# FY20

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## FY20 Update Tracking

### Handbook Update Tracking

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Title IV, Part A-Student Support and Academic Enrichment

General Information

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The newly authorized under subpart 1 of Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program. The SSAE program provides SEAs, LEAs, and schools the flexibility to tailor investments based on the needs of their unique student populations.

The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities:

- to provide all students with access to a well-rounded education (WR or “well-rounded”) which may include: (ESEA Sec. 4107)
  - Access to all
  - Core and/or Beyond the Core Curriculums (Fine Arts, Foreign Languages, Health, Physical Education)
  - College and Career Counseling
  - Social Emotional Learning
  - Advanced Placement opportunities ((AP Exams for low-income students)
  - Supplementary endorsements (STEM, ESOL, Gifted)

- improve school conditions for student learning (SH or “safe and healthy”) which may include: (ESEA Sec. 4108)
  - Parent engagement
  - School-based mental health services
  - Reduction of exclusionary discipline
  - Promoting positive climate and culture
  - Nutritional and/or healthy lifestyle; active lifestyle habits
  - Awareness and prevention education for risk behaviors
  - Trauma-informed practices
  - Mentoring
  - Dropout programming/Re-entry
  - Skills to improve safely recognizing coercion, violence, or abuse
  - Establishing community partnerships
  *Please note that

- and improve the use of technology in order to improve the academic achievement and digital literacy of all students (ET or “educational technology”) which may include: ESEA (Sec 4109)
  - 85% must be utilized for the support of professional development (Non-Reg Guidance)
    - STEM/STEAM PD/PL
    - Computer Science PD/PL
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- PD/PL that uses technology to impact student achievement via the development of personalized/blended learning programs
  - Discover/adapt/share educational resources
  - Computerized assessments
  - Inform/collaborate instructional strategies with web-based data
  - Digital learning technologies
  - Assistive technology
  - Infrastructure (equipment, software, applications, platforms, digital instructional resources, one-time IT purchases)—15% cap on spending (ESEA Sec. 4109(b))

These three focus areas or “buckets” are the foundation of this grant. LEA personnel should be familiar with these buckets and the unique focus and requirements of each.

Illustration 1

**Comprehensive Needs Assessment and Consolidated LEA Improvement Plan**

The Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) requires that a LEA receiving Title IV, Part A funds must submit a plan for the intended use of these funds to the SAE.

Due to the unique flexibility of Title IV, Part A, LEAs and schools should delve more deeply into the root causes of deficiencies to identify needs and develop initiatives/interventions designed to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students to determine specific needs.

**Allocation of Funds to LEAs**

Georgia allocates Title IV, Part A funds to LEAs on a formula basis. The formula is outlined in the ESSA and the [Federal Programs Handbook](#). The minimum allocation is $10,000.00.
Q/A: What if an LEA receives more than $10,000 but less than $30,000? An LEA is required to budget funds in at least one of the three focus areas. Funds may be budgeted in well-rounded education (WR), safe and healthy students (SH) and/or effective uses of technology (ET); however, the 15% cap on infrastructure remains applicable.

Q/A: What if an LEA receives an allocation of more than $30,000? See Illustration 2

Illustration 2

Q/A: If the ‘budget’ includes infrastructure that specifically and directly supports an activity in one or more of the focus areas, is it subject to the 15% cap? Infrastructure can be budgeted in conjunction with activities supporting well-rounded educational opportunities, safe and healthy students and professional development for the effective use of technology if the device(s) is clearly and directly connected to and required to facilitate the explicitly identified program/intervention/activity and does not address inventory and/or readiness shortfalls. Details conveying this information must be included in the description narrative box on the budget form in the Consolidated Application portal. Such infrastructure will not be subject to the 15% cap.

Q/A: Is the LEA required to budget for infrastructure? No.

Q/A: Can infrastructure be budgeted without budgeting for professional learning that addresses the effective use of technology? No. The 15% cap allowable dollar amount is derived from the actual dollar amount budgeted in the portion of effective use of technology designated for professional learning activities.

**Prioritizing the Distribution of Funds**

Each LEA establishes how it will prioritize the distribution of its Title IV, Part A allocation via the Consolidated LEA Improvement Plan (ESEA Sec. 4106(e)(2)(A)). Clarity is essential to determining allocability, allowability, prioritization and focus area. The Consolidated LEA Improvement Plan online in the Statewide Longitudinal Data System (SLDS) is designed to
allow LEAs to include this information. The Streamlined Consolidated LEA Improvement Plan includes an assurance from the LEA that needs are identified, and prioritization of funds occurred. For these LEAs, the aforementioned criteria will be established by the LEA via their strategic plan, District Improvement Plan, individual Schoolwide Plan, intent and purpose statement and/or charter system contract. In some cases, the Title IV, Part A specialist may ask for additional details from these documents during the budget review process.

It is incumbent upon the LEA to clearly identify and articulate its needs by way of analyzing various data sources (to include data derived from progress monitoring and logic models), trends and patterns, and potential root causes. Furthermore, actionable measures must be corroborated by the findings and evidence-based interventions/initiatives/activities/programming must be planned for implementation.

A key concept to remember is that LEAs receiving more than $30,000 must evaluate, determine and prioritize needs and annotate actionable measures for all three of the Title IV, Part A focus areas (WR/SH/ET). LEAs receiving less than this amount are required to address only one of the three focus areas.

