“Tips & Tools”

August 13, 2020

Facilitated by:
Charmaine Simmons
Title IV, Part A Education Program Specialist
Georgia Department of Education
If we build the capacity of leadership and professional learning communities to improve their organizational systems, then Georgia schools and districts will continuously improve.
The Title IV, Part A Team

Coming together is a beginning, Staying together is progress, And working together is success. -Henry Ford

Dawna Hatcher
Program Manager
Phone: 404-293-1490
Email: dhatcher@doe.k12.ga.us

Keisha Barnett
Administrative Assistant
Email: kebarnett@doe.k12.ga.us

Offering a holistic education to each and every child in our state.
Title IV, Part A: Open Office Hours
STONGER TOGETHER

OPEN OFFICE HOURS OPPORTUNITY
Title IV, Part A: Open Office Hours

Title IV, Part A: Charmaine Simmons’ Office Hours

Date: 08/19/2020 (Wed.)

Created by: **Charmaine Simmons**

<table>
<thead>
<tr>
<th>Time (EDT)</th>
<th>Available Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am - 9:00am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>9:00am - 9:30am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>9:30am - 10:00am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>10:00am - 10:30am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>10:30am - 11:00am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>11:00am - 11:30am</td>
<td>Sign-Up</td>
</tr>
<tr>
<td>11:30am - 12:00pm</td>
<td>Sign-Up</td>
</tr>
</tbody>
</table>

We value your privacy. We use cookies and other technologies to keep the site reliable and secure, tailor your experience, measure site performance and present relevant offers and advertisements, as described in our Privacy Policy, updated on December 31, 2019.

Submit and Sign Up
Session Highlights

Essential components for implementing Title IV, Part A. Consolidation Application enhancement review.

Elevating the consultation process to improve strategy and management approaches for all stakeholders.

Tips to increase virtual opportunities for students and staff.

Considerations for supporting distance learning.
Essential Components for Title IV, Part A Implementation

Focus Areas

Well-Rounded Educational Opportunities
- Providing experiences that nurture aptitude in critical thinking, problem solving and teamwork through an enriched curriculum in Core and/or Beyond the Core Curriculums.

Safe & Healthy Students
- Promoting environments that foster a safe, supportive and positive atmosphere conducive to learning and supporting the physical and mental health of students.

Effective Use of Technology
- Utilizing technology to achieve academic success for students by promoting digital literacy and professional development for stakeholders.

Community-Based Partners & Stakeholders
Partnerships with an Institutions of Higher Education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE program.
Apply What You Know

**Fiscal Year 2020**

- Waivers
- No amendments are needed for CLIP
- Utilizes carryover function in Con App
- Continue to submit summary budget worksheet for data collection.

**Fiscal Year 2021**

- Title IV, Part A Statue Requirements
- 20/20 Portions
- Focus Areas
- Public Reporting
- EdFlex
- Recommendation: submit an amendment to align CLIP & budget

---

**CLIPs**

Consolidated LEA Improvement Plan

**District Cross-Functional Monitoring**

**Effectiveness**
Addressing the Shifts for 2020-2021

**Distance Learning**

- Are avenues to build parent-teacher partnerships available?
- Do students have access to the internet as well as devices?
- Is there support to ensure students and their families can navigate device features?

**Virtual Opportunities**

- How do we maintain or increase virtual opportunities for students and staff?

**Consultation**

- Community partnerships
- Equitable Services
- District Curriculum Directors/ Coordinators
Everyone Has Something to Gain

How do we maintain or increase opportunity for students in these areas?
DISTANCE LEARNING

Effective Use of Technology

Vs.

Well-Rounded Education

- Do students have access to the internet as well as devices?
- Is there support to ensure students and their families can navigate device features?
- Are avenues to build parent-teacher partnerships available?

