Staff		\$145,765.00	\$145,765.00	
<b>Professional Development</b>				
# LEA Staff Split Funded	<input type="text" value="12"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Abandon"/>	<input type="text" value="Effective - Abandon"/>
# LEA Staff Fully Funded	<input type="text" value="6"/>	<input type="text" value="1"/>	<input type="text" value="Effective - Abandon"/>	<input type="text" value="Effective - Abandon"/>
<b>Program Administration</b>				
# LEA Staff Split Funded	<input type="text" value="12"/>	<input type="text" value="0"/>		
# LEA Staff Fully Funded	<input type="text" value="6"/>	<input type="text" value="0"/>		
<b>Class Size Reduction</b>				
Total Number of CSR Teachers (Split Funded and Fully Funded)	<input type="text" value="18"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Maintain"/>	<input type="text" value="Effective - Maintain"/>
# Elementary School CSR Teachers (K-5) (Split Funded and Fully Funded)	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Maintain"/>	<input type="text" value="Effective - Maintain"/>
# Middle School CSR Teachers (6-8) (Split Funded and Fully Funded)	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Maintain"/>	<input type="text" value="Effective - Maintain"/>
# High School CSR Teachers (9-12) (Split Funded and Fully Funded)	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Adjust"/>	<input type="text" value="Effective - Adjust"/>
Content Area(s) Served (Please select all that apply.)	<input checked="" type="radio"/> ELA/Reading <input checked="" type="radio"/> Math <input type="radio"/> Science <input type="radio"/> Soc. Stud. <input type="radio"/> Other		<input type="text" value="Effective - Maintain"/>	<input type="text" value="Select End of Year Effectiveness"/>
<b>Other</b>				
# LEA Staff Split Funded	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Maintain"/>	<input type="text" value="Effective - Maintain"/>
# LEA Staff Fully Funded	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="Effective - Adjust"/>	<input type="text" value="Effective - Adjust"/>

Effectiveness rating relates to the position funded with Title II, Part A not the staff member hired

# FY21 Federal Programs Budget Planning

## Title II, Part A Budget Data Collection Forms

### Data Collection Form – Program Implementation and Effectiveness ([top](#))

Select Data Collection Form: Program Implementation and Effectiveness

**Program Implementation and Effectiveness**

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

Priority 1 Professional Development

Priority 2 Recruitment

Priority 3 Retention

Priority 4 Class Size Reduction

Is this a New LEA? Yes

Public School Professional Development Previous Fiscal Year  N/A if 100% transfer or consolidation of Title II, Part A in previous fiscal year

To whom did the LEA provide PD (Select all that Apply)

- Teachers
- Principals
- Assistant Principals
- Paraprofessionals

Please indicate all PD Topics Funded by Title II, Part A

- All
- Classroom Practices (instructional strategies and state standards) (TAPS Standard 2: Instructional Planning, TAPS Standard 3: Instructional Strategies)
- Content Knowledge (one or more core academic area) (TAPS Standard 1: Professional Knowledge)
- Innovative Programs: Technology Literacy
- Leadership Development: Educational Leader (LAPS Standard 1: Instructional Leadership, LAPS Standard 2: School Climate, LAPS Standard 6: Teacher/Staff Evaluation, LAPS Standard 7: Professionalism, LAPS Standard 8: Communication and Community Relations)
- Leadership Development: School/System Management (LAPS Standard 3: Planning and Assessment, LAPS Standard 4: Organizational Management, LAPS Standard 5: Human Resources Management)
- Instructional Practices: Collaborative Groups (TAPS Standard 9: Professionalism)
- Instructional Practices: Data and Assessments (TAPS Standard 5: Assessment Strategies, TAPS Standard 6: Assessment Uses)
- Instructional Practices: Different Learning Styles (TAPS Standard 4: Differentiation)
- Instructional Practices: Parent Involvement (TAPS Standard 10: Communication)
- Instructional Practices: Student Behavior (TAPS Standard 7: Positive Learning Environment)

Please indicate all delivery methods LEA uses for Title II, Part A Funded PD

- All
- District & School Level Led PD (Not including PLCs)
- External Conferences & Courses
- External Consultants
- Job Embedded – Coaches, Professional Development Communities

# FY20 Federal Programs Budget Planning

## Title II, Part A Budget Data Collection Forms

### Data Collection Form – Program Implementation and Effectiveness (bottom)

Virtual Training

**Determining Title II, Part A Funding Effectiveness for July-June of Previous Fiscal Year Recruitment**  N/A if 100% transfer or consolidation of Title II, Part A in previous fiscal year

For Recruitment Activities and Incentives funded from July-June of the previous fiscal year, was this funding effective?  Yes  No  Not Applicable

How many teacher vacancies/ new positions did the LEA have from July-June of the previous fiscal year?

How many teachers were hired as a result of Title II, Part A Funded LEA recruiting activities and/ or recruiting incentives during July-June of the previous fiscal year?

**Professional Development**  N/A if 100% transfer or consolidation of Title II, Part A in previous fiscal year

If the LEA funded Public School Professional Development, was this funding effective?  Yes  No  Not Applicable

(Stipends, internal and external facilitators, materials, software, technology, travel, dues/fees/tuition)

What data did the LEA use to determine this?

Teacher Observation  
 TAPS Self-Assessment, LAPS Self-Assessment, and PLP/PLG  
 Additional Perception Data  
 Student Achievement Data  
 Other Data

If the LEA funded staff to provide professional development, was this strategy effective?  Yes  No  Not Applicable

What data do the LEA use to determine this?

Teacher Observation  
 TAPS Self-Assessment, LAPS Self-Assessment, and PLP/PLG  
 Additional Perception Data  
 Student Achievement Data  
 Other Data

**Class Size Reduction**  N/A if 100% transfer or consolidation of Title II, Part A in previous fiscal year

Did student achievement increase in the grade level content course(s) or high school content course(s) in which CSR was funded?  Yes  No  Not Applicable

Did cohort achievement increase?  Yes  No  Not Applicable

**Program Administration**  N/A if 100% transfer or consolidation of Title II, Part A in previous fiscal year

If monitored by the Georgia Department of Education in the previous fiscal year, select all areas in which there were findings as a result of Title II, Part A monitoring.

