

Federal Programs Division

Title IV, Part A Handbook

Student Support & Academic Enrichment Grant



FY21

DISCLAIMER

This handbook is provided as a resource for Georgia Local Education Agencies administering the Title IV, Part A Student Success and Academic Enrichment grant. It is intended to provide coordinators with uniform practices to govern planning for, monitoring, implementing, and evaluating effectiveness of needs-based, supplementary activities, and initiatives of this Federal program.

This handbook is not intended to replace the legislation, regulations, and U.S. Department of Education (ED) Non-Regulatory Guidance. Therefore, it is highly recommended that coordinators consult the appropriate resources available online for complete guidance and regulations. In addition, all LEAs and coordinators responsible for implementing this Federal program must abide by current laws, regulations, and administrative procedures, ED guidance, and the Education Department General Administrative Regulations (EDGAR). This handbook is considered a working draft and is reviewed and updated as policies and procedures change and, at a minimum, is reviewed yearly. For more information, contact a Title IV, Part A Education Program Manager/Specialist.

Ultimately, the GaDOE expects LEAs to use local autonomy granted under charter and strategic waiver law and SBOE rules to make the best decisions for their students, their staff and their community while taking into consideration related federal, state, and local requirements and local capacity (LEA human and fiscal resources). Given the flexibility granted to Georgia LEAs under approved charter and strategic waiver applications, guidance provided by the Department may vary from LEA to LEA.

FY21

Table of Contents

General Information.....	4
LEA Eligibility and Calculations of Allocations	4
Technical Assistance and Programmatic Support— <i>New</i>	4
General Support	4
Quick Links for LEA Coordinators	5
Program Planning— <i>New</i>	5
Comprehensive Needs Assessment.....	5
Prioritization of Funds	6
Evidence-Based Levels.....	7
Program Management.....	7
Assurances— <i>Updated for FY21</i>	7
Necessary and Reasonable.....	9
Supplement Not Supplant	9
Budgeting— <i>New for FY21</i>	9
Budget Amendments.....	10
Drawdown.....	10
Completion Reports— <i>Update coming soon.</i>	11
Carryover	11
Progress Monitoring and Effectiveness Measurement	11
Initial and Ongoing Consultation with Stakeholders and Community-Based Partners.....	11
Progress Monitoring.....	12
Measuring Effectiveness — <i>Update coming soon.</i>	12
Cross-Functional Monitoring.....	12
Program Concepts.....	13
Equitable Services.....	13
Consolidation of Funds.....	13
Transferability.....	14
Unallowable Activities.....	14
Appendix 1—Title IV, Part A Common Terms and Definitions.....	16
Appendix 2—Title IV, Part A Supported Competitive Grants.....	20
Appendix 3 — Cross Functional Monitoring	28

FY21

Appendix 4 — Field Trips— <i>Update coming soon.</i>	33
Appendix 5 — Title IV, Part A Needs Assessment Tool	34

FY21

General Information

The Every Student Succeeds Act, signed into law in December 2015, reauthorized the Elementary and Secondary Education Act of 1965. The new law created the Student Support and Academic Enrichment program, commonly referred to as Title IV, Part A. The SSAE program provides flexibility for LEAs to tailor investments to the needs of their unique student populations.

The purpose of this program is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to — (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

For further information:

- [Title IV, Part A Statute](#)
- [Title IV, Part A Non-Regulatory Guidance](#)

LEA Eligibility and Calculations of Allocations

GaDOE calculates the Title IV, Part A allocations based on the Title I, Part A formula. To receive a Title IV, Part A allocation for a given fiscal year, LEAs must have accepted, received and utilized the awarded Title I, Part A allocations the previous fiscal year [ESEA Sec. 4105(a)(1)].

Technical Assistance and Programmatic Support—*New*

General Support

Tips and Tools Webinar Series — The Title IV, Part A team holds webinars during the second Thursday of each month from 1:30 to 2:30 PM. LEA coordinators will learn more about how to plan, implement, and evaluate their Title IV, Part A activities, and hear from guest speakers who will share their expertise. Coordinators and other interested parties may register for the Tips and Tools webinar on the [Title IV, Part A webpage](#), and access recorded webinars and presentation materials.

SSAE Title IV, Part A Community Forum — The forum serves as a central space for coordinators to share best practices, search for new ideas, and collaborate with each other. Membership is not required to view content on the forum website; however, to access the internal features such as collaborative conversations/discussions, membership is required. To request membership or report an issue, please contact your area specialist or the SSAE program manager. To access the site, please [click here](#).

FY21

Coordinator Networking and Collaboration — GaDOE supports peer collaboration and sharing of promising practices through in-person and virtual engagement. Program specialists will facilitate workgroups and learning communities around specific areas of interest if coordinators indicate the need. Also, specialists will provide opportunities for coordinators to learn from one another.

Quick Links for LEA Coordinators

Program Knowledge: Familiarize self and staff with relevant federal and state laws, regulations, and guidance. Attend trainings (in person and virtually) when offered. Ensure SEA has updated coordinator information. Ensure equitable services requirements are followed. Knowledge of the general and programmatic application assurances agreed upon by the LEA via Superintendent sign-off.

Program Administration and Documentation: Administer the program as outlined in the approved LEA plan and budget. Collect and maintain all relevant supporting documentation, to include but not limited to, program effectiveness, field trip pre-approval forms, and monitoring documentation.

Resources: Request access and utilize various programs and resources on:

- [GaDOE Website](#) (Federal Programs Handbook and Resources, Title IV, Part A Guidance and Resources, etc.)
- [GaDOE Portal](#) (Consolidated Application (Con App), Grants Accounting Online Reporting System (GAORS), Monitoring, Self-Monitoring, Equitable Services for Private Schools (ES4PS), State Longitudinal Data System (SLDS))
- Other Resources ([Title IV, Part A Community Forum](#), [Georgia Insights, STEM/STEAM Georgia](#))

Program Planning—*New*

Comprehensive Needs Assessment

ESEA § 4106(d) requires LEAs conduct comprehensive needs assessments at least once every three years if annual allocations exceed \$30,000. LEA teams analyze available evidence to identify and prioritize local needs. LEAs select evidence-based activities based on the LEA strengths and challenges surfaced during the CNA process.

