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Title I, Part A Program Staff

<table>
<thead>
<tr>
<th>Georgia Department of Education</th>
</tr>
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<tbody>
<tr>
<td>Title I, Part A Funded – Federal Programs Division</td>
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<tr>
<td><strong>Senior Program Manager</strong></td>
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<tr>
<td>Ken Banter</td>
</tr>
<tr>
<td><strong>Title I, Part A Education Program Specialists</strong></td>
</tr>
<tr>
<td>Karen Cliett</td>
</tr>
<tr>
<td>Elaine Dawsey</td>
</tr>
<tr>
<td>Kim Ezekiel</td>
</tr>
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<td>Jabra Fuller</td>
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<td>Clarice Howard</td>
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<tr>
<td>Grace McElveen</td>
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<tr>
<td>Sherri Minshew</td>
</tr>
<tr>
<td>Olufunke Osunkoya</td>
</tr>
<tr>
<td>Marijo Pitts-Sheffield</td>
</tr>
<tr>
<td>Robyn Planchard</td>
</tr>
<tr>
<td>Kathy Pruett</td>
</tr>
<tr>
<td>Kelly Roberts <em>Hired August 1, 2019</em></td>
</tr>
<tr>
<td>Tammy Wilkes</td>
</tr>
<tr>
<td>Anne Marie Wiseman</td>
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Grant Implementation Overview

In Georgia, the Georgia Department of Education (GaDOE) sets policy, develops guidance and provides training and technical assistance for each Georgia Local Education Agency (LEA). Fourteen Title I, Part A Education Specialists provide technical assistance by assigned region, currently organized mostly by Regional Educational Service Agency (RESA) regions. Training is coordinated at a state level and delivered through (a) an annual federal programs conference, (b) collaborative federal programs regional sessions and webinars, and (c) Title I, Part A specific regional webinars. The GaDOE publishes an annual LEA Title I, Part A Handbook and maintains a public website.

During the 2019-2020 school year, Georgia’s governor issued an executive order to close schools on 03.16.20 due to a global pandemic (COVID-19). LEAs continued providing instruction to students through distance learning for the remainder of the school year. The GaDOE continued to provide technical assistance to LEAs during the school closures through FAQs, updates, webinars, and online professional development courses including guidance on Covid-19 responses, CARES Act funding, distance learning strategies and FY21 ESEA funds.

The Federal grant (15-month grant cycle) is cyclical in nature, beginning in July and ending September of the following year. In Georgia, LEAs begin by completing an internal Comprehensive Needs Assessment and consolidated federal grant application called the
Consolidated LEA Improvement Plan (CLIP). The application is maintained in Georgia’s Statewide Longitudinal Data System (SLDS) and is supported by regional Continuous Improvement Teams (CITs). Through the Georgia Systems of Continuous Improvement framework (see graphic to the right), LEAs will coordinate their federal programs’ initiatives/funds to complete their CLIP. Once approved, LEAs submit a budget based on their formula-based allocation via MyGaDOE portal. Then LEAs administer the grant, submitting budget adjustments/amendments, as needed. Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), permits LEAs to carry over, to the next fiscal year, not more than 15 percent of Title I, Part A funds not expended within the fiscal year awarded. It is expected that LEAs, in the best interests of teachers and students, draw down funds regularly throughout the year and expend all funds as budgeted. LEAs’ work is supported by assigned specialists, however, LEAs requiring targeted support may be further assisted by Continuous Improvement Teams (CIT) comprised of staff across three GaDOE Divisions (Federal Programs, School and District Effectiveness, and Teaching and Learning).

LEAs are formally monitored for compliance through GaDOE Cross-functional Monitoring (CFM) every four years, and/or depending on annual risk assessment results more frequently. Title I, Part A Education Program Specialists are scheduled to monitor outside of their assigned LEAs; a practice which encourages objectivity and fosters a stronger alignment of expectations and technical assistance. Generally, CFM visits may include onsite or desktop, however, in FY20 monitoring dates were adjusted to include only desktop after the governor issued an executive order to close schools due to the global pandemic. Immediately following the school closures, monitoring dates were suspended until the Fall of 2020, however, eight LEAs requested to continue with desktop monitoring as originally scheduled. Of the 60 LEAs on the monitoring cycle for FY20, 34 of them were monitored in Fall 2020. LEAs receiving findings through the cross-functional monitoring process must complete corrective action plans to ensure internal controls and protocols are compliant with the Education Department General Administrative Regulations (EDGAR), as well as federal and state guidance.

Title I, Part A Education Program Specialists provided timely technical assistance to LEAs as necessary to ensure LEA compliance with State and Federal laws and guidance. In addition to technical assistance sessions, Education Program Specialists provided professional learning opportunities via individual LEA trainings, regional trainings, and state conferences.

In Georgia, LEAs are required to have an external audit each year. Any audits from prior fiscal years that require program review are reported by the Georgia Department of Audits to GaDOE.
and GaDOE program staff resolve these audit findings. GaDOE program staff resolve these audits directly with the LEAs.

LEAs conclude the federal fiscal year with a completion report, finalized in the Grants Accounting Online Reporting System (GAORS).