Not Applicable  
 Needs Assessment & Planning  
 Program Administration (implementation of Equity Plan, Research Based Professional Development, Staff attending High Quality Professional Development, Internal Controls, Program Effectiveness, and Inventory)  
 Financial (Time & Effort, Supplemental & Allowable Use of Funds, Drawdowns)  
 Equitable Services (Private School Invitation and Consultation)

Were there Title II, Part A findings in last LEA financial audit?  Yes  No  Not Applicable

# *Title II, Part A FY21 Budget Updates and Q & A Webinar*

- The Title II, Part A staff invite LEA Title II, Part A Coordinators to join us for an FY21 Budget Updates and Q & A webinar
  - Date: July 29, 2020
  - Time: 9:00 - 11:00 AM
- This webinar will provide Title II, Part A Coordinators with Title II, Part A budget updates and the opportunity to ask questions. Participants will be asked to submit budget questions as well as general Title II, Part A questions during the registration process.
- Registration Link:  
<https://attendee.gotowebinar.com/register/246565890206212879>

# FY21 Federal Programs Budget Planning

## Title II, Part A Questions

### Title II, Part A Program Manager

Terri Still  
tstill@doe.k12.ga.us  
(404) 561-3876

### Title II, Part A Specialists

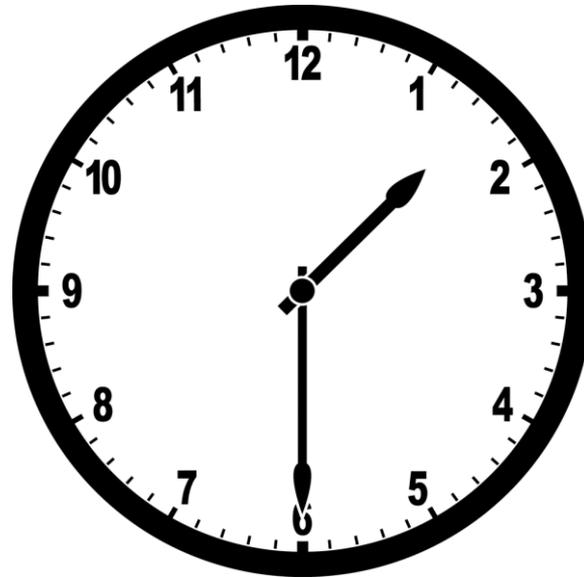
Joy Gentry  
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# Next Session: Title III, Part A





# Title III, Part A

Dr. Meg Baker  
Program Manager

# How are ESOL & Title IIIA the same?

## Both...

- serve English learner (EL) students identified according to the **statewide standardized EL entrance and exit procedures**
- provide an **effective program(s)** with effective strategies, activities, and interventions for EL students
- ensure EL students reach full **English language** proficiency
- ensure EL students achieve **academic** proficiency

# How are ESOL & Title IIIA 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, furniture/equipment and instructional resources
  - ESOL teacher training

## Supplemental Title III, Part A Language Program

- **Is** the supplemental language program funded by federal funds
- **Provides:**
  - Additional, supplemental language instruction and
  - Professional learning and
  - Parent and community engagement activities
  - Sometimes includes funds to provide an Immigrant program

# How are ESOL & Title IIIA Different?

## ESOL Language Program

- Is required by OCR for each & every EL student in the LEA
- LEA monitors and evaluates EL students whose parents have opted out of ESOL
- LEA monitors and evaluates exited EL students' progress

## Supplemental Title III, Part A Language Program

- Is provided only to EL students based on need for extra English language instruction
- These specific EL students must also be receiving core ESOL language instruction.
- Only these students are coded "Title III-served".

# So...how do we fund our ESOL language program?

- State QBE funds are earned by reporting ESOL FTE segments
- See your GADOE ESOL QBE Allocation Sheets

 → Finance and Business Operations → Budget Services

*Georgia*  
*Department of Education*

## Quality Basic Education - Reports

<b>Report Category</b>	QBE Reports ▾	<b>Report Name</b>	Allotment Sheet ▾
<b>Fiscal Year</b>	2021 ▾		
<b>Allotment Term</b>	Initial ▾		
<b>System</b>	State ▾		
<input type="button" value="View Report"/>			

# How do we know if we received a Title III, Part A allocation?

- Title III, Part A statute requires states to award Title IIIA subgrants  $\geq$  \$10,000 to school systems.
- This year, based on the March FTE EL student count, LEAs need at least **84** EL students to qualify for the \$10,000 minimum award.
- Check the Grant Award Notification (GAN) section of the Consolidated Application (ConAPP) in the Portal.





## Steps to submit the Title III, Part A Budget

1. Program Assurances
2. Program Information Tab
3. Budget Building
4. Attachments

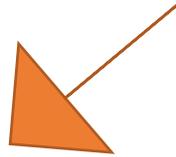


# Know & Accept Assurances

## Assurances

**District Name :** Forsyth County  
**Fiscal Year :** 2020  
**Status :** New (Date: Aug 7 2019 9:54AM)

**District Code :** 658  
**Program :** Title III-A, Language Instruction for English Lear - Original  
**Superintendent Sign off date :**



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

Print

### Assurances

Need to accept Assurances to Sign Off

#### General Assurances :

#### Program Specific Assurances :

##### Title III, Part A - Language Instruction for English Learner

The LEA assures compliance with standardized state-wide 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)].

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 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)].

The LEA assures that it assesses the English proficiency of all English learners consistent with Sec. 1111(b)(2)(G) [Sec. 3113(b)(3)(B)].

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 [Section 9501].

# Step #1: Program Assurances

The LEA assures compliance with the standardized, statewide English learner (EL) entrance and exit procedures and identifies students for EL status within 30 days of enrollment in a school in Georgia and within 10 days for students who enroll after the beginning of the school year [Sections 3113(b)(2) and 1112(e)(3)].

The LEA assures compliance with Sec. 1112(e), Parents 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 and 3126 [Sec. 3116(b)(4)(B)].

**Beginning 2020-2021:** The LEA assures that each school with English learner students receives funds from non-Federal sources to fulfill the LEA's obligations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), before using Title III, Part A funds for languages services to EL students [Sec. 3115(g)].

# More Program Assurances

The LEA assures that it complies with the requirement in section 1111(b)(2)(B)(ix) regarding assessment of English learners in English [Sec. 3113(b)(3)(A)].

The LEA assures that it annually assesses the English proficiency of all English learners participating in a program funded under this subpart, consistent with section 1111(b)(2)(G).

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)].

**Beginning 2020-2021:** The LEA assures that it has selected one or more methods or forms of *effective* instruction to be used in Title III-funded programs and activities to assist EL students attain English proficiency and meet challenging state academic standards [Sec. 3115(f)(1)].

# The Final 3 Program Assurances

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 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)].

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].

# Step #2: Complete the Title IIIA Program Information Tab

## Program Information

District Name : Forsyth County

District Code : 658

Fiscal Year : 2020

Program : Title III-A, Language Instruction for English Lear - Original

Status : New (Date: Aug 7 2019 9:54AM)

Superintendent Sign off date :

Program Information

Budget

Audit Trail

Assurances

Programs

Attachments

Print

### STEP 1:

Language Instruction for Limited English Proficient and Immigrant Students

**Note:** The LEA's ESOL program to be described in **Question 1** is NOT the LEA's Title III-funded program, as described in Questions 2 through 5. The ESOL program must not rely upon federal funds and must be: 1. Based on sound educational theory, 2. Adequately resourced and 3. Periodically evaluated for success. *[Castañeda v. Pickard, 1981]*

**1. STATE-FUNDED CORE LANGUAGE PROGRAM.** Describe the LEA's state/locally-funded ESOL program, activities and materials. [Sec. 3121 (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.

# Question #1: The ESOL Language Program

- Describe the LEA's state & locally-funded **ESOL Language Program**, activities and materials. [Sec. 3121 (a)(1)], not Title IIIA!
  - Include information on how the LEA is meeting the 10 OCR Requirements for ESOL.
    - Do not include information on the Title IIIA program in Question #1.
    - **NOTE:** All Title IIIA program budget items will be described in Questions #2 - #4.
  - LEAs consolidating Title III funds must describe the **entire** schoolwide (federal + state + local) language instruction educational program (LIEP).