The United States Department of Education created a needs assessment tool that LEAs may use to review data, prioritize needs, and assess readiness to implement evidence-based supports. Appendix 6 provides more information about this resource. The use of this tool specifically addresses the statute and may be considered supplemental to the CLIP annual review of data.

FY21

Prioritization 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)].

The Continuous Improvement process encourages district and charter leaders to implement Title IV, Part A supplementary activities that directly address strategies that are most likely to transform school and student outcomes. Prioritization is important because it is the thread weaving together four core aspects of program management:

- Development of district improvement goals and action steps through the CLIP
- Drafting a budget that corroborates the strategic vision approved by GaDOE
- Monitoring how schools implement the district plan
- Evaluating program effectiveness, making changes after reviewing available evidence.

GaDOE provides two options to districts and charter LEAs to demonstrate prioritization. The **online CLIP** documents the results of the Comprehensive Needs Assessment and includes improvement goals and action steps drafted by the LEA team.

LEAs using the **Streamlined CLIP** assure that an ongoing strategic planning and needs assessment process occurs at the district level. Instead of prioritizing needs through action steps, the S-CLIP allows LEA teams to select potential activities aligned to the five major systems within Georgia's Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership. To verify prioritization, LEAs with a S-CLIP identify needs through strategic plans, District Improvement Plans, individual Schoolwide Plans, intent and purpose statements and/or charter system contracts.

In both cases, program specialists may ask for additional information during the CLIP Team review process to determine if annotated activities are allocable and/or allowable to the intent and purpose of the grant, including any of the three focus areas.

ESEA Sec. 4106(2)(A) describes five ways that LEAs may prioritize funds. Districts and charter LEAs may use multiple allocation methods.

Allocation Methods

1. Provide funding to schools with the greatest needs
2. Target schools with the highest percentages or numbers of low-income children
3. Comprehensive Support and Improvement status
4. Targeted Support and Improvement status
5. Identification as persistently dangerous public elementary or secondary school

FY21

LEAs with allocations above \$30,000 must plan for and distribute funds to each of the three focus areas: well-rounded, safe and healthy, and effective use of technology. LEAs with allocations below \$30,000 prioritize funding in at least one of the three focus areas.

Prioritization Checklist

As an optional tool, the chart below summarizes ways that LEAs prioritize Title IV, Part A funds.

<input type="checkbox"/>	Align identified needs, district improvement goals, and evidence-based activities
<input type="checkbox"/>	Fund school-based activities based on one of the five allocation methods
<input type="checkbox"/>	Plan activities that that address all goals and action steps in the CLIP
<input type="checkbox"/>	Execute planned activities as outlined in budget, amending the budget to ensure alignment
<input type="checkbox"/>	Evaluate the effectiveness of activities at the end of the year

Evidence-Based Levels

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](#). Special Note*- Schools identified for comprehensive or targeted support and improvement must develop a plan which includes evidence-based interventions. ESEA §§ 1111 (d)(1)(B)(ii) & 1111(d)(2)(B)(ii).

Program Management

Assurances—Updated for FY21

The assurances have been updated in the Consolidated Application portal to reflect the following:

Pursuant to ESEA, Sec. 4106 (c), the LEA assures that it will—

(1) shall develop its application through [initial] consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the grant.

(2) shall engage in continued consultation with the entities described in paragraph (1) in order to improve the local activities in order to meet the purpose of this grant and to coordinate such implementation with other related strategies, programs, and activities being conducted in the community.

Pursuant to ESEA, Sec. 4106 (d), the LEA assures that it will—

(1) conduct a comprehensive needs assessment [at least every three years dependent upon allocation amount] in order to examine needs for improvement of—

FY21

- (A) access to, and opportunities for, a well-rounded education for all students;
- (B) school conditions for student learning in order to create a healthy and safe school environment; and
- (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Pursuant to ESEA, Sec. 4106 (e), the LEA assures that it will—

(1) include in the consolidated improvement plan application a description of the activities and programming,
(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities, if applicable [(f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (B), (C), and D).]

(B) describe how funds will be used for activities related to supporting well-rounded education

(C) describe how funds will be used for activities related to supporting safe and healthy students

(D) describe how funds will be used for activities related to supporting the effective use of technology

Pursuant to ESEA, Sec. 4106 (e)(2), the LEA assures that it will—

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

(i) are among the schools with the greatest needs, as determined by such local educational agency, or a consortium;

(ii) have the highest percentages or numbers of children counted under Sec. 1124(c);

(iii) are identified for comprehensive support and improvement under Sec. 1111(c)(4)(D)(i);

(iv) are implementing targeted support and improvement plans as described in Sec. 1111(d)(2); or

(v) are identified as a persistently dangerous public elementary school or secondary school under Sec. 8532;

(B) comply with Sec. 8501 (regarding equitable participation by private school children and teachers);

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under Sec. 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under Sec. 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under Sec. 4109(a), including an assurance that the local educational agency, or consortium of Local Educational Agencies, will comply with Sec. 4109(b); and

(F) annually report to the State for inclusion in the report described in Sec. 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE. — For an LEA receiving an allocation under Sec. 4105(a)(1) in an amount less than \$30,000, these assurances are amended and only require such LEA to provide for one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2) above. In submitting these assurances, it is understood that such LEA is adhering to this special rule.

All budget descriptions must provide detail that is clear and specific, so reviewers may verify program activities are properly identified by focus area as per ESEA Sec. 4107, 4108, and 4109, and to ensure items are necessary, reasonable, allocable, and consistent with CLIP, SIP, grant, and 2 CFR requirements.