2019-2020 Local Education Agencies (LEAs)

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<th>Total Local Education Agency Grantees</th>
<th>216</th>
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<td>Charter Schools (State Level)</td>
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<td>Special LEAs</td>
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</table>

As of July 2019, there were changes to the status of several charter LEAs:

NEWLY OPENED STATE CHARTERS:
- Academy of Classical Education (ACE)
- Baconton Community Charter School
- Ethos Classical
- Spring Creek Charter Academy

DID NOT OPEN:
- Harriett Tubman School of Science and Technology

2019-2020 State Education Agency (SEA) Allocation

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<th>FY20 Allocation Information</th>
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<td>FY20 Total Title I, Part A Allocation to GaDOE from USED</td>
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<td>FY20 Title I, Part A Set-aside for School Improvement (1003a)</td>
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<tr>
<td>FY20 Title I, Part A Set-aside for Grant Administration Activities</td>
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<td>FY20 Title I, Part A Set-aside for Neglected and Delinquent Subpart 2</td>
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<td>FY20 Title I Part A Allocation for LEAs</td>
<td>$495,664,068</td>
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</table>

Georgia Title I, Part A – Grant Administration Activities at the State Level for 2019-2020 ($4,612,729)
• Supported GaDOE Title I staff
• Supported GaDOE IT department in the development and maintenance of Federal Programs’ platforms, such as the Consolidated Application
• Supported the Academic Achievement Programs
  o Identified and acknowledged 2020 Academic Achievement Programs
  o 2020 Title I Distinguished and Reward Schools
  o Conducted the 2020 Georgia National Distinguished Schools competition where two Title I Distinguished Schools were identified and awarded
  o Supported Georgia’s National Distinguished Schools with $20,000 to attend the National Association of ESEA State Program Administrators (NAESPA) Conference where each received national recognition
• Joined all Federal Programs Trainings and Annual Conference
  o Annual Federal Programs Budget Training
  o Annual Federal Programs Cross-Functional Monitoring Training
  o Annual Consolidated LEA Improvement Plan (CLIP) Submission Training Webinars
  o Annual Georgia Compensatory Educational Leaders (GCEL) Conference
  o Consolidation of Funds – Cohort 1-4 Support, Cohort 5 Recruitment
  o Consolidation of Administrative Funds
  o Ombudsman-led Equitable Services Consultation
• Attended the National Association of ESEA State Program Administrators (NAESPA) summer meeting in Washington DC and the national conference in Atlanta
• Attended the Georgia Education Leadership Institute (GELI) in Atlanta
• Led program-specific trainings and technical assistance sessions:
  o Fall Regional Meetings/Trainings: Budget, New Coordinator, Veteran Coordinator Updates, Monitoring, LEA Monitoring Demonstration
  o Spring Regional Trainings: CLIP, In-Field Webinars
  o Annual Conferences or Trainings: Georgia Association of School Business Officials (GASBO), Data Collections, State Charter School Commission, P-20s,
  o Quarterly webinars on Professional Qualifications, In-field, and Equity
• Collaborated with the Georgia Professional Standards Commission (GaPSC) on data related to in-field, out-of-field, provisional, and emergency certified teachers
• Collaborated with the State Charter School Commission (SCSC) on state charter LEAs
• Collaborated and researched other states with the Ombudsman to begin discussion on the possibility of “pooling” Title I funds among LEAs for private schools’ equitable services
• Received and completed 19 Title I Audit Investigations against LEAs from the Department of Accounting and Audits
• Investigated four formal Title I complaints
• Completed an annual Maintenance of Effort (MOE) report for each LEA
• Completed an annual Title I Comparability report for each LEA and assisted LEAs to become comparable
• Determined LEAs who are below 95% participation on the English Language Proficiency (ELP) assessment
• Supported through ongoing LEA Technical Assistance
  o Updated existing resources, reviewed existing resources, and created new resources
  o Monitored the submission of required plans and reports
  o Reviewed and approved CLIPs (including Equity, Parent and Family Engagement and Foster Care Plans), Budgets and Budget Amendments
Conducted onsite monitoring visits - including writing monitoring reports and reviewing and approving corrective action plans.
Provided technical assistance and consultation to Georgia LEAs
Consulted on online software updates – In-Field Portal, Equity Data Dashboard
Conducted annual risk assessments of LEAs
Planned and attended scheduled team meetings and LEA conferences
Maintained program files

2019-2020 LEA Allocations

Title I, Part A is a formula allocation. The U.S. Department of Education (US ED) follows the allocation process outlined under the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESEA) to allocate funds to the SEA. The process:

- US ED uses the Census data from each district to determine the Title I, Part A allocation for each Local Educational Agency (LEA) based upon four formulas written in ESEA:
  - Basic Grants
  - Concentrated Grants
  - Targeted Grants
  - Education Finance Incentive Grant (EFIG)
- LEAs are given an opportunity each December through March to review their annual Census and non-Census data updates and submit questions to the Census Bureau.
- US ED then adjusts the allocations if needed because of the updates received during the review.
- GaDOE receives the state allocation based on this methodology.

State Education Agencies (SEAs) then reserve a portion of the grant for required set-asides at the state level:

- 7% set-aside for School Improvement 1003a (SI) which is used to assist identified Comprehensive Improvement Schools (CSI) and Targeted Improvement Schools (TSI).
- GaDOE adjusts LEAs’ allocations to allow for state charter schools, which do not have geographic boundaries and were included in the Title I, Part A allocation from US ED.
- Funds for State Charter Schools come from the districts in which students are transferring from to attend the state charter school. Initial allocations for new charter districts and charter districts with significant growth (enrollment increasing 33% or adding a grade level) are based on projected poverty and enrollment data.

Allocation adjustments for charter districts and the affected districts are made during the school year following a review of the projected enrollment data to actual data from October Full-Time-Equivalent (FTE).

Hold Harmless (HH) provision protects an LEA from receiving a decrease in the current year allocation based on the previous year’s allocation. The HH provision (based on 85%, 90% or 95% condition for an LEA) applies to the Basic, Concentration, Targeted and EFIG final calculations at the state level.

Grant Award Notices (GAN) are uploaded for each LEA into the current FY Attachment tab in the Consolidated Application Portal.

LEAs are required to use the funds in the following categories:
• Required Set-asides:
  o 1% Family and Parent Engagement for allocations greater than $500,000
  o Homeless
  o Neglected and Delinquent (if applicable)
  o Private School Equitable Services (if applicable)

• Optional Set-asides to include districtwide initiatives, such as administrative, professional learning and instruction.

