



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

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

Term	Title	Brief Description
APTT	Academic Parent-Teacher Teams	An innovative approach to family engagement, the Academic Parent-Teacher Teams provides schools with a developmental and collaborative process to build effective family-school partnerships. WestEd's APTT is a classroom-based, teacher-led, data-driven family engagement model.
Allocable	A cost is allocable if it is incurred specifically for the federal program, it benefits the federal program, and it is necessary for overall operation of the federal program. 2 CFR 200.405	
Attendance Area	The term "school attendance area" means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside. The term "eligible school attendance area" means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole.	
Cash Management	Cash Management/Drawdowns	Local Educational Agencies (LEAs) that participate in Federal Programs with the Georgia Department of Education (GaDOE) will draw down Federal funds on a reimbursement basis for all allowable expenditures incurred in their respective participating Federal Program(s). Monthly drawdowns (or DE0147) in the GAORS system is an electronic payment process. The LEA will request the amount to be reimbursed and upon approval from grants accounting they will receive their money the subsequent Thursday.
CARES Act Funding	Coronavirus Aid, Relief, and Economic Security(CARES) Act	The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law by President Trump on March 27, 2020. The CARES Act provides education funding to state education agencies and local education agencies to support schools as they are dealing with the effects of the COVID-19 Pandemic.
Carryover Funds	A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA. Every Student Succeeds Act (ESSA) permits LEAs to carry over Title I funds not expended within the fiscal year awarded to the next fiscal year. While the law permits LEAs to carry over funds, LEAs are encouraged to expend the fiscal year allocation within that fiscal year. The law specifies requirements for the expenditure of carryover funds exceeding the 15-percent carryover limitation. However, the waiver process allows LEAs to request waivers from the Georgia Department of Education (GaDOE) once every three years when the LEA fails to expend at least 85-percent of the allocated funds within the fiscal year.	
CAP	Corrective Action Plan	If findings occur during the on-site cross functional monitoring team visit the LEA is required to respond to the finding with a corrective action plan.

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CCRPI	College and Career Readiness Performance Index	The CCRPI has multiple indicators to determine a school's performance, rather than using a single test score given at one point in time. CCRPI indicates the level of achievement required for a student to enroll in college or technical school without remediation – fully prepared for college level work or a career.
CEP	Community Eligibility Provision	CEP permits eligible schools to provide meal service to all students at no charge, regardless of economic status, while reducing burden at the household and local levels by eliminating the need to obtain eligibility data from families through a separate collection. CEP schools determine their poverty percentage based on data from students certified through means other than FRM applications (i.e., direct certification data).
CFDA	Catalog of Federal Domestic Assistance	Catalog of Federal Domestic Assistance (CFDA) provides a full listing of all Federal programs available to State and local governments (including the District of Columbia); federally-recognized Indian tribal governments; Territories (and possessions) of the United States; domestic public quasi-public; and private profit and nonprofit organizations and institutions; specialized groups; and individuals.
CFM	Cross Functional Monitoring	LEAs are monitored on-site, at least, on a four-year cycle. The Cross Functional Monitoring team could include Title I, Part A – Improving the Academic Achievement of the Disadvantaged, Title I Part A – School Improvement Grants – State Reservations – 1003(a); Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, Title I, Part C – Education of Migratory Children, Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers and Principals, Title III, Part A – Language Instruction Limited English-Proficient (LEP) and Immigrant Students, Title X, Part C – McKinney-Vento Homeless Education Assistance for Children and Youth, Title VI, Part B – Small, Rural Education Achievement Program (REAP), Parent Engagement, The Individuals with Disabilities Education Act (IDEA).