Before submitting the Title IV, Part A budget, LEAs assure that they have conducted the following activities:

- 1) Initial and continued consultation with stakeholders around the planning, implementation and evaluation of the Title IV, Part A grant
- 2) Completion of a comprehensive needs assessment if the original fiscal year LEA allocation is above \$30,000
- 3) Description of Title IV, Part A activities and programming
- 4) Documentation of community-based partnerships

FY21

- 5) Distribution of funds according to prioritization criteria set by ESEA § 4106(e)(2)
- 6) Compliance with statutes related to provision of equitable services to private schools
- 7) Meeting statutory minimums if the original fiscal year allocation is above \$30,000.

Necessary and Reasonable

When submitting their budgets, LEA coordinators assure that the planned activities are necessary to carry out the intents and purposes of the Title IV, Part A program. LEAs also assure that the budget represents a reasonable estimate of what goods and services might cost. Program Specialists might ask LEAs to describe why activities are necessary and reasonable if the intent and purpose is unclear or the planned costs appear higher than is reasonable. See [CFR §200.404 Reasonable costs](#).

Supplement Not Supplant

LEAs may not use Title IV funds for the cost of activities in the three 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. LEAs 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.

Budgeting—*New for FY21*

After completing the CLIP process, LEAs develop budgets directly correlated with the approved CLIP/S-CLIP. Budgets include evidence-based activities and interventions aligned to needs identified in the Comprehensive Needs Assessment and addressed through the online or Streamlined CLIP. During review, program specialists will verify that activities align with these documents and are allowable based on statute and administrative regulations. Revisions may be required prior to approval.

Budget Template (Consolidated Application Portal)

To submit a budget within the Con App, specific items are necessary:

- Function and Object Codes
- Budget Category (WR, SH, ET, WRCO, WRES, etc.) For example:
 - If budgeted items use the current fiscal year's funds, you will use WR, SH, ET...
 - If budgeted items use carryover funds, you will use SHCO, ETCO...)
 - *Special Note: The sum of all line items budgeted as CARRYOVER must equal the total amount carried from the previous fiscal year.*

FY21

- If budgeted items are used for private schools, you will use WRES, SHES, ...)
- Consolidation of Funds is used if you consolidate funds into Fund 150
- Admin Cost is used for admin costs to include consolidated admin cost
- Indirect Cost is used for all indirect costs
- Units/Price – if purchasing multiple units of the same item, please list how many in the units column and the price of each unit in the price column (or in the narrative text box)
- Description: The descriptive narrative should:
 - Include DIP Goal / Action Step connection (numbers only)
 - Evidence base (Logic, Strong, Promising, Moderate)-reviewed during CFM
 - Activity details so that the reviewer can clearly connect:
 - the activity with the identified focus area
 - the activity with the CLIP Goal / Action Step
- Attachments (as needed)-ensure file names identify IVA
 - Job Descriptions / Salaried Positions (to include Admin)
 - List of supplies / materials if more than can be included in the descriptive narrative
 - *Budget Summary Workbook TAB-Update coming soon.*
 - *Field Trip Pre-Approval Forms TAB-Update coming soon.*
 - *Carryover Workbook-Update coming soon.*
 - *Completion Report synchronization*

Budget Checklist — Update coming soon

Budget checklist will be made available on the [Title IV, Part A webpage](#).

Budget Summary TAB — Update coming soon.

Tracking and Effectiveness Measurement Tab — Update coming soon.

Budget 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.

Drawdown

To facilitate funding impact and programming implementation, drawdown is monitored by program staff on a monthly basis. [GaDOE Federal Programs Handbook](#)

FY21

Completion Reports—Update coming soon.

**Note—FY20 title IV, Part A Completion Reports are not due to be submitted until 100% of the allocated and carryover funds are spent, or October 2021.*

Carryover

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.

Progress Monitoring and Effectiveness Measurement

ESSA §§ 4106(e)(1) and 4106(e)(2)(F) require LEAs to annually report how they used Title IV, Part A funds, and the degree to which progress was made towards meeting goals addressed in the CLIP.

GaDOE staff created the Program Effectiveness Summary tool (updated document coming soon) to help LEAs evaluate the reach and impact of their Title IV, Part A activities. LEAs opting to demonstrate program effectiveness through district-determined methods must do the following:

- Document interactions with community-based partners on specific Title IV, Part A programs
- Assess if specific activities were effective or ineffective in addressing LEA-identified challenges
- Explain if the LEA will continue, modify, or discontinue activities.

Initial and Ongoing Consultation with Stakeholders and Community-Based Partners

ESSA § 4106(c) requires LEAs to continue meaningful consultation with stakeholders and community-based partners throughout the period of service of activities supported by Title IV, Part A. 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.

FY21

Title IV, Part A Program Specialists provide technical assistance in this area, including:

1. Identifying community partners that could address LEA needs
2. Designing engagement strategies to communicate why the LEA is partnering with certain organizations
3. Drafting written procedures for managing strategic partnerships
4. Using evidence to evaluate the impact of partnering with specific organizations

Please contact your area Program Specialist to schedule a technical assistance call if you want to think through how community-based partners could enhance your Title IV, Part A programming.

Progress Monitoring

LEAs are required to annually report to the State Education Agency 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)). Utilizing a systematic approach, LEAs will collect data during the stages of implementation for programs and initiatives funded by Title IV, Part A. The LEA will determine the best method for establishing whether the stages of implementation are moving toward the set goals to achieve program objectives. Methods of monitoring may include, but are not limited to, direct observations, formal surveys, interviews, records, focus group discussions, or district response mapping. Once the LEA collects a reliable set of data points, they will use the data collection to assess the program's performance. All data collection documents are to be kept in the possession of the LEA. The LEA will then complete the Title IV, Part A Program Effectiveness Summary to illustrate to the SEA their district's Title IV, Part A program effectiveness. The program effectiveness summary will allow the LEA to quantify a rate of improvement and responsiveness for further programming implementation.

