



Implementing Title I in Georgia Schools

FY17 Handbook for Title I Directors



Richard Woods, State School Superintendent

**Implementing Title I in Georgia Schools
FY17 Handbook for Title I Directors**

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Introduction

This handbook, *Implementing Title I in Georgia Schools – A Handbook for Title I Directors*, is designed to guide local educational agencies' Title I directors/coordinators through the process of creating and maintaining effective Title I programs. While it is not meant as a substitute for federal law, it does provide instructions for basic program requirements, administration, fiscal management, standards, student assessment, accountability, and other useful information needed to implement the various components of the federal programs found in the reauthorization of the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).

While this handbook is based on the interpretation of the ESEA, the regulations, and the guidance issued by the U.S. Department of Education (US ED), the samples included are not intended to be applicable to every situation. These samples are not official templates and, if used, should be adapted to specific local educational agency (LEA) requirements. If there is any doubt as to the applicability of the samples, the Georgia Department of Education (Department) advises each LEA to consult legal counsel.

This Title I Handbook will answer many questions; however, Department staff is also available to provide individualized technical assistance when needed. LEAs are invited to contact the Department for personalized assistance as necessary.

The Title I Handbook is organized into 15 main sections with an additional section of appendices. The appendices provide sample documents and additional information for program implementation.

Section I Addresses basic program requirements for implementing Title I programs: This section includes information about the Comprehensive LEA Improvement Plan (CLIP), parental involvement policies, eligible school attendance areas, Healthy, Hunger-Free Kids Act of 2010 (Act), participation of children enrolled in private schools, information pertaining to charter schools, schoolwide programs, and LEA self-monitoring procedures.

Section II Assists in administering federal Title programs: This section includes information about LEA allocations and assurances, the consolidated application, technical assistance and self-monitoring, grantee risk assessment, audit findings, records retention, and the Title I Committee of Practitioners (COP). In addition, this section contains a checklist to assist with the consolidated application process.

Section III Addresses the fiscal components of implementing Title I programs: This section includes information about both the fiscal and budgetary requirements, maintenance of effort (MOE), comparability, and supplement not supplant. A worksheet for computing aggregate or average per-pupil expenditure from the general fund is also included.

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- Section IV Assists in managing the budget for federal Title programs: This section includes information about budget requirements, chart of accounts, completion reports, required set-asides, indirect costs, carryover funds and waivers, and transferability of funds. Additionally, general guidelines for the use of Title I funds and equipment are provided.
- Section V Provides information about response to intervention (RTI) and Title I: Specific information on Tier I, Tier II, Tier III, and Tier IV as each relates to Title I; and supplement not supplant as related to RTI and evaluation.
- Section VI Provides an overview of standards, student assessment, and accountability: Specific information regarding ESEA flexibility and college- and career-ready performance index (CCRPI); Priority or Focus Schools and district effectiveness status; Intradistrict Transfer Option; and Flexible Learning Program (FLP). Further, this section includes information about school improvement support and academic achievement awards.
- Section VII Provides information about schoolwide Title I programs: Included in this section are the purpose of schoolwide programs, resources and Web sites that provide information on existing schoolwide programs, and initial implementation of schoolwide programs.
- Section VIII Provides information about the components of the requirements for targeted assistance Title I programs: This section addresses simultaneous and comprehensive services, professional development, and existing targeted assistance programs.
- Section IX Provides information about ESEA’s requirement for highly qualified teachers and paraprofessionals: In addition, information about professional development and parental notification as it pertains to highly qualified teachers and paraprofessionals is included in this section.
- Section X Provides information about the education of migratory children, Title I, Part C: This section addresses the disbursement and reimbursement of funds, reporting requirements, special considerations, and typical activities of the program.
- Section XI Provides information about prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk (Title I, Part D): This section also includes information about grants to state agencies (Subpart 1) and LEAs (Subpart 2).
- Section XII Provides information about Title VI, Part B Rural Education Achievement Programs (REAP): This section addresses the Small, Rural School Achievement (SRSA) Program; the Rural and Low-Income Schools (RLIS) Program; use of funds; carryover funds; and accountability.

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- Section XIII Describes the Education for Homeless Children and Youth Program under the McKinney-Vento Homeless Assistance Act Reauthorization (Title X, Part C): This section includes the McKinney-Vento requirements for **all** LEAs as well as information about the competitive grants available to local school systems to facilitate the enrollment, attendance, and success of homeless children and youth in public schools.
- Section XIV Provides guidance on constitutionally protected prayer.
- Section XV Provides tools and resources that will be helpful as LEAs implement the various programs. (Appendices)

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Overview of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)

The Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) significantly raises expectations for states, local educational agencies (LEAs), and schools, in that all students will meet or exceed state standards in reading and mathematics within 12 years of the signing of the law. On July 5, 2002, the U.S. Department of Education (US ED) issued final regulations, effective August 5, 2002, regarding Title I provisions relating to standards and assessments. On November 26, 2002, the US ED released final regulations with respect to the definition of adequate yearly progress (AYP) and other aspects of the ESEA. In November 2011, Georgia submitted a waiver request to US ED for ESEA Flexibility. The waiver request was made to strengthen accountability by replacing AYP calculations to reflect the definitions of Priority, Focus, Alert, and Reward Schools. This allows Georgia to increase emphasis on the state's very lowest-performing Title I schools in all subject areas and highlight subgroup achievement gaps. This plan serves to increase the quality of instruction in all subject areas for all students and define a system that supports continual improvement of student achievement.

Georgia's ESEA Flexibility Waiver allowed Georgia to develop and refine the next generation of accountability known as the College and Career Readiness Performance Index (CCRPI), which will serve as a companion statewide communication and accountability tool for school improvement. Under this new accountability system, Georgia identified Title I Reward, Priority, and Focus Schools as prescribed by US ED using data from state assessments. Alert Schools, unique to Georgia, were also identified based on graduation-rate alerts for high schools or subgroups and subject alerts for middle and elementary schools. Alert Schools included both Title I and non-Title I schools. In addition, all state assessments along with other indicators of success will be used to calculate every school's CCRPI overall score. The 2012–2013 school year served as a study and refinement year for the CCRPI. The calculations related to the CCRPI are separate from the US ED-required methodology for identifying Title I Priority, Focus, Alert, and Reward Schools.

In November 2013, the US ED allowed states to submit an *ESEA Flexibility Waiver Extension* which allowed Georgia to continue to develop and refine the next generation of accountability through the CCRPI. The Title Programs Division made amendments to Georgia's originally approved *ESEA Flexibility Waiver* to further define and clarify for LEAs the process to implement a Flexible Learning Program (FLP) for those LEAs required to provide support to the districts' identified Title I Priority and Focus Schools.

In April 2015, the Georgia Department of Education (Department) submitted an amendment to the 2013 *ESEA Flexibility Waiver Extension* which allows Georgia to continue to develop and refine the next generation of accountability through the CCRPI. The amendment includes changes to the formulas for identifying Priority, Focus, and Reward Schools. The Title Programs Division made amendments to the set-aside requirement to include required district set-aside. This set-aside would require local educational agencies (LEAs) with low category performance scores on the College and Career Ready Performance Index (CCRPI) that are identified as outliers to spend not less than 5-percent of the LEA's Title I allocation for professional development. This required set-aside excludes funds reserved for professional development

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under section 1119 of the Elementary and Secondary Education Act of 1965 (ESEA). This determination will be made annually utilizing weighted category performance by grade span for LEAs. Funding under this set-aside must be used to address identified academic deficiencies in the LEA for the content areas of reading, English/language arts, mathematics, science, and/or social studies.

Several other provisions of ESEA impact Georgia schools. Teachers and paraprofessionals must be highly qualified, as defined in the statute and regulations. Teachers may not teach subjects for which they are not qualified. Also, schools must use programs and materials that have been proven to provide achievement results for similar populations.

ESEA has a strong focus on parent notification and involvement and, under some circumstances, gives parents choices regarding their children's education. This massive piece of federal legislation provides accountability for schools and LEAs to ensure that all children are educated to standard levels of proficiency.

The new Every Student Succeeds Act of 2015 (ESSA) was signed into effective by President Obama on December 10, 2015. The ESSA provides an extraordinary opportunity to secure educational security for all children. The most recent and significant alteration to the original Title I legislation to date. The legislation that President Obama signed on December 10, 2015, which Congress passed with strong bipartisan support, will help our schools build on this progress. Specifically, it will:

- **Ensure states set high standards** so that children graduate high school ready for college and career.
- **Maintain accountability** by guaranteeing that when students fall behind, states target resources towards what works to help them and their schools improve, with a particular focus on the lowest-performing five-percent of schools, high schools with high dropout rates, and schools where subgroups of students are struggling.
- **Empower state and local decision-makers** to develop their own strong systems for school improvement based upon evidence, rather than imposing cookie-cutter federal solutions like No Child Left Behind (NCLB) did.
- **Preserve annual assessments and reduce the often onerous burden of unnecessary and ineffective testing** on students and teachers, making sure that standardized tests don't crowd out teaching and learning, without sacrificing clear, annual information parents and educators need to make sure our children are learning.
- **Provide more children access to high-quality preschool**, giving them the chance to get a strong start to their education.
- **Establish new resources** to test promising practices and replicate proven strategies that will drive opportunity and better outcomes for America's students.

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The Every Student Succeeds Act has in particular emphasis on the following highlights:

- Holding all students to high academic standards that prepare them for success in college and careers.
- Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind.
- Continuing to ensure that parents and educators have annual assessment information about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing
- Empowering state and local decision-makers to develop their own strong systems for school improvement
- Protecting students from low-income families and students of minority ethnicities from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.

While the Elementary and Secondary Education Act of 1965 (ESEA), Flexibility Waivers terminate August 1, 2016, and the new Every Student Succeeds Act (ESSA) law was effective July 1, 2016, the Omnibus appropriations bill passed on December 18, 2015, states that: Sec. 312. Notwithstanding sections 5(b) of the Every Student Succeeds Act (ESSA), funds provided in this Act for non-competitive formula grants program authorized by ESEA for use during the academic calendar year 2016-2017 shall be administered in accordance with ESEA as in effect on the day before the date of enactment of the ESEA.

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Section I: Basic Program Requirements

Comprehensive LEA Improvement Plan (CLIP)

Section 1112 of the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) specifies that local educational agencies (LEAs) may receive funds under ESEA if the LEA has an approved plan on file with the Georgia Department of Education (Department). The submitted LEA plan is part of a consolidated application under Section 9305 of ESEA. The Department has integrated the requirements for planning across all ESEA programs and the state's professional learning program. The Comprehensive LEA Improvement Plan (CLIP) eliminates the need for LEAs to submit separate plans for individual programs.

The three-year CLIP has three major components:

1. ESEA/IDEA Plan Descriptors
2. System Profile
3. LEA Implementation Plan

Each LEA must submit all components of the CLIP to receive funding from state and federal programs, such as:

- Title I, Part A – Programs for Disadvantaged Children
- Title I, Part A – Flexible Learning Program Plan
- Title I, Part A – School Improvement 1003(a)
- Title I, Part A – School Improvement 1003(g)
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Teacher Quality
- Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigratory Students
- Title VI, Part B – Rural Education Achievement Programs (REAP)
- Individuals with Disabilities Education Act (IDEA) – Programs for Exceptional Students
- Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs

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- Title X, Part C McKinney-Vento Education of for Homeless Children and Youth (EHCY)
- State Professional Learning

LEAs must submit plans through the consolidated application Web site prior to submitting budgets. A review committee will evaluate each plan for approval. Once an LEA plan has been approved, the LEA may submit its budgets.

The three-year CLIP for all LEAs was approved in 2006–2007 (FY07). An annual review of the CLIP will take place by the LEA. After review of the plan, the LEA will indicate any revisions in the designated area on the consolidated application. After the LEA assures the annual review of the CLIP and has a Department-approved CLIP, the LEA may begin submitting its budgets.