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

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2 C.F.R. Part 200	The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards	The 'Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards' (2 C.F.R §200), which is often referred to as the "Uniform Guidance," became effective for new and continuation awards issued by the Department on or after December 26, 2014. Guidance needed to (1) Establish and maintain effective internal control over federal awards and provide reasonable assurance that federal funds are managed in a way that is compliant with federal statutes, regulations, and the terms and conditions of the federal award. (2) Evaluate and monitor the non-Federal entity's compliance with statutes, regulations and the terms and conditions of Federal awards. (3) Take prompt action in the event of an incidence of noncompliance. (4) Take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive.
CFR	Code of Federal Regulations	The Code of Federal Regulations (CFR) annual edition is the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government produced by the Office of the Federal Register (OFR) and the Government Publishing Office.
CLIP	Comprehensive Local Education Agency Improvement Plan	The comprehensive plan of a school system that directs all educational activities, informs of education decisions for all programs, and identifies funding sources at the state and federal levels. The CLIP includes the following components: Comprehensive Needs Assessment, Parent and Family Engagement Policy, District Improvement Plan, Foster Care Transportation Plan, Title I, Part C ID&R Plan.
Comparability	Every Student Succeeds Act (ESSA) 1118(c) provides that an LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that, as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds. If the LEA serves all of its schools with Title I funds, the LEA must use state and local funds to provide services that, as a whole, are substantially comparable in each Title I school.	
COP	Committee of Practitioners	A committee that includes representatives from local educational agencies administrators, teachers, including vocational educators, parents, members of local boards of education, representatives of private school children, representatives of charter schools, and pupil services personnel. The committee is provided with an update on national education reform activities, changes in Title I legislation and regulations, and other pertinent state and federal information. Feedback is obtained from the meetings.
CNA	Comprehensive Needs Assessment	The comprehensive needs assessment plan is based on trend and summative data. The process includes the gathering of data, analysis of the date to create a profile of the schools' successes and areas of improvement. The five systems of Georgia's Continuous Improvement are address through the CNA.

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

Term	Title	Brief Description
CSI	Comprehensive Support and Improvement	Comprehensive Support and Improvement (CSI) Districts and Schools
CSR	Class Size Reduction	Funds used to hire additional classroom teachers to reduce the established maximum class sizes. Title I funds can support CSR, if reducing the class size is enabling the LEA to implement instructional strategies to improve the identified areas of need.
Completion Reports	A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA.	
Cost Principles	Basic guidelines for sound fiscal management practices, the application of which are premised partly upon the principle that costs must be allocable and must be necessary and reasonable for the performance of a federal award. 2 CFR 200.400 et seq.	
DUNS	Data Universal Numbering System	The Duns and Bradstreet DUNS number is a nine-digit number, assigned to each business location in the D&B database, having a unique, separate, and distinct operation for the purpose of identifying them. The DUNS number is random, and the digits have no apparent significance. The U.S. Office of Management and Budget (OMB), a United States federal agency, announced in the June 27, 2003 issue of the Federal Register (68 FR 38402) that a DUNS number would be required for all grant applicants for new or renewal awards submitted on or after October 1, 2003. The DUNS number is a supplement to other identifiers.
Ed-Flex	Educational Flexibility Program	Ed-Flex is authorized under the Education Flexibility Partnership Acts of 1999 and was reauthorized under ESSA in December of 2015. Through Ed-Flex, the U.S. Department of Education (secretary) delegates to eligible SEAs the authority to waive certain statutory or regulatory education requirements that may impede local efforts to reform and improve education. Ed-Flex is designed to help LEAs, educational service agencies, and schools carry out educational reforms and raise the achievement levels of all children.
EDGAR	Education Department General Administrative Regulations	EDGAR establishes cross-cutting rules that apply to all ED programs unless a given program is exempted specifically by its own statute or regulations. These rules cover such over-arching issues as application procedures, financial administration, property management, record retention, protection of human subjects, lobbying and program oversight, among others.
EDS	Economically Disadvantaged Students	Georgia defines EDS as students who are eligible for free or reduced price lunch meal (FRM). For schools with federal waivers, all students are classified as economically disadvantaged; this data is collected as part of the student record.
EHCY	Education for Homeless Children and Youth	A program or funding source to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school.