Measuring Effectiveness — Update coming soon.

Tracking and Effectiveness Measurement Tab—Update coming soon

Cross-Functional Monitoring

The Georgia Department of Education conducts LEA monitoring at least once every four years. Exceptions are addressed the [Federal Programs Handbook](#).

The GaDOE Team Lead will reach out four weeks before the onsite or desktop monitoring event. LEA Federal Programs staff upload required documentation to the SLDS Portal at least two weeks before monitoring occurs. The Title IV, Part A Program Specialist assigned to the monitoring team will reach out two weeks before the event to request additional documentation to assess LEA compliance.

FY21

In addition, the Division of Federal Programs conducts an annual assessment to determine what LEAs are at risk of not meeting fiscal or program requirements. LEAs identified as ‘at risk’ will participate in cross-functional monitoring during the following school year.

Complete information about cross-functional monitoring is available in the [Federal Programs Handbook](#) and/or [Cross Functional Monitoring webpage](#). For specific information regarding the Title IV, Part A indicators reviewed during monitoring, please refer to Appendix 3 or reach out to your Program Specialist.

Program Concepts

Equitable Services

Title IV, Part A equitable services are provided to private schools when the entity has established non-profit status ([annual verification](#)), 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.

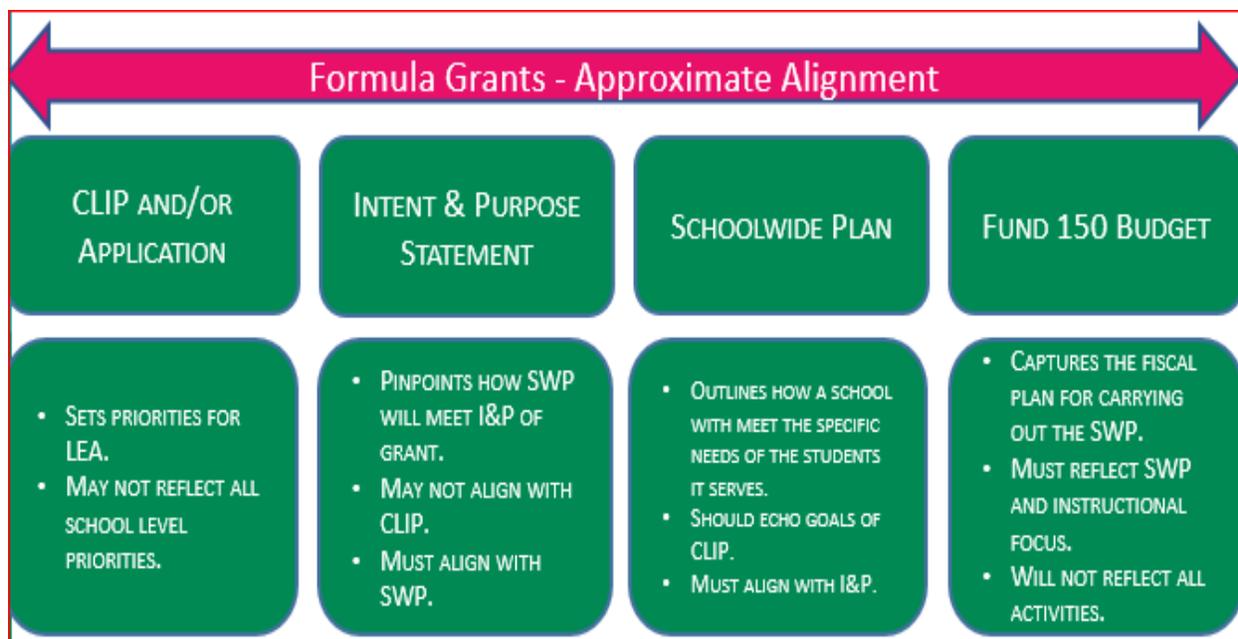
Consolidation of Funds

LEAs may elect to consolidate some or all of the fiscal year’s Title IV, Part A allocation. The LEA must meet the intent and purpose of the grant, and activities must be allocable to each of the defined focus areas as dependent upon the dollar amount of funds consolidated. As with formula funds, if an LEA consolidates \$30,000 or more, all three focus areas must be addressed in the plan(s). The consolidation of less than \$30,000 reduces this requirement to only one of the focus areas.

Intent and purpose statement narrative descriptions and associated supporting documentation should represent allocability and allowability to Title IV, Part A, and clearly align to the LEAs plans for consolidating funds.

See illustration below.

FY21



For further information contact Federal Programs Senior Manager of Consolidation of Funds, Carly Ambler at cambler@doe.k12.ga.us.

Transferability

Under the ESEA, SEAs and LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which a SEA or LEA may transfer funds and removing limits on the amount of funds that may be transferred.

As per [Guidance on the Transferability Authority, U.S. Department of Education, June 8, 2004](#), funds cannot be transferred across fiscal years.

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 clothing and/or food? *No. However, to remain consistent with other federal 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 CLIP under the safe and healthy students (SH) focus area.*

FY21

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 or activity.

Q/A: What are unallowable activities notwithstanding Ed Flex?

- **Most school security activities.** *Generally, activities geared toward policing, security, disaster planning, or deterrence do not meet the intent and purpose of Title IV, Part A statute. ESEA Section 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.*
- **Capital outlays.** *Funds may not be used for construction, renovation, or repair of any school facility. Examples of capital outlay include creating outdoor classrooms and greenhouses with permanent or semi-permanent fixtures. Pouring concrete and affixing articles to walls or ceilings are also unallowable.*
- *Use of federal funds to provide celebrations, rallies, incentives, or rewards.*
- *Renewal of software and/or subscriptions considered allowable but previously funded by state or local funds*
- *Reimbursement of certification tests and/or coursework required for licensure*
- *Purchase of playground equipment, furniture, or picnic tables*
- *Purchase of live specimens, such as animals and plants*
- *Funding field trips to amusement parks or entertainment venue*
- *Most furniture purchases. 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.*
- *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.*

FY21

Appendix 1—Title IV, Part A Common 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).