The Comprehensive LEA Improvement Plan (CLIP) is Comprised of Three Parts

1. ESEA/IDEA Plan Descriptors

This section includes the descriptors required in federal and state legislation that LEAs must address to receive funding. This plan is designed to cover the requirements of all programs in one document. The comprehensive plan will eliminate the need to have multiple plans.

Some programs have unique components that require the completion of surveys, etc. LEAs will submit surveys and unique information through the consolidated application in a special section labeled Attachment tab (documentation of rezoning and opening/closing of schools and Districtwide Parent Activity Project Assurances are examples).

2. System Profile

This section includes the data elements that LEAs should review to determine the needs of its student population. The profile consists of student data and demographics. LEAs must review the profile for accuracy.

3. LEA Implementation Plan

This section includes the LEA's goals, actions/strategies, and other components of an action plan.

Budgets

Budget by each program: LEAs must submit a program budget for each applicable program in the consolidated application. The budget must be approved by the appropriate program manager before funds are available through Georgia's Grants Accounting Online Report System (GAORS).

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Budget summary: LEAs will be able to view a budget report that compiles budgeted items by function and object across all programs. This feature will enable LEAs to view all funds that are budgeted for professional learning, teacher salaries, travel, instructional materials, etc.

Program-Specific Modules

Some programs require data unique to its legislation. For example, Title I requires rank order of schools based on poverty percentages. This requirement is not required by other programs.

Surveys and Attachments

Some programs require surveys and other data collections unique to its legislation. For example, Title I requires documentation of rezoning and opening/closing of schools.

See Appendix O for the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) Comprehensive LEA Improvement Plan (CLIP).

Parental Involvement Policies/Plans

Local Educational Agency (LEA) and Schools

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) has strengthened and expanded the requirements for involving **all** parents of Title I students in the decision-making process as it relates to student achievement. These requirements assist with ensuring parent consultation, participation, involvement, and information-sharing within the Title I program by explicitly requiring the local educational agency (LEA) and schools to develop a written parental involvement policy/plan. The policy/plan defines the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities, training, and workshops to improve academic achievement and school performance.

The LEA, school, parents, and community stakeholders must jointly develop and agree upon the policy/plan that will describe the means for carrying out the Title I Part, A requirements. The policy/plan must then be distributed to parents of participating children and made available to the local community. Furthermore, it must ensure that strong strategies are in place to:

- Build the capacity of school staff to involve parents in an effective partnership with the school.
- Build the capacity of parents to share in the responsibility of supporting high student academic achievement.

The LEA and school policy/plan is the foundation for home, school, and community partnerships that should set forth the expectations for parental involvement activities and describe how those activities will be implemented and evaluated to assure adequate and meaningful involvement. The policies/plans should be specific and address the full range of family and student needs that

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impact learning and, to the extent practicable, include the needs of students who are limited English-proficient (LEP), migratory, and disabled.

LEA Identification and Selection of School Attendance Areas and Schools, and Allocations of Title I Funds to School Attendance Areas and Schools

A local educational agency (LEA) will use funds received under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) only in eligible school attendance areas. The term “school attendance area” means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside. For Georgia, this includes any public, charter, or virtual school within the LEA’s attendance area. The term “eligible school attendance area” means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole.

The following points summarize the requirements of Section 1113 of ESEA and §200.77, and §200.78 of the Title I regulations for identifying eligible school attendance areas; selecting those eligible areas that will participate in Title I, Part A; and allocating Title I, Part A funds to participating areas.

General Selection Requirements

- An LEA must rank **all** of its school attendance areas (the geographic area from which a public school draws its children) according to their percentages of poverty.
 - An LEA must use the same measure of poverty for:
 - Identifying eligible school attendance areas.
 - Determining the ranking of each area.
 - Determining the allocation for each area.
 - The LEA must select a poverty measure from the following options:
 - Children ages 5 to 17 in poverty as counted in the most recent census data approved by the secretary.
 - Children eligible for free or reduced meals (FRM) under the Richard B. Russell National School Lunch Act.
 - Children in families receiving assistance under the state program funded under Title IV, Part A of the Social Security Act Temporary Assistance for Needy Families (TANF).
 - Children eligible to receive medical assistance under the Medicaid program.

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- A composite of any of the above measures.
- Identified students under Community Eligibility Provision (CEP) are eligible under the Richard B. Russell NSLP. If an LEA selects NSLP data as its poverty measure (or uses the data in a composite) and has a CEP school, the CEP data will be part of the NSLP data that the LEA uses for within district allocation.
- An LEA must rank school attendance areas based on the percentage (not the number) of low-income children counted.
- After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75-percent poverty, including any middle schools or high schools.
- Only after an LEA has served all of its areas with a poverty rate above 75-percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the districtwide ranking or (2) rank remaining areas by grade-span groupings.
- The same districtwide poverty average must be used if the LEA selects option (1).
- For ranking by grade-span groupings, the LEA may use (1) the districtwide poverty average or (2) the districtwide grade-span poverty averages for the relevant grade-span grouping.
- If an LEA has no school attendance areas above 75-percent poverty, the LEA may rank its schools districtwide or by grade-span groupings.
- An LEA's organization of its schools defines its grade-span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade-span groupings would be grades K to 5, 6 to 8, and 9 to 12. To the extent that an LEA has schools that overlap grade spans (e.g., K to 5, K to 8, 6 to 8), the LEA should include a school in the grade span in which it is most appropriate.
- An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

LEA Discretion in Selecting Participating Areas and Schools

- An LEA may:
 - Designate as eligible any school attendance area or school in which at least 35-percent of the children are from low-income families; i.e., the 35-percent rule.
 - Use Title I, Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in

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the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA.

- Elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if:
 - The school meets the Title I comparability requirements.
 - The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 or 1115 of ESEA.
 - The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.
- For one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year. When using this option, an LEA must meet the requirement to serve schools in rank order.

Allocating Title I Funds to Participating Areas and Schools

- The Georgia Department of Education (Department) has established that the ranking of school attendance areas to determine eligible attendance areas and the rank order in which to allocate Title I, Part A funds to participating attendance areas will be based on the total number of children enrolled in the school, minus the number of pre-kindergarten children enrolled in the school and upon a poverty measure selected by the LEA from the list above.
- The number of low-income children will be based on either of the following poverty measurers: (1) The total number of children eligible for free or reduced meals (FRM) under the Richard B. Russell National School Lunch Act who are enrolled in the school, minus the number of pre-kindergarten students eligible for FRM under the Richard B. Russell National School Lunch Act. (2) The total number of students eligible using direct certification data minus pre-kindergarten students, such as data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program.
- An LEA must allocate Title I, Part A funds to participating school attendance areas or schools in rank order based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.
- If an LEA serves any areas or schools below 35-percent poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each

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participating school attendance area or school that is at least 125-percent of the LEA's allocation per low-income child.

- An LEA's allocation per low-income child is the total LEA allocation under Title I, Part A, Subpart 2 divided by the number of low-income children in the LEA as determined using the poverty measure selected by the LEA to identify eligible school attendance areas. The LEA then multiplies this per-child amount by 125-percent.
- An LEA calculates 125-percent of its allocation per low-income child before the LEA reserves any funds.
- An LEA must allocate at least this amount for each low-income child in every school the LEA serves, not just for those schools below 35-percent poverty.
- If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the LEA may serve the area or school if it determines the funds are sufficient to enable children to make adequate progress toward meeting the state's challenging performance standards.
- An LEA serving only areas or schools at or above 35-percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school, but is not required to allocate 125-percent of the LEA's allocation per low-income child (described above). However, in determining what per-child amount to allocate, the LEA should bear in mind the purpose of such funding is to enable children who are most at-risk of not meeting the state's challenging student academic achievement standards. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.
- An LEA is not required to allocate the same per-child amount to each area or school. However, the LEA must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.
- An LEA that opts to serve schools below 75-percent poverty using grade-span groupings may determine different per-child amounts for different grade spans, as long as those amounts do not exceed the amount allocated to any area or school above 75-percent poverty. Per-child amounts within grade spans may also vary, so long as the LEA allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

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Opening New Schools: Gathering Needed Data – Enrollment and Free and Reduced Numbers

Allocating Title I Funds to Redistricted Schools

- When an LEA redistricts schools, the actual October FTE data from the year the redistricting occurs or adjusted October FTE data from the year prior to redistricting must be used to identify and select participating areas and schools.
 - If an LEA opts to use actual October FTE data from the year the redistricting is in place, an LEA must wait until the October FTE data is verified before completing the Public School Allocations tab. This tab is located in the Title I, Part A Improving Academic Achievement program within the consolidated application.

The information from the October FTE data that is used on the Public School Allocations tab would then be used for two consecutive years, unless an LEA redistricts again during that same year.

- If an LEA opts to use adjusted October FTE data from the previous year, adjustments must be made to the data that accurately reflect enrollment as if the new redistricting was in existence on the date of the previous year's October FTE count. When making these adjustments, students remain in the grade in which they are counted for the previous year's FTE data; they are not rolled up to the next grade level. Prior to creating the adjusted enrollment for each school, the following information must be gathered: October FTE enrollment data (including Pre-K) for the year prior to redistricting schools; names, addresses, and grade levels (Pre-K will later be subtracted) of students affected by changes in school assignment (with assistance from the district transportation department); and the October FRM eligibility status of students affected by changes in school assignment (with assistance from the district school nutrition department). After gathering this data, the attendance area information is determined as follows:
 - Record the October FTE enrollment number by school for all schools that are affected by enrollment changes.
 - Find an original grand total of the October FTE numbers for all schools prior to any changes being made to school enrollment.
 - Based on the new attendance area and the addresses of students, add students who will reside in the new attendance zone of each school during the next fiscal year but were not enrolled in that school during the current fiscal year. Subtract these students from the FTE data for the school where they were enrolled during the current fiscal year. After all students who are affected by the redistricting have been added to the school they would attend if the new redistricting was in place and subtracted from the school they currently attend, totals the

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new enrollment number for each school.

- Find a grand total for the newly created enrollment for all schools, and verify that this grand total matches the original grand total for all schools prior to changes being made. If the numbers match, the enrollment on the adjusted enrollment pages for each school (minus Pre-K) will be the number used for the consolidated application. The adjusted numbers will be recorded in the Title I, Part A Improving Academic Achievement program on the Public School Allocations tab.
- Record the October FRM eligibility status by school for all schools that are affected by enrollment changes.
- Total the October FRM numbers for all schools prior to any changes being made to the FRM status of each school.
- Match the October FRM status of each student transferring into or out of a school based on the new attendance zone. Add students who qualify for FRM to the schools they would attend if the new redistricting was in place, and subtract students qualifying for FRM from the schools they currently attend based on the new redistricting.
- Find a grand total for the newly created October FRM status for all schools, and verify that this number matches the original October FRM eligibility number. If the numbers match, the October FRM status on the adjusted meal eligibility for each school will be the number (minus Pre-K) used for the consolidated application. The number will be recorded in the Title I, Part A Improving Academic Achievement program on the Public School Allocations tab.
- Note: If a district serves private schools, the private school attendance area and FRM eligibility numbers must be adjusted using the same process described above.

Directions for Calculating Eligible Attendance Areas

Local educational agencies (LEAs) should use the eligible attendance areas worksheet embedded in the Title I, Part A Academic Achievement consolidated application.

All documentation used to determine eligible attendance areas must be maintained by the LEA. Worksheets and supporting documentation must be available to auditors and/or monitors upon request.

Additional resources:

- Non-Regulatory Guidance – Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and

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Schools located at: <http://www.ed.gov>

Type *attendance areas* in the **ed.gov** search box, and click **Search**.

The exhibits below show two methods of determining eligible attendance areas (schools).

- Exhibit 1 depicts listing all attendance areas (schools) without regard to the grade level.
- Exhibit 2 depicts listing attendance areas (schools) based on grade levels.