Personalized Learning
Adapting
Blended Learning
High Quality Resources
Discover
Parent Support Packages

Student Engagement Kits

Georgia's K-12 Restart & Recovery

Decision-Making → Safety

Social-Emotional Supports

Well-Being → Health

Allowable Under Title IV, Part A

Virtual Field Trip Fees

Supplies (Student, Parent & Teacher Engagement)

Web-based Software

Professional Learning/Endorsements

Social-emotional learning (Develop competencies)

Stipends

Band Instruments

Establish/Maintain Community Partnerships
VIRTUAL OPPORTUNITIES
Create More Virtual Opportunities

- How do we maintain or increase virtual opportunities for students and staff?

- College & University Tours
- Virtual Community Partnerships (Rural Areas)
- Assistive Technology
- Virtual Coaching for educators
- Virtual Mental Health & Counseling Supports
- Virtual engagement in STEM/STEAM
- Access to foreign language instruction
- Promote Social & Emotional Well-being
- Health & Physical Education
- Health & Safety Practices
- Healthy, Active Lifestyle & Nutritional Education

Benefits of Virtual Opportunities

- Customized or personalized plans for specific needs.
- Flexible support for participants.
- Access to full suite of services.
- Quick evaluations
Cybersecurity Education

Mark your calendar and plan to join USDE **August 25, 1:30-3:00 pm ET** as they discuss the spectrum of Cybersecurity Education. Expert authorities from government, higher education, and award-winning classroom practitioners will be presenting. The event will be lived streamed [here](#) and you can submit questions in advance and during the event [here](#).
CONSULTATION

✓ Equitable Services
✓ Community partnerships
✓ District Curriculum Directors/ Coordinators
Equitable Service Consultation

- Written affirmation (Section 1117 (b)(5))
- Results of agreement (Section 1117 (b)(1))
- Reason for disagreement (Section 1117 (b)(2))
- Annual information provided to the private school officials of services available.
- How needs were identified (students, parents, teachers).
- That the correct amount was allocated for services.
- What services were provided (services, programs, materials, resources).
- Evaluations of programs and services.
- How complaints were addressed if any.
## Meaningful Consultation With Community Partnerships

### 3-C’s

<table>
<thead>
<tr>
<th>Consultant Partnerships</th>
<th>Collaborative Partnerships</th>
<th>Champion Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides foundational support to the programs and initiatives implemented by the district. The district gains professional development support to effectively operate programs.</td>
<td>Partners are involved with one or more programs &amp; initiatives. Partners may host field trips, mentorships, and provide instructional educational outreach.</td>
<td>Partners provide multiple outlets for assisting with a variety of projects and assist with coaching, hosting events, sponsorship (funding), provide materials, or offer facilities for use.</td>
</tr>
</tbody>
</table>

### Tips For Creating Partnerships

- Search within your personal network
- Contact your RESA
- Host a virtual show and tell of your program for potential partners.
- Contact through social media (LinkedIn, Facebook, Instagram, Twitter etc.)
- Contact Executive Directors/Education Managers of large and small businesses/corporations.
**Why is meaningful consultation so important?**

Methods of monitoring may include, but are not limited to, direct observations, formal surveys, interviews, records, focus group discussions, or district response mapping.

**Persons Responsible**

**How often will you check in with persons responsible?**

**Program Effectiveness Summary**
Tips to Properly Document Consultation

- **TIP!** Record the actions, strategies and interventions that will be implemented.
- **TIP!** Record any procedure needed to monitor programs.
- **TIP!** Record a timeline of tentative meetings.
- **TIP!** Establish data collections dates.
- **TIP!** Record any cost associated and resources that will be needed or sought.
- **TIP!** Record persons responsible.
Strategy

Process

Plans

Management

Recommendations to create virtual opportunities for students and staff by increasing:

- College & Universities Tours
- Virtual Community Partnerships (Rural Areas)
- Assistive Technology
- Virtual Coaching for educators
- Virtual Mental Health & Counseling Supports
- Virtual engagement in STEM/STEAM
- Access to foreign language instruction
- Promote Social & Emotional Wellbeing
- Health & Physical Education
- Health & Safety Practices
- Healthy, Active Lifestyle & Nutritional Education

For effective consultation, please consider:

Strategy, Process, Plans, & Management

- What is the goal of the consultation meeting?
- Consider the goal for meaningful and timely participation and informed decision-making.
- Preview important points and decisions to address.
- Identify supports available if needed.
- Identify methods to progress monitor activities to ensure effectiveness data is collected.
- Leave meetings with clear next steps and persons responsible.
- For equitable services (Section 117 (b)(3) of ESSA), reference the consultation specifics document located here.