• Title I school allocations
  o LEA’s eligible Title I schools’ allocation are based on poverty thresholds and academic needs
  o All schools must be served in rank order of poverty percentage
  o Schools with a poverty percentage above 75% must be served first, followed by others in rank order of percentages. Grade-span grouping option may be utilized.
  o Each school’s allocation is determined by multiplying the number of poverty students by the per pupil amount (PPA).

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>FY20 Allocation (July 2019)</th>
<th>FY19 Carryover (Beginning Dec. 2020)</th>
<th>FY20 Additional Allocation (Feb. 2020)</th>
<th>FY20 Reallocation (Feb. 2020)</th>
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<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>1  Appling County</td>
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<td>FY20 Reallocation (Feb. 2020)</td>
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<td>FY20 Additional Allocation (Feb. 2020)</td>
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<td>3,036,768</td>
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<td>169 Ware County</td>
<td>2,919,176</td>
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<td>58,979</td>
<td>2,921,195</td>
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<td>444,714</td>
<td>129,677</td>
<td>8,989</td>
<td>445,206</td>
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<tr>
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<td>1,380,507</td>
<td>63,238</td>
<td>27,887</td>
<td>1,381,239</td>
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<tr>
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<td>1,859,452</td>
<td>247,586</td>
<td>37,583</td>
<td>1,861,461</td>
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<tr>
<td>173 Webster County</td>
<td>124,546</td>
<td>12,188</td>
<td>2,517</td>
<td>124,671</td>
</tr>
<tr>
<td>174 Wheeler County</td>
<td>442,945</td>
<td>42,986</td>
<td>8,955</td>
<td>443,531</td>
</tr>
<tr>
<td>175 White County</td>
<td>894,111</td>
<td>83,545</td>
<td>18,059</td>
<td>894,459</td>
</tr>
<tr>
<td>176 Whitfield County</td>
<td>3,283,045</td>
<td>448,051</td>
<td>66,450</td>
<td>3,291,231</td>
</tr>
<tr>
<td>177 Wilcox County</td>
<td>538,650</td>
<td>26,596</td>
<td>10,891</td>
<td>539,444</td>
</tr>
<tr>
<td>178 Wilkes County</td>
<td>630,925</td>
<td>23,475</td>
<td>12,753</td>
<td>631,634</td>
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<tr>
<td>179 Wilkinson County</td>
<td>574,752</td>
<td>43,358</td>
<td>11,615</td>
<td>575,272</td>
</tr>
<tr>
<td>180 Worth County</td>
<td>1,302,270</td>
<td>75,371</td>
<td>26,318</td>
<td>1,303,516</td>
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<tr>
<td><strong>STATE CHARTER SCHOOL LEAS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Academy of Classical Education (ACE)</td>
<td>545,297</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Atlanta Heights Charter School</td>
<td>502,423</td>
<td>35,697</td>
<td>10,105</td>
<td>502,730</td>
</tr>
<tr>
<td>3 Baconton Community Charter School</td>
<td>726,568</td>
<td>0</td>
<td>0</td>
<td>726,191</td>
</tr>
<tr>
<td>4 Brookhaven Innovation Academy</td>
<td>33,897</td>
<td>4,605</td>
<td>686</td>
<td>33,969</td>
</tr>
<tr>
<td>5 Cherokee Charter Academy</td>
<td>64,095</td>
<td>8,113</td>
<td>1,299</td>
<td>64,324</td>
</tr>
<tr>
<td>6 Cirrus Charter Academy</td>
<td>243,061</td>
<td>6,667</td>
<td>4,915</td>
<td>243,427</td>
</tr>
<tr>
<td>7 Coastal Plains Education Charter HS</td>
<td>215,766</td>
<td>30,370</td>
<td>4,370</td>
<td>216,437</td>
</tr>
<tr>
<td>LEA Name</td>
<td>FY20 Allocation (July 2019)</td>
<td>FY19 Carryover (Beginning Dec. 2020)</td>
<td>FY20 Additional Allocation (Feb. 2020)</td>
<td>FY20 Reallocation (Feb. 2020)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>8 Coweta Charter Academy</td>
<td>55,237</td>
<td>0</td>
<td>1,118</td>
<td>55,366</td>
</tr>
<tr>
<td>9 Dubois Integrity Academy</td>
<td>254,342</td>
<td>0</td>
<td>5,144</td>
<td>254,795</td>
</tr>
<tr>
<td>10 Ethos Classical</td>
<td>125,610</td>
<td>0</td>
<td>0</td>
<td>125,544</td>
</tr>
<tr>
<td>11 Foothills Charter High School</td>
<td>252,467</td>
<td>974</td>
<td>5,110</td>
<td>253,076</td>
</tr>
<tr>
<td>12 Fulton Leadership Academy</td>
<td>108,745</td>
<td>8,425</td>
<td>2,194</td>
<td>108,680</td>
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<tr>
<td>13 Genesis Academy for Boys</td>
<td>91,377</td>
<td>13,376</td>
<td>1,844</td>
<td>91,325</td>
</tr>
<tr>
<td>14 Genesis Academy for Girls</td>
<td>86,982</td>
<td>6,397</td>
<td>1,757</td>
<td>87,032</td>
</tr>
<tr>
<td>15 Georgia Connections Academy</td>
<td>906,285</td>
<td>7,975</td>
<td>18,319</td>
<td>907,311</td>
</tr>
<tr>
<td>16 Georgia Cyber Academy</td>
<td>3,906,685</td>
<td>268,211</td>
<td>78,839</td>
<td>3,904,836</td>
</tr>
<tr>
<td>17 Georgia School for Innovation and Classics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18 International Academy of Smyrna</td>
<td>154,990</td>
<td>19,428</td>
<td>3,130</td>
<td>155,005</td>
</tr>
<tr>
<td>19 International Charter Academy of GA</td>
<td>8,427</td>
<td>1,007</td>
<td>170</td>
<td>8,421</td>
</tr>
<tr>
<td>20 International Charter School of Atlanta</td>
<td>42,164</td>
<td>0</td>
<td>854</td>
<td>42,319</td>
</tr>
<tr>
<td>21 Ivy Preparatory Academy, Inc</td>
<td>167,450</td>
<td>11,705</td>
<td>3,394</td>
<td>168,106</td>
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<tr>
<td>22 Liberty Tech Charter Academy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23 Mountain Education Charter HS</td>
<td>432,069</td>
<td>46,217</td>
<td>8,723</td>
<td>432,069</td>
</tr>
<tr>
<td>24 Odyssey School</td>
<td>1,149,978</td>
<td>681,187</td>
<td>23,218</td>
<td>1,149,978</td>
</tr>
<tr>
<td>25 Pataula Charter Academy</td>
<td>236,421</td>
<td>12,075</td>
<td>4,783</td>
<td>236,898</td>
</tr>
<tr>
<td>26 Resurgence Hall</td>
<td>78,460</td>
<td>0</td>
<td>1,584</td>
<td>78,460</td>
</tr>
<tr>
<td>27 School for Arts-Infused Learning (SAIL)</td>
<td>69,821</td>
<td>6,848</td>
<td>1,410</td>
<td>69,821</td>
</tr>
<tr>
<td>28 Scintilla Charter Academy</td>
<td>106,265</td>
<td>461</td>
<td>2,146</td>
<td>106,303</td>
</tr>
<tr>
<td>29 SLAM Academy</td>
<td>109,739</td>
<td>13,3620</td>
<td>2,216</td>
<td>109,739</td>
</tr>
<tr>
<td>LEA Name</td>
<td>FY20 Allocation (July 2019)</td>
<td>FY19 Carryover (Beginning Dec. 2020)</td>
<td>FY20 Additional Allocation (Feb. 2020)</td>
<td>FY20 Reallocation (Feb. 2020)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Spring Creek Charter Academy</td>
<td>150,927</td>
<td>0</td>
<td>0</td>
<td>150,850</td>
</tr>
<tr>
<td>SWGA S.T.E.M. Charter Academy</td>
<td>218,719</td>
<td>0</td>
<td>4,416</td>
<td>218,719</td>
</tr>
<tr>
<td>Statesboro STEAM Academy</td>
<td>41,593</td>
<td>0</td>
<td>843</td>
<td>41,741</td>
</tr>
<tr>
<td>Utopian Academy for the Arts</td>
<td>107,979</td>
<td>7,192</td>
<td>2,180</td>
<td>107,997</td>
</tr>
<tr>
<td><strong>SPECIAL LEAS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Dept. of Corrections</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2 Dept. of Juvenile Justice</td>
<td>423,707</td>
<td>0</td>
<td>8,555</td>
<td>423,707</td>
</tr>
<tr>
<td>3 State Schools</td>
<td>111,816</td>
<td>7,142</td>
<td>2,257</td>
<td>111,767</td>
</tr>
</tbody>
</table>