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Exhibit 1 – Percentage Method without Grade-Span Grouping

1 Attendance Area (School)	2 Enrollment	3 No. of Low-Income Children	4 Poverty Percentage
Elementary School A	420	252	60.00%
Middle School B	350	175	50.00%
Elementary School C	340	105	30.88%
High School D	375	56	14.93%
Elementary School E	404	42	10.40%
Elementary School F	340	17	5.00%
TOTALS	2229	647	29.03%
The district average percentage is 29.03%; therefore, schools A, B, and C qualify.			

Exhibit 1: Rank the attendance areas (schools) from highest to lowest percentage of poverty children.

Schools A, B, and C qualify because schools A and B are above 35-percent poverty and school C is above the LEA average of 29.03-percent.

Exhibit 2 – Percentage Method with Grade-Span Grouping

1 Attendance Area (School)	2 Enrollment	3 No. of Low-Income Children	4 Poverty Percentage
Elementary Schools			
Elementary School A	480	183	38.13%
Elementary School B	525	174	33.14%
Elementary School C	631	195	30.90%
Elementary School D	236	58	24.58%
Elementary School E	380	62	16.32%
Elementary School F	450	64	14.22%
Elementary School G	315	27	8.57%
TOTALS	3017	763	25.29%

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1 Attendance Area (School)	2 Enrollment	3 No. of Low-Income Children	4 Poverty Percentage
Middle Schools			
Middle School H	520	162	31.15%
Middle School I	420	98	23.33%
Middle School J	630	76	12.06%
TOTALS	1570	336	21.40%
High Schools			
High School K	460	97	21.09%
High School L	870	90	10.34%
TOTALS	1330	187	14.06%

Once all calculations are made, eligible attendance areas can be determined.

Exhibit 2: Rank the attendance areas (schools) from highest to lowest percentage of poverty children within each grade span. All attendance areas (schools) with 35-percent or greater poverty or which are above the LEA average for the grade span may be served.

Schools A, B, and C qualify in the elementary grade-span grouping.

Schools H and I qualify in the middle school grade-span grouping because each area is above the LEA average of 21.40-percent for middle schools.

School K qualifies in the high school grade-span grouping because it is above the LEA average of 14.06 percent for high schools.

Although not depicted in the exhibits, attendance areas (schools) with 75-percent or greater poverty must be served in rank order regardless of the grade span.

If an LEA uses feeder patterns to qualify schools as eligible for Title I services, worksheets and supporting documentation should be attached to the consolidated application in the attachment area. Memos should be on file in the Department.

LEAs should maintain all documentation used to determine eligible attendance areas. Worksheets and supporting documentation must be available to auditors upon request.

Please visit the U.S. Department of Education’s (US ED) Web site to view this section of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1113>

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Healthy, Hunger-Free Kids Act of 2010 (Act)

With the passage of the Healthy, Hunger-Free Kids Act of 2010 (Act), the National School Lunch Program now includes a universal meal program, the Community Eligibility Provision (CEP), which is being phased in over several years by the U.S. Department of Agriculture (USDA). The CEP permits eligible schools to provide meal service to all students at no charge, regardless of economic status. As such, the CEP affects implementation of certain requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). This information will provide guidance with respect to identifying economically disadvantaged students in CEP schools in implementing Title I requirements.

Background

Implementation of the CEP began in the 2011–2012 school year in the local educational agencies (LEAs) in Illinois, Kentucky, and Michigan. For the 2012–2013 school year, the USDA selected the District of Columbia, New York, Ohio, and West Virginia. Georgia was one of four states selected for implementation for the 2013–2014 school year. The option became available to all LEAs throughout the country in the 2014–2015 school year.

CEP schools use only direct certification data, such as data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program to determine the federal cash reimbursement provided by USDA. They will not rely on annual free or reduced meal (FRM) applications that are generally used to determine eligibility for Title I, Part A school allocations. A school is eligible for CEP if at least 40-percent of its students are certified for free meals through means other than FRM applications (for example, students directly certified through SNAP). To account for low-income families not reflected in the direct certification data, USDA will set meal reimbursement levels for CEP schools by multiplying the percentage of students identified through the direct certification data by a multiplier established in the Act (currently, the multiplier is 1.6). Under the CEP, schools must conduct direct certification once every four years. Schools, however, are encouraged to conduct direct certification on a yearly basis. If the most current data show an increase in the percentage of enrolled students who are directly certified, the school may use that percentage to determine USDA reimbursement; if the data show a decrease, the school may continue to use the original percentage.

With respect to Title I, there are several aspects of the program for which student-level poverty data are needed and that, therefore, are affected by the CEP. Under Section 1113 of the ESEA, an LEA must rank its schools based on the percentage of economically disadvantaged students in each school to determine a school's eligibility to receive Title I funds and to allocate funds to selected schools. In terms of accountability, each state and LEA that receives funding under Title I must assess and report annually on the extent to which students are making progress toward meeting state academic achievement standards in reading or language arts and in mathematics. In particular, each state and LEA must measure and report publicly on the progress of all students and of students in various subgroups, including students who are economically disadvantaged. Moreover, an LEA must hold schools accountable for the achievement of subgroups, whether under Section 1116 of the ESEA or under ESEA flexibility

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for those states with an approved ESEA flexibility request. To meet these requirements, an LEA must have school-level data on individual, economically disadvantaged students. For many LEAs, information from the National School Lunch Program is likely to be the best source of data available to identify those students.

Guidance for Meeting Title I Requirements

Using school lunch data in schools that will implement the CEP presents issues with respect to several Title I requirements, because schools provide lunch at no charge to all students and, as noted earlier, may use the same direct-certification percentage for up to four years. Additionally, CEP schools determine their poverty percentage based on data from students certified through means other than FRM applications (i.e., direct certification data), whereas other schools in an LEA may use FRM applications or a combination of FRM applications and direct certification. The following guidance presents information on how to identify the economically disadvantaged students in a CEP school for accountability purposes and for ranking schools for Title I allocation purposes.

For purposes of disaggregating assessment data by the economically disadvantaged subgroup for reporting and accountability, school officials would deem all students in a CEP school as economically disadvantaged. Accordingly, the economically disadvantaged subgroup in a CEP school would be the same as the all-students group. Similarly, all students in a CEP school would be eligible for any services for which eligibility is based on poverty.

When annually determining the eligibility of a CEP school to receive Title I funds, an LEA must assume that the percentage of economically disadvantaged students in the school is proportionate to the percentage of meals for which that CEP school is reimbursed by the USDA for the same school year.¹ Thus, to calculate this percentage, the LEA should multiply the number of students identified by the direct certification data by the statutory multiplier specified in the Act and divide by the enrollment in the school.

When allocating Title I funds to school when it has CEP and non-CEP schools, an LEA must use a common poverty metric to rank order its schools and allocate Title I funds on an equitable basis. However, an LEA has three options in how it derives the common poverty metric.

- One approach is for the LEA to multiply the number of students identified by direct certification in a school by the 1.6 multiplier and divide by the enrollment in the school (see Example A). Non-CEP schools will use the number of FRM applications and divide by the enrollment in the school to obtain the poverty percentage. For Title I purposes, the relevant CEP percentage of identified students and direct certification data combined with household application in non-CEP schools are both eligible as National School Lunch Program data and are therefore considered the same common poverty metric.

¹ Because schools may conduct direct certification yearly, if data show an increase in the percentage of enrolled students eligible for direct certification, and the school therefore receives a higher level of reimbursement from the USDA, then the figures used for Title I purposes would be adjusted accordingly.

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- A second approach is for the LEA to use the number of students directly certified through SNAP or another direct certification measure available annually in both CEP and non-CEP schools. (see Example B)

- A third approach consists of applying the 1.6 multiplier to the number of students in CEP and non-CEP schools who are directly certified through SNAP or another direct certification measure available annually (see Example C). .

The following pages provide examples of each of these approaches. Example A shows how the first approach would work, using the 1.6 multiplier for CEP schools, for a hypothetical LEA with \$1,000,000 to distribute to its Title I schools, which consist of three CEP schools and three non-CEP schools. Example B illustrates the second approach, using direct certification data from SNAP for all schools in an LEA with two CEP schools and four non-CEP schools. As detailed in the table footnotes, two schools, Harding and Coolidge, are not eligible in Example B. Using the Example B schools and the same direct certification data for each school, Example C demonstrates the third approach by applying the 1.6 multiplier to the direct certification data for all schools. In this example, as detailed in the table footnotes, Harding is now eligible for Title I.

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Example A

**Within-District Title I Allocations in an LEA with a
Combination of Community Eligibility Schools and Non-Community Eligibility Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
School	Community Eligibility School (Y/N)	Enrollment	Community Eligibility Schools: Identified Students Data ¹	Non-Community Eligibility Schools: Economically Disadvantaged Students Identified by Free and Reduced-Price Meals Data	1.6 Multiplier ²	NSLP Count Used to Allocate Title I Funds ³	Percentage of Economically Disadvantaged Students for Title I Allocations ⁴	Per-Pupil Amount Used by LEA	Title I Allocation ⁵
Lincoln	Y	425	400	N/A	1.6	425	100%	\$500	\$212,500
Washington	Y	500	297	N/A	1.6	475	95%	500	237,500
Adams	Y	600	350	N/A	1.6	560	93%	500	280,000
Jefferson	N	450	N/A	400	N/A	400	89%	450	180,000
Madison	N	400	N/A	200	N/A	200	50%	450	90,000
Monroe	N	500	N/A	100	N/A	100	20%	N/A	0
Total	N/A	2,875	N/A	N/A	N/A	2,160	75%	N/A	\$1,000,000

¹ The number of students may be determined once every four years for Community Eligibility schools. Moreover, the poverty data used will likely differ from other schools. For the Community Eligibility schools, the poverty data will be, for example, direct certification (Identified Students) data (e.g., SNAP or TANF) collected at least every four years times the multiplier. For other schools, the poverty data will be from household applications and direct certification data.

² The 1.6 multiplier applies only to a Community Eligibility school.

³ For a Community Eligibility school, the Column 7 figure is equal to the lesser of (a) Column 4 x Column 6 or (b) Column 3. In other words, this number may not exceed the school's total enrollment. For the non-Community Eligibility schools, the Column 7 figure is equal to Column 5.

⁴ Column 7 / Column 3.

⁵ Column 9 x Column 7 (Note: Monroe is ineligible for Title I funds because its poverty percentage is below both the LEA's average and 35 percent.)

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Example B

Using Direct Certification Data Only

Within-District Title I Allocations in an LEA with a Combination of CEP Schools and Non-CEP Schools

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
School	CEP School (Y/N)	Enrollment	All Schools: Direct Certification Data Through SNAP ¹	Percentage of Economically Disadvantaged Students for Title I Allocations ²	Per-Pupil Amount Used by LEA	Title I Allocation ³
McKinley	Y	750	500	67%	\$540	\$270,000
Roosevelt	N	640	400	63%	540	216,000
Taft	Y	900	560	62%	540	302,400
Wilson	N	675	400	59%	529	211,600
Harding	N	500	150	30%	N/A	0
Coolidge	N	750	100	13%	N/A	0
Total	N/A	4,215	2,110	50%	N/A	\$1,000,000

¹ The figures in Column 4 exclude, for the purposes of Title I ranking and serving of schools, household application data for the non-CEP schools and direct certification from programs other than SNAP for all schools. (CEP schools are prohibited from collecting household applications.)

² Column 4 / Column 3.

³ Column 4 x Column 6. (Note: Harding and Coolidge are ineligible for Title I funds because their poverty percentages are below both the LEA's poverty percentage (Column 5 total row) and 35 percent.)