Initiatives/activities/interventions identified in the CNA and addressed in the Consolidated LEA Improvement Plan must be followed.

LEAs must assure that it will: (ESEA Sec. 4106(2)(A))

1. Prioritize the distribution of funds to schools based on one or more of the following criteria—
   a. Are among the schools with the greatest needs;
   b. Have the highest percentages or numbers of low-income children/families;
   c. Are identified for comprehensive support and improvement;
   d. Are implementing targeted support and improvement plans, or
   e. Are identified as a persistently dangerous public elementary school or secondary school

2. For an LEA that receives $30,000 or more, funds must be distributed to support each of the three focus areas—
   a. For an LEA that receives less than $30,000, funds must be distributed to support at least one of the three focus areas—
      i. Activities/interventions pertaining to well-rounded educational opportunities;
      ii. Activities/interventions pertaining to safe and healthy students;
      iii. Activities/interventions pertaining to the effective use of technology via professional development/training

3. Private School—In support of initiatives/activities/interventions addressed during initial Evidence-Based Initiatives/Activities/Interventions

SELECT RELEVANT, EVIDENCE-BASED ACTIVITIES--The evidence-based activities must address identified needs and the district should have the capacity to implement the activity or intervention. Additional information can be found in the Federal Programs Handbook.
Note*- Schools identified for comprehensive or targeted support and improvement must develop a plan which includes evidence-based interventions. *Sec 1111 (d)(1)(B)(ii) & Sec 1111(d)(2)(B)(ii).*

Q/A: Does a line item for a conference have to have an evidence-based level indicated? Yes, and equally important, the rationale behind attending the conference must be based on an identified need addressed in the Comprehensive Needs Assessment. *In some instances, a logic model may best capture the LEAs intent and purpose of why a particular conference has been selected as an intervention or programmatic response to a need. The logic model also facilitates content impact and outcomes as the LEA evaluates and monitors progress towards meeting goals.* *If IV, A funds will be selected to support a conference(s) that is usually/frequently (i.e. annual, reoccurring) attended by district faculty/staff, it would be a best practice to ensure that supporting data in the needs assessment and goals/action steps in the Consolidated LEA Improvement Plan are clearly defined.*

**FLEXIBILITY OF SSAE FUNDS—**Due to the unique flexibility afforded by the statute, a LEA may elect to utilize a logic model as the evidence base. The logic model should use prior research or data from performance monitoring to provide support that the activity is likely to improve the relevant outcome. Consider if the potential outcome of the activity justifies its costs and how will the selected evidence-based program or activity be sustained over time. Successful plans contain several essential components: well-defined, measurable goals; clearly outlined roles and responsibilities; identified resources; a process to monitor implementation; and an outreach strategy.

Q/A: Can Title IV, Part A fund field trips? *In general, yes. Field trips must be based on identified needs, fully educational, and evidence based. The FY20 Educational Field Trip Pre-Approval Form TEMPLATE must be completed and approved by the Title IV, Part A Program Manager or designee prior to budgeting the line item. If approved, the documentation must be loaded into the Consolidated Application portal on the Program Information tab. Title IV, Part A funds cannot be utilized to support costs for student food and/or lodging. See Appendix 2.*

Q/A: Can Title IV, Part A funds be used to purchase clothing and/or food? *No. However, in an effort to remain consistent with other Title programs, light snacks can be budgeted when in conjunction with a parent engagement activity that is based on an identified need and addressed in the Consolidated LEA Improvement Plan. Parent engagement activities, when supported by Title IV, Part A must be identified in the focus area of safe and healthy students (SH).*

*Please note that it is unallowable to utilize Title IV, Part A funds to support the purchase of tee-shirts, badges and/or lanyards (any clothing) for students for ‘safety purposes’ during field trips or any other event/activity.*

Q/A: Can Title IV, Part A support academic competition fees? *Yes. However, access to the club/organization must be under the supervision of an LEA employee and available to all students. Travel expenses for students, including transportation, lodging and food are considered “participant support costs” (2 CFR 200.75) and are also generally allowable. Similarly, the SEA will need to determine the allowability of the specific proposed expenditure pursuant to Title IV, A. However, these “participant support costs” are only*
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allowable with the prior written approval of the Federal awarding agency. Travel expenses for employees including transportation, lodging and food are considered “travel costs” (2 CFR 200.474) and are generally allowable. The SEA will need to determine if the specific proposed expenditure can be approved based on the 4-step process used to determine allowability for Title IV, A and issued in the FAQs. Costs incurred by employees for travel should not exceed charges normally allowed by the LEA in its written travel policy.

Budgeting

As per the Federal Programs Handbook, budgets are due October 1. Our goal is to review the budget within 10 days of submission.

LEAs are encouraged to submit budget amendments to reflect its current condition. The Title IV, Part A program manager/designee has internally tracked all approved Consolidated LEA Improvement Plan/SCLIPs.Intent and Purpose statements and will verify all new and/or amended line items to ensure alignment. LEAs are encouraged to take advantage of amending the Consolidated LEA Improvement Plan as needed. Prior communication with the program manager will facilitate a speedy turn-around for Consolidated LEA Improvement Plan amendments.

While budget amendments are accepted year-round, it is a best practice to have the budget fully reconciled prior to May 31 to ensure that programming identified as priorities in the Consolidated LEA Improvement Plan can be fully implemented as planned. LEAs are encouraged to make the necessary amendments to the Consolidated LEA Improvement Plan and/or budgets so that each reflects the LEAs current condition. After May 31, simple changes such as function/object codes and/or the balancing of funds allocated to an activity are readily accepted prior to the Completion Report being submitted.