# Question #1 Continued:

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

# Your ESOL Program should...



...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 potential EL students in a timely, valid, and reliable manner (this includes WIDA Screeners)
2. Provide EL students with an educationally sound and successful ESOL language program

# Your ESOL Program should...



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.)



## Your ESOL Program should...

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



# Your ESOL Program should...

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

# Your ESOL Program should...

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.



# More Resources for You!



**ESOL**

## Title IIIA

- Federal Programs' CLIP, Budget, Monitoring Processes
- Supplemental language instruction (LIEP)
- EL-focused PD for teachers and school leaders
- EL parent/family activities to enhance LIEP
- Equitable services for ELs in private schools
- Immigrant budget & program, when applicable
- Self-monitoring program implementation & effectiveness

- Following statewide standardized EL Entrance/Exit Procedures
- Planning & evaluating ESOL Language Program
- Ensuring ESOL teacher training & preparation
- Scheduling ESOL segments of English language instruction
- Training & collaborating with registration staff, SIS Director, System Testing Coordinator, Teaching & Learning, Gifted, EIPREP, MTSS, & SPED
- Developing and implementing EL/TPCs
- Annually assessing identified English learners
- Monitoring exited students' progress
- Communicating with EL parents in a language they understand

May 2020

Legal Obligations

## ESOL Language Program – LEAs' Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA



1. Monitor and evaluate EL students progress in English and academic grade-level knowledge  
 2. Exit them when they are proficient in English, and  
 3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

- Identify and screen all potential EL students in a timely, valid, and reliable manner.
- Provide EL students with an educationally sound and successful ESOL Program.
- Provide prepared and trained ESOL teachers and staff.
- Ensure English learners have equal opportunities to participate meaningfully in activities and tests administered in school.
- Avoid unnecessary segregation of EL students (i.e. Student & Parent Meet).
- Meet the needs of EL students whose parents opt them out of ESOL.
- Ensure meaningful communication with EL parents.
- 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 and that their language needs are considered in evaluations and services.

May 2020

ESOL & Title III, Part A Differences



- Title III funds **cannot** be used to fulfill an LEA's obligations under Title VI & EEOA to provide a language instruction educational program to all ELs, that is educationally sound and has been proven successful.
- Title III **may not** fund anything that is required under other Federal, state, and local public funds.
- Therefore, Question #1 is very different from your answers to questions #2, #3, and #4.



# Supplement Not Supplant (Sec 3115g)

## Presumption of Supplanting:

1. Is the LEA using Federal funds to provide services that the LEA was required to make available under other laws?
2. Is the LEA using Federal funds to provide services that the LEA provided with non-Federal funds in the prior year?
3. Would the expenditures or activities happen in the absence of Federal funds?

# Title III, Part A Statute requires that you...

Provide effective, additional language instruction to select EL students beyond your State ESOL program – an effective LIEP.

Provide effective, ongoing sustained EL-focused professional learning related to teachers, administrators, and any other staff in contact with EL students.

Develop effective, additional activities/strategies to enhance the Title III LIEP by engaging EL parents and community members in it.

# Title III Required Activities

## ESSA 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...

**Note:** Questions #2, #3 and #4 do not apply to LEAs consolidating all Title III funds in Title I schoolwide schools.

## Question #2: Supplemental LIEP

- Describe the supplemental language-focused strategies, activities, interventions, supplemental program(s) you plan to provide and fund in **FUNCTION 1000**, and how they meet the needs of EL students as identified in the CNA/DIP. [**Sec. 3115(c)(1)**]
- Describe the **evidence** of the effectiveness of these programs and activities to help EL students increase their English language proficiency and achieve academically.

# Title III Required Activities

## ESSA 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

## ESSA 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...

**Note:** Questions #2, #3 and #4 do not apply to LEAs consolidating all Title III funds in Title I schoolwide schools.

## Question #3: 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)**]

# Title III Required Activities

## ESSA Sec. 3115 (c)

**(3)** To provide and implement **other effective** activities and strategies that enhance or supplement language instruction educational programs for English Learners which –

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

**(B)** may include strategies that serve to coordinate and align related programs.

**Note:** Questions #2, #3 and #4 do not apply to LEAs consolidating all Title III funds in Title I schoolwide schools.

## Question #4: 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)]**

# Authorized Activities - Sec. 3115(d)

- 1) Upgrading program objectives & effective instructional strategies
- 2) Improving instructional program for ELs by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures
- 3) Providing tutorials and academic or career and technical education or intensified instruction which may include materials in a language students can understand

# Authorized Activities - Sec. 3115(d)

- 4) Developing/implementing effective pre-school, elementary or secondary language instruction educational programs coordinated with other relevant programs and services
- 5) Improving English language proficiency and academic achievement of ELs
- 6) Providing community participation programs, family literacy services and parent and family outreach and training activities to ELs & their families – to improve the English skills of ELs and assist their parents and families in helping their children to improve their academic achievement

# Authorized Activities - Sec. 3115(d)

- 7) Improving instruction of ELs which may include EL/SWD by providing for acquisition of educational technology or instructional materials, access to and participation in electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs funded under this part.
- 8) Offering early college high school or dual or concurrent enrollment programs of courses designed to help ELs achieve success in postsecondary education
- 9) Carrying out other activities consistent with the purposes of this section.

**Note:** Questions #5 ONLY applies to LEAs consolidating all Title III funds in Title I schoolwide schools.

## Question #5: 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)**]

# Step #3: Building the Budget

 Consolidated Application

Application > Programs

## Budget

District Name : Forsyth County

District Code : 658

Fiscal Year : 2020

Program : Title III-A, Language Instruction for English Lear - Original

Status : New (Date: Aug 7 2019 9:54AM)

Superintendent Sign  
off date :

Program Information

**Budget**

Audit Trail

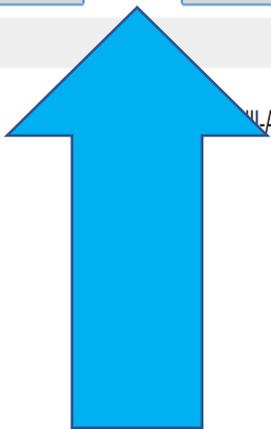
Assurances

Programs

Attachments

Print

Program : Title III-A, Language Instruction for English Lear



# Budget Tips:

- Follow all guidelines in the ***Federal Programs Handbook and in today's Overarching Budget Training***
- Use State Function & Object Code descriptions
- Remember to include resources necessary to implement the **EL Program Plan** as indicated in the **CLIP** Action Steps in order to meet identified EL students', teachers' and families' needs.
- Collaborate with other federal programs to coordinate and braid funds, when possible.



VS



# Grant Administration Direct Costs

- Calculate **2%** of the **original FY21 allocation**
  - Must round down in order to not exceed 2%
  - Does not apply to Indirect Costs
- Direct admin costs include:
  - Costs related to directly administering and managing the grant.
  - Cost of Title IIIA Director's participation in conferences and trainings focused on managing a federal grant
  - Audit cost, when applicable.