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Example C

**Using Direct Certification Data and the 1.6 Multiplier in All Schools
Within-District Title I Allocations in an LEA with a Combination of CEP Schools and Non-CEP Schools**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
School	CEP School (Y/N)	Enrollment	All Schools: Direct Certification Data Through SNAP ¹	1.6 Multiplier	Poverty Count Used to Allocate Title I Funds ²	Percentage of Economically Disadvantaged Students for Title I Allocations ³	Per-Pupil Amount Used by LEA	Title I Allocation ⁵
McKinley	Y	750	500	1.6	750	100%	\$333.00 ⁴	\$250,000
Roosevelt	N	640	400	1.6	640	100%	313.00	200,000
Taft	Y	900	560	1.6	896	99%	313.00	280,000
Wilson	N	675	400	1.6	640	95%	310.00	198,400
Harding	N	500	150	1.6	240	48%	298.33	71,600
Coolidge	N	750	100	1.6	160	21%	N/A	0
Total	N/A	4,215	2,110	N/A	3,326	79%	N/A	\$1,000,000

¹ The figures in Column 4 exclude, for the purposes of Title I ranking and serving of schools, household application data for the non-CEP schools and direct certification from programs other than SNAP for all schools. (CEP schools are prohibited from collecting household applications.)

² The Column 6 figure is equal to the lesser of (a) Column 4 x Column 5 or (b) Column 3. In other words, this number may not exceed the school's total enrollment.

³ Column 6 / Column 3.

⁴ If the application of the 1.6 multiplier results in more than one school at 100 percent poverty, an LEA may allocate a higher per-pupil amount to the school with the larger percentage of directly certified students.

⁵ Column 6 x Column 8. (Note: Unlike in Example B, Harding is now eligible for Title I funds because its poverty percentage is at least 35 percent; Coolidge remains ineligible for Title I funds because its poverty percentage is below both the LEA's average (Column 7 total row) and 35 percent.)

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Participation of Children Enrolled in Private Schools

The purpose of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Section 1120 of ESEA requires that the local educational agency (LEA) provides to eligible private school children, their teachers, and their families services that are equitable to the services being provided to similar children, their teachers, and their families attending public schools. Title I services for these children must be developed in meaningful consultation with private school officials. Services provided to private school children by an LEA must be secular, neutral, and non-ideological.

Eligible private school children are those who:

- Reside within the attendance area of a participating public school, regardless of where the private school they attend is located.
- Are identified through consultation with the private school as failing, or most at-risk of failing, to meet high student academic achievement standards.

Additional Information

For additional information on private schools, refer to www.ed.gov for the following resources:

- Title I Schools (Ensuring Equitable Services to Title I Children: Title Resource Tool Kit).
- Title I Services to Eligible Private School Children *Non-Regulatory Guidance*.
- Title IX, Part E Uniform Provisions, Subpart 1 – Private Schools, Equitable Services to Eligible School Students, Teachers and Other Educational Personnel.

For additional guidance, see the U.S. Department of Education's (US ED) Web site: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Charter Schools and Title I

The legislative enactment of charter schools predates the most recent reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) by ten years; however, charter school laws, as reauthorized through the 1990s, parallel and align with the goals of ESEA. Both the state education agency (SEA) and charter schools focus on doing what works, supporting and expanding parental options, encouraging local control, and requiring results-oriented accountability.

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Local educational agencies (LEAs) must provide services/resources to a charter school which qualifies for Title I services/resources. A representative from each charter school should be included in planning discussions with the LEA to maximize the impact of federal funding. Because poverty is an important aspect in allocating Title I funding, charter schools must have an accurate determination for those students eligible for free or reduced-price meals (FRM). Charter schools that participate in the School Nutrition Program (SNP) will follow the guidelines described in that program to determine FRM eligibility. For charter schools that choose not to participate in the SNP, an alternative method to verify and validate poverty will be provided by the SEA.

LEA charter schools that accept Title I funds must submit (as all schools receiving Title I funds) a plan to the LEA delineating how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The LEA must approve the charter school's plan and maintain the plan and any documentation of the planning process as well as any documentation needed for audit purposes.

A number of state charter schools have been approved by the Georgia State Board of Education (SBOE) rather than an LEA. These charters must develop a Comprehensive LEA Implementation Plan (CLIP) and a separate plan for use of Title I funds and submit a consolidated application, as must all LEAs, to the state educational agency (SEA) Title Programs Division. Charter schools that are their own LEAs should expect to meet the same requirements and responsibilities of other traditional LEAs.

In most cases, the charter schools must apply for the federal grants through their LEA. Specific federal programs for which charter schools might apply include:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III, Part A – Language Instruction for Limited English Proficient and Immigratory Students (ESOL)
- Title IV, Part B – 21st Century Community Learning Centers
- Title VI, Part B – Rural Education Achievement Programs (REAP)

The Charter School Expansion Act requires the LEA to provide notice to the charter schools regarding the federal funds for which they may be eligible. Other provisions of ESEA governing Title I schools, such as highly qualified teachers, Flexible Learning Program (FLP), and unsafe schools, impact charter schools as well. Technical assistance may be provided by the Title I Education Program Specialist and/or the SEA Title I and/or charter schools' offices.

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Allocation of Federal Formula Funds to Charter Schools–Within State Allocations

The U.S. Department of Education (US ED) calculates Title I allocations using a list of LEAs provided by the Census Bureau, which includes poverty and population data for the LEAs and is based on census maps that are generally two years old. US ED determines the eligibility of each LEA for Basic, Concentration, Targeted, and Education Finance Incentive Grants (EFIG) and calculates allocations (ED-determined LEA allocations) using the number of formula children ages 5 through 17 years counted under Section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Formula children consist of the census LEA poverty estimates and annually collected counts of children ages 5 through 17 years (1) in families above poverty level receiving Temporary Assistance to Needy Families (TANF), (2) living in foster homes, and (3) in locally operated institutions for neglected or delinquent children.

US ED's list of LEAs, however, does not match the current universe of LEAs for many states. Consequently, a state educational agency (SEA) must adjust US ED's Title I allocations to account for, among other things, LEA boundary changes and eligible LEAs, such as charter schools, that are not included on US ED's list of LEAs provided by the Census Bureau. Specific ESEA regulations (34 C.F.R. § 200.70 through § 200.75 and §200.100) address the basic rules that an SEA must follow in adjusting US ED-determined LEA allocations. In addition, US ED has issued guidance that elaborates on the regulations by providing examples of how SEAs adjust their Title I allocations to account for the existence of eligible LEAs that were not included in the US ED-determined LEA allocations (available at: <http://www2.ed.gov/programs/titleiparta/seaguidanceforadjustingallocations.doc>).

In the case of an LEA (state charter/commissioned) that is not on the census list of LEAs, an SEA must determine the number of formula children and children ages 5 to 17 for each special LEA and subtract these counts from each sending LEA (i.e., the LEA in which the student who attends a special LEA resides). As census poverty data are not available for special LEAs, an SEA must derive an estimate of census poverty children for each special LEA by using an alternative poverty data source that is available for both the sending and special LEAs to determine the proportion of poverty in each LEA. In other words, an SEA does not allocate Title I funds based on such alternative poverty sources, which would create an inequitable distribution of funds, but uses these data to derive a census poverty count for a special LEA where none otherwise exist.

The Georgia Department of Education (Department) calculates the Title I, Part A allocation for state/commissioned charter schools using direct certified data that is equated to free or reduced-price meal (FRM) data based on data provided by the LEA that indicates the students who would have qualified for the school lunch program and the sending LEAs in which they reside. This data is then equated to Census Poverty Data to derive an estimate of a census poverty count, which is then used to determine the eligibility of each LEA for Basic, Concentration, Targeted, and Education Finance Incentive Grants (EFIG) formulas of the Title I, Part A allocation.

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US ED has provided the Department guidance on calculating the Title I, Part A allocations for those state charter schools that do not operate school food nutrition programs. The Department may use direct certified (TANF/SNAP) data for state charters that do not operate school food nutrition programs to derive FRM data and continue to use free or reduced-price meal data for state charters that operate school nutrition programs to derive a census poverty count for all state charters.

- To ensure that the alternative poverty data source used to derive the census poverty count is the same across all state charters, the Department would first need to use direct certified (TANF/SNAP) poverty data to derive FRM data for those state charters that do not operate school food nutrition programs:
 - the number of direct certified (TANF/SNAP) students in the state charter that does not operate a school nutrition program
 - divided by the number of direct certified (TANF/SNAP) students residing in geographical area of sending LEA(s)
 - multiplied by the number of FRM students residing in geographical area of sending LEA(s)
 - equals the derived school FRM count for the state charter that does not operate a school nutrition program
- The Department would next use FRM data (including the derived FRM data for the state charter that does not operate a school nutrition program) as the alternative source to derive the census poverty count for all state charters, following the procedures in Example 5 (page 12) of the adjusting allocation guidance.
- After deriving the census poverty count, the Department would then follow the remainder of the guidance to determine eligibility for the state charters and sending LEAs under each Title I formula and the amount of their final allocations.

Federal Formula Allocation During First Year and for Successive Enrollment Expansions

The purpose of Public Law 107-110, Section 5206, Federal Formula Allocation during First Year and for successive enrollment expansions and its accompanying regulation (34 C.F.R. Part 76, Subpart H) are to ensure that charter schools that are new or significantly expanding their enrollment receive the full amount of federal funds to which they are entitled within five months of the opening or significant expansion.

Under the requirements of Public Law 107-110, Section 5206 and the accompanying regulations, for charter schools to trigger the protections of Public Law 107-110, Section 5206 they must:

- Provide 120 days' notice. A charter school that is newly opening or significantly expanding its enrollment must provide, in writing, to the state educational agency

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(SEA) or local educational agency (LEA)*, at least 120 days' notice of the date the charter school plans to open or significantly expand. If the charter school does not provide this 120-day notice, the SEA or LEA is relieved of most of its obligation to provide the federal funds within the five-month period.

* In general, state charters will give notice to the SEA, and charter schools that are part of an LEA will give notice to the LEA.

The charter school must demonstrate that it is eligible to participate in the federal formula program like other schools; the difference is that new or significantly expanding charter schools may not be denied funds simply because they do not have accurate data from a prior year, even if the allocations to traditional public schools are based on prior-year data. This is an important provision to ensure that newly opening and significantly expanding charter schools receive the amount of federal formula funds to which they are entitled. States have great flexibility in the information that can be requested from a charter school to prove that the charter school is eligible to receive federal funds.

- Upon request, the charter school must provide the SEA or LEA with data or information that is reasonably needed to estimate the amount of funds the charter school will be eligible to receive. This information would typically include estimated **enrollment numbers and poverty data**. The SBOE also requires charter schools to identify the county of residence of the student population to complete the award allocation process.
- Once the charter school opens or significantly expands, the school must provide actual enrollment and poverty data to the SEA or LEA (as appropriate). This allows the SEA or LEA to adjust the federal formula allocations based on actual numbers, rather than on the estimate. This data is verified through the regular FTE-1 report filed each October.

If the charter school provides 120 days' notice to the SEA or LEA, the SEA or LEA has two obligations:

- First, the SEA or LEA must provide timely and meaningful information about each federal program under which the charter school may be eligible to receive federal formula funds. Timely and meaningful is described in guidance issued by the U.S. Department of Education (US ED) in December 2000 as “information the charter school reasonably needs to know to make an informed decision about whether to apply to participate in a particular covered program and the steps that the charter school needs to do so.”
- Second, the SEA or LEA must allocate federal formula funds to the charter school based on reasonable estimates.

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The following chart describes the correlation between the opening or expansion date and the obligation to allocate federal formula funds.

The programs covered by Public Law 107-110, Section 5206 include all state-administered elementary and secondary education formula programs as well as all federal formula programs that they would be entitled to receive.

Opening or Expansion Date of Charter School	Obligation to Allocate Federal Formula Funds
On or before November 1	Must allocate full proportionate amount of program funds for which the charter school is eligible within five months of the opening or expansion date
After November 1 but before February 1	Must allocate the pro rata portion of proportionate amount of program funds for which the charter school is eligible, on or before the date the SEA allocates funds to LEAs under the program for the succeeding academic year.
After February 1	May, but is not required to, allocate the pro rata portion of the proportionate amount of program funds for which the charter school is eligible

Resources:

- Please visit the US ED's Web site for *The Impact of the New Title I Requirements on Charter Schools Non-Regulatory Guidance* at:
<http://www2.ed.gov/programs/titleiparta/legislation.html>
- Further information on the Charter School program can be found at:
<http://www.ed.gov/programs/statecharter/legislation.html>

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Schoolwide Programs Definition and Details

The purpose of schoolwide Title I programs is to improve the entire educational program in a school, which should result in improving the academic achievement of all students, particularly the lowest-achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards. A school is eligible to be a schoolwide program:

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.¹
- If, for the first year of the schoolwide program, the school serves a school attendance area in which not less than 40-percent of the students enrolled in the school are from low-income families.