Virtual Opportunities

Distance Learning

For more information, please visit: Title IV, Part A

Category Identifiers

VIRTUAL OPPORTUNITIES

WR—Well-Rounded
SH—Safe and Healthy
ET—Effective Use of Technology
ET15—Infrastructure
WRES—Well-Rounded Equitable Services
SHES—Safe and Healthy Equitable Services
ETES—Effective Use of Technology Equitable Services
ET1SES—Infrastructure Equitable Services
ADMIN—Admin Costs
AUDIT—Audit Costs
INDIRECT—Indirect Costs
XFER—Transfer of Funds
COF—Consolidation of Funds
WRCO—Well-Rounded Carryover
SHCO—Safe and Healthy Carryover
ETCO—Effective Use of Technology Carryover
ET1SCO—Infrastructure Carryover
WRESCO—Well-Rounded Equitable Services Carryover
SHESCO—Safe and Healthy Equitable Services Carryover
ETESCO—Effective Use of Tech. Equitable Services Carryover
ET1ESCO—Infrastructure Equitable Services Carryover

Title IV, Part A serves as an endless resource to support distance learning.

Please consider during implementation:

- Tools that will support synchronous and asynchronous learning for students and their families.
- Grow your resource library for an elevated distance learning experience for students and their families.
- Increase parent training opportunities to include useful strategies that may be used at home to support their children with distance learning.
- Increase the necessary support for students to be familiar with devices and navigation features for optimal success.
Application Time

Federal Program Components

**CLIPs**
Consolidated LEA Improvement Plan

Please reference the federal programs' handbook for the process to open and amend the district's CLIP. The district's superintendent will request the amendment in the SLDS CLIP application and the process for team approval will begin.

**Budgets**

Ensure all supporting documentation is uploaded in the IV-A Tab prior to budget submission. i.e. job descriptions, other information etc.

Utilize the category drop down menu to identify allocated funds and carryover in FY20 budgets. Carryover must equal total amount annotated by GAORS.

**Effectiveness**

Maintain proper documentation of progress monitoring for initiatives funded by IV-A. The Program Effectiveness Summary may be used to organize data results and submit to the SEA to report how funding was efficiently used.

**District Cross-Functional Monitoring**

Maintain all records in LEA file to submit as evidence during CFM. Please reference the updated monitoring resources located on the federal programs' webpage.
<table>
<thead>
<tr>
<th>FOCUS AREAS</th>
<th>EQUITABLE SERVICES</th>
<th>CARRYOVER</th>
<th>CARRYOVER EQUITABLE SERVICES</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR</td>
<td>WRES</td>
<td>WRCO</td>
<td>WRESCO</td>
<td>ADMIN</td>
</tr>
<tr>
<td></td>
<td>Well-Rounded</td>
<td>Well-Rounded Carryover</td>
<td>Well-Rounded Equitable Services Carryover</td>
<td>Admin Cost</td>
</tr>
<tr>
<td>SH</td>
<td>SHES</td>
<td>SHCO</td>
<td>SHESCO</td>
<td>AUDIT</td>
</tr>
<tr>
<td></td>
<td>Safe &amp; Healthy</td>
<td>Safe &amp; Healthy Carryover</td>
<td>Safe &amp; Healthy Equitable Services Carryover</td>
<td>Audit Cost</td>
</tr>
<tr>
<td>ET</td>
<td>ETES</td>
<td>ETCO</td>
<td>ETESCO</td>
<td>INDIRECT</td>
</tr>
<tr>
<td></td>
<td>Effective Use of Technology</td>
<td>Effective Use of Technology</td>
<td>Effective Use of Technology Equitable Services Carryover</td>
<td>Indirect Cost</td>
</tr>
<tr>
<td>ET15</td>
<td>ET15ES</td>
<td>ET15CO</td>
<td>ET15ESCO</td>
<td>COF</td>
</tr>
<tr>
<td></td>
<td>Infrastructure</td>
<td>Infrastructure Carryover</td>
<td>Infrastructure Equitable Services Carryover</td>
<td>Consolidation of Funds</td>
</tr>
<tr>
<td></td>
<td>Equitable Services</td>
<td></td>
<td></td>
<td>(NOT ADMIN COST)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XFER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transfer of Funds</td>
</tr>
</tbody>
</table>
### Application Time