### Maintenance of Effort

**Source: FY20 Title I, Part A Consolidated Application**

ESEA addresses the LEA’s responsibility to maintain local funding. If a LEA fails to maintain fiscal effort, the State Education Agency may be required to reduce the current year allocation.

ESEA Section 8521 states that a local educational agency may receive funds under a covered program for any fiscal year only if the Georgia Department of Education (GaDOE) finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b). In FY2020, one LEA did not meet Maintenance of Effort (MOE). However, the LEA had not failed to meet MOE over the last five years, therefore it met the ESEA MOE requirements as outlined below.

**(b) REDUCTION IN CASE OF FAILURE TO MEET — (1) IN GENERAL —** The state educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection (a) of this section by falling below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the local agency), if such local educational agency has also failed to meet such requirement (as determined using the measure most favorable to the local agency) for 1 or more of the 5 immediately preceding fiscal years. Covered Programs: Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title V, Part B; and Title IX, Part A, McKinney-Vento Act.

When notified by the GaDOE Finance Division that an LEA has failed to maintain effort, GaDOE Title I, Part A program staff completes the necessary waiver on behalf of the LEA. One LEA did
not initially meet MOE for FY20 school year; however, the LEA has not failed to meet MOE over the last five years, therefore it follows ESEA requirements.

**Comparability**

ESEA Section 1118(c)(1)(A) 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 are at least comparable to the services provided in schools that are not receiving Title I funds.

If the LEA serves all schools with Title I funds, the LEA must use state and local funds to provide services that are substantially comparable in each Title I school.

Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Title I, Part A allocations are made annually; comparability is an **annual** requirement.

**Private School Equitable Participation**

ESEA Section 1117 requires participating LEAs, in consultation with appropriate private school officials, to provide eligible children attending private non-profit elementary and secondary schools, their teachers, and their families with Title I, Part A services or other benefits that are equitable to those provided to eligible public-school students, their teachers, and their families. Eligible private school children are children who reside in a participating Title I public school
attendance area and who are failing, or are most at risk of failing, to meet challenging academic achievement standards.

ESEA also requires an LEA to ensure that its expenditures for equitable services are equal to the proportion of funds allocated to participating public school attendance areas based on the number of children from low-income families who reside in those attendance areas and attend private schools. LEAs must determine the proportional share of Title I, Part A funds available for equitable services based on the total amount of Title I funds received by the LEA prior to any allowable expenditures or transfers of funds. (Implementing Title I in Georgia – Handbook for Implementing Title I, Part A, p.4) Add hyperlink
Over the last two years there has been an increase in the number of participating private schools and the number of private school students that were served through Title I, Part A funds.