NOTE: Georgia's ESEA Flexibility Waiver allows for Title I schools that have been designated as Priority or Focus to waive the minimum 40-percent poverty requirement to be eligible to be served as schoolwide Title I schools. In other words, those Title I Priority and Focus Schools that have a poverty percentage lower than 40-percent may now serve the students in their schools as schoolwide Title I programs. However, the district must still ensure that a schoolwide plan has been developed and approved by the Department.

- If the school consults with stakeholders and makes the decision to become schoolwide.

Using Title I Schoolwide Programs to Support School Reform

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school with a poverty percentage of 40 percent or more in order to improve the achievement of the lowest-achieving students (ESEA section 1114(a)(1)).

- Any Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves, may operate a schoolwide program.
- An SEA may request a waiver for certain schools to operate a schoolwide program without meeting the 40 percent poverty threshold through:
 - ✓ The School Improvement Grants (SIG) program in a Tier I or Tier II school that receives SIG funds to implement one of the SIG intervention models; and

¹ Refer to Eligible School Attendance Areas

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- ✓ ESEA flexibility in a priority school or focus school that implements interventions designed to enhance the entire educational program of the school.

Benefiting from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate (ESEA section 1114(a)(2)(A)(i)).
- **Providing services that need not be supplemental.** A school operating a schoolwide program does not need to provide specific services that supplement the services participating students would otherwise receive (ESEA section 1114(a)(2)(A)(ii)).
- **Consolidating Federal, State, and local funds** (see pages 7-8). A school operating a schoolwide program may consolidate Federal, State, and local funds to better address the needs of students in the school (ESEA section 1114(a)(3)).

Implementing a Schoolwide Program

There are three basic components of a schoolwide program that are essential to effective implementation:

- Conducting a **comprehensive needs assessment** of the entire school, using academic achievement data and perception data from school staff, parents, and others in the community. Using a systematic method, such as root-cause analysis, this comprehensive needs assessment should identify the major problem areas that the school needs to address.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the major problem areas identified in the comprehensive needs assessment. **This plan may be integrated into an existing improvement plan.**

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- **Annually reviewing the schoolwide plan**, using data from the State's assessments, other indicators of academic achievement, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools need to **annually revise the plan**, as necessary, to ensure continuous improvement.

Using Federal Funds Flexibly in a Schoolwide Program

Consistent with the benefits identified above, a school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan (ESEA section 1114(b)). In implementing the schoolwide plan, a school must, among other things, use effective methods and instructional strategies that are based on evidence, provide instruction by high-quality, ongoing professional development, and increase parent involvement (ESEA section 1114(b)(1)). The specifics of the schoolwide plan, including which evidence-based strategies and instructional methods will be used, are at the discretion of the school (and other LEA officials).

Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)

- Increased learning time
- High-quality preschool or full-day kindergarten
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners
- Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- Instructional coaches to provide high-quality school-based professional development
- Evidence-based activities to prepare low-achieving students to participate successfully in advanced coursework
- School climate intervention, e.g., anti-bullying strategies, positive behavior interventions and supports
- Activities that have been shown to be effective at increasing family and community engagement in the school
- Family literacy programs

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Safeguarding the Interests of Historically Underserved Populations

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students (ESEA section 1114).
- A comprehensive schoolwide plan must include strategies **for-**
 - ✓ meeting the educational needs of historically underserved populations (ESEA section 1114(b)(1)(B)(ii)(iii)); and
 - ✓ addressing the needs of all students but particularly the needs of low-achieving students and those at risk of not meeting the State's standards who are members of the target population of any program included in the schoolwide plan (ESEA section 1114(b)(1)(B)(iii)(I)).
- A schoolwide program school must provide effective, timely additional assistance to students who experience difficulty mastering the State's academic achievement standards (ESEA section 1114(b)(1)(I)).
- An LEA must ensure that each school wide program school receives a basic level of funds or resources from non-Federal sources to provide services that are required by law for students with disabilities and English Learners before using Title I funds in the school (ESEA section 1114(a)(2)(B)).
- An LEA operating a schoolwide program must comply with all other applicable laws, including: civil rights laws; laws affecting the education of English Learners; and laws affecting the education of students with disabilities, such as the IDEA and Section 504 of the Rehabilitation Act of 1973.
- If a schoolwide program school consolidates Federal funds, it must ensure that it meets the intent and purposes of each Federal program whose funds it consolidates (ESEA section 1114(a)(3)(C)).

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- Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parent<;, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met (ESEA section 1306(b)(4)).

- Before a schoolwide program school may consolidate Title VII, Part A, Subpart 1 Indian Education Program funds, the LEA's parent committee must approve the inclusion of those funds (ESEA section 7115(c)).

Consolidating Federal, State, and Local Funds in a Schoolwide Program

By making systemic changes that knit together services funded from all sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. To encourage this approach and better leverage of all available funding, a schoolwide program school has the flexibility to consolidate funds from Title I and other Federal education programs with State and local funds (ESEA section 1114(a)(1), (3)). By consolidating funds in a schoolwide program, a school can more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school as identified through a comprehensive needs assessment. When a school consolidates funds in a schoolwide program, those funds lose their individual identity and school may use the funds to support any activity of the schoolwide program without regard to which program contributed the specific funds for a particular activity. Each SEA must encourage schools to consolidate funds in a schoolwide program and must eliminate State fiscal and accounting barriers so that these funds can be more easily consolidated (ESEA section 1111(c)(8)-(9)).

NOTE: A schoolwide program school has flexibility in its use of Title I funds even absent consolidation. The uses of Title I funds described throughout this document are available to a schoolwide program school that does not consolidate its Title I or other Federal funds. Consolidation, however, affords even greater flexibility, as discussed above.

Advantages of Consolidating Funds in a Schoolwide Program

- Flexibility to allocate all available resources effectively and efficiently
- A school is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation, provided it meets the intent and purposes of those programs

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- A school is not required to maintain separate fiscal accounting records by Federal programs that identify the specific activities supported by each program's funds
- Simplified time and effort documentation

Making a Difference: Using Federal Funds to Supplement School Reform

The supplement not supplant requirement in ESEA section 1120A(b) does not apply to a schoolwide program school, and the school does not need to demonstrate that Title I funds are used only for activities that supplement those the school would otherwise provide with non-Federal funds. Accordingly, the presumptions used to determine if supplanting has occurred (*i.e.*, if the activity is required by law; if the activity was provided in prior years with non-Federal funds; or if the activity is provided to non-Title I students with non-Federal funds) do not apply to the use of Title I funds in a schoolwide program school. However, in order for Federal funds to make a difference in supporting school reform in a schoolwide program, they must supplement those funds the school would otherwise receive. To ensure that this occurs, a schoolwide program school relies on the equitable distribution of non-Federal funds. Under ESEA section 1114(a)(2)(B):

A schoolwide program school shall use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English Learners.

This requirement ensures that the Federal funds a schoolwide program school receives do not replace non-Federal funds the school would otherwise receive if it were not operating a schoolwide program. In other words, the supplement not supplant requirement for a schoolwide program is simply that the school receive all non-Federal funds it would receive if it did not receive Title I funds (with the two caveats under "a word of caution" discussed below).

Examples of Equitable Distribution of Non-Federal Funds

There are multiple ways an LEA might distribute non-Federal funds among its schools, including its Title I schoolwide program schools, thereby satisfying the requirement that Title I funds be supplemental. Below, we provide two examples.

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Example 1: Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)

Assume:

- ✓ Allocation/student= \$7,000
- ✓ Additional allocation/student from a low-income family= \$250
- ✓ Additional allocation/English Learner = \$500
- ✓ Additional allocation/student with a disability= \$1,500
- ✓ Additional allocation/preschool student = \$8,500

In a school of 450 students, including 200 students from low-income families, 100 English Learners, 50 students with disabilities, and 20 preschool students, the school would be expected to receive \$3,495,000 in non-Federal resources based on the following calculations:

Category	Calculation	Amount
Allocation/student	450 X \$7,000	\$3,150,000
Allocation/student from low-income family	200 X \$250	\$50,000
Allocation/English Learner	100 X \$500	\$50,000
Allocation/student with a disability	50 X \$1,500	\$75,000
Allocation/preschool student	20 X \$8,500	\$170,000
		\$3,495,000

To meet the supplemental funds test, an LEA would need to distribute non-Federal funds according to the assumptions above to all of its schools, regardless of whether a school receives Title I funds and operates a schoolwide program.

Example 2: Distribution of non-Federal resources based on staffing and supplies

Assume:

- ✓ 1 teacher per 22 students (\$65,000/teacher)
- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ \$825/student for instructional materials and supplies (including technology)

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In a school of 450 students, the school would be expected to receive \$2,051,250 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 X \$120,000	\$120,000
1 librarian	1 X \$65,000	\$65,000
2 guidance counselors	2 X \$65,000	\$130,000
21 teachers	21 X \$65,000	\$1,365,000
Materials, supplies	450 X \$825	\$371,250
		\$2,051,250

To meet the supplemental funds test, an LEA would need to distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I funds and operates a schoolwide program. This example does not, however, suggest that non-Federal funds must be used to support the activities in the table above; rather, Title I funds may be used to support any activity identified by the comprehensive needs assessment and articulated in the comprehensive schoolwide plan.

A Word of Caution...

There are two situations in which an LEA's use of Title I funds would likely not be supplemental even if the LEA distributes non-Federal funds according to the examples above. As a result, the LEA would not be able to use Title I funds to operate a school wide program.

- An LEA does not have sufficient non-Federal funds to provide even the most basic education program in all its schools. In this situation, if Title I funds are used to provide part of the basic level of education funding, they would not be supplemental because an LEA is charged with providing a basic level of funding for all its students. If, however, the LEA can provide a basic education program in all its schools with non-Federal funds, the LEA may use Title I funds to operate a schoolwide program in an eligible school.
- An LEA is required by State or local law to provide funding for a specific purpose for all students. To the extent that an SEA or LEA provides funds to schools to meet a legal obligation, a Title I schoolwide program school must receive its fair share of those resources, subject to application of the exclusion provision discussed below. For example, if State law provides funding for an LEA to deliver pre-kindergarten to all four-year-olds, a schoolwide program school would need to receive sufficient State funds to meet that mandate.

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It is also important to note that, in addition to this supplemental funds test for schoolwide program schools, an LEA must also comply with Title I's maintenance of effort and comparability requirements as well as resource comparability requirements under Title VI of the Civil Rights Act of 1964. Together, these requirements ensure Title I serves as a supplemental resource for schoolwide program schools.

Exclusion of Non-Federal Funds from Supplanting Determinations

An LEA may exclude from supplanting determinations *supplemental* non-Federal funds expended in any school for programs that meet the intent and purposes of Title I.

A program meets the intent and purposes of Title I if it either —

- designed to improve their achievement; and
 - Uses the State's assessment system to review the effectiveness of the program. (34 Is implemented in a school with at least 40 percent poverty;
 - Is designed to promote schoolwide reform and upgrade the entire educational operation of the school;
 - Is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and
 - Uses the State's assessment system to review the effectiveness of the program;
- OR
- Serves only students who are failing, or most at risk of failing, to meet State standards;
 - Provides supplementary services to participating students
C.F.R. § 200.79(b)).

In other words, if the services would be allowable under Title I — that is, they are designed to promote schoolwide reform in a school with at least 40 percent poverty or to improve the achievement of students who are failing, or most at risk of failing, to meet State standards — they would not violate the supplanting prohibition, even if they are funded with supplemental non-Federal funds in non-Title I schools and Title I funds in Title I schools.