Consolidated Application Budget template and Budget Summary Workbook*

The Budget Summary Workbook is a required component when submitting a budget template in the Consolidated Application. The first tab of the workbook describes the general directions to follow when completing the budget summary. The second and third tab are dependent upon the type of Consolidated LEA Improvement Plan the LEA submitted. If the LEA submitted a Consolidated LEA Improvement Plan (online), select the second tab. If the LEA submitted a Streamline Consolidated LEA Improvement Plan, select the third tab. Unused sheet may be deleted by the user.

The summary worksheet is a tool used both by the LEA and SEA. Once the Title IV, Part A allocation amount is entered into Section 2, the formulated cells will automatically calculate and track budget line items as well as statutory minimums.

ESEA Sec. 4106(2)(F) requires that the SEA annually collect, and report disaggregated data represented in the budget summary submitted by each LEA.

Illustration 3 (1st tab of workbook) represents the minimum information needed for the reviewer to verify the budgeting meets applicable guidelines and statutory requirements.
**FY20**

Important tips for crafting Descriptive Narratives:

- Begin each line item description narrative with the focus area identifier WR or SH or ET; ADMIN, INDIRECT COSTS, OR AUDIT COSTS.
- One Focus area per line item—LEAs can contact the program specialist in the event that a program/activity has potential to cover multiple focus areas.
- Should exclude URLs
- Include DIP Goal/Action Step numbers only
- Include the number of units in the UNITS section of the template as applicable
- Ensure the summary worksheet matches the budget template and is uploaded into the Con App>Title IV, Part A>Information

* Please note—To ensure accuracy and to avoid errors between reviewers, it is critical to follow the prescribed guidelines and best practices described below.

Q/A: Why are the names/titles and other details of activities like conferences, contracted services and supplies/materials required in the description narrative? *For the reviewer to determine allowability and verify the correct focus area identification, programmatic details are required.*

Illustration 3

BUDGET SUMMARY WORKBOOK—The worksheets in the workbook are separated by the type of Consolidated LEA Improvement Plan the LEA has submitted. This resource can be found and downloaded from the [GaDOE, Title IV, Part A](#) webpage. Illustration 4 represents the tabs in the workbook.
Best practices that facilitate a timely review process include ensuring that the data entered on the budget mirrors the data entered into the summary worksheet cells. Grouping like activities from the budget into a single entry into the worksheet cells is allowable but slows the process as breakout calculations must be performed manually to ensure accuracy. As a reminder, ensure that sections 1-9 are complete and indicate the correct color (clicking into a cell will reveal a quick-reference tip).

BUDGET SUMMARY WORKSHEET TYPES (tabs)—Illustration 5 represents the required worksheet for LEAs that submitted the Consolidated LEA Improvement Plan (surrounded by gray borders), while Illustration 6 represents the required worksheet for LEAs that submitted the Streamline Consolidated LEA Improvement Plan (surrounded by purple borders). The formatting is exactly the same; however, the header section has been extended to the right in order to accommodate the additional columns required of Streamlined Consolidated LEA Improvement Plan budgets.

The red circles on the illustrations below represent sections of the header the LEA should complete. If an LEA has an allocation of $30,000 or more, every cell containing a dollar amount will turn GREEN when the statute minimum has been met. If a cell remains PINK, then a dollar amount has been inadvertently entered incorrectly, or the worksheet has become corrupt. For questions or concerns, do not hesitate to contact a program specialist for assistance.

If the LEA has an allocation of less than $30,000, it is feasible to submit the worksheet into the Consolidated Application portal with PINK cells remaining after 100% of funds have been budgeted.

Illustration 5- Consolidated LEA Improvement Plan
Streamline Consolidated LEA Improvement Plan

Clarity of identified need, actionable measures and required descriptions of activities, objectives and intended outcome are critical to establishing allocability, allowability, prioritization and focus area. As previously stated, the Title IV, Part A specialist may ask for additional information from the LEAs strategic plan, District Improvement Plan, individual Schoolwide Plan, intent and purpose statement and/or charter system contract if the budget description is not clear.

**Supplement Not Supplant**

SUPPLEMENT NOT SUPPLANT--LEAs may not use SSAE program funds for the cost of activities in the three SSAE program content areas – well-rounded education, safe and healthy students, and technology – if the cost of those activities would have otherwise been paid with State or local funds in the absence of SSAE program funds. An LEA may overcome a presumption of supplanting if it has written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.

**Unallowable Activities**

CAPITAL OUTLAY--Funds may not be used for construction, renovation, or repair of any school facility.

E-RATE CAPACITY--An LEA that does not receive E-Rate funds may not purchase computers to access the Internet, or to pay direct costs associated with accessing the Internet.

Q/A: Can Title IV, Part A funds be used to:

- purchase rewards/incentives/favors/gratuities? No. Federal funds cannot be used to provide celebrations, rallies, incentives or rewards.
- for security initiatives? In general, because activities solely for the purposes of police actions, security, and/or determent may not meet the intent and purpose of the statute. ESEA Sec. 4108(2) clarifies that programming foster safe, healthy and supportive and
drug-free environments that support student academic achievement. While security is critically important, Title IV, Part A focuses on evidenced-based initiatives that have demonstrated a positive impact on climate and culture and can be attributable to student achievement. Furthermore, research supports that these types of activities are detrimental to positive school climate and culture. Furthermore, items that affix to the grounds and/or a building are considered capital outlay.