<table>
<thead>
<tr>
<th>LEAs with Participating Private Schools</th>
<th>*FY19 (95)</th>
<th>**FY20 (104)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta Public Schools</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Bibb County</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bulloch County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Camden County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chatham County</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Cherokee County</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Clarke County</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Clayton County</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Cobb County</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Coweta County</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>DeKalb County</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Dougherty County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fayette County</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Floyd County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fulton County</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Glynn County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Griffin-Spalding County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Gwinnett County</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Henry County</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Jones County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lee County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Marietta City</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>McIntosh County</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
LEAs with Participating Private Schools

<table>
<thead>
<tr>
<th>LEAs with Participating Private Schools</th>
<th>*FY19 (95)</th>
<th>**FY20 (104)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Participating Schools</td>
<td># Participating Schools</td>
</tr>
<tr>
<td>Muscogee County</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Oconee County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Peach County</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Richmond County</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Rome City</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Terrell County</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Walton County</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: *FY19 ESSA Allocation Methodology and Equitable Services Break Out, pp 2-7
Source: **FY20 ESSA Allocation Methodology and Equitable Services Break Out, pp 14-18

Title I, Part A Programs, Schools and Students

There are two types of Title I programs: targeted assistance programs and schoolwide programs. In FY20 a total of 1,003,091 students were supported with Title I funds through either a targeted assistance or schoolwide program. The chart provides information for the breakdown of Title I programs by type and by grade spans.

Title I Schools by Type and Program

[Graph showing Title I Schools by Type and Program]

Source: FY20 Title I, Part A Eligible Attendance Area Report

Title I, Part A Use of Funds Flexibility
Under ESEA, LEAs are granted flexibility in determining how to best meet the needs of their students and stakeholders. This includes the ability to allocate funds through traditional methods, consolidation of federal funds, consolidation of federal, state, and local funds, consolidation of administrative funds and the ability to transfer funds into Title I, Part A from other allowable federal programs. The LEAs complete a needs assessment and develop an annual plan with input from stakeholders; this plan drives the budget and use of federal funds. LEAs have the flexibility to focus expenditures on the identified areas of school improvement regardless of the funding methods. For example, an action step with Title I funds could be a reading intervention teacher, professional learning for math differentiation or after-school tutoring. The use of funds is determined by the identified needs of the LEA and all funding sources afford the flexibility to use effectiveness data to drive the continued implementation of evidence-based interventions.

Consolidation of Administrative Funds
Consolidation of Administrative Funds may provide LEAs with greater flexibility in the administration of Federal ESEA programs by allowing LEAs to charge administrative costs to an administrative pool of federal funds instead of assigning specific costs to specific programs. If the cost is an allowable administrative activity under any of the consolidating programs, the cost may be charged to the administrative budget pool. An LEA is then no longer required to maintain separate records, by individual program, to account for costs related to administering the programs included in the consolidation.

There were 16 LEAs that took advantage of the consolidation of Administrative Funds option for FY20.

Consolidation of Funds (COF)
The Georgia Department of Education and school districts across Georgia are implementing the Consolidation of Funds Initiative to fully consolidate federal, state, and local funds in specific Title I schools that operate schoolwide programs. Once these funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for individual programs. A schoolwide program school that consolidates federal program funds is not required to meet most statutory or regulatory requirements of the program applicable at the school level but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met.

<table>
<thead>
<tr>
<th>Consolidation of Funds LEAs</th>
<th>Cohorts 1 – 5 for FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atkinson County</td>
<td>Griffin-Spalding County</td>
</tr>
<tr>
<td>Atlanta Public Schools</td>
<td>Lamar County</td>
</tr>
<tr>
<td>Barrow County</td>
<td>Long County</td>
</tr>
<tr>
<td>Ben Hill County</td>
<td>Madison County</td>
</tr>
<tr>
<td>Berrien County</td>
<td>Marietta City</td>
</tr>
<tr>
<td>Bryan County</td>
<td>Miller County</td>
</tr>
<tr>
<td>Calhoun City</td>
<td>Mitchell County</td>
</tr>
<tr>
<td>Cartersville City</td>
<td>Montgomery County</td>
</tr>
<tr>
<td>Clarke County</td>
<td>Muscogee County</td>
</tr>
<tr>
<td>Coweta County</td>
<td>Oglethorpe County</td>
</tr>
<tr>
<td>Dougherty County</td>
<td>Richmond County</td>
</tr>
<tr>
<td>DuBois Integrity Academy</td>
<td>Scintilla Charter</td>
</tr>
<tr>
<td>Effingham County</td>
<td>Stephens County</td>
</tr>
</tbody>
</table>
Foothills Charter HS  |  Tattnall County  
Fulton County       |  Terrell County    
Gainesville City    |  Walker County     

**Fund 400**  
The Fund 400 budgeting option is the consolidation of federal funds. With this method federal funds are consolidated which may allow LEAs greater flexibility to carry out initiatives and interventions.  

**In FY20, there was one LEA in the state that used Fund 400 option for Title I funds.**

**Transferability**  
Transferability is a flexibility authority which allows LEAs to transfer funding under certain Federal programs to other Federal programs to address identified needs more effectively. LEAs may transfer funds out of only the two following programs (ESEA Section 5103(a)):  
- Title II, Part A: Supporting Effective Instruction  
- Title IV, Part A: Student Support and Academic Enrichment Grants  

<table>
<thead>
<tr>
<th>LEAs Transferring Funds into Title I, Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of LEAS</strong></td>
</tr>
<tr>
<td>58</td>
</tr>
<tr>
<td>64</td>
</tr>
</tbody>
</table>

Total amount of funds transferred into Title I, Part - $10,977,556.  