Examples of the Exclusion Provision in a Schoolwide Program School

- An LEA offers after-school tutoring for any student who scores below proficient on the State's mathematics assessment. Paying for eligible students in a schoolwide program school with Title I funds and eligible students in a non-Title I school with supplemental local funds would not violate the schoolwide program supplement

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not supplant requirement. This is true even though the schoolwide program school would not receive its share of the supplemental local funds to provide tutoring to eligible students. Rather, the local funds to provide tutoring in the non-Title I school would qualify for the exclusion because they are supplemental and benefit students who, by virtue of being non-proficient in mathematics, are failing to meet the State's mathematics standards.

- An SEA identifies in its ESEA flexibility request all "F" schools in the State as priority schools. An LEA would not violate the schoolwide program supplement not supplant requirement if it uses Title I funds to implement interventions consistent with the turnaround principles in its Title I priority schools and uses supplemental non-Federal funds to provide the same interventions in its non-Title I priority schools.

This exclusion provision applies even if the activity is required by State or local law. For example:

- A state law requires all third-grade students to meet the state's proficient achievement standard in reading/language arts in order to be promoted to fourth grade. Any student who is not proficient at the start of third grade must be provided 90 minutes of supplemental services designed to improve his/her reading proficiency. An LEA would not violate the schoolwide program supplement not supplant requirement if it uses Title I funds to implement the required-by-law reading services in a schoolwide programs school and uses supplemental non-federal funds to provide the same services in its non-Title I schools. Non-federal funds are supplemental and benefit only students who are failing to meet the state's reading/language arts standards. This is true even though the schoolwide program school would not receive its share of non-federal funds to meet the state law requirement. This example is distinguishable from the second example under "a word of caution" above because the required-by-law services are supplemental and targeted at only at-risk students. i.e., those for whom Title I is intended – rather than all students.

Existing Guidance on Schoolwide Programs

The following guidance documents contain additional information on operating schoolwide programs:

- *Title I Fiscal Issues* (Feb. 2008) (available at <http://www2.ed.gov/programs/titleiparta/fiscalgui.pdf> (provides information on how supplement not supplant operates in a school wide program and information on consolidating funds in a schoolwide program).

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- *Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs*, 69 FR 40360-64 (July 2, 2004) (available at <http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf>) (provides information regarding what Federal education programs may be consolidated in a schoolwide program and how a school can ensure that it meets the intent and purposes of the Federal programs included in the consolidated schoolwide program).
- *Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students* (Sept 2009) (Available at: <http://ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>) (Provides information regarding factors to consider in selecting how to use Title I funds (regular and ARRA) to carry out a Title I program.)
- *Designing Schoolwide Programs* (Mar. 2006) (provides details on conducting a comprehensive needs assessment, developing and implementing a schoolwide plan, and revising a schoolwide program) (available at <http://www.ed.gov/policy/elsee/guid/designingswpguid.doc>).
- *Serving Preschool Children Through Title I Part A of the Elementary and Secondary Education Act of 1965, as Amended* (Oct. 2012) (available at <http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>)

Schoolwide Programs (SWP) Tools and Resources

All resources listed below and more are provided via this link: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Resources.aspx>

- Local Educational Agency (LEA) Form for Initial Implementation of Schoolwide Programs. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Georgia Department of Education (Department) Title Programs Schoolwide Planning Timeline. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide Program Checklist for Use by Local Educational Agency (LEA) Coordinator and Title I Education Program Specialist. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide, Targeted Assistance and School Improvement **Plan Template** for Use by Local Educational Agency (LEA) Coordinator and schools. *Under the Resource*

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heading, select Schoolwide, Targeted Assistance and School Improvement Plan Template.

- Under Schoolwide Program Resources heading select *Updated Schoolwide Guidance—Supporting School Reform by Leveraging Federal Funds in A Schoolwide Program.*

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Section II: Administration

Allocations

The U.S. Department of Education (US ED) calculates Title I, Part A allocations using a list of LEAs provided by the U.S. Census Bureau, which includes poverty and population data for the LEAs and is based on census maps that are generally two years old. US ED determines the eligibility of each LEA for Basic, Concentration, Targeted, and Education Finance Incentive Grants and calculates allocations (US ED-determined LEA allocations) using the number of “formula children” ages 5 through 17 years counted under Section 1124(c) of the Elementary and Secondary Education Act, as amended (ESEA). Formula children consist of the census LEA poverty estimates and annually collected counts of children ages 5 through 17 years (1) in families above poverty receiving TANF, (2) living in foster homes, and (3) in locally operated institutions for neglected or delinquent children.

US ED’s list of LEAs, however, does not match the current universe of LEAs for many states. Consequently, a state educational agency (SEA) must adjust US ED’s Title I allocations to account for, among other things, LEA boundary changes and eligible LEAs, such as charter schools, that are not included on US ED’s list of LEAs provided by the Census Bureau. Specific ESEA regulations (34 C.F.R. § 200.70 through § 200.75 and §200.100) address the basic rules that an SEA must follow in adjusting US ED-determined LEA allocations. In addition, US ED has issued guidance that elaborates on the regulations by providing examples of how SEAs adjust their Title I, Part A allocations to account for the existence of eligible LEAs that were not included in the US ED-determined LEA allocations (available at: <http://www2.ed.gov/programs/titleiparta/seaguidanceforadjustingallocations.doc>).

In the case of any special LEAs, such as state charters not operating a School Food Nutrition program (SFN) and state virtual charter schools that are not on the Census Bureau list of LEAs, an SEA must determine the number of formula children and children ages 5 to 17 for each special charter LEA and subtract these counts from each sending LEA (i.e., the LEA in which the student who attends a special charter LEA resides). As Census Bureau poverty data are not available for special charter LEAs, an SEA must derive an estimate of Census Bureau poverty children for each special charter LEA by using an alternative poverty data source that is available for both the sending and special charter LEAs to determine the proportion of poverty in each LEA. An SEA does not allocate Title I funds based on such alternative poverty sources, which would create an inequitable distribution of funds, but uses these data to derive a census poverty count for a special charter LEA where none otherwise exists.

The US ED sends final LEA allocations to the SEA in the spring of each year. The SEA adjusts allocations for LEAs that have consolidated or that are not on the census list (e.g., state charter schools). The SEA reserves funds for school improvement (up to 4-percent), state administration (1-percent maximum), and academic achievement awards (up to 5-percent of the difference between the current year’s allocation and previous year’s allocation). When reserve funds have been set aside, LEA allocation recommendations are sent to the

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State Board of Education (SBOE) for approval. Official LEA allocations are posted on the Georgia Department of Education's (Department's) Web site following State Board approval.

State charter schools significantly expanding must submit formula children data to the Department in the spring of each year. The state charter schools must maintain documentation used to determine formula children. Documentation must be available to auditors for audit purposes.

Following State Board of Education (SBOE) approval, official allocations may be found at the following Department Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Assurances

Each local educational agency (LEA) and state charter school accepting funds under Title I, Part A must agree to meet federal and state program assurances. Assurances are included in Georgia's LEA consolidated application² for funding. Superintendent signature/sign-off on the consolidated application denotes agreement to each assurance.

A list of assurances applicable to federal and state programs follows.

General Assurances 2016-2017 Local Educational Agency (LEA) Consolidated Application FY17

As a condition of receiving the state and federal funds for which application is made in this consolidated application, the applicant's local board of education (applicant) assures the following:

Supplement Not Supplant

Funds provided under these programs will supplement—not supplant—federal, state, and other local funds that the applicant would otherwise receive.

Legal Compliance/Debarment/Lobbying/Reporting

1. Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
3. The applicant will administer funds and property to the extent required by the authorizing statutes.

²Refer to Consolidated Application

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4. The applicant will adopt and use proper methods of administering each such program, including:
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state educational agency (SEA), the U.S. Secretary of Education, or other federal officials.
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal and state funds paid to applicant under each program.
7. The applicant will make reports to the SEA and the U.S. Secretary of Education as may be necessary to enable the agency and the secretary to perform their duties under each program.
8. The applicant will maintain such records, provide such information, and afford access to the records as the SEA or the Secretary of Education may find necessary to carry out the SEA's or the secretary's duties.
9. In accordance with Part 85 of 34 C.F.R., neither the applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
10. In accordance with Part 82 of 34 C.F.R., funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
11. The applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
12. The applicant will comply, in accordance with, 2 C.F.R. Part 200.415, by signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

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13. The applicant will file reports in formats and at times specified by the Georgia Department of Education (Department) and/or the U.S. Department of Education (US ED).
14. The applicant will cooperate in carrying out any evaluation of each program conducted by or for the SEA, the secretary, or other federal officials.
15. The applicant is in compliance with all required Federal Civil Rights Statutes, including:
16. Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin.
 - a. Title IX of the Educational Administration Act of 1972, which prohibits discrimination on the basis of gender.
 - b. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of physical handicap.

Required Certification under 2 C.F.R. Part 200.415

An official authorized to legally bind the non-federal entity must certify on annual and final fiscal reports or vouchers requesting payment:

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.

Professional Development

The applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The applicant will provide technical assistance and support to programs identified in this application.

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Drug-Free Workplace and Community Act Amendments

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988, State Board of Education (SBOE) Policy, and Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, State Board Policy GAM prohibits the unlawful possession, use, manufacture, distribution, or sale of alcohol in the workplace.

Assurances Specific to Programs

Title I, Part A – Improving the Academic Achievement for the Disadvantaged

In general, each local educational agency (LEA) will provide the following assurances:

- Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th- and 8th-grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
- Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal and state sources.
- Provide technical assistance and support to schoolwide programs.
- Work in consultation with schools as the schools develop their plans pursuant to Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Assist schools as the schools implement such plans and undertake activities pursuant to Section 1115 of ESEA, as amended by Georgia's *ESEA Flexibility Waiver*, so that schools remain free from identification as Priority or Focus Schools and continue to meet the state student achievement standards. This includes ensuring that schools in Priority or Focus status set aside the appropriate funding for professional development for principals and teachers.
- Fulfill such agency's school improvement responsibilities under Section 1116 of ESEA, including taking actions under paragraphs (7) and (8) of Section 1116(b) of ESEA. This includes setting aside appropriate funding for transportation and Flexible Learning Program (FLP) service costs for schools identified as Priority or Focus Schools.
- Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120 of ESEA and timely and meaningful consultation with private school officials regarding such services.

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- Develop, review, and revise an LEA homeless policy to remove barriers to the enrollment and retention of children and youth in homeless situations.
- Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades in schools that receive funds under this part.
- In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
- Work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119 of ESEA.
- Comply with the requirements of Section 1119 of ESEA regarding the qualifications of teachers and paraprofessionals and professional development. This includes ensuring that all paraprofessionals hired after the enactment, January 8, 2002, of ESEA meet the prescribed qualifications.
- Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the state educational agency (SEA) and other agencies providing services to children, youth, and families with respect to a school in Priority or Focus School status under Section 1116 of ESEA, as amended by Georgia's *ESEA Flexibility Waiver*, if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- Use the results of the student academic assessments required under Section 1111(b)(3) of ESEA, and other measures or indicators available to the agency, to review annually the progress of each school served by agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments, described in Section 1111(b)(3) of ESEA, within 12 years from the end of the 2001–2002 school year.
- Ensure that the results from the academic assessments required under Section 1111(b)(3) of ESEA will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand.

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- Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) of ESEA.