- renew software upgrades and/or subscriptions that are considered allowable but previously funded by state/local funds? No.
- pay for certification tests and/or coursework that is required for certification? No.
- purchase playground equipment, furniture or picnic tables? No.
- fund field trips to amusement parks (entertainment venues)? No. See Appendix 2 for further information on allowable education field trips.
- purchase furniture? In general, no. However, if the item is deemed to be specialized equipment and the needs has been addressed in the District Improvement Plan, it may be allowable.

Equitable Services

Equitable services are provided to private schools when the entity has established non-profit status (documentation must be provided annually), is located within the physical boundaries of the county, has notified the LEA of the intent to participate within the established timeframe and has participated in initial/on-going consultations as required. Visit the State Ombudsman webpage for further information.

Q/A: Can a non-secular private school utilize their Title IV, Part A breakout allocation to support activities that are part secular and part non-secular? Yes. It is incumbent upon the LEA to calculate prorated payments so that federal funds support only those activities that are secular. For example, non-secular private schools can attend faith-based conferences that provide secular, education-based professional training; however, because it is faith-based, federal funds cannot be utilized to support 100% of the conference. Prorated payments must be based upon the percentage of time spent engaged in secular activities. LEAs will be required to upload supporting documentation which may include calculation worksheets, agendas, sign-in sheets and expense reports.

Q/A: Can private schools receive carryover? If a private school did not utilize all of the allocated Title IV, Part A funds, the LEA is responsible for contacting the State Ombudsman and formally submitting an explanation of extenuating circumstances that will be reviewed by a panel. Without expressed approval regards a specific federal program from the State Ombudsman, federal dollars cannot be directed towards a private school.

Continued Systematic Consultation with Stakeholders and Community-Based Partners

LEAs are required to continue meaningful consultation with stakeholders and community-based partners throughout the period of service of activities supported by Title IV, Part A (ESEA Sec. 4106(c)). Consultations must extend beyond district staff and be systematic in approach as outlined in the LEA Consolidated LEA Improvement Plan. Please keep in mind that on-going
consultations with stakeholders may not be the same as on-going consultations with community-based partners. Please refer to Appendix 1 for definitions.

Progress Monitoring and Measuring Programmatic Effectiveness

LEAs are required to annually report how Title IV, Part A funds were utilized and the degree to which progress was made towards meeting goals addressed in the consolidated application (ESEA Sec. 4107(2)(F)).

The Title IV, Part A program staff has developed a streamlined Progress Monitoring/Effectiveness Summary tool to aide in this process. While this tool is optional, please note that the requirements to collect, synthesize, interpret and report monitoring, and effectiveness data still exists. It is incumbent upon the LEA to process and narrate their collected data and render informed decisions regarding the activity/program’s future course of action. The illustrations below provide a general overview of the document

Illustration 7

Illustration 8
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**Carryover**

Title IV, Part A allows 100% carryover; however, there are several caveats.

LEAs may obligate Title IV, Part A funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year for a total period of 27 months of availability. However, LEAs are required to meet Title IV, Part A statute minimums during the fiscal year of allocation (ESEA Sec. 4103(b)(2) and Sec. 4104(a)).

LEAs that received an allocation of less than $30,000 must have expended funds in at least one focus area. LEAs that received more than $30,000 must have expended funds in all three focus areas. In the event that an LEA did not meet the required expenditure minimums in one or more focus areas for the fiscal year, the dollar amount that was not spent as required must be added to the next fiscal year’s proportionate focus area.

In an effort to facilitate a ‘quick review’ LEAs will enter data from the completion report into a workbook designed to quickly and easily capture the LEAs expenditure history for the past fiscal year. One worksheet will automatically calculate and populate a second worksheet that will delineate any potential requirements to direct funds to a specific focus area. Once the workbook is complete, the LEA must upload when the ‘carryover budget’ amendment is submitted.

The FY19 Title IV, Part A Carryover workbook has two tabs.

Illustration 9

Illustration 10 represents the first worksheet—EXPENDITURE INPUT(where LEAs will enter data captured on the completion report into the applicable cells. Activities that have correlating line items can be bundled into a single cell (PBIS/Benefits/supplies/resources) or separated individually. Enter dollar amounts only (no cents).

Illustration 10
Illustrations 11 represents the second worksheet—CARRYOVER BREAKOUT RESULTS—which articulates the results of the data and is streamlined to provide the necessary guidance for the LEA to develop and submit a ‘carryover budget’ amendment.

The left side of the worksheet represents the overall results based on the data entered on the previous tab. The right side of the worksheet allows the LEA to input resulting data and the new FY allocation to determine budgeting guidance for submitting the ‘carryover’ amendment.

Please note that funds identified for carryover to a specific focus area cannot be transferred.

Illustration 11

If there are any questions or assistance is required, please contact the LEAs area specialist.

**Drawdown**

To facilitate funding impact and programming implementation, drawdown is monitored by program staff on a monthly basis.

Individual LEA drawdowns should closely correlate with the information provided on the budget summary worksheet. LEAs may be contacted by the Title IV, Part A program manager and federal program director should the draw rate not correlate with the information provided on the worksheet. For example, if the LEA has indicated that a majority of funding will be supporting summer activities, it would be acceptable for the LEA to have a draw rate below the recommended best practice. Likewise, if the LEA has indicated that a majority of funding has been earmarked for activities to be implemented during the school year, an acceptable draw rate would more closely mirror best practices.
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LEAs are encouraged to update the budget summary worksheet as needs and/or implementation timing changes.