ASSETS—*SEE CAPITAL ASSETS*

- §200.12 *Capital assets* means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include: (a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and (b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

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.

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

FY21

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.

EQUIPMENT—§200.33 Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

HIGHLY PILFERABLE ITEMS—SEE INTERNAL CONTROLS

§200.61 Internal controls—Internal controls means a process, implemented by a non-Federal entity, designed to provide reasonable assurance regarding the achievement of objectives in the following categories: (a) Effectiveness and efficiency of operations; (b) Reliability of reporting for internal and external use; and (c) Compliance with applicable laws and regulation §200.62

- Internal control over compliance requirements for Federal awards means a process implemented by a non-Federal entity designed to provide reasonable assurance regarding the achievement of the following objectives for Federal awards: (a) Transactions are properly recorded and accounted for, in order to: (1) Permit the preparation of reliable financial statements and Federal reports; (2) Maintain accountability over assets; and (3) Demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award; (b) Transactions are executed in compliance with: (1) Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal program; and (2) Any other Federal statutes and regulations that are identified in the Compliance Supplement; and (c) Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

FY21

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.
 - **§200.20 Computing devices**—Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. See also §§200.94 Supplies and 200.58 Information technology systems.
- 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.

FY21

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.

SUPPLIES—N §200.94 *Supplies* means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life.

Appendix 2—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. These competitively awarded funds are fiscally supported by Title IV, Part A state activities portion of the Student Support and Academic Enrichment grant allocated to Georgia. These are not part of the formula allocation funds distributed to LEAs. As federal funds, all statutory requirements apply.

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 as grant organizers.

Grant Organizers

The grant organizers will develop the RFA with input from the appropriate director, program manager, program specialists, staff attorney, and advisory council members, if applicable. A thorough review by the program office of all applicable federal statutes, regulations, and guidance is required when developing a new RFA. If the current grant cycle is the initial grant cycle for the program, the RFA may be submitted to Policy Committee and Cabinet for review before it is released to the public.

Grant organizers within the requisite GaDOE department will:

- establish overall goal and objective of grant supported by identified needs;
- define the intent and purpose of the grant program in accordance with the applicable federal guidelines and developing the Request for Application (RFA);
- define programmatic parameters, needs assessments and implementation criteria to include previous grants participation, intended outcomes, institutionalizing criteria, monitoring criteria, data collection tools, effectiveness measures and final reporting criteria;
- define, format and collect programmatic reporting documents such as lesson plans, artifact designations, expenditure (and supporting documentation), federal inventory forms, responsibility affidavits, and midterm/final reporting tools;
- conduct initial, midterm, pre-closeout and final interviews with awardees to discuss goals and objectives, implementation procedures and progress, and programmatic success and effectiveness;
- submit Grant Implementation and Effectiveness Summary to the Title IV, Part A program manager reporting how funds were utilized and progress towards meeting goals and objectives to meet established needs;

Once the RFA has been made public, school districts will have access to the application directions and submission portal for a designated period of time (depending on funding availability). The application directions will contain all of the following:

FY21

- Program description
- Eligibility criteria and disqualifiers
- A timeline of the grant application process
- An estimate of funds available, range and size of awards to be issued, the funding period, and the number of expected grantees
- Application and submission instructions
- Scoring parameters and rubric
- Programmatic requirements and reporting schedule

Public Announcements

The grant competition requires that clear and transparent eligibility criteria be established and disseminated publicly. Dissemination is through formal solicitation of grant applications. The GaDOE will publish the RFA in order to satisfy the requirement for public notice as well as to provide a mechanism for advertising the competitive grant.

For each grant cycle, a public announcement will be prepared by the GaDOE to solicit proposals once the criteria for the award and the estimated number and size of the awards have been determined. The public notice must comply with the Fair and Open Grants Act (FOGA).

Application Submissions

Upon receipt of the applications, the GaDOE will review to ensure they meet the basic eligibility criteria. Only those applications that are complete will be forwarded or made available to the readers for scoring.

Provisions for Providing Equitable Services

During the application submission window

It is incumbent upon all eligible public school LEAs to communicate all **Title IV, Part A Competitive Grant opportunities** to all geographically eligible non-public schools regardless of the public school LEA's participation. The non-public school's decision to participate in any competitive grant opportunity is not dependent upon its participation in any other federally funded equitable provisions.

To submit an application, the non-public school must adhere to all published application processes; however, the application must be submitted by the designated public school official to be known as the Co-applicant. The non-public school designated official must provide to the LEA Co-applicant an application package which will be submitted by the LEA into the application portal on behalf of the non-public school(s). The LEA Co-applicant is not responsible for the development or review of the private school's application.

FY21

Non-public school applicants must coordinate with the Co-applicant and establish an internal process to submit the application into the portal as required within the designated timeframe. Applications not submitted to GaDOE via the application portal will not be accepted.

The co-applicant will be responsible to notify the non-public school entity of published SBOE resulting awards.

Subsequent reviews and scoring of non-public school applications will be executed as published in the RFA.

Non-public school receives a grant award allocation

Awarded non-public schools will receive 100% of the grant funds specifically awarded to the non-public school. At this point, the LEA will be known as the LEA Fiscal Agent for the non-public school Awardee. To ensure clarity and continuity of support services, the non-public school Awardee must formally acknowledge receipt of, agree to the stated terms, and accept the award in collaboration with the Fiscal Agent via email at stARTgrant@doe.k12.ga.us.