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EIP	Early Intervention Program	A State funded GaDOE program designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level as defined in the department's <i>Early Intervention Program Guidelines</i> .
EL	English Learners	Students whose primary or home language is other than English and who are eligible for services based on the results of an English language skill evaluation. EL has replaced former term ELL.
ESEA	Elementary and Secondary Education Act of 1965	Reauthorized as the No Child Left Behind Act of 2001 (NCLB). The federal law that authorizes funding and contains the current requirements for Title I and other federal educational programs. The ESEA was enacted in 1965. It expands the federal role in K-12 education and was written to help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: Strong accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The Georgia Department of Education (GaDOE) and districts continued to operate under this law for the 2016-2017 school year.
ESSA	Every Student Succeeds Act of 2015	The Every Student Succeeds Act of 2015 (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. GaDOE and districts will begin to operate under this law in 2017-2018 school year.
ES4PS	Equitable Services 4 Private Schools	Equitable Services for Private Schools (ES4PS) is an online application accessed by LEAs through the State Longitudinal Data System (SLDS) and by GaDOE through the MyGaDOE Portal. In alignment with the Every Student Succeeds Act (ESSA), the application allows LEAs to annually create and send to non-profit private schools 1) an invitation to participate in equitable services, 2) a form to capture intent to participate and enrollment information for allocations, and 3) a form to verify receipt of equitable services at the close of the grant period.
Title I, Part A, Equitable Participation	Section 1120 of ESEA requires that the local educational agency (LEA) provides to eligible private school children, their teachers, and their families services that are equitable to the services being provided to similar children, their teachers, and their families attending public schools. Title I services for these children must be developed in meaningful consultation with private school officials. Services provided to private school children by an LEA must be secular, neutral, and non-ideological. Eligible private school children must reside within the attendance area of a participating public school and are identified through consultation with the private school as failing or at-risk of failing, to meet high student academic achievement standards.	
FAIN	Federal Award Identification Number	This is the unique identifier for the federal grant. The FAIN should be found on the Grant Award Letter sent to superintendents from each Federal Program at the beginning of the year.

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

Term	Title	Brief Description
FERPA	Family Educational Rights and Privacy Act	A Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
F/R Meals	Free/Reduced Price Meals	Each school district submits to the Georgia Department of Education (GaDOE) information by school of the total number of students eligible for free meals, reduced meals, based on October enrollment. For LEAs and/or schools that are not participating in Community Eligibility Provision, this information, along with enrollment numbers, is used for poverty determination for each school.
FTE	Full-Time Equivalent	FTE refers to data collected for Georgia State Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.
GAORS	Georgia's Grants Accounting Online Reporting System	Online Portal reporting system used by local school systems and other entities as appropriate for submitting financial reports and requesting program funding drawdowns. The program is typically used by the financial director in the LEA.
GCEL	Georgia Compensatory Educational Leaders	Georgia Compensatory Educational Leaders Incorporated was initiated and organized by concerned Georgia educators who envisioned the compensatory programs of Title I, Special Education, Remedial Education, Early Intervention (formerly SIA), Migrant Education, English to Speakers of Other Languages, and the Neglected and Delinquent Program as vital instructional components to the total education process.
GEPA	General Education Provisions Act	A federal statute that address the out-of-the ordinary problems such as withholding of funds provision, cease and desist order, and compliance agreement with the recipient.
GMAS	Georgia Milestone Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies.
Highest-Performing Reward School		Highest-Performing Reward Schools that are among the highest 5-percent of the Title I schools in the state. Calculations to identify these schools are based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part the SEA's differentiated recognition, accountability, and support system. Highest-Performing Reward Schools are identified annually.
High-Progress Reward School		High-Progress Reward Schools that are among the highest 10-percent of the Title I schools in the state. Calculations to identify these schools are based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part the SEA's differentiated recognition, accountability, and support system. Highest-Performing Reward Schools will be identified annually.