# Private Schools' Proportionate Share

- If you have private schools participating in Title III, Part A...
  - See *Private School Allocation Sheet* on Ombudsman website.
  - See ***Equitable Services*** section of this webinar for guidance on options when building budget line item descriptions for private schools.



# What will help me build an approvable budget?

1. Watch the recorded ***In-depth Title IIIA Budget Training*** webinar posted on the Title III, Part A website.
2. Use the Title III, Part A Budgeting Tools!
  - [\*FY 21 Budget Guiding Questions\*](#)
  - [\*FY 21 Chart of Accounts\*](#)
3. Ask Questions!

# Step #4: Budget Attachments

Consolidated Application

Application > Programs

## Program Information

District Name : Forsyth County

District Code : 658

Fiscal Year : 2020

Program : Title III-A, Language Instruction for English Lear - Original

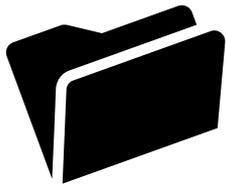
Status : New (Date: Aug 7 2019 9:54AM)

Superintendent Sign  
off date :

Program Information Budget Audit Trail Assurances Programs Attachments

Print

Item#	Uploaded File	Created Date	Group		
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- Upload the Title III attachments here.
- Naming Conventions:
  - fiscal year (FY21)
  - program name (Title III)
  - LEA name
  - brief description of the information included on the attachment
- Example: FY21 Title III XXX County School Job Description -After-School Tutor



**OPTIONAL:  
Effectiveness  
Template and/or the  
Logic Model  
Template** for  
strategies funded  
under 1000, 2100,  
2210, 2213.

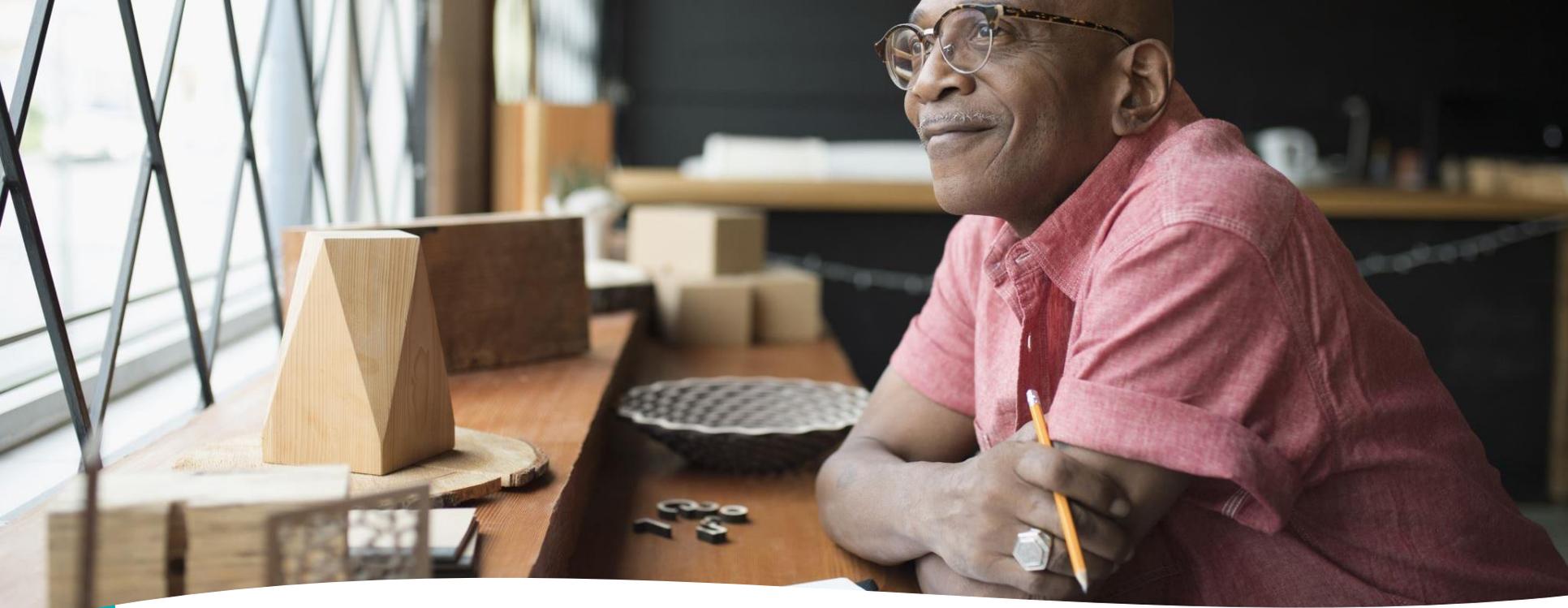


- 1. Formal  
Job Description(s)** re-  
quired for all Title III-  
funded or partially-  
funded staff.
- 2. Informal  
Description** of Title III  
work coded as  
additional  
compensation (Object  
code 199 - required).



**Field Trip  
Request  
Form**  
(required when  
applicable)

**Title III Budget Attachments**



## Budgeting in Times of Uncertainty

- *Our Title IIIA allocation has increased this year!*
- *We couldn't spend all our FY20 funds last year so our carryover will be greater than "normal"!*
- *Do you have any ideas to help us?*

# New & Veteran Director Live Q & A Sessions

## For FEDERAL Title III, Part A Directors Only:

- Variety of dates/times
- Submit questions by EOB two days prior!
- Click on the registration link, and then choose one session that fits your schedule!

## **New** Title III, Part A Directors (less than 3 yrs. exp)– Designing an EL Program

<https://attendee.gototraining.com/rt/8852289469013401346>

1. Tuesday, July 14 @ 1:00 p.m.
2. Friday, July 24 @ 9:00 a.m. (REPEAT)
3. Tuesday, Aug 18 @ 1:00 p.m. (REPEAT)
4. Thursday, Aug 27 @ 9:00 a.m. (REPEAT)

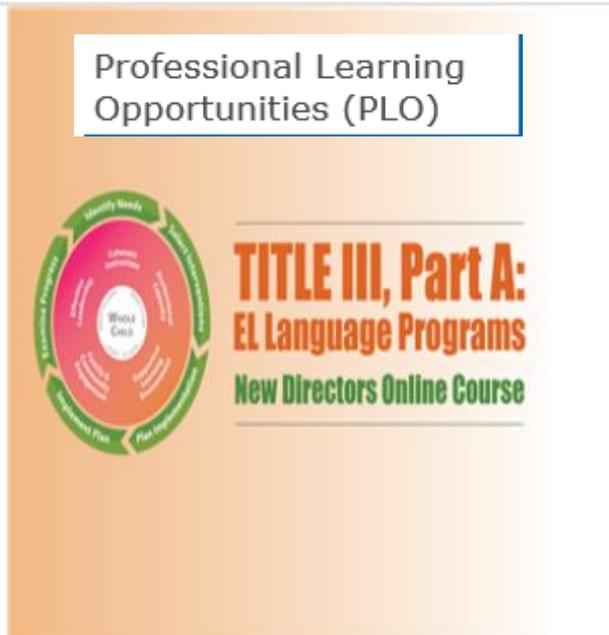
## All Title III, Part A Directors – Aligning CLIP, Plan, & Budget in FY21

<https://attendee.gototraining.com/rt/3966038904456050178>

1. Tuesday, July 14 @ 2:00 p.m.
2. Friday, July 24 @ 10:00 a.m. (REPEAT)
3. Tuesday, Aug 18 @ 2:00 p.m. (REPEAT)
4. Thursday, Aug 27 @ 10:00 a.m. (REPEAT)

- Watch the *Title III, Part A In-depth Budget Training* recorded webinar posted on the Title IIIA website.
- Bring your questions to any of the Title IIIA Director trainings you choose to attend!