**Best practice for drawdowns:**

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<td>November 30th</td>
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<td>December 31st</td>
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<tr>
<td>January 31st</td>
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<tr>
<td>February 28th</td>
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<tr>
<td>March 31st</td>
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**Transferability**

LEAs may transfer up to 100% of funds from Title II and Title IV, Part A to Title I-Part A, Title II-Part A, Title I-Part C, Title I-Part D, Title III-Part A, and Title IV-Part A. In order to transfer funds, the intent to transfer must be articulated in the fiscal year’s Consolidated LEA Improvement Plan. Once funds are transferred, they cannot be moved back. Additional information and requirements can be found in the Federal Programs Handbook.

When transferring funds from Title IV, Part A to another program, the LEA is required to indicate this information in the Consolidated LEA Improvement Plan as part of its improvement plan so that stakeholders are aware of and approve of the plan to transfer. If the LEA did not originally plan to transfer funds, and priorities or needs changed after the Consolidated LEA Improvement Plan was approved by GaDOE, the LEA should communicate its revised plan to adjust the utilization of Title IV, Part A funds to its stakeholders and community-based partners and amend the Consolidated LEA Improvement Plan.

Important note—Funds that have been identified as shortfall dollars due to not meeting statute minimums the previous fiscal year cannot be transferred the next fiscal year.

**Cross Functional Monitoring**

Complete information about cross-functional monitoring is available in the Federal Programs Handbook and/or Cross Functional Monitoring webpage.

For specific information regarding the current monitoring cycle, please refer to Appendix 4.

**SSAE Title IV, Part A Community Forum**

The online SSAE Community Forum was created by the Georgia Department of Education to serve as a central location where school districts can share best practices, search for new ideas and collaborate with each other. To access the Community Forum as a member, please click here. To request membership or report an issue, please contact the program manager/specialist.
Illustration 13

Welcome to the SSAE Title IV, A Community where members search for, share and collaborate on ideas.
Appendix 1

Title IV, Part A Terms and Definitions

APPLICATION PLATFORM—Provides services to an application and is comprised of the set of tools an application relies on to run. Application platforms typically include the following services: an operating system, execution services (such as libraries for running software), data services, cloud services and development tools.

APPLICATION SOFTWARE—A type of computer program that performs a specific personal, educational, and business function. Each program is designed to assist the user with a process, which may be related to productivity, creativity, and/or communication.

- Functions of Application Software—Application software programs are created to facilitate a variety of functions, including but not limited to: managing information, manipulating data, constructing visuals, coordinating resources, calculating figures.
- Examples of Application Software—Microsoft suite of products (Office, Excel, Word, PowerPoint, Outlook, etc.), Internet browsers like Firefox, Safari, and Chrome, mobile pieces of software such as Pandora (for music appreciation), Skype (for real-time online communication), and Slack (for team collaboration).

ASSISTIVE TECHNOLOGY—Assistive technology devices are identified in the IDEA 2004 as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. The term does not include a medical device that is surgically implanted, or the replacement of such device. Click HERE for additional information.

BLENDED LEARNING—A formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience; and in which students are provided some control over time, path, or pace.

COMMUNITY-BASED PARTNERSHIP (CBP) (PARTNER)—A collaborative and symbiotic relationship where the LEA and CBP work together with the purpose of maximizing the implementation and success of a specifically targeted goal. ESEA requires that LEA’s application must describe the SSAE programs and activities the LEA proposes to implement, which must include as applicable, descriptions of any partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities and describe how the LEA and its partners will periodically evaluate the effectiveness of its SSAE program activities based on established objectives and outcomes. (ESEA section 4106(e)(1)).

DIGITAL LEARNING—Any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices, including interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; access to...
online databases and other primary source documents; the use of data and information to personalize learning and provide targeted supplementary instruction; online and computer-based assessments; learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and access to online course opportunities for students in rural or remote areas.

INFRASTRUCTURE—Funds, subject to the 15 percent Special Rule, may be used to build technology capacity and infrastructure, which includes procuring and ensuring quality of content, and purchasing devices, equipment and software to increase readiness.

- Computer equipment—Refers to both computers and associated peripheral equipment, such as: computers, including desktop and laptop machines, handheld computers, mainframe machines, and other specialized computing devices; and peripheral equipment that may be attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras, and speakers.
- Device/Equipment—A unit of hardware, outside or inside the case or housing for the essential computer (processor, memory, and data paths) that can provide input to the essential computer or of receiving output or of both. Computer equipment also includes peripherals that depend on a computer to operate properly. This can include: Computers, Telecommunications Equipment, Monitors, Keyboards, Printers, Servers, Drives, Network HUBs.
- Devices supporting technology in schools include specialized equipment (such as switches, routers, modems, or codecs) that link computers or video hardware to networks. Infrastructure also refers to cabling, whether wire, fiber optic, or coaxial. In newer systems, links between computers are wireless, in which case infrastructure refers to receivers and transmitters.
- Security Cameras
- Hand-held communication devices
- Software to increase readiness

PARENTAL CONSENT—A local educational agency, or other entity receiving funds under the title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. Before obtaining the consent, the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDER—A State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.
FY20