Please include the following information in the email:

- Name, position, and contact information of individual(s) (to be recognized by GaDOE at the official Designated Contact)--
 - **Non-Public School Awardee Official**—responsible to:
 - receive/send communication from/to GaDOE regarding the **competitive grant** throughout the period of performance. *GaDOE/Grant Organizers will communicate directly with the Non-Public School Awardee Official. The LEA Fiscal Agent will be copied on all correspondence.*
 - ensure the SBOE approved application is fully implemented.
 - ensure all evidentiary documentation will be submitted/emailed/uploaded as per terms of the RFA.
 - **LEA Fiscal Agent Representative**—responsible to:
 - ensure requirements requiring access to the Consolidated Application Portal (budgets, expenditures, Completion Report) will be submitted/uploaded as per terms of the RFA.
 - execute processes and maintain applicable to federal fiscal and physical rules and regulations (as per the LEAs internal procedures and the Federal Programs Handbook).
 - ensure all fiscal documentation not accessible to the Non-Public School Awardee will be submitted/emailed/uploaded as per terms of the RFA.

Grant Award Notices (GANs) will be uploaded into the LEA Fiscal Agent's Consolidated Application portal by the program office summarizing the program, the amount and length of the award, and any other relevant information. The Non-Public School Awardee Official will also receive a copy.

FY21

Non-Public School Awardee Responsibilities

As an awardee, the Non-Public School Awardee Official is responsible to meet all grant components, requirements, and criteria. Grant Organizers will systematically communicate, collaborate and monitor programmatic implementation and progress. The Non-Public School official will coordinate with the LEA fiscal agent during budget development.

The Non-Public School Awardee Official will be responsible to participate in all required meetings outlined in the RFA, independently implement all approved activities, and fulfill all programmatic reporting/monitoring/effectiveness requirements. In the event that the Non-Public School Awardee is unable to meet the outlined requirements and/or implementation criteria, all grant award funds will be returned to GaDOE.

As required by law, the GaDOE has a designated [state ombudsman](#) appointed to monitor and enforce the equitable services requirements. The ombudsman also will serve as the primary point of contact for responding to and resolving any complaints regarding equitable services that the SEA receives under its ESEA complaint procedures. Further information can be found in the [GaDOE Equitable Services Consultation Guide and Handbook](#).

Reading and Scoring

The grant organizer shall select and train readers on the scoring rubric, collect score sets rating comments, and provide results to the Title IV, Part A program manager. If using external readers, the readers will sign a conflict of interest document.

During the review process, each application will be reviewed and scored by a minimum of five GaDOE approved and trained readers. Federal program departmental staff or the grant organizer may not be selected as readers/scorers.

The readers will individually assign points (1-100) and record ratings using the scoring rubric. Readers may raise certain questions for clarification or issues of concerns to the grant organizer. Questions regarding allocability and/or allowability will be referred to the Title IV, Part A program manager. Readers will include comments that support the ratings given to the applicant. Based on the ratings, a list of applicants within the competitive range will emerge and a provisional selection will be made.

Each application will receive five scores from five different readers. The highest and lowest scores will be dropped, the remaining three scores will be averaged, and a final score will be rendered.

The Title IV, Part A program manager will assemble all of the applications receiving a score of 70 or more points*, order them by rank, and draft the Board item recommending the successful applicants to the State Board of Education for approval. A list of the recommended grantees and their individual and aggregate scores must be included with the Board item. All applicants will be notified via email after the State Board has rendered approvals. All applicants may review the

FY21

final score presented to the State Board. To obtain a copy of the anecdotal notes of readers, the LEA superintendent may make the request in writing to the identified grant organizer.

*In the event of a tied score and reaching maximum allowable grant awards, the tie will be decided by which application has the earlier time stamp in the application portal.

Notifications

All applying LEA superintendents will be notified via email from the grant organizers of the State Board results.

Once approved by the State Board, successful applicants will receive award notification via email from the grant organizer and a grant award notification (GAN) uploaded into the LEAs Consolidated Application portal by the program office summarizing the program, the amount and length of the award, and any other relevant information.

General Information

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 federal programs reporting periods—read the GAN for details.
- Competitive grant funds expire and are not subject to transfer or carryover.
- Competitive grant funds can be consolidated, and all programmatic requirements remain applicable
- Competitive grants do not allow for administrative, indirect or audit costs.

Responsibilities—Quick View

<u>Title IV, Part A Program Manager</u>	<u>Grant Organizers</u>
<ul style="list-style-type: none">● Ensure allocability/allowability of grant parameters defined in RFA● Review and submit FOGA for legal review/submission● Review RFA● Organize application platform/portal● Set calendars for submissions, scoring, Board items, grant period of performance● Monitor RFA submissions● Verify/Monitor Provisions for Equitable Services● Collect and screen RFA for eligibility● Verify score process and collect aggregate scores	<ul style="list-style-type: none">● Draft FOGA● Develop RFA● Create all programmatic templates● Develop public announcements for all press releases● Develop scoring rubrics● Select and train scorers/readers● Collect and report raw scores● Monitor mailbox, answer general questions● Collect and maintain a current list of applicants and contact information for notification purposes● Notify applicants of final Board decision

FY21

<ul style="list-style-type: none">• Create board items for review• Obtain Grant mailbox for email questions• Ensure provisions for Equitable Services have been met/administered• Notify Grant Organizers of ineligible applications• Establish Grant Budget template in Con App; set conditions, program codes• Monitor and report draw rate to Grant Organizers• Forward Awardee budgets to Grant Organizers for review• Collects and conducts monitoring of fiscal reports• Verifies federal inventory reports	<ul style="list-style-type: none">• Review Awardee budgets for compliance of SBOE approved RFA• Conduct initial, midterm, pre-closeout and final awardee interviews.• Collect progress monitoring and data collection documents from Awardees• Submit Grant Implementation and Effectiveness Summary
---	---

Grant Amendment Process

Awardees will have very limited ability to change the program operating plan and scope of services as originally outlined in their approved grant application. Any changes subsequent to receiving the award will be required to go through a formal program or budget amendment and approval process.