# eLearning Courses coming soon to SLDS/PLO platform!



Title III, Part A English Learner Language Programs - New Directors Course

Course ID: 579535

1. *Title III, Part A: EL Language Programs New Directors' Online Course\**
2. *EL Entrance Procedures*
3. *EL Exit Procedures*
4. *Title III, Part A Supplemental Language Services*
5. *Self-monitoring your Title IIIA Programs*
6. *Identifying and Supporting Immigrant Children and their Families*

**\*Already posted!**

# Check out the Title IIIA website for new infographics on...

1. LEA's Legal Obligations for EL Language Programs
2. ESOL & Title III Differences
3. Title III, Part A CLIP Process
4. Title III, Part A Budget Tips
5. Title III, Part A Budget Amendment Flowchart
6. Title III, Part A Self-Monitoring Process
7. Title III, Part A Immigrant Program



# Title III-A Program Specialists

## Northeast Region

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678-416-1273

## Northwest Region

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## Central Region

Ms. Dely Roberts

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470-421-9976

## South Region

Ms. Tammie Smith

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678-794-3667

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## Contact Information by Region

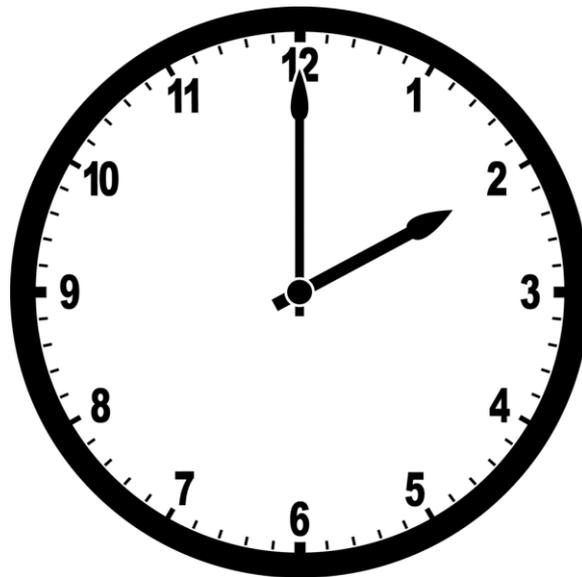


## **ESOL & Title III, Part A Questions & Support**

678-794-3695

[ELPrograms@doe.k12.ga.us](mailto:ELPrograms@doe.k12.ga.us)

# Next Session: Title IV, Part A



# Title IV, Part A

## Student Support and Academic Enrichment

### FY21 Budgeting Guidance

Charmaine Simmons, Area Specialist

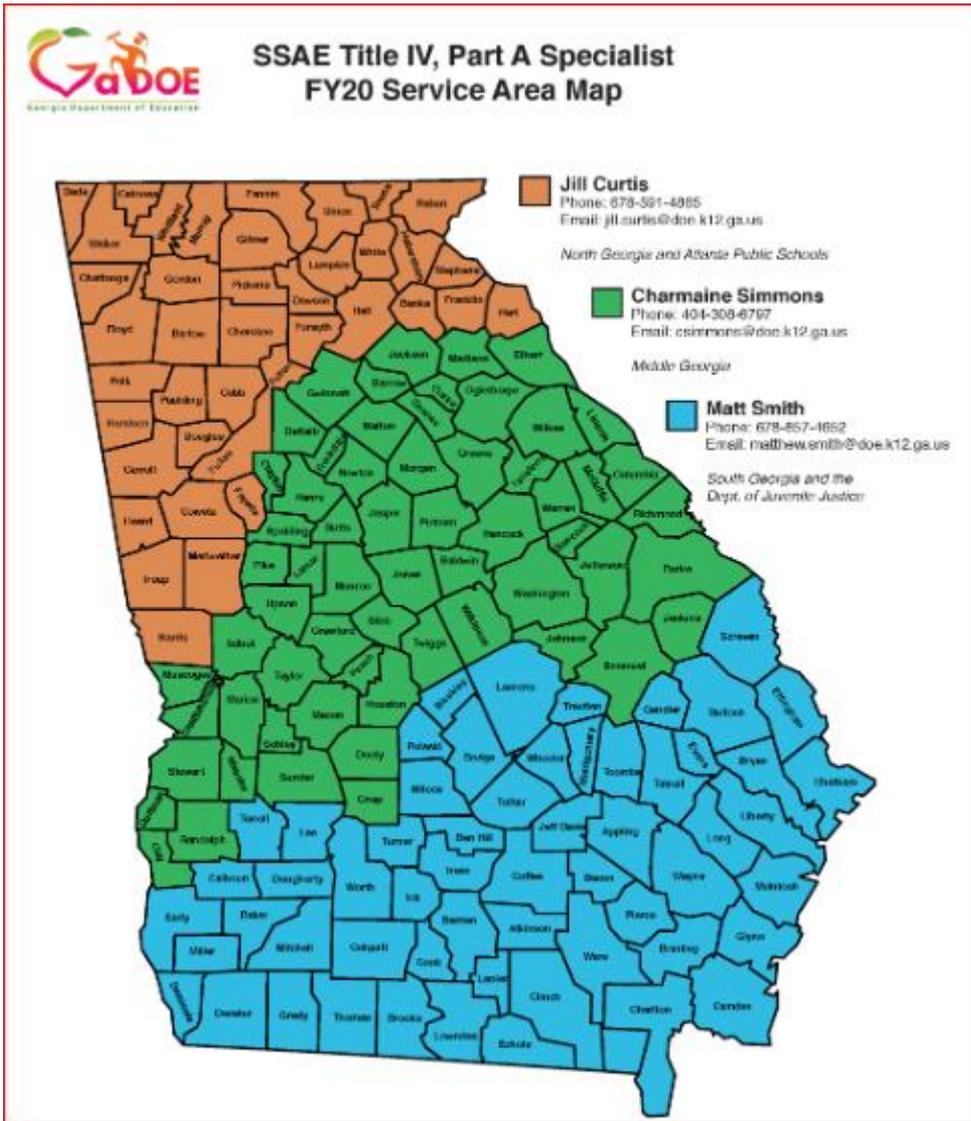
Jill Curtis, Area Specialist

Matt Smith, Research Analyst/Area Specialist

Keisha Barnett, Administrative Assistant

Dawna Hatcher, Program Manager

# The Title IV, Part A Team



## Contact Information

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**Keisha Barnett**  
Administrative Assistant  
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kebarnett@doe.k12.ga.us