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Title I, Part D, Subpart 1 – State Agency Programs – Neglected, Delinquent, and At-Risk Youth, and Title I, Part D, Subpart 2 – Local Educational Agency Programs

In general, each state agency receiving Title I, Part D, Subpart 1, and Title I, Part D, Subpart 2 – Local Educational Agency Programs funding will provide assurances that it will:

- Give priority to children and youth in adult correctional institutions who are likely to complete incarceration within a two-year period.
- Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
- Work with parents to secure their assistance in improving the educational achievement of their children and youth, and preventing these children and youth from becoming further involved in delinquent activities.
- Work with children and youth with disabilities to meet an existing individualized education program, and assure that the agency will notify the child's or youth's local school if the child or youth:
 - Is identified as in need of special education services while he/she is in the correctional facility or institution for neglected or delinquent children and youth.
 - Intends to return to the local school.
- Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage them to reenter school once the term of the incarceration is completed, or provide the child or youth with the skills necessary to gain employment, continue his/her education, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
- Ensure that teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs, taking into consideration the unique needs of such students.
- Coordinate with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 *et seq.*) or other comparable programs, if applicable.
- Ensure that an annual performance and fiscal report is submitted for each year that grant funds are received.

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- Ensure that all data requests from the Georgia Department of Education (Department) and any entity acting on the behalf of the Department are accurately and promptly reported.

Title II, Part A – Improving Teacher Quality

In general, each state agency receiving Title II, Part A funding will provide assurances that it:

- The LEA assures that it will target funds to schools according to the criteria listed in Section 2122 (b)(3) (A)(B) for:
 - (A) Schools that have the lowest proportion of highly qualified teacher
 - (B) Schools that have the largest average class size
- The LEA assures that it will comply with Section 9501 regarding participation by private schools and teachers and children. [Section 2122 (b) (11)].
- The LEA assures that it has developed a local plan for improving teacher quality that is based on an assessment of the needs of its teaching force in order to be able to have all students meet challenging State content and academic achievement standards.[Section 2122 (b) and (c)].
- The LEA assures it will target funds for the professional learning needs of teachers and school administrators at each Alert, Priority, and Focus school unless the LEA can document the professional learning needs for one or more of these schools are adequately funded through other sources.
- The LEA assures that it will provide timely notification to parents, as required in Section 1111(h)(6) when their children are not being taught by highly qualified teachers.
- The Applicant will provide ongoing maintenance of fiscal effort from non-Federal funds. (Highly Qualified Teachers, Improving Teacher Quality State Grants, ESEA Title II, Part A Non-Regulatory Guidance, pp. 53, Items F-12 and F-13; revised August 2, 2005, U.S. Department of Education)
- The LEA has a written equity plan that assures that poor and minority children are not taught by inexperienced, unqualified, or mis-assigned teachers at higher rates than other children, and that children in low performing schools have equitable access to experienced, highly qualified, effective teachers that are appropriately assigned.
- The LEA assures that all teachers have equitable access to high quality, scientifically-based professional learning.

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- The LEA assures that a written individual remediation plan signed by principal and teacher has been developed (at the time of hire), implemented and monitored to meet the needs of teachers and paraprofessionals not currently highly qualified. Remediation plans are also required.
- The LEA assures that it will manage the grant in compliance with Department of Education cash management policies for grants, in accordance with the Federal Funding Accountability and Transparency Act, in accordance with the special conditions for disclosing federal funding in public announcements as found in the Consolidated Appropriations Act, 2014 and in compliance with 2 C.F.R. Part 200 single audit requirements.

Title VI, Part B – Rural and Low-Income School Program

In general, each LEA receiving Title VI, Part B funding will provide assurances that it will:

1. Comply with the eligibility requirements listed in Section 6221(b)(1)(A-B) of ESEA.
2. Target funds to schools for activities listed in Section 6222(a)(1–7) of ESEA.
 - Teacher recruitment and retention
 - Teacher professional development
 - Educational technology
 - Parental involvement activities
 - Safe and Drug-Free School Program activities
 - Title I, Part A activities
 - Title III activities
3. Comply with the stricture against supplanting in Section 6232 of ESEA.
4. Keep necessary records and provide information to the Department that are consistent with responsibilities and accountability requirements listed in Section 6224(a)(1–3) of ESEA.
5. Administer an assessment that is consistent with Section 1111(b) (3) of ESEA.
6. Ensure that all data requests from the Department and any entity acting on the behalf of the Department are accurately and promptly reported.

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Education for Homeless Children and Youth – Title I, Part A

In general, each local educational agency (LEA) receiving Title I, Part A funding will provide assurances that it will:

1. Appoint a local homeless education liaison to ensure the identification, school enrollment, attendance, and opportunities for academic success of students in homeless situations.
2. Provide homeless children and youth Title I, Part A services, whether or not they live in a Title I school attendance area or meet the academic requirements required of other children.
3. Reserve or set aside funds as necessary to provide comparable services to homeless children who are not attending Title I schools and to provide homeless students with services that are not ordinarily provided to other Title I students.
4. Coordinate its local Title I, Part A plan with the McKinney-Vento Homeless Assistance Act to include a description of the LEA's efforts to identify homeless children and unaccompanied youth and how services will be provided.
5. Review and revise LEA policies to remove barriers to the enrollment and retention of children and youth in homeless situations.
6. Develop, review, and revise an LEA homeless policy that will remove barriers to the enrollment and retention of children and youth in homeless situations.
7. Provide students who are homeless with transportation comparable to other students to and from their schools of origin, at a parent's or guardian's request.
8. Include homeless children and youth in the district data collection system.
9. Include homeless children and youth in the district's overall accountability system.

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Education for Homeless Children and Youth – Title X, Part C [Title VII, Part B, as amended by the Elementary and Secondary Education Act of 1965 (ESEA)]

In general, each LEA receiving Title VII, Part B, as amended by the ESEA's Improving the Academic Achievement of the Disadvantaged as Title X, Part C funding, will provide assurances that it will:

1. Provide access to educational and other services to ensure that homeless children and youth have the opportunity to meet the same challenging state performance standards to which other students are held.
2. Review and revise policies that may act as barriers to the enrollment of homeless children and youth in the school, including policies related to transportation, immunization, proof of residency, birth certificates, guardianship, school records, and other documentation.
3. Determine the particular school that is in the best interest of a child to attend, with compliance to the wishes of the parent(s), to the extent feasible.
4. Provide transportation to the school deemed in the best interest of the child.
5. Ensure that all homeless children and youth receive free meals, textbooks, and Title I services.
6. Ensure the enrollment and attendance of homeless children and youth who are not currently attending school.
7. Coordinate with local social services agencies and other agencies or programs that provide services to homeless children or youth and their families to minimize educational disruption for these children.
8. Ensure that all homeless children and youth receive placement in appropriate programs, such as special education, gifted and talented, or English as a Second Language (ESOL) programs.
9. Ensure that all data requests from the Department and any entity acting on the behalf of the Department are accurately and promptly reported.
10. Ensure that identified and enrolled homeless children and youth are reported as required in the Department's student record.
11. Ensure that services provided by funds from this grant will not replace the regular academic program.
12. Ensure that an annual performance and fiscal report will be submitted for each year grant funds are received.

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Consolidated Application

The Georgia Department of Education (Department) is committed to developing tools and resources to support the efforts of local school districts to improve the academic achievement of all students. Section 1112 of the Elementary and Secondary Education Act of 1965 (ESEA) specifies that local educational agencies (LEAs) may receive funds under ESEA if the LEA has an approved plan on file with the Department. The LEA plan may be submitted as part of a consolidated application under Section 9305 of ESEA.

Georgia's LEA consolidated application is a Web-based application to facilitate the efficient and effective transfer of planning and budget information from LEAs. The Web site consists of several major components (planning documents, budgets, supporting documents, reports, etc.). The information in this guidance is related to the planning component.

The Comprehensive LEA Improvement Plan (CLIP) for student academic achievement has two major components:

1. **ESEA Descriptors** – This section includes the descriptors required in federal and state legislation that LEAs must address to receive funding. The template is designed to cover the requirements in all programs in one document. The template eliminates the need to have multiple plans. Some programs have unique components that require the completion of surveys, etc. LEAs will submit surveys and unique information through the consolidated application in a special section labeled **Attachment tab** (Carl D. Perkins Vocational and Applied Technology Act are examples).
2. **LEA Implementation Plan** – This section includes the LEA's goals, annual measurable objectives, action/strategies, and other components of an action plan. The LEA implementation plan allows LEAs to submit one LEA improvement plan for all applicable federal programs.

Each LEA must submit all components of the CLIP to receive funding from the following state and federal programs:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
- Title II, Part A – Improving Teacher Quality
- Title III, Part A – Language Instruction for Limited English Proficient and Immigratory Students
- Title VI, Part B – Rural Education Achievement Program (REAP)

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- Individuals with Disabilities Education Act (IDEA) – Programs for Exceptional Students
- Carl D. Perkins Vocational and Applied Technology Act
- Title X, Part C Education of Homeless Children and Youth (EHCY)
- Professional Learning

LEAs must submit plans through the consolidated application Web site. Each program manager will review and sign off on the CLIP for his/her individual program. After the program manager signs off on the CLIP for his/her individual program, the state consolidated application coordinator forwards the approved CLIP to the state plan approver. The state plan approver signs off on each program as the plan is submitted. The state plan approver will be the final sign-off on the CLIP. Once a program plan has been approved, the LEA submits its FY17 budget for that program. The current CLIP is valid through 2015. Reviews and revisions should occur annually.

LEAs must submit a program budget for each applicable program in the consolidated application. The budget must be approved by the appropriate program manager before funds are available through Grants Accounting Online Reporting System (GAORS).

The planning process philosophy reflects the belief that LEAs should have one comprehensive plan for improving the academic achievement of all students. LEAs having schools identified as Priority or Focus must submit a revised flexible learning plan (FLP). This process eliminates the need for LEAs to develop a separate LEA improvement plan.

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DISTRICT: _____ Superintendent: _____ Title I Director: _____ FY: 2017

This checklist is used by the Georgia Department of Education (Department) to ensure that Title I, Part A applications are evaluated consistently before approval.

Yes	NA	No	
			A review of the audit report from school food nutrition (SFN) has been done by the Title Programs Education Program Specialist prior to the approval of any consolidated application.
Yes	NA	No	Coordination Tab
			Status boxes checked (if applicable) and number identified completed (if applicable).
			Homeless liaison identified.
			Identification and service procedure narrative completed; if "0"s, explain identification and how students will be served if identified in the future.
			Description reviewed by Title I Homeless Program specialist if there are non-Title I schools in the district.
			Title I Program-Specific Information
Yes	NA	No	Fiscal Effort Tab
			Grade-span grouping is checked, if applicable.
			Maintenance of Effort (MOE) is calculated and pre-populated for districts.
			• MOE complete (cannot be less than 90-percent of previous year; if so, Title Programs Education Program Specialist must notify the district and Title I director).
			EXCEPTION: State schools must complete the following:
			• 2014 and 2015 MOE spreadsheets are attached and match figures on the ConApp.
			• 2014 and 2015 Financial Analysis Reports–Fund 100 are attached and match MOE worksheets.
			Determination of number of children from low-income families is indicated (school lunch).
Yes	NA	No	Set-Aside Tab
			Indirect Cost is <= maximum.
			The embedded Indirect Cost Worksheet is completed.
			At least 1-percent of the allocation has been set aside for parental involvement if current year Title I, Part A allocation is greater than \$500,000.
			FY16 Parent Involvement Carryover Set-Aside has been added.
			At least 5-percent for the district's Flexible Learning Program (FLP), if applicable.
			Unless a lesser amount has been Department-approved. If a lesser amount is approved by the Department for the 5- percent, describe how to find the info.
			Additional funds for the district's Flexible Learning Program (FLP), if applicable. Must be in a custom set-aside.
			FY16 FLP Carryover Set-Aside has been added.
			At least 5-percent of the district's allocation must be set aside for professional learning if the district has teachers who do not meet the highly qualified requirements in ESEA (review PSC report to determine highly qualified status for teachers), or lesser amount is requested.
			If a lesser amount is requested for the 5-percent required set-aside for highly qualified professional learning, the highly qualified request for lesser amount embedded spreadsheet is completed.
			LEAs identified as an outlier are required to spend not less than 5-percent of the LEA's Title I allocation for professional development.
			Funds set aside for neglected and delinquent (N&D), if applicable, and homeless (required if non-Title I schools); optional if all schools are receiving Title I services.
			Funds set aside for private schools' per-pupil amount if private schools are participating.
			The embedded private schools' per-pupil amount worksheet is completed and matches per-pupil amount set-aside.
			Funds set aside for private schools' equitable services if private schools are participating: professional learning, parental involvement, districtwide instructional activities.
			The embedded Title I equitable services worksheet is completed and matches the equitable services set-aside amount.
Yes	NA	No	Other Funds Tab
			Other funding sources for professional development (PD) are listed with the funding source, the purpose of the funds, and the amount specified.
			Other funding sources for the Flexible Learning Program (FLP) only apply to amounts above and beyond the required 5-percent set-aside.