Awardees must obtain the prior approval of GaDOE via an amendment whenever any of the following actions are anticipated:

1. Revisions of the scope or objectives of the project (regardless of whether there is an associated budget revision).
 - a. Note: Revisions are very limited in scope due to the award being approved by the State Board of Education. Amendments will be considered on a case by case basis.
2. A request for prior approval of any budget revision resulting in a 5% variance of a given function and/or object code.
 - a. Unbudgeted expenses, items, change in salary rate, number of personnel, change in nature of expense, responsibility and other significant situations will also require a budget amendment.
3. A downloadable Competitive Grant RFA/Budget Amendment form can be found [HERE](#). See sample below.

FY21

Competitive Grant Amendment Form		
Today's Date		
FY/Title/Amount of Competitive Grant		
Date of Approved Original Budget		
Awardee District		
Full Name of School		
School Principal Name/Email/Phone		
Awardee Program Contact Name/Email/Phone		
Awardee LEA Title IV, Part A Coordinator Name/Email/Phone		
Amendment Requested		
Rationale for Amendment		
Current Grant Language in SBOE Approved RFA and/or Budget	Amended Language	Describe changes in Implementation and/or budgeting
Required Signature	Signature	Date
Superintendent		
Program/Project Manager		
School Principal		
Title IV, Part A District Coordinator		
GaDOE Actions		
Grant Organizer	APPVD/NOT APPVD	
I/A Program Manager	APPVD/NOT APPVD	

Declination of awarded competitive grant funds

Once the Georgia State Board of Education has approved the RFA and awarded funds to the awardee, the total amount of the award can be returned. Once funds are declined, they cannot be reallocated during the fiscal year of the declined grant. Districts may apply for future grants the following fiscal year provided the grant is being offered and the district maintains all eligibility requirements.

Awardees are not required to expend 100% of the awarded funds; however, awardees are required to fully implement the SBOE approved RFA as written. If full implementation can be attained without expending 100% of the awarded funds, no action on the part of the district is required. Unused funds will be collected by GaDOE when the grant is closed. Expending less than 100% of awarded funds to fully implement the RFA will not negatively impact the district's eligibility to participate in future competitive grants sponsored by Title IV, Part A.

Competitive grant funds may be declined if the district does not intend to fully implement the grant as approved. In the event that expenditures have been charged to the grant prior to declining funds, the district will be required to initiate a return of all funds to the grant account.

FY21

The district's superintendent must submit a letter (on district letterhead) formally declining the funds to GaDOE, Title IV, Part A program manager. Once the letter has been received, the program manager will initiate the collection of 100% of the grant award via GAORS.

FY21

Appendix 3 — Cross Functional Monitoring

Currently, FY20 CFM is being conducted on a reschedule basis. FY21 CFM has been delayed. Please refer to the [Federal Programs Monitoring webpage](#) for further information.

GaDOE encourage LEAs undergoing monitoring to provide all required documentation 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).

Four weeks prior to the scheduled monitoring event, the on-site coordinator notifies each LEA of its responsibility to submit the following documents via the SLDS CFM Application.

1. Current FY Detailed Expenditure Report
2. Past FY Detailed Expenditure Report
3. Current FY Payroll history by account code
4. Past FY Payroll history by account code
5. Inventory Reports (Including Equitable Services)
6. Federal Program Internal Procedures

After reviewing these documents, program specialists may reach out at least one week prior to the monitoring date to request additional information, which may include:

- Requisitions, Purchase Orders, and Invoices
- Travel Pre-Approvals and Employee Expense Reports
- Evidence of initial and ongoing consultation with stakeholders and/or community-based partners
- Evidence of LEA program monitoring and effectiveness, including the optional Program Effectiveness Summary

The table below introduces the indicators that the Title IV, Part A team reviews during Cross Functional Monitoring. The [FY20 Cross Functional Monitoring Indicators](#) document provides more information on the evidence used to document the current condition and generate ratings.

Indicator 1: LEA Monitoring of Schools and Programs	
The IV/A Team Will Review	(1) Written procedures for monitoring program implementation and effectiveness (2) Evidence that LEA manages Title IV, Part A programming and evaluates effectiveness in alignment with written procedures and state and federal guidelines.
Types of Evidence Used to Rate This	Implementation: Sign-in sheets, agendas, meeting minutes, program review checklists, calendars, emails, technical assistance documentation, schedules,

FY21

Indicator	<p>timelines, policy checklists</p> <p>Effectiveness: Interviews and perception surveys; monitoring reports; data collection instruments; teacher observations; progress monitoring data; assessment, academic, discipline, and attendance data; and logic models (which has an effectiveness measure of the activity)</p>
------------------	---

Indicator 2: Consolidated LEA Improvement Plan (CLIP)
--

The IV/A Team Will Review	<p>(1) Written procedures for creating, reviewing, and approving the CLIP</p> <p>(2) Evidence of stakeholder involvement and selection of evidence-based interventions during CLIP development</p>
Types of Evidence Used to Rate This Indicator	Review checklists, schedules, timelines, sample correspondence, meeting agendas with sign-in sheets, documentation checklists, documentation to support selection of evidence-based action steps in CLIP, source documentation verifying stakeholder involvement

Indicator 3: Equitable Services to Eligible Private School Children
--

The IV/A Team Will Review	<p>(1) Evidence that the LEA sent invitations to eligible non-profit, private schools</p> <p>(2) Evidence that the LEA conducted initial and ongoing consultations with eligible schools</p> <p>(3) LEA tracking of private schools’ intent to participate in Equitable Services</p> <p>(4) Documentation the LEA supervises the provision of Equitable Services</p> <p>(5) Evaluation and programs</p> <p>(6) Effectiveness of activities</p> <p>(7) Inventory of Equitable Services</p>
Types of Evidence Used to Rate This Indicator	Invitations and nonprofit status for eligible private schools within the district’s geographic boundaries; evidence that initial consultation occurred (e.g., sign-in sheets, meeting agendas and presentation); GaDOE forms, including DE1111 (Private School Enrollment Form), Form A (Intent to Participate) and Form B (Documentation of Equitable Services)