# Housekeeping

## Verify contact information with IVA staff

- Official IVA *designated* contact
  - Receives official mass communications
  - Coordinates with Area Specialist
  - Notified on IVA sponsored competitive grants
- New directors/coordinators
- Add *additional* contacts
- Request access to IVA community forum
  - Can be building-level staff

# Critical Updates—FY20 Budget

**FY20 budget to remain open until September 2021**

- Waivers applicable to meet evolving needs
  - CLIP amendments not required
  - “20/20/Portion”
  - 15% cap on infrastructure
- Maintain clarity between FY20/FY21 accounting
- Facilitate Equitable Services—no need to request carryover
- Funds expire 9/2021
- Includes funds carried from FY19
- **Completion Reports may be submitted once 100% of funds are expended**

## *Title IV, Part A - Flexibility Waivers Approved by the U.S. Department of Education*

In April 2020, the U.S. Department of Education (ED) approved Georgia’s waiver requests based on flexibilities outlined in the CARES Act. This request directly impacted the Title IV, Part A grant in that statutory minimums and expenditure caps were waived for FY20. **Due to these flexibilities that apply only to the FY20 grant, LEAs will keep this grant open and wait to submit a completion report on October 31, 2021.** This will allow the district to continue to expend the funds with the approved flexibilities that apply only to the FY20 grant through the period of availability – September 2021. This adjusted process should not interfere with the district’s internal fiscal year closeout responsibilities.

# Critical Updates—FY20 Budget

## FY20 funds must be allocable and allowable to the grant

- Improving student academic achievement
  - CARES vs IVA
- Assigned a Focus Area
- Budget Summary Workbook required (*Pending Con App enhancements*)
- FY19 Carryover Workbook required (for LEAs that have not submitted it-see Area Specialist)
- Program Monitoring/Effectiveness Measurement data required (*Pending Con App enhancements*)
- Completion Reports may be submitted once **100%** of funds are expended
  
- FULL vs Partial CoF\*\*

# Critical Updates—FY20 Budget

## Information communicated to finance directors

- There will be two different Title IV, Part A grant awards that are operating simultaneously in the same grant award period and fiscal year.
- School systems should either implement the flip-funds process or another mechanism to ensure the grant award activity is not comingled.
- Expenditures charged to each grant award must be identified separately.

Amy Rowell, CPA CGFM  
Director, Financial Review Division  
404-656-6754 (O)  
404-710-6239 (C)  
[arowell@doe.k12.ga.us](mailto:arowell@doe.k12.ga.us)

# Critical Updates—Consolidated Application Portal Enhancements and impact on budgeting procedures

- Rationale for Con App Enhancements
  - Streamlined data collection
    - Reduces number of uploaded documents
    - Closes margin of error; disaggregates data by category; clearly identifies required reporting
    - Aids LEA in self-monitoring of grant activities/expenditures
    - LEA/SEA monitoring—verifies statutory compliance
    - Consolidated State Progress Report (CSPR)
  - Meets statutory requirements for public annual reporting
    - ESEA Sec. 4104(2)
      - SEA will annually provide a public report how LEAs are expending funds, including the degree of progress towards meeting objectives and intended outcomes.
    - ESEA Sec. 4106(e)(2)(F)
      - LEA will annually report to SEA how it expended funds and the degree progress towards meeting objectives and intended outcomes.

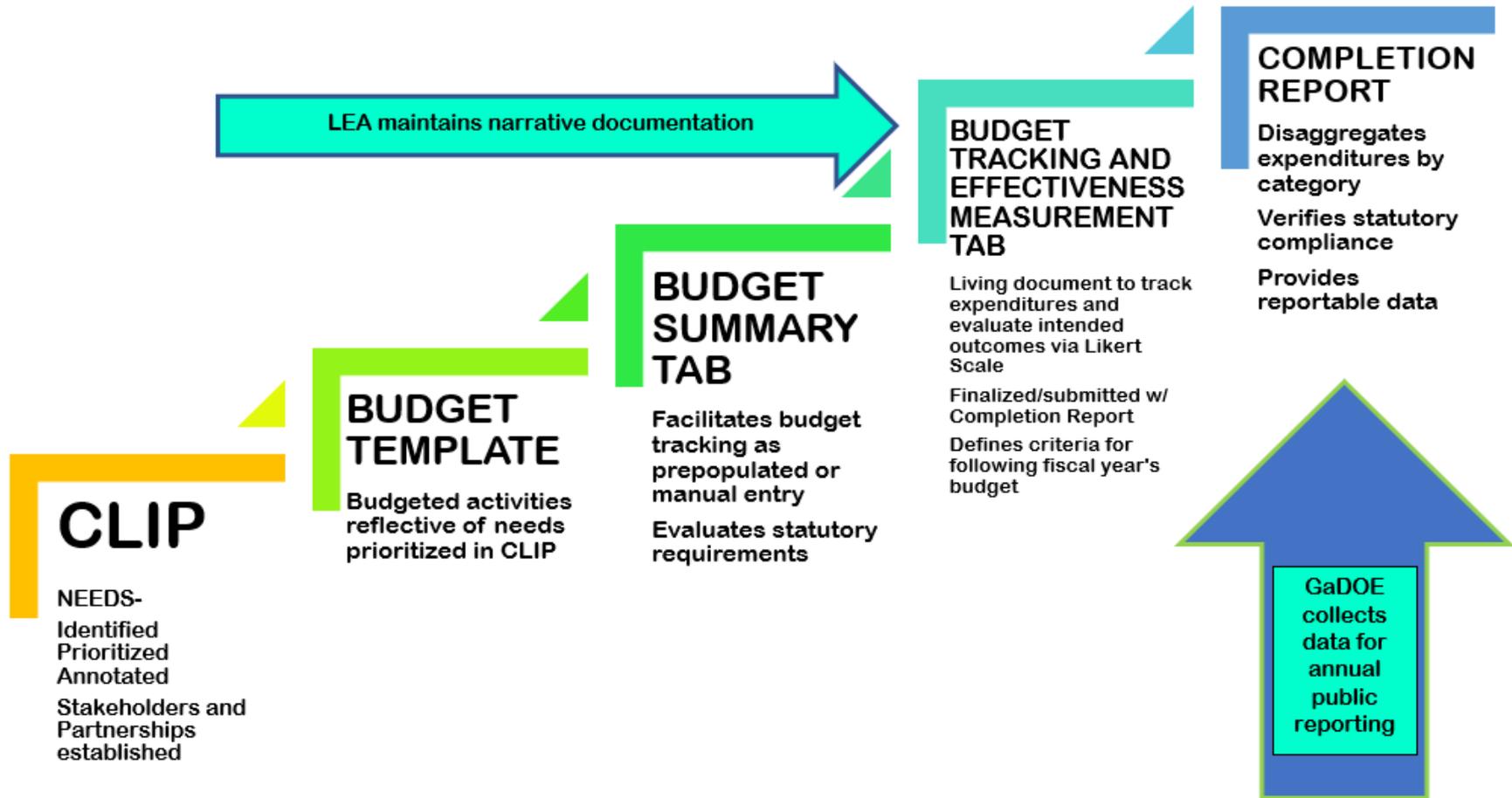
# Critical Updates—Con App Budget Templates