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IDEA	Individual with Disabilities Education Act	A federal law mandating that all children with disabilities have access to a free, appropriate public education provided through special education and related services designed to meet the unique needs of these children and prepares them for employment and independent living.
IEP	Individualized Educational Plan	A written plan for each student with disabilities that identifies the expected outcomes and defines the educational support services to meet their needs. This plan is developed for each eligible student with a disability in accordance with the requirements of IDEA.
Incurred	Incurred Expenditure (Allowable Program Expenditure).	An expenditure for allowable goods and/or services in which the LEA has received, even if the payment has not yet been made. This will include goods and services received or consumed such as salaries, utilities, rent, and supplies.
LEA	Local Education Agency	Also known as a school district or school system.
LKES	Leader Keys Effectiveness System	Georgia's system to evaluate school administrators.
Lexile	A Lexile is a measure of a student's reading ability or reading level. Lexiles do not address age-appropriateness, and individual's interests, or test quality. The Lexile measure is a good starting point in choosing an appropriate book for a student.	
LUAs Chart of Accounts	Local Units of Administration Chart of Accounts	Chart of accounts utilized by local units of administration (LUAs) in reporting budget and financial data to the Georgia Department of Education. Codes within the chart of accounts are defined by funds, balance sheets, revenue sources with codes by program, function, object and sub object.
OSY	Out of School Youth	Migrant students between the ages of 16 and 21 who have not graduated from high school.
MOE	Maintenance of Effort	Every Student Succeeds Act (ESSA) 1118(a) states that a local educational agency (LEA) may receive Title I funds only if the Georgia Department of Education (GaDOE) determines that the LEA has maintained the level of funding of at least 90-percent of the preceding fiscal year of the aggregate expenditures of state and local funds or the combined state and local funds per full-time equivalent (FTE).
Multiple Selection Criteria	A checklist used by the school to identify students as failing, or most at risk of failing, to meet the State's challenging academic standards. Students are identified by subject on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. This methodology is used in targeted assistance schools, to include private schools, and in a schoolwide program where participation is offered to a select group of eligible Title I students.	
N&D	Neglected and Delinquent	Title I, Part D Neglected and Delinquent Children Program.

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

Term	Title	Brief Description
NASTID	National Association of State Title I Directors	The National Title I Association is dedicated to improving and implementing the Title I program so that more children reach their academic potential. The Association provides educational leaders at the state and local levels with the opportunity to work together to share ideas on effective and innovative programs, identify problems and solutions, and represent the needs of Title I families.
OMB	Office of Management and Budget	The core mission of OMB is to serve the President of the United States in implementing his vision across the Executive Branch. OMB is the largest component of the Executive Office of the President. It reports directly to the President and helps a wide range of executive departments and agencies across the Federal Government to implement the commitments and priorities of the President.
PARS	Personnel Activity Reports	If an employee works on multiple cost objectives, the employee must maintain Personnel Activity Reports (PARS) that demonstrate a distribution of his or her time on the federal programs.
PPA	Per Pupil Amount	The amount of funds allocated to each school based on the rank order as determined by the poverty percentage. The LEA must allocate funds to schools or attendance areas in rank order, or rank order by grade span based on the information contained in this section. If the LEA is unable to serve all eligible attendance areas, then schools above 75-percent must receive allocations first in rank order.
PQ & In-Field Reporting	Georgia Professional Qualifications & In-Field Reporting Under ESSA	<p>The 2001 NCLB "highly qualified" requirement has been replaced by two different, but comparable requirements under the 2015 Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> o Professional Qualifications - applies to ALL public school teachers and paraprofessionals in grades PK-12 o ESSA In-Field Reporting - applies to ALL public school teachers in grades PK12 <p><u>Why change the name from HiQ to PQ?</u> Highly qualified is no longer applicable. Teachers do not have to meet federal requirements. ESSA says SEAs and LEAs MUST ensure teachers meet state certification requirements.</p>
Rank Order		Title I requires schools to be served in rank order based on poverty percentages. After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75-percent poverty, including any middle schools or high schools.
RAMP	Resource Allocation Methodology Plan	Each LEA must have a RAMP that will explain how the LEA ensures that Title I funds are used to supplement and not supplant state and local funds under section Every Student Succeeds Act (ESSA) 1118 (b)(4). The RAMP can also be used for determining comparability.
Reward Schools		The Title I Reward Schools Program recognizes and honors two categories of Reward Schools: Highest-Performing Reward Schools and High-Progress Reward Schools.