<table>
<thead>
<tr>
<th>Program</th>
<th>Title IV-A, Student Support and Academic Enrichmen</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Current FY Allocation:</em></td>
<td>$46,994.00</td>
</tr>
<tr>
<td><em>Additional Allocation:</em></td>
<td>$22.00</td>
</tr>
<tr>
<td><em>Carry Over:</em></td>
<td>$5,809.00</td>
</tr>
<tr>
<td><em>Total Grant Award:</em></td>
<td>$52,825.00</td>
</tr>
<tr>
<td><em>Transfer Amount:</em></td>
<td>$0.00</td>
</tr>
<tr>
<td><em>Total Amount to be Budgeted:</em></td>
<td>$52,825.00</td>
</tr>
<tr>
<td><em>Not Budgeted Funds:</em></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

#### Budget Detail

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>From Program</th>
<th>School</th>
<th>To Category</th>
<th>To Program</th>
<th>Function</th>
<th>Object</th>
<th>Units</th>
<th>Price</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Well-Rounded</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>1000</td>
<td>199</td>
<td>1</td>
<td>$2,000</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Well-Rounded</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>1000</td>
<td>532</td>
<td>1</td>
<td>$5,000</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Well-Rounded</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>1000</td>
<td>610</td>
<td>1</td>
<td>$2,849</td>
<td>$2,849</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Safe and Healthy</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>2100</td>
<td>300</td>
<td>1</td>
<td>$22,191</td>
<td>$22,191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Safe and Healthy Carryover</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>2100</td>
<td>300</td>
<td>1</td>
<td>$5,809</td>
<td>$5,809</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>Well-Rounded</td>
<td>Title IV-A, Student Support and Academic Enrichmen</td>
<td>2213</td>
<td>113</td>
<td>1</td>
<td>$200</td>
<td>$200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FY20 amendments** require you to budget the exact amount of carryover identified by GAORS and select the correct categories (WRCO, SHCO…).
# Budget Example

<table>
<thead>
<tr>
<th>Evidence Base Level</th>
<th>Goal &amp; Action Step</th>
<th>Descriptive Narrative of allowable activities and or programming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG</td>
<td>Goal 2 AS 3</td>
<td>Student Engagement Coaches will support targeted schools by working with an identified caseload of students. The focus of this evidence-based Check and Connect program is to keep students engaged moving towards success in school and ultimately graduation from high school.</td>
</tr>
<tr>
<td>Program</td>
<td>Accepted As</td>
<td>Budget Status</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Title I-A, Improving the Academic Achieve</td>
<td>Single District</td>
<td>Approved</td>
</tr>
<tr>
<td>Title I-A, Improving the Academic Achieve</td>
<td>Single District</td>
<td>New</td>
</tr>
<tr>
<td>Title II-A, School Improvement</td>
<td>Single District</td>
<td>New</td>
</tr>
<tr>
<td>Title III-B, Improving Teacher Quality</td>
<td>Single District</td>
<td>Approved</td>
</tr>
<tr>
<td>Title IV-A, SSAE sART Grant</td>
<td>Single District</td>
<td>Approved</td>
</tr>
<tr>
<td>Title IV-A, SSAE sART Grant</td>
<td>Single District</td>
<td>New</td>
</tr>
<tr>
<td>Title IV-A, Student Support and Academic Enrichment</td>
<td>Single District</td>
<td>Approved</td>
</tr>
<tr>
<td>Title IV-A, Student Support and Academic Enrichment</td>
<td>Single District</td>
<td>New</td>
</tr>
<tr>
<td>Federal Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Accepted As</td>
<td>Budget Status</td>
</tr>
<tr>
<td>Title III-A, Language Instruction for English Lear</td>
<td>Single District</td>
<td>New</td>
</tr>
<tr>
<td>Title IV-A R3 Grant</td>
<td>Single District</td>
<td>Approved</td>
</tr>
</tbody>
</table>
## Chart of Accounts