## Consolidated Application Portal Enhancements

- Phase 1—Category identifiers on budget template
  - Now LIVE for FY21
  - FY20 TBA (impacts FY20 amendments)\*\*
- ★ Phase 2—Budget Summary tab
- ★ Phase 3—Budget Tracking and Effectiveness Measurement tab
  - Phase 3.1—Begin mockup of reporting webpage
- ★ Phase 4—Completion Report captures data
  - PENDING impact to FY20 budgets TBA
    - FY20 budget amendments will allow for options of phases
- Phase 5—Publish updated IVA Handbook *(In progress)*
- Phase TBA—Field Trip tab

May require some On-The-Fly tweaks

# Critical Updates—Overview Flow Chart



# Title IV, Part A Budgeting—FY21

## All statutory requirements apply in FY21

- ESEA Sec. 4001—Prohibited Use of Funds
- ESEA Sec. 4103—Equitable Services
- ESEA Sec. 4105—2% Admin Cap
- ESEA Sec. 4106
  - CLIP
    - Describe activities/Program Monitoring/Effectiveness
  - Initial/Ongoing Consultations
  - Needs-Based
  - Prioritization Assurances
  - +/- \$30,000
    - “20/20/Portion” rule
    - 15% Cap on technology infrastructure
- ESEA Sec. 4110—Supplement Not Supplant
- ESEA Sec. 4111—Rule of Construction (not to be construed)

# Title IV, Part A Budgeting—FY21

## NO Change

- Description Narrative
  - Activity description
    - Job description (Upload)
  - Intent/Purpose (to verify focus area)
  - Specific identity/name of conference/contracted services/software/resource
  - List all supplies/Resources/Materials
  - EBL
  - CLIP Reference
  - Units/Numbers of
  - Exclude URLs
- Maintain Program Monitoring-Effectiveness Summary documents

## Change

- Category Identification column added to budget template
- Budget Summary TAB
- Budget Tracking/Effectiveness Measure TAB
- Uploading attachments using uniform naming conventions--TBA

# Title IV, Part A Budgeting—FY21 Budget Template

**NEW Category Identifiers in dropdown menu**

Budget Details											
Fiscal Year	From Program	To Program	School	Category	To Sub-Grant	Function	Object	Units	Price	Amount	Description

WR—Well-Rounded  
 SH—Safe and Healthy  
 ET—Effective Use of Technology  
 ET15—Infrastructure

WRES—Well-Rounded Equitable Services  
 SHES -- Safe and Healthy Equitable Services  
 ETES -- Effective Use of Technology Equitable Services  
 ET15ES -- Infrastructure Equitable Services

WRCO— Well-Rounded Carryover  
 SHCO -- Safe and Healthy Carryover  
 ETCO -- Effective Use of Technology Carryover  
 ET15CO -- Infrastructure Carryover

WRESCO -- Well-Rounded Equitable Services Carryover  
 SHESCO -- Safe and Healthy Equitable Services Carryover  
 ETESCO -- Effective Use of Technology Equitable Services Carryover  
 ET15ESCO -- Infrastructure Equitable Services Carryover

ADMIN—Admin Costs  
 AUDIT—Audit Costs  
 INDIRECT—Indirect Costs  
 XFER—Transfer of Funds  
 COF—Consolidation of Funds

**The CARRYOVER identifiers will be LIVE in the FY21 budget but will remain unused.**  
*(Pending Con App enhancements for FY20-TBA)*

# NEW-Monthly Virtual Tips and Tools

Beginning August 13, 2020, all district IVA coordinators are invited to attend and participate in (GoTo invitations forthcoming) monthly online sessions where the IVA staff will provide general relevant technical assistance, practical tools for programmatic success, tips on a variety of topics specifically selected to address identified needs and answer questions.

Stay tuned for further information.

# Questions



# Next Session: Title I, Part C



# Title I, Part C Education of Migratory Children

Margarita Munoz, Region 1 MEP Coordinator  
Marisela Trejo, Region 2 MEP Coordinator



# 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

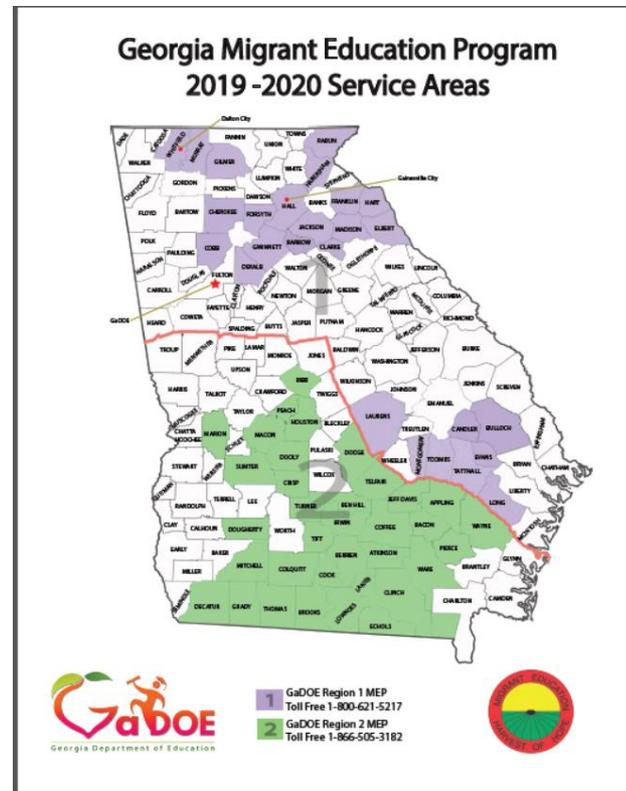


## Coordination of MEP Services

- 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 it *leverages other program funds and optimizes the use of MEP funds* for the unique needs of ALL migrant participants.
- Making use of CARE's ACT funding that supports at risk student populations and including MEP 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



## 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.
- 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.)
  - MEP participants to be served
    - 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:
  - 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 for allocability to the grant and purpose. 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

*Based on the LEA's plans for the 20-21 school year, this may not need to be budgeted if virtual engagement is being planned.*

- Include funds for migrant PAC and parental engagement activities, food (light refreshments preferred) when meeting spans mealtimes, and supplies (specify all supplies needed for these meetings)
  - Recommended Function Codes: 2100
  - Recommended Object Codes: 595
- 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

# 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 (virtual opportunities are acceptable)
  - 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 (TENTATIVE)

- Plan for coordination with other school programs or agencies; funds may be used for teachers/tutors, space, transportation, registration fees, and supplies
  - Specify if funds are used for facility based, 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
- Instructional lessons & books
- Health education materials – educational delivery component is required

## 9. Services to Preschool Children

- Staff and travel expenses to provide services outside the regular school day and at various locations
- Preschool educational materials, EXITO materials, etc.