Title I, Part A Frequently Used Terms/Acronyms/Descriptions

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RTF	Residential Treatment Facilities	The Georgia Department of Education is responsible for maintaining a list of eligible Residential Treatment Facilities (RTFs) for services under O.C.G.A. § 20-2-133(b). RTFs must submit proof, with assistance from the LEA, to the Georgia Department of Education that the RF serves students pursuant to O.C.G.A. § 20-2-133.
RTI	Response to Intervention	Response to Intervention is the core of school improvement and the framework to address the needs of all students. It is a four-tier delivery model, using evidence-based instruction and interventions to answer the questions – (1) “Is this student learning at a rate consistent with peers?”; (2) “What are we going to do if the student is not learning?”; and (3) “How do we know that what we are doing is working?”. RTI requires on-going progress monitoring for students receiving Tier 2 and Tier 3 supports.
SEA	State Educational Agencies	In Georgia this refers to the Georgia Department of Education (GaDOE).
Set-asides	The set-asides section identifies administrative and district level funds that will not be a part of the per-pupil allocations. There are two categories of set-asides for Title I, Part A programs: required set-asides to include parental involvement; eligible private school children, homeless children and youth in non-participating schools; and neglected and delinquent students and optional set-asides. Set-aside are for LEA level / districtwide activities only. These activities must be executed at the district level and not allocated in a set-aside on a grant basis.	
SIP	School Improvement Plan	The comprehensive plan of a school system or a school that directs all educational activities and informs all educational decisions, for all programs and all funding sources, state and federal. A SIP template is provided for use for SIP, Schoolwide Plans and/or Targeted Assistance Plans.
SLO	Student Learning Objectives	Content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards.
SNS	Supplement not Supplant	A schoolwide program school shall use Title I funds only to supplement the amount of funds that would, in the absence of Title I funds, be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English Learners.
STEAM	Science, Technology, Engineering, Arts and Mathematics	STEAM is the integration of science, technology, engineering, and mathematics infused with meaningful arts integration. STEAM utilizes the arts as a vehicle for demonstrating what has been learned, while increasing creativity and teaching “habits of mind” that can be applied to any subject.
STEM	Science, Technology, Engineering and Mathematics	In Georgia, STEM education is defined as an integrated curriculum (as opposed to science, technology, engineering, and mathematics taught in isolation) that is driven by problem solving, discovery, exploratory project/problem-based learning, and student-centered development of ideas and solutions.



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Title I, Part A Frequently Used Terms/Acronyms/Descriptions

Term	Title	Brief Description
SWP	Schoolwide Program	A Title I program serving schools with 40-percent or more of students qualifying for the free-reduced meal status. All students in a School-wide Title I school are served in the program.
TAP	Targeted Assistance Program	A Title I program only serving targeted students in schools that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program. ESSA 1113 (a).
TKES	Teacher Keys Effectiveness System	Georgia's system to evaluate teachers.
TSI	Targeted Support and Improvement	Targeted Support and Improvement (TSI) Districts and Schools
US ED	United States Department of Education	
Viable Program	A viable academic program must cover all required components for a Targeted Assistance (TAP) or Schoolwide Program (SWP).	