<table>
<thead>
<tr>
<th>Classification Name</th>
<th>Sub Classification Name</th>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>62</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>510</td>
<td>Contracted Service - Administration</td>
<td>Services in support of the various policy-making and managerial activities of the school district. Included are management consulting activities oriented to general governance or business and financial management of the school district; school management support activities; and election services and tax assessing and collecting services. (Usually used with functions 2230, 2300, 2400, and 2500.) The compensation paid to the members of the local board when paid with vendor check. (Travel is paid in object 585).</td>
</tr>
<tr>
<td><strong>63</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>521</td>
<td>SCHOOL BOARD MEMBERS PER DIEM</td>
<td></td>
</tr>
<tr>
<td><strong>64</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>522</td>
<td>Contracted Service - Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>65</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>522</td>
<td>Contracted Service - Art, Music, P.E.</td>
<td></td>
</tr>
<tr>
<td><strong>66</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>523</td>
<td>Contracted Service - Counselors</td>
<td></td>
</tr>
<tr>
<td><strong>67</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>524</td>
<td>Contracted Service - Technology Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>68</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>530</td>
<td>Contracted Service - Nursing Services</td>
<td></td>
</tr>
<tr>
<td><strong>69</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>532</td>
<td>DRUG AND ALCOHOL TESTING, Fingerprinting</td>
<td>Expenditures for fingerprinting and drug/alcohol testing. Does not include physicals.</td>
</tr>
<tr>
<td><strong>70</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>534</td>
<td>BUS DRIVER PHYSICALS</td>
<td>Expenditures for bus driver’s physicals. Does not include drug and alcohol testing.</td>
</tr>
<tr>
<td><strong>71</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>540</td>
<td>Professional Legal Services</td>
<td>Payments made to lawyers and attorneys, including retainer fees for services to be rendered. Compensation on a hourly or daily fee basis. For which the employer makes no payroll deduction. All employees are required to be compensated through payroll.</td>
</tr>
<tr>
<td><strong>72</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>561</td>
<td>Per Diem and Fees</td>
<td></td>
</tr>
<tr>
<td><strong>73</strong> Object</td>
<td>Purchased Professional &amp; Te</td>
<td>562</td>
<td>Per Diem and Fees - Expenses</td>
<td>Reimburseable costs such as travel, postage, telephone, etc. in connection with services rendered or on a per diem basis.</td>
</tr>
<tr>
<td><strong>74</strong> Object</td>
<td>Purchased Property Services</td>
<td>410</td>
<td>WATER, SEWER AND CLEANING SERVICES</td>
<td>Expenditures for services other than energy services supplied by public or private organizations. Examples are water and sewer services, purchased cleaning services, garbage services, pest control services and grounds maintenance.</td>
</tr>
<tr>
<td><strong>75</strong> Object</td>
<td>Purchased Property Services</td>
<td>430</td>
<td>REPAIR AND MAINTENANCE SERVICES</td>
<td>Expenditures for repairs and maintenance services not provided directly by school district personnel. This includes contracts and agreements covering the upkeep of buildings and equipment. Costs for renovating and remodeling are not included here, but are classified under object 701. Repair and maintenance services to buildings and equipment should be charged to function 5000 (Maintenance and Operation of Plant). Repairs and maintenance of buses should be charged to function 7300 (Student Transportation).</td>
</tr>
<tr>
<td><strong>76</strong> Object</td>
<td>Purchased Property Services</td>
<td>432</td>
<td>Repair and Maintenance Services - Technology Related</td>