# Budgeting Hints

## 10. Other Allowable Expenditures:

- After-school programs or Saturday programs
- Printing of Georgia MEP publications and materials
- Cell phones for 100% MEP funded recruiters/SSPs who travel outside the school building regularly for home visits and recruitment (LEA must have cell phone policy)
- Transportation to send selected migrant youth to summer camps funded by GaMEP
- Transportation to attend MEP college events
- Audit cost and indirect cost

# Meals and Snacks for Migrant Participants

- There are many programs available through Federal School Nutrition
- Link to website: <http://www.gadoe.org/Finance-and-Business-Operations/School-Nutrition/Pages/default.aspx>
- In general, Title I, Part C funds are not to be used for food for participants
- There are rare exceptions and each case is addressed individually with the regional coordinator and program manager
- Your 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

# MEP Funded Field Trips

- Must be connected to an educational IP, reasonable and necessary, and are seldom due to limited funds
- Advanced planning and coordination with the MEP regional office
- Complete the MEP Field Trip form, submit to regional coordinator for approval and upload the approved form on the attachments tab on the portal

[Field Trip Form](#)

# 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** and with some emphasis in the **whole family** as well

# Questions?

## Contact Information

- Margarita Munoz,  
[mmunoz@doe.k12.ga.us](mailto:mmunoz@doe.k12.ga.us)
- Marisela Trejo,  
[mtrejo@doe.k12.ga.us](mailto:mtrejo@doe.k12.ga.us)

# Next Session: Title I 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)

Category	Minimum 1003 Allotment
TSI	\$75,000
CSI – Lowest 5% or former TSI schools	\$150,000
CSI – Graduation Rate less than or equal to 67%; only identification	\$75,000
CSI – Alternative Education schools	\$75,000
CSI – Promise Schools – Lowest 5.1%-10%	\$20,000

# School Improvement Grant 1003(a)

## Allocations of School Improvement Grants for the FY21 School Year

Grants approved by the state board on June 18, 2020 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)

- Schools will collaborate with their continuous improvement team to identify how funds can be used to support the school improvement plans. They 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, 2020 through September 30, 2021.
- 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(a) Timeline

DATE	1003(a) Drawdown Benchmarks
June 18, 2020	LEA Allocations approved by the State BOE
July 31, 2020	<ul style="list-style-type: none"> <li>School improvement plan(s) for identified schools due</li> <li>District plan of support due</li> </ul>
October 30, 2020	Justification of expenses due
November 30, 2020	Budgets imported into the Consolidated Application
March 31, 2021	50% of FY20 1003a funds expended
June 30, 2021	75% of FY20 1003a funds expended
Sept. 30, 2021	100% of FY20 1003a funds expended

# 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. FY21 is the final year for 1003(g) School Improvement Grants.

# School Improvement Grant 1003(g)

## Cohort 5 (July 1, 2016—July 31, 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 FY20 budget amendments due
- August 20 Initial amendment to FY21 budget due
- August 20 Monthly drawdown by LEAs due
- Sept. 30 Expiration date for FY20 funds
- Sept. 30 Leading & Lagging Indicators Report due in Indistar©
- July 31, 2021 Expiration date for FY21 funds

## **RESOURCES**

- SIG FY20 & SIG FY21 Toolkits
- GaDOE SIG Schools Website

# Questions?

## **School Improvement Grants 1003(a)**

Gary C. Wenzel, Ph.D.

[gwenzel@doe.k12.ga.us](mailto:gwenzel@doe.k12.ga.us)

## **School Improvement Grants 1003(g)**

Patty Rooks, Ed.D.

[prooks@doe.k12.ga.us](mailto:prooks@doe.k12.ga.us)

# Next Session: Title V Part B



# Title V, Part B Rural Education Initiative

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



# Title V, Part B

## Allowable Activities

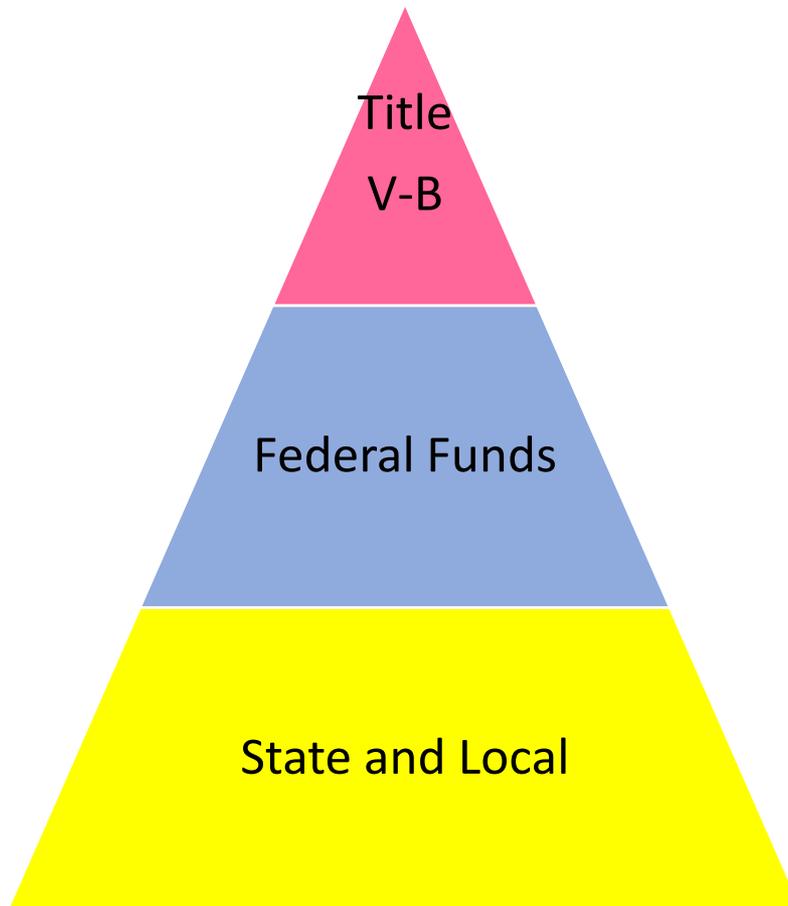
- Title I, Part A (Improving the Academic Achievement of the Disadvantaged)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
-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



# Title V, Part B

## Budget Items and Descriptions

- Expenditures must have a direct link to identified needs in the CNA and DIP
- Detailed, specific but concise, budget 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
- 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 FY21
- 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 FY20 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](mailto:cbuesche@doe.k12.ga.us)

# Next Session: McKinney Vento Grants and Homeless Set-Aside



# **Title I, Part A Homeless Set-Aside and Title IX, Part A McKinney-Vento Education for Homeless Children and Youth (EHCY) Program**

Presenter: Eric McGhee, Program Manager

# McKinney-Vento Homeless Program

## Required District Set-Asides

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

# McKinney-Vento Homeless Program

## Required District Set-Asides

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

# McKinney-Vento Homeless Program

## Required District Set-Asides

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

# 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, eyeglasses, 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 GaDOE Homeless Education Division**

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# Next Session: Title I Part D





**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 GaDOE's FY21 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

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

# Neglected and Delinquent

**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:**

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# 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:**

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# Questions?

- [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us)
- This webinar recording and presentation will be posted on the [FP website](#) by Friday at noon.