STAKEHOLDER—For the purposes of the LEAs Consolidation LEA Improvement Plan as it relates to Title IV, Part A, the stakeholder is a person or entity with a vested interest and/or concern in the LEAs vision, mission and purposes for providing educational services and have the intent on improving student learning. This includes but not limited to teachers, leaders, governance teams, parents, families, post-secondary educational institutions and community members. Stakeholders consider a broad view of data including both summative and formative results, local and state data sets, academic and non-academic factors, equity gaps and equity data, as well as qualitative and qualitative information (ex: interviews, surveys, focus groups). In support of the LEAs entire range of responsibilities, and in support of the Whole Child, the stakeholders prioritize needs and select interventions. Because of their initial vested interest, stakeholders are a vital component of the LEAs responsibility to continually monitor shifting needs and targeted goals via on-going consultations.

STEM-FOCUSED SPECIALTY SCHOOL—A school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on science, technology, engineering, and mathematics, including computer science, which include authentic schoolwide research.
Appendix 2

Title IV, Part A Educational Field Trips Pre-Approval Form

The ‘field trip form’ has been updated and streamlined so as to capture the needed information for review and subsequent approval. Best practices include submitting the requisite forms prior to the field trip so that the approved form is uploaded in the Consolidation Application at the time of budgeting.

Important tips for planning to submit a ‘field trip form’:

- Educational in nature and in response to a specific goal/root cause/action step
- As per Letter To: Anderson; USDE; 07/023021/SASA-127; Jan 15, 2008 and OMB Circular A-87, Attachment B-14 federally funded trips to venue whose main focus/attraction is “amusement, diversion, and social activities” are prohibited.
- Excludes food and/or lodging accommodations for any participant
- DIP Goal/Action Step numbers and text must be annotated (or applicable information so that the reviewer can verify document coordination).
- Name and location of in-state venue
  - Out-of-state day trips are allowable for LEAs if venue is within 60 miles from departure
- Attachments
  - Evidence-base documentation
  - Lesson plans
- Method of Monitoring Effectiveness (NOTE- Area specialist will send a due date reminders)
  - Analysis narrative due to GaDOE via the Title IV, Part A Consolidated Application portal information tab.
- Signed and submitted by LEA Title IV, Part A coordinator

The directions for completing the process are:

1. Prior to the field trip, submit completed field trip form and all applicable attachments to the Title IV, Part A program specialist
2. One activity, school, date per form
3. Field Trip Approval and subsequent budget approval must occur prior to activity date; Expect Approval/Requested Revision within 10 business days
4. LEA Title IV, Part A Coordinator will be notified of Approval or Requested Revisions
5. UPLOAD approved Field Trip Expenditure Form and associated documentation into the Consolidated Application portal, Title IV, Part A INFORMATION tab.

The form template can be found [HERE](#).
Georgia Department of Education
Title IV, Part A Educational Field Trip Pre-Approval Form

Page 1 of 2

Directions:
1. Submit completed form and applicable attachments to the Title IV, Part A program specialist
2. One activity, school, date per form
3. Field Trip Approval and subsequent budget approval must occur prior to activity date
4. LEA Title IV, Part A Coordinator will be notified of approval or requested revisions requirements via email
   a. Approved at district, signed/scanned copy will be emailed to district contact
5. LEA must UPLOAD approved Field Trip Expenditure form and associated documentation into the Consolidated Application portal on the Title IV, Part A program and budget activity accordingly.

Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program, is intended to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

This form must be signed by the Title IV, Part A Coordinator before being submitted to GaDOE.

LEA

Title IV, Part A Coordinator
[Responsibility to upload all Title IV, Part A budget, required pre/post activity information into Con Apps mark Affiliations]
Name/Title/Phone Number/email
Click or tap here to enter text.

Date of THIS Submission
Click or tap here to enter a date.

School (Considered to be Point of Originating)
Click or tap here to enter text.

School Contact
[Person responsible for conducting activity, provide evidence-based documentation, measuring effectiveness]
Name/Title/Phone Number/email
Click or tap here to enter text.

Grade Level(s)
Click or tap here to enter text.

Content Area(s)
Click or tap here to enter text.

FY20 CUP OR FY20 S-CLIP
When applicable, CNA, SWP/Strategic Plan required to be uploaded into Con App Information

Overarching Need
Identify number/provide text
Click or tap here to enter text.

DIP GOAL
Click or tap here to enter text.

Action Step
Identify number/provide text
Click or tap here to enter text.

Name of Venue
Click or tap here to enter text.

Location of Venue
Click or tap here to enter text.

Distance (miles)
(from Point of Origination)
Click or tap here to enter text.

Field Trip Activity

[jpeg]

Date of Field Trip Activity
Click or tap to enter a date.