Indicator 5.1: Written Internal Controls and Fiscal Requirements

The IV/A Team Will Review	<p>Written procedures for internal controls related to the following:</p> <p>a) Allowability</p> <p>b) Program Accounting, including segregation of duties, procurement and evaluating competitive proposals</p>
----------------------------------	---

FY21

	<p>c) Conflicts of Interest</p> <p>d) Personnel Policies, including compensation, stipends, and travel</p>
<p>Types of Evidence Used to Rate This Indicator</p>	<p>Budget and Summary Expenditure Information (Current approved Title IV, Part A budget, payroll information, general ledgers, DE0147 drawdown reports)</p> <p>Detailed Expenditure Information (Copies of purchase requisitions, purchase orders, invoices, and payment receipts; copies of contracts with invoices and LEA payment receipts)</p> <p>Personnel Detail (Employee lists, including job title, work site, and percent funded by Title IV, Part A; time and effort reporting through time logs and periodic certifications; list of substitutes paid with Title IV, Part A funds)</p> <p>Travel Detail (Travel pre-approvals, expense reports, receipts, agenda, and sign-in sheets)</p> <p>Stipends (Employee lists with dates and amount paid; documentation of redelivery of content)</p> <p>Other Evidence (Administrative cost detail, Quotes for competitive procurement, if applicable; suspension & debarment verification for expenditures exceeding \$25,000; special approval email for consolidation of administrative funds)</p>

Indicator 5.2: Equipment Inventory	
<p>The IV/A Team Will Review</p>	<p>(1) Written procedures for inventorying equipment and infrastructure</p> <p>(2) Evidence that LEA follows written procedures</p>
<p>Types of Evidence Used to Rate This Indicator</p>	<p>Inventory records with all required components; copies of all purchase orders documenting purchases of equipment with federal funds; records of physical inventory checks at schools; and, documentation of equipment use in alignment with intents and purposes expressed in CLIP and budget narratives to include equitable services</p> <p>Note: Chapter 6 of the GaDOE Federal Programs Handbook contains detailed guidance on written procedures and sample inventory sheets.</p>
Indicator 5.3: Cash Management and Drawdowns	

FY21

The IV/A Team Will Review	(1) Written cash management procedures (2) Evidence that LEA reconciles drawdown requests and maintains support documentation
Types of Evidence Used to Rate This Indicator	Copies of DE0147 drawdown reports for Title IV, Part A, if applicable and supporting accounting records.

Indicator 16 Series: Title IV, Part A — Student Support and Academic Enrichment		
Indicator	Short Description	Important Information
16.1 and 16.2	Parent Notice and Student Screeners	If Title IV, Part A funds were used for mental health screeners or assessments were provided, these documents should be uploaded: dated and signed parent notices, applicable certifications and/or licensures for personnel providing services or administering tests, source documentation of payments. If the LEA did not collect any data regarding mental health or risk behavior via screener and/or assessment tools from students, the indicator will be marked N/A.
16.3, 16.4 and 16.5	FY20 & FY21 Statute Requirements and Minimums	Documentation of budgets and detailed expenditure reports to show that the LEA has met or is on track to meet statute minimums for the Well-Rounded Educational Opportunities (16.3), Safe and Healthy Students (16.4), and Effective Use of Technology (16.5) focus areas.
16.6	Infrastructure	Evidence of purchases representing not more than 15% of the total funds for the Effective Use of Technology focus area were used
16.7	Admin Costs	Source documentation to support administrative costs which remain at or under the 2% cap and specifically supports the administration of the IVA grant.

FY21

Indicator 16 Series: Title IV, Part A — Student Support and Academic Enrichment		
Indicator	Short Description	Important Information
16.8	Stakeholders & Community– Based Partners	Evidence to show initial and ongoing consultations with community-based partners and/ or stakeholders related to implementing programs within the Title IV, Part A program
16.9	Prioritization	<p>Evidence to demonstrate how current Title IV, Part A programming aligns with the needs and priorities set forth in the CLIP/S-CLIP</p> <p>Five ways funds can be prioritized:</p> <ol style="list-style-type: none"> 1. Provide funding to schools with the greatest needs 2. Target schools with the highest percentages or numbers of low-income children 3. Comprehensive Support and Improvement status 4. Targeted Support and Improvement status 5. Identification as persistently dangerous public elementary or secondary school

FY21

Appendix 4 — Field Trips—*Update coming soon.*

Due to school closures, LEAs have restricted student field trips and other travel-dependent activities. GaDOE is currently developing enhancements to the Consolidation Application budget template and program tabs to facilitate streamlined applications for field trips once restrictions have been lifted.

FY21

Appendix 5 — Title IV, Part A Needs Assessment Tool

Federal law requires LEAs receiving annual awards above \$30,000 to complete needs assessments at least once every three years. The United States Department of Education created a needs assessment tool that could help LEAs improve program execution and effectiveness. The optional tool encourages LEAs to identify desired outcomes and work backwards to implement programs that prioritize these outcomes.

Within the tool, the LEA team enters enrollment and achievement data, creates outcomes-focused indicators, and assesses the capacity to implement the planned activities.

Contents of the Title IV, Part A Local Educational Agency (LEA) Needs Assessment Tool

Contents
About the Tool
Tool Instructions
FAQs and Definitions
1a. Get Ready: Plan
1b. Get Ready: Select Indicators
2a: Enter General LEA Data
2b: Enter WRE Data
2c: Enter SHS Data
2d: Enter EUT Data
3a. Identify WRE Needs
3b. Identify SHS Needs
3c. Identify EUT Needs
4a. Analyze WRE Needs
4b. Analyze SHS Needs
4c. Analyze EUT Needs
5. Address Prioritized Needs