<td>Expenditures for repairs and maintenance services for technology equipment that are not directly provided by school district personnel. This includes ongoing service agreements for technology hardware (e.g. Personal computers and servers, main frames...) and software maintenance agreements for software already purchased.</td>
</tr>
<tr>
<td><strong>77</strong> Object</td>
<td>Purchased Property Services</td>
<td>441</td>
<td>RENTAL OF LAND OR BUILDINGS</td>
<td>Expenditures for leasing or renting land and buildings for both temporary and long-range use by the LJA.</td>
</tr>
<tr>
<td><strong>78</strong> Object</td>
<td>Purchased Property Services</td>
<td>442</td>
<td>RENTAL OF EQUIPMENT AND VEHICLES</td>
<td>Expenditures for leasing or renting equipment or vehicles for both temporary and long-range use of the LJA.</td>
</tr>
<tr>
<td><strong>79</strong> Object</td>
<td>Purchased Property Services</td>
<td>443</td>
<td>RENTAL OF COMPUTER EQUIPMENT</td>
<td>Expenditures for leasing or renting of computer equipment including CPUs, storage devices, printers, input devices, word processors, or other equipment needed for electronic computing.</td>
</tr>
<tr>
<td><strong>80</strong> Object</td>
<td>Purchased Property Services</td>
<td>444</td>
<td>OTHER RENTALS</td>
<td>Expenditures for other rentals not classifiable under object 441 or 443.</td>
</tr>
<tr>
<td><strong>81</strong> Object</td>
<td>Purchased Property Services</td>
<td>490</td>
<td>OTHER PURCHASED PROPERTY SERVICES</td>
<td>Expenditures for other property services which are not classifiable to one of the objects described above.</td>
</tr>
<tr>
<td><strong>82</strong> Object</td>
<td>Other Purchased Services</td>
<td>511</td>
<td>Student Transportation Purchased from Another UJA within State</td>
<td>Amounts paid to other school districts within the state for transporting children to and from school and school-related events. These include payments to individuals who transport themselves or their own children or for reimbursement of transportation expenditure/expenses on public carriers. Expenditures for rental of buses that are operated by school district personnel are recorded net here but under object 442. (used only with function 7300)</td>
</tr>
<tr>
<td><strong>83</strong> Object</td>
<td>Other Purchased Services</td>
<td>519</td>
<td>Student Transportation Purchased from Other Sources</td>
<td></td>
</tr>
<tr>
<td><strong>84</strong> Object</td>
<td>Other Purchased Services</td>
<td>520</td>
<td>INSURANCE (OTHER THAN EMPLOYEE BENEFITS)</td>
<td>Services provided to persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communications, data communications, cable television services to establish or maintain computer-based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; and postal communication services to establish postage master rentals, postage express delivery services and couriers.</td>
</tr>
<tr>
<td><strong>85</strong> Object</td>
<td>Other Purchased Services</td>
<td>530</td>
<td>COMMUNICATION</td>
<td></td>
</tr>
</tbody>
</table>

*This chart includes financial and fiscal data related to transportation, communication, and technology services.*
Contact Information

Dawna Hatcher
Program Manager
Cell: 404-293-1490
dhatcher@doe.k12.ga.us

Charmaine Simmons
Education Program Specialist/Area Specialist
Cell: 404-308-6797
csimmons@doe.k12.ga.us

Jill Curtis
Education Program Specialist/Area Specialist
Phone: 678-591-4865
jill.curtis@doe.k12.ga.us

Matthew Smith
Education Research Analyst/Area Specialist
Phone: 678-857-4652
matthew.smith@doe.k12.ga.us

Keisha Barnett
Administrative Assistant
Phone: 404-463-6450
kebarnett@doe.k12.ga.us
We Want To Hear From You!

Click the link to our survey

Click Here for Survey
Title IV, A Tips and Tools Monthly Webinar

- August - Utilizing Title IV, A Funds to Address the Shifts for the 2021 School Year: Registration Link
- September - Maintain A Positive School Culture & Climate Amongst the Shifts for SY 2020-2021: Registration Link

September 10, 2020

Maintain A Positive School Culture & Climate Amongst the Shifts for 2020-2021
Thank you for your time and attention!

Do you have any questions?