Evidence-Based Documentation
Submit as an attachment to this form

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# Date of Field Trip

<table>
<thead>
<tr>
<th>Activity</th>
<th>Click or tap to enter a date.</th>
</tr>
</thead>
</table>

## Evidence-Based Documentation

<table>
<thead>
<tr>
<th>Lesson Plan(s)</th>
<th>Submit as an attachment to this form</th>
</tr>
</thead>
</table>

## Intended Outcome(s)

| Click or tap here to enter text. |

## Method of Measuring Effectiveness

<table>
<thead>
<tr>
<th>Select a formatting option:</th>
<th>☐ Feedback/Survey Analysis</th>
<th>☐ Performance Data Analysis</th>
<th>☐ Rating Scales Analysis</th>
<th>☐ Other</th>
<th>Click or tap here to enter text.</th>
</tr>
</thead>
</table>

| Students | #Click or tap here to enter text. |
| LEA Employees | #Click or tap here to enter text. |
| Chaperones/Non-employees (counted or not on transportation) | #Click or tap here to enter text. |
| Other | #Click or tap here to enter text. |

## TOTAL

| #Click or tap here to enter text. |

## Estimated Costs

| Admission Fees/Tickets for students/teacher | #Click or tap here to enter text. |
| Transportation | #Click or tap here to enter text. |
| Other (if applicable, explain) | #Click or tap here to enter text. |

| Other Federal Funds utilized? | Check One □ YES □ NO |
| Other non-federal sources utilized? | Check One □ YES □ NO |

| TOTAL | #Click or tap here to enter text. |

### Affirmations

**Affirmations to be completed by the Title IV, Part A LEA Coordinator**

- I affirm that federal funds will not be utilized to purchase food, clothing, identification materials (ex: bracelets/bracelets), lodging and/or gratuities.
- I affirm that this field trip activity occurs solely in the State of Georgia.**
- **I affirm that this field trip meets the criteria for OUT-OF-STATE travel as described in the Title IV, Part A Handbook.**
- I affirm that this activity is not associated with overnight travel.
- I affirm that the attached lesson plans for this field trip includes identified GSE, Instructional strategies and pre/post-trip instructional activities.
- I affirm that the results measuring activity effectiveness will be submitted to GaDOE (uploaded into CoC App) not later than 60 days upon completion of the activity.

### Printed Name of Title IV, Part A Coordinator

| Signature |

| Date Signed Affirmations |

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Field Trip Effectiveness Template

For convenience, GaDOE has created an effectiveness summary tool specifically for field trips for optional use. In the event that the LEA intend to submit effectiveness documentation in another format, please refer to the content of the template to ensure that the requisite information is included.

<table>
<thead>
<tr>
<th>Title IV, Part A Field Trip Effectiveness Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions:</td>
</tr>
<tr>
<td>1. Complete this form and submit it to GaDOE by uploading it to the Title IV, Part A INFORMATION tab in the Consolidation Application portal.</td>
</tr>
<tr>
<td>2. Refer to the approved pre-approval form for annotated intended outcomes.</td>
</tr>
<tr>
<td>3. The use of this particular form is optional. If the LEA elects to utilize another form of evidentiary documentation, please use the content of this document as guidance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Contact Person</td>
<td>Name/Title/Phone Number/Email</td>
</tr>
<tr>
<td>Date of the Field Trip</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Field Trip Venue</td>
<td></td>
</tr>
<tr>
<td>Intended Outcomes as annotated on the pre-approval form</td>
<td></td>
</tr>
<tr>
<td>Method of Measuring Effectiveness Information listed on your pre-approval form</td>
<td></td>
</tr>
<tr>
<td>Effectiveness Follow-up</td>
<td>Identify the effectiveness of the activity by how the activity impacted/addressed the intended outcome(s)</td>
</tr>
</tbody>
</table>
Appendix 3

Title IV, Part A Supported Competitive Grants

Title IV, Part A supports various needs-based initiatives in accordance with the Superintendent’s Strategic Plan and available funding via competitive grants. LEA participation can be limited depending on the need being addressed. When grants are announced, the target audience will be identified.

All competitive grants will have a uniform Request for Application (RFA) and will be managed by the Federal Programs, Title IV, Part A program manager in conjunction with the internal GaDOE department representing the grant terms and conditions.

The RFA for each individual competitive grant opportunity will outline criteria specific to the intent and purpose of the award; however, there several common components to the process:

- All RFAs must:
  - be submitted in accordance with the officially distributed RFA directions which usually will include narrative responses, a budget and requisite signature (one of which must be the LEA Title IV, Part A Coordinator).
  - notify private schools residing in the geographical boundaries of the school district (sample letter will be attached to the RFA)/
  - be submitted via the stated platform within the indicated timeframe.
  - be complete at the time of submission.

- All RFSs will be:
  - reviewed for completion by departmental managers. If applicable, LEAS may not be notified that their submission has been disqualified.
  - read and scored in accordance with the published rubric by at least FIVE scorers. Scores will be tabulated after each HIGH and LOW score have been dropped and only those submissions earning a score of 70 points and higher will be recommended to the State Board of Education for funding. All competitive grants will be based on available funding and limited to an identified number of potential dollar amount grants (ex. each grant is set at $10,000, and only 25 grants will be awarded). If the number of submissions that earn 70 points of higher exceeds the number of available awards, the grants will be awarded to the highest scored RFAs until the maximum number has been exhausted.
  - Scorers may be selected on the basis of expertise pertinent to the grant. Federal Programs and departmental employees may not be eligible to score. Departmental managers will oversee the review process to ensure fair and consistent application of the scoring rubric.

- All awarded LEAs will:
  - be provided a Grant Award Notice (GAN) which will contain information specific to the grant. This includes amount, award period, LUA program codes and other specific requirements applicable to the award. It is very important to note, that while these competitive grants are supported by Title IV, Part A, the draw of the funds is unrelated the Title IV, Part A formula funds allocated to each LEA each fiscal year.
FY20

- Superintendents, Title IV, Part A Coordinators and RFA applicant will be notified via email of status of awards approved by the SBOE
- Grant Award Notices will be uploaded to the Consolidated Application portal.