**2019-2020 Title I, Part A Budgeted Funds**  
*Source: FY20 Cube Financial Review Budgeted Funds*  

The LEAs budgeted funds into the following Function Code categories for a total of **$571,562,296** which includes funds from the FY20 Title I, Part A Allocation, FY19 Title I, Part A Carryover, Additional Allocation and Transferred Funds:

<table>
<thead>
<tr>
<th>Function</th>
<th>Function Name</th>
<th>How Funds Can be Used</th>
<th>Amount</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Instruction</td>
<td>Salaries/benefits for teachers, paraprofessionals and substitutes, software, technology, travel, supplies, equipment, etc.</td>
<td>$337,354,323</td>
<td>59%</td>
</tr>
<tr>
<td>2100</td>
<td>Pupil Services</td>
<td>Family engagement staff and supplies, counselors, purchased professional services, books, dues/fees, equipment, etc.</td>
<td>$45,227,602</td>
<td>8%</td>
</tr>
<tr>
<td>2210</td>
<td>Improvement of Instructional Services</td>
<td>Substitutes for professional learning, stipends, extended year, professional services, travel, supplies, technology, books, etc.</td>
<td>$23,515,755</td>
<td>4%</td>
</tr>
<tr>
<td>Code</td>
<td>Group</td>
<td>Description</td>
<td>Amount</td>
<td>Percent</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>2213</td>
<td>Instructional Staff Training</td>
<td>Substitutes for professional learning, academic coaches, travel, dues/fees, supplies, etc.</td>
<td>$113,061,187</td>
<td>20%</td>
</tr>
<tr>
<td>2220</td>
<td>Educational Media Services</td>
<td>Books other than texts, media staff, etc.</td>
<td>$507,311</td>
<td>&lt;.01%</td>
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<tr>
<td>2230</td>
<td>Federal Grant Administration</td>
<td>Salary/benefits, travel, supplies, technology, equipment, books, federal administrative consolidation program</td>
<td>$30,934,515</td>
<td>5%</td>
</tr>
<tr>
<td>2300</td>
<td>General Administration</td>
<td>Audit fees and indirect costs</td>
<td>$15,336,448</td>
<td>3%</td>
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<tr>
<td>2400</td>
<td>School Administration</td>
<td>Clerical staff</td>
<td>$2,294,013</td>
<td>&lt;.01%</td>
</tr>
<tr>
<td>2600</td>
<td>Maintenance and Operation of Plant Services</td>
<td>Maintenance personnel salary/benefits and supplies</td>
<td>$280,445</td>
<td>&lt;.01%</td>
</tr>
<tr>
<td>2700</td>
<td>Student Transportation</td>
<td>Activities concerned with the conveyance of students to and from school and trips to school activities.</td>
<td>$3,045,129</td>
<td>.54%</td>
</tr>
<tr>
<td>2900</td>
<td>Other Support Services</td>
<td>Computer software, dues/fees</td>
<td>$5,568</td>
<td>&lt;.01%</td>
</tr>
</tbody>
</table>

### Title I, Part A Funded Staff

The chart below illustrates the variety of staff positions funded with Title I, Part A funds in FY20.

![Title I, Part A Funded Staff Chart]

Source: FY20 Consolidated Application

### Title I, Part A Program Administration

Georgia Department of Education  Page 22 of 39  March 2021
Extra technical assistance is provided to support first year district program coordinators. This chart reveals that out of the 212 LEAS, there were 30 coordinators with no prior experience in Title I.

Title I, Part A Poverty Information

Poverty information is provided from the School Nutrition Program to determine Title I eligible schools. A local educational agency (LEA) will use funds received under Title I, Part A only in eligible school attendance areas. Each district may choose to use Community Eligibility Provision (CEP) numbers and/or Free/Reduced Lunch data.
Number of Schools in Georgia | 2,320
Number of Schools using Free/Reduced Meals to Determine Title I Eligibility | 1,535
Percentage of Schools using Free/Reduced Meals to Determine Title I Eligibility | 66.16%
Total Enrollment of K-12 Students in Georgia | 1,721,480
Total Number of K-12 Students Receiving Free/Reduced Meals | 607,670
Percentage of K-12 Students Receiving Free/Reduced Lunch Meals | 35.30%

Source: FY20 Title I Eligible Attendance Area Report

EL ACCESS Participation Rate

Under the ESEA Section 1111(b)(2)(B)(ix) and 1111(b)(2)(G), Title I, Part A is charged with ensuring that all English Learners (ELs) are administered the English Language Proficiency (ELP) assessment annually (WIDA’s ACCESS for ELLs® 2.0 and Alternate ACCESS in GA), including EL students whose parents have waived English to Speakers of Other Languages (ESOL) language program services or may not be receiving ESOL services for other reasons.

The Georgia Department of Education Title I Part A program has established a 95% ELP Participation rate threshold. The following table contains a summary of the LEA’s FY20 ELP Assessment Participation Rate.

<table>
<thead>
<tr>
<th>FY20 Participation Rate</th>
<th>FY20 LEA Participation Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;95%</td>
<td>22% (44)</td>
</tr>
<tr>
<td>95% - 99%</td>
<td>49% (98)</td>
</tr>
<tr>
<td>100%</td>
<td>28% (57)</td>
</tr>
</tbody>
</table>

Note: Only 199 out of 216 LEAs had identified ELs during the assessment window
Source: 2020 ACCESS/Alt. ACCESS Assessment Data

If the LEA’s ELP Assessment Participation Rate was less than 95%, (44 LEA’s) a corrective action plan (CAP) was required, and the LEA must submit to Title I, Part A reasons for not meeting the 95% threshold.
Source: Responses submitted to GaDOE from LEAs

**Title I Part A Academic Achievement Programs**

**Title I Distinguished Schools**

A Title I Distinguished School is a Title I school among the top 5% Schoolwide and top 5% Targeted Assisted Title I school in the state that have the **highest absolute performance** based on the College and Career Ready Performance Index (CCRPI) for the all-students group on the most current statewide assessment. A school may not be classified as a Title I Distinguished School if it is also identified as a Targeted Support and Improvement (TSI), a Comprehensive Support and Improvement (CSI) or a Promise/Turn-around School.

There were 87 schools identified as Title I Distinguished Schools in FY20.