**Awardees Responsibilities**
- Budget and implement programming as soon as possible to facilitate the full use of all funds during the limited grant period
- Submit (upload into Con App on program information tab of the grant) required materials on due dates (which may include):
  - Update forms
  - Lesson Plans (photos, videos, artifacts as directed in RFA)
  - Final Summaries
  - Detailed expenditure reports (including supporting documentation as requested)
  - Inventory Reports in accordance with Federal Programs Handbook
- Prepare for onsite visits from granting department
- Provide any documentation as requested

**Fast Facts applicable to competitive grants**
- Title IV, Part A competitive grant funds can be supplementary to Title IV, Part A formula grant funds, but they are not in co-mingled accounts. Please be cognizant of drawing funds from the correct accounts.
- The competitive grant period is for 12 calendar months unless otherwise specified in the GAN and is not connected to annual reporting periods—read the GAN for details.
- Competitive grant funds expire and are not subject to transfer or carryover.
- Competitive grant budgets must be submitted, correlate exactly to the approved award.
- Travel may be limited to 10% of the total grant award—please read RFA carefully.
- Completing requirements at the end of the grant period is critical to the success of the program and ensuring eligibility for future competitive grant opportunities sponsored by Title IV, Part A
- Departmental managers will monitor implementation via announced desktop and/or on-site visits—the RFA will articulate programmatic reporting requirements which may include a ‘mid-point’ update
- Competitive grants do not allow for administrative, indirect or audit costs.
Appendix 4

FY20 CFM—Title IV, Part A

LEAs being monitored are encouraged to provide all requisite documentation to GaDOE as soon as possible. Notwithstanding early submissions voluntarily provided to Title IV, Part A staff, required artifacts (in PDF format) must be available to the monitoring specialist on the published date of monitoring (on-site or desktop).

Approximately four weeks prior to the scheduled monitoring event, the on-site coordinator will notify each LEA of its responsibility to submit the following documents via the SLDS CFM Application. Title IV, Part A documents required (as applicable) at least two weeks prior to the monitoring event are:

- FY19 detailed expenditure report
- FY20 detailed expenditure report
- Payroll history by account code
- Inventory Reports (to include Equitable Services)
- Federal Program Internal Procedures (if the document is not requested by the on-site coordinator)

Once these documents are received and reviewed, the area specialist will contact the LEA via email identifying specific expenditures where further information may be requested and made available on the day of monitoring. The information may include:

- Requisitions/Purchase Orders/Invoices
- Travel information
- Initial/On-going consultation with Stakeholder and/or community-based partners
- Progress Monitoring/Effectiveness summary

The checklist below has been created to aid the LEAs in preparing for monitoring. This checklist is not exclusive and is intended to guide the LEA in gathering important artifacts as originally indicated on the FY20 Cross Functional Monitoring document.

- **Indicator 1.3.C-Evidence of the effectiveness**
  - Title IV, Part A Progress Monitoring/Effectiveness Summary Document or LEA-developed tool
    - FY19 and FY20
    - Ensure progress monitoring and/or effectiveness measurement data are current, interpreted; completed as applicable
    - Represents initial and on-going consultations with initially identified stakeholders.

- **Indicator 2.1-CLIP**
  - 2.1.A-Written procedures
  - 2.1.C.1-Verify participation of required stakeholders and/or community-based partners
Indicator 3.1.D-Equitable Services
- 3.1.D.4--Records of provision of Title IV, Part A services, programs, materials and resources
- 3.1.D.5--Evidence of evaluation of programs and services for effectiveness
- 3.1.D.7--Evidence that the LEA regularly supervises the provision
  ▪ 3.1.D.7.e--Annual Inventory Records (compared against FY19 and FY20 budgets)

Indicator 5.2.A-Written procedures for managing equipment
- FY19 and FY20
- 5.2.A.4--Physical inventory (compared against FY19 and FY20 budgets)
  ▪ regardless of focus area
  ▪ Pilferable items
- 5.2.A.9--Equipment use for private schools (as applicable; see above)

Indicators 16.1 and 16.2—Screeners—as applicable
- Provide description of screeners, intent and purpose, content of queries/questions
- Dates of administration; requisite parental notifications; number of students screened.
- Opt-out forms
- Screener administrator; credentials
- Summary of services provided as a result of screener (if screener was 100% academic, PM/E Summary tools will suffice)
- Provided mental health services; any capacity
  ▪ Provider name, credentials

Indicators 16.3-6—Statute minimums—as applicable
- Confirm statute minimums were met for FY19
- Current expenditures are reflective of current budget and summary worksheet

Indicator 16.7-Administrative costs
- Provide all artifacts to support all administrative costs

Indicator 16.8-Community-based Partner Engagement
- Artifacts to support initial and on-going consultations regarding the implementation of an activity/program/activity

Indicator 16.9-Prioritization
- LEAs current condition is reflective of the priorities set forth in the CLIP/SWP/I&P Statements

Appendix 5
FY20

Title IV, Part A Specialist of Responsibility

SSAE Title IV, Part A Specialist
FY20 Service Area Map

Jill Curtis
Phone: 678-581-4865
Email: jill.curtis@doe.k12.ga.us

Charmalne Simmons
Phone: 404-308-6797
Email: csimmons@doe.k12.ga.us

Matt Smith
Phone: 770-337-6032
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