<table>
<thead>
<tr>
<th>System Name</th>
<th>Distinguished School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacon County</td>
<td>Bacon County Primary School</td>
</tr>
<tr>
<td>Barrow County</td>
<td>Bramlett Elementary School</td>
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<tr>
<td>Bibb County</td>
<td>Carter Elementary School</td>
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<tr>
<td>Bibb County</td>
<td>Springdale Elementary School</td>
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<tr>
<td>Bleckley County</td>
<td>Bleckley County High School</td>
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<td>Bleckley County</td>
<td>Bleckley County Primary School</td>
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<tr>
<td>System Name</td>
<td>Distinguished School Name</td>
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<tr>
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<td>Bacon County Primary School</td>
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<td>White County</td>
<td>Jack P Nix Elementary School</td>
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<tr>
<td>Whitfield County</td>
<td>Varnell Elementary School</td>
</tr>
</tbody>
</table>

Source: 2019 CCRPI Data

Title I Reward Schools

A Title I Reward School is a Title I school among the 5% of Title I schools in the state that is making the **most progress in improving the performance of the all-students group** based on the CCRPI score over the most recent two years on the most current statewide assessments. A school may not be classified as a Title I Reward School if it is also identified as a Targeted Support and Improvement (TSI), a Comprehensive Support and Improvement (CSI) or a Promise/Turnaround School.

There were 141 schools identified as Title I Reward Schools in FY20.

<table>
<thead>
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<th>System Name</th>
<th>Reward School Name</th>
</tr>
</thead>
<tbody>
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<td>Atlanta Public Schools</td>
<td>Hutchinson Elementary School</td>
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<td>Reward School Name</td>
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<tr>
<td>---------------------</td>
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</tr>
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<td>Kemp Primary</td>
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<td>Elm Street Elementary</td>
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<tr>
<td>State Charter Schools II- G</td>
<td>Genesis Innovation Academy for Boys</td>
</tr>
<tr>
<td>State Charter Schools II- G</td>
<td>Genesis Innovation Academy for Girls</td>
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<td>State Charter Schools II- S</td>
<td>Statesboro STEAM Academy</td>
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<td>Upson-Lee Elementary School</td>
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<tr>
<td>Tift County</td>
<td>Len Lastinger Elementary School</td>
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<td>Towns County High School</td>
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<td>Rosemont Elementary School</td>
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<td>J. D. Dickerson Primary School</td>
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<td>LaFayette Middle School</td>
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<td>North LaFayette Elementary School</td>
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<tr>
<td>System Name</td>
<td>Reward School Name</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Atlanta Public Schools</td>
<td>Bolton Academy</td>
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<td>Walker County</td>
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<td>New Hope Elementary School</td>
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<td>Whitfield County</td>
<td>Tunnel Hill Elementary School</td>
</tr>
<tr>
<td>Wilkes County</td>
<td>Washington-Wilkes Primary School</td>
</tr>
</tbody>
</table>

Source: 2018 and 2019 CCRPI Data

National ESEA Distinguished Schools

A National ESEA Distinguished School is one of two schools selected from the schoolwide Title I Schools identified Title I Distinguished Schools. All schoolwide Title I Distinguished Schools are invited to apply for the National recognition.

Professional Qualifications Data

According to ESEA, State Education Agencies (SEAs) and Local Education Agencies (LEAs) must ensure and report annually the applicable state certification and licensure requirements for teachers, principals, and other school leaders. The report details information on the number and percentage of inexperienced teachers, principals, other school leaders, teachers teaching with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
Inexperienced Teachers and/or Leaders
Displays the number and percent of unique and full-time equivalent teachers/leaders

<table>
<thead>
<tr>
<th></th>
<th>Total FTE</th>
<th>Inexperienced FTE</th>
<th>Inexperienced FTE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Poverty</td>
<td>36,138.3</td>
<td>6,842.9</td>
<td>19%</td>
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<tr>
<td>High Poverty</td>
<td>21,720.4</td>
<td>6,234.3</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>110,800.8</td>
<td>25,767.0</td>
<td>23%</td>
</tr>
<tr>
<td>Leaders</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Low Poverty</td>
<td>1,809.2</td>
<td>597.2</td>
<td>33%</td>
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<tr>
<td>High Poverty</td>
<td>1,374.8</td>
<td>536.4</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>6,451.4</td>
<td>2,392.7</td>
<td>37%</td>
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</tbody>
</table>

Inexperienced FTE %

Source: https://gosa.georgia.gov

Teachers teaching out of field
Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

<table>
<thead>
<tr>
<th></th>
<th>Total FTE</th>
<th>Out-of-field FTE</th>
<th>Out-Of-Field %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>110,801</td>
<td>3,180</td>
<td>3.0%</td>
</tr>
<tr>
<td>High Poverty</td>
<td>21,720</td>
<td>1,256</td>
<td>6.0%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>36,138</td>
<td>479</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Out-Of-Field %

Source: https://gosa.georgia.gov
Title I, Part A Committee of Practitioners

Source: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) Section 1903.

The Georgia Title I, Part A Committee of Practitioners as Established under Section 1903 of Title I, Part A of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA).

State administration of the Title I, Part A of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA) is directed to be substantially involved in the review of and comment on any proposed or final state rules, regulations and policies relating to Title I prior to publication.

Committee members are provided with an update on national education reform activities, changes in Title I, Part A legislation and regulations, and other pertinent state and federal information.

Presently, the 46-member COP includes representatives from local educational agencies (LEA) administrators; teachers, including vocational educators; parents; members of local boards of education; representatives of private school children; representatives of charter schools; and representative of pupil services personnel.

Members are nominated for three years by the Office of School Improvement’s Federal Programs Division and approved by the State Board of Education (SBOE). Nominated candidates represent the required representative groups and each congressional district in the state. Vacancies are replaced with individuals from similar representative groups and regions of the state.

Membership

Section 1903 of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESEA) requires representatives from the following categories:

- A majority of its members, representatives from local educational agencies,
- Administrators, including the administrators of programs described in other parts of this title,
- Teachers from traditional public schools and charter schools (if there are charter schools in the State) and career and technical educators,
- Principals and other school leaders,
- Parents,
- Members of local school boards,
- Representatives of private school children,
- Specialized instructional support personnel and paraprofessionals,
- Representatives of authorized public chartering agencies (if there are charter schools in the State), and
- Charter school leaders (if there are charter schools in the State).
Monitoring of Title I, Part A

As the state pass through entity, GaDOE is responsible for overseeing the successful implementation of Title I, Part A in LEAs (including LEA provision of Equitable Services). According to the Uniform Grants Guidance (2 CFR 200.328), monitoring by the non-federal entity must cover each program, function, or activity.

LEAs are monitored on a four-year cycle. Approximately one-fourth of the LEAs are monitored each year. As part of the annual review process in determining which LEAs are to be monitored, the Division of Federal Programs conducts a risk assessment using a combination of elements defined by GaDOE. An LEA’s risk assessment rating is determined by using both its risk rating, based on a set of established High-Risk Elements developed by the Division of Federal Programs and a risk rating from GaDOE’s Financial Review Division. For FY20, eight LEAs were identified as high risk for Title I, Part A based on their FY19 actions.

During the summer of each year, the Division of Federal Programs completes a risk assessment to determine if an LEA falls into the high-risk category. The results of the risk assessment determine which LEAs may be added to the regular CFM cycle for that year. The SEA has the responsibility to monitor high-risk LEAs (§ 200.331(b)(1-4)). The Division of Federal Programs defines high-risk as:
• LEAs showing evidence of serious or chronic compliance problem/s.
• LEAs with financial monitoring/audit findings; and/or LEAs with a high number of complaints from parents and other stakeholders about program implementation.
• Other elements that may cause an LEA to be determined high-risk include size of allocation and new federal programs for fiscal management personnel in the LEA.
• High-risk does not necessarily mean an LEA is not meeting the requirements of the program, federal regulations, or administrative procedures. It does mean that an LEA may be at a higher risk of having program elements that could cause it to not meet requirements associated with federal rules, regulations, and administrative procedures.

Title I, Part A FY20 Monitoring Findings
60 Monitoring Visits Conducted January - November 2020

GaDOE monitors on a 4-year cycle and adds LEAs who are High Risk according to the annual risk assessment. The most common areas for findings are in expenditures and professional qualifications. GaDOE staff commonly find errors in internal controls and lack of supporting documentation that illustrate compliance with statute and applicable regulations. A total monetary value of $182,091.38 was returned to the Georgia Department of Education by thirteen districts for unallowable expenditures. Two districts identified as high risk had to return a total $173.39 to the Georgia Department of Education for unallowable expenditures. The following indicators are monitored by Title I, Part A during Cross Functional Monitoring:

Indicator 1 - LEA Monitoring of Schools
Indicator 2 - Consolidated LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plan(s) (SWP/TA)
Indicator 3 - Services to Eligible Private School Children
Indicator 4 - Maintenance of Effort (MOE) and Comparability, Assessment Security, Reporting, EL Participation
Indicator 5 - Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles
Indicator 6 - Within District Allocation Procedures
Indicator 7 - Professional Qualifications

Monitoring Analysis
Twenty two of the 60 districts monitored in FY20 had no findings. The chart below breaks down the number of findings by indicator as outlined in the Cross Functional Monitoring Document.

**FY 20 Cross Functional Monitoring Results**

<table>
<thead>
<tr>
<th>Cross Functional Monitoring Indicators</th>
<th>No. of Districts</th>
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<tbody>
<tr>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>

**FY20 High Risk Cross Functional Monitoring Results**

- CFM Indicators 5.1 Internal Controls and 5.3 Cash Management
- Met
- Met with Recommendation
- Did not Meet

**FY20 Equitable Services Cross Functional Monitoring Results**
### Table: Total Number and Percentage Met

<table>
<thead>
<tr>
<th>Program</th>
<th>Total LEAs</th>
<th>Total Number and Percentage Met</th>
<th>Total Number and Percentage Met With Recommendation</th>
<th>Total Number and Percentage Did Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IA</td>
<td>51</td>
<td>48</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: 2020 Federal Programs Cross Functional Monitoring Findings Report  
(Title I-A, ESSA – Services to Eligible Private School Children)

### Recommendation/Finding Issues:
- Lack of invitations, initial consultation, ongoing consultation, and program oversight.
- Incomplete consultation or quality of consultation, including quality of documentation.

### FY20 Equitable Services Statistics

<table>
<thead>
<tr>
<th>FY20 Equitable Services Statistics</th>
<th>Title I, Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td># LEAs Providing Equitable Services in FY20</td>
<td>28</td>
</tr>
<tr>
<td># LEAs w Completed Carryover Forms</td>
<td>28</td>
</tr>
<tr>
<td># LEAs w Carryover Forms in Process</td>
<td>0</td>
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<tr>
<td># Private Schools Receiving Equitable Services in FY20</td>
<td>104</td>
</tr>
<tr>
<td># Private Schools Declining Services During 2019-2020</td>
<td>2</td>
</tr>
<tr>
<td># Private Schools Receiving Carryover</td>
<td>62</td>
</tr>
<tr>
<td># Private Schools Not Receiving Carryover - Spent</td>
<td>14</td>
</tr>
<tr>
<td># Private Schools Not Receiving Carryover - Declined</td>
<td>0</td>
</tr>
<tr>
<td># Private Schools Not Receiving Carryover - Closed</td>
<td>2</td>
</tr>
</tbody>
</table>

### Audit Resolutions/Financial Reviews Completed

**Audit Resolutions/Financial Reviews**
- Number of Financial Reviews Conducted: 19
- Number of Reviews Resulting in Return of Funds: 4
- Total Amount of Funds Returned to GaDOE: $96,719.36

**Complaint Reviews**
- Number of Complaints Related to Title I, Part A: 1