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DISTRICT: _____ Superintendent: _____ Title I Director: _____ FY: 2017

This checklist is used by the Georgia Department of Education (Department) to ensure that Title I, Part A applications are evaluated consistently before approval.

Yes	NA	No	School Allocations Public School Tab
			If the district is serving schools below 35-percent poverty, the per-pupil amount (PPA) must be 125-percent of allocation divided by district FRM prior to set-asides (125-percent rule). Formula: allocation ÷ total district FRM count x 1.25 = minimum PPA.
			The embedded Eligible Attendance Area worksheet is completed. Supporting documentation is attached if the LEA has rezoned, added, or closed schools.
			All schools in the district, including charter schools and residential facilities designated as schools and virtual schools, and the grades served have been listed under Name of School Attendance Area. (Note: Pre-kindergarten students should not be included in the data used for determining eligible attendance areas.)
			Residential facilities for N&D children that function as schools (have facility codes and will have or have a school improvement designation) are ranked with other district schools according to percent poverty and receive the appropriate PPA according to their rank.
			Residential facilities for N&D children that function as programs are managed by the district as other alternative programs in the district. These programs have "0" entered for resident children, poverty numbers, and PPA. Only the number of participants in reading and mathematics are entered on the school allocation tab (N&D programs are listed after the public schools on the school allocation tab).
			The per-pupil amount allocated to each school receiving funds is correct. (Note: The district must first allocate funds in rank order to schools or attendance areas above 75-percent FRM. The remaining schools or attendance areas may then be served in district rank order or in rank order by grade span based on each school's FRM status. Schools not receiving funds will have an allocation of "0.")
			95- percent of the required 1- percent set-aside for parental involvement is recorded in the Parental Involvement column of the School Allocations page, or schools have returned their allocations to the district.
			If schools have returned their allocations to the district, the districtwide assurance form with principal signatures and allocation is attached.
			The schools receiving funds have been listed as targeted-assistance (TAP) or schoolwide (SWP). (Note: If program type changed from TAP to SWP since last year, check school improvement status; SWP approval letter must be in file.)
			The number of teachers, paraprofessionals, and other staff who are to be paid with Title I funds have been listed. (Note: Staff entered on the School Allocation page under Teachers, Parapros, Academic Coaches, Other Parapro, Clerical Support Staff, or Other are staff assigned to a specific school [and identified in the budget] rather than working on a districtwide basis; report in whole numbers—do not use fractions.)
			The estimated number of participants to be served in reading and mathematics has been listed. (Note: In a schoolwide school the estimated number of participants to be served in Reading and in Math is the total school enrollment minus pre-kindergarten.)
			The total of the school allocation matches the total Title I funds available to allocate to schools.
Yes	NA	No	School Allocations Private School Tab
			Private schools listed, including PPA number of poverty students, and number of eligible students, number of estimated participants in reading and/or math, and teachers, paraprofessionals, and other staff, if applicable. (Note: number eligible equals the total number of students that are eligible for services based on the objective, educationally related multiple selection criteria.)
			The Evaluation form, Affirmation of Consultation of Services form, and Affirmation of Equitable Services form are attached for the previous year's services.
Yes	NA	No	Budget Pages Tab
			All allocated funds are budgeted (there are no unbudgeted funds).
			Funds are allocated to the Schoolwide Consolidated Funds Program and budgeted in the schoolwide program (if the district consolidates funds in Fund 400).
			District Schoolwide Summary worksheet has been uploaded (if the district consolidates funds in Fund 400).
			Funds for the district's Flexible Learning Program (FLP) are listed as 1000-300 if contracted and 1000-199 if district is provider.
			Parent and Family Engagement expenditures are budgeted in function 2100 (not 2900).
			Priority Schools have budgeted 3- to 5-percent of their school allocation for professional learning (function 2210).
			Indirect cost is budgeted to 2300-880 (if district charges Indirect Cost).
			Audit cost is budgeted to 2300-300 (if district charges Audit Cost).
			Administrative costs are budgeted in function 2230.
			Object code "700" – PROPERTY – CAPITAL OUTLAY CAUTION!! Check with your program manager prior to approval.

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DISTRICT: _____ Superintendent: _____ Title I Director: _____ FY: 2017

This checklist is used by the Georgia Department of Education (Department) to ensure that Title I, Part A applications are evaluated consistently before approval.

Yes	NA	No	Budget Pages Tab (continued)
			Budget Details and Budget Summary reports reviewed.
			Approved Educational Field Trip Budget Approval form is completed and attached if funds are being used for field trips.
Yes	NA	No	Assurances Tab
			Superintendent must accept assurances before the sign-off can be completed and a copy of assurances will be filed in district folder.
Yes	N/A	No	Attachments
			Statement verifying that budget items are justified in CLIP, FLP, SWP plans, Targeted Assistance Plans
			Community Eligibility Provision (CEP) - Title I CEP data worksheet with school food nutrition department signature and date
			Extended Eligible Attendance Area Worksheet, if applicable, for LEAs implementing CEP
			Districtwide Parent Activity Assurance Form
			Carryover Calculation Worksheet for Parent Involvement, FLP, and Private Schools
			Private School Affirmation of Equitable Services
			Private School Program Evaluation from Previous Year
			Private School Affirmation of Consultation
			Justification narrative for Class size Reduction teachers
			Class Size Reduction worksheet
			Master schedules in chart form for Grades and/or Subject Areas to support class size reduction
			Eligible Attendance Area Worksheet if LEA has rezoned, opened new schools, and/or attendance area changed
			Reconfiguration explanation if LEA has rezoned, opened new schools, and/or attendance area changed
			Grandfather Rule explanation if LEA is using it to serve a school
			Maintenance of Effort waiver letter from US ED if MOE not met
			Maintenance of Effort Waiver for State/Commissioned Charter Schools not in existence previous two years
			Educational Field Trip Budget Approval Form
			Capital Outlay Approval for expenditures in object code 700
			Transferability Notification letter if LEA is transferring funds into Title I, Part A
Yes	NA	No	Data Collection Tab
			Title I Director and Superintendent have submitted the information on the Data Collection Tab

Title Programs Education Program Specialist

Date

Implementing Title I in Georgia Schools FY17 Handbook for Title I Directors

Monitoring

Title Programs On-Site Cross-Functional Monitoring Team Process

Monitoring of Local Educational Agency (LEA)

The Elementary and Secondary Education Act of 1965 (ESEA) requires the state educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of seven major components:

- 1. Program Requirements** – LEAs must submit for approval an annual Comprehensive LEA Improvement Plan (CLIP) through the consolidated application process. Title I Education Program Specialists review each CLIP to ensure that the plan contains allowable activities for use and budgeting of Title I, Part A monies. Once the CLIP has been approved, the LEA submits a budget reflecting the approved CLIP activities for review and approval by the Title I Education Program Specialist assigned to the LEA.
- 2. Monitoring of Expenditures** – LEAs must submit for approval an annual budget through the consolidated application process. Title I Education Program Specialists review each application and budget to ensure that expenditures are appropriate for program-specific federal guidelines and Uniform Grants guidelines before approving LEA budgets. A separate handbook, Title I, Part A and Schoolwide Consolidation of Funds Budget Approval Process, outlines the procedures for approving the expenditures. Once budgets are approved, Title I Education Program Specialists track funds drawn down by LEAs for expenditures to ensure that LEAs are likely to meet the drawdown of funds timelines for Title I funds.
- 3. Single Audit** under 2C.F.R. Part 200.50(b) – An audit is a formal or official examination of records and accounts with the intention to verify that proper accounts have been utilized, proper procedures have been followed, and attending documentation has been maintained. If an auditor is unable to verify a program's accounts, procedures, and documentation, the LEA will be notified in writing, either by first class mail or by electronic mail, of an exception or audit finding(s). The Federal Programs Division will follow procedures as outlined in the *Federal Programs Operations Manual* for resolving any LEA audit findings through a single audit process.
- 4. Physical Inventory Monitoring:** LEAs are monitored on a four year cycle for an on-site Cross-Functional Monitoring Team visit. Approximately one-fourth of the LEAs are monitoring on-site each year. An on-site physical inventory monitoring visit of the central office and a select number Title I schools are scheduled and conducted by the Educational Program Specialist responsible for the district. In addition to the

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inventory check the monitor reviews the inventory for compliance and reviews the written procedures for inventory management.

- 5. Flexible Learning Program (FLP) Monitoring:** If an LEA offers an FLP program an on-site FLP monitoring takes place in the same year as the On-Site Cross Functional Monitoring Team Visit. An on-site FLP monitoring visit is scheduled and conducted by the Educational Program Specialist responsible for the district. This visit is scheduled prior to the on-site Cross-Functional Monitoring visit and is conducted by the Education Program Specialist responsible for the district. The on-site FLP monitoring visit consists of interviews with central and school level staff members and observation of FLP classroom/s.
- 6. On-Site Monitoring** – An SEA on-site cross-functional monitoring team visits an LEA to review the criteria included in the LEA monitoring form. LEAs are monitored, at least, on a three/four-year cycle. Approximately one-third/one-fourth of the LEAs are monitored on-site each year. As part of the process for determining which LEAs are to be monitored, the Federal Programs Division conducts a risk assessment using a combination of elements as defined by the Department. Consequently, LEAs with audit or monitoring findings requiring a return of monies, or a high number of complaints from parents or other stakeholders, are monitored within a year of the LEA audit or monitoring report and written complaint.

The Title I portion of the on-site Cross-Functional Monitoring Team visit consists of two sections: monitoring for compliance and results based monitoring. The Monitoring for compliance portion of the visit is a review of documents that are either uploaded prior to the visit for review or provided in folders at the time of the visit. The Results based monitoring includes individual interviews with the district level staff and preselected Title I school staff. The monitors will use a set of prescribed questions regarding the process that the district utilizes to design its Title I program based on achievement data. At a minimum the Superintendent and Title I Director will be interviewed at the district level and the principal and a staff member, either a teacher or academic coach, at the school level. The interview process should take approximately 15-20 minutes per person interviewed.

Prior to the Cross-Functional Monitoring team visit, LEAs monitored during this cycle have an additional on-site visit for a physical inventory check and evaluation monitoring for LEAs offering a Flexible Learning Program. The Education Program Specialist will conduct the inventory and FLP monitoring.

Depending on the implementation of the programs at the LEA, the following federal programs may be included on the On-Site Cross-Functional Monitoring Team visit:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged

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- Title I, Part A – Academic Achievement Awards, including Title I, Part A Reward Schools Award; Title I, Part A Reward District Award; and National Title I Distinguished School Award
- Title I, Part A – ESEA Flexibility Waiver – Flexible Learning Program (FLP)
- Title I Part A – School Improvement Grants – State Reservations – 1003(a)
- Title I, Part A – School Improvement Grants – Assistance for School Improvement – 1003(g)
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part C – Education of Migratory Children
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title III, Part A – Language Instruction Limited English-Proficient (LEP) and Immigrant Students
- Title X, Part C – McKinney-Vento Homeless Education Assistance for Children and Youth
- Title VI, Part B – Small, Rural Education Achievement Program (REAP)
- Family Engagement
- The Individuals with Disabilities Education Act (IDEA)

The results of the Cross-Functional Monitoring Team visit are reported within the online portal system at the Department. Each of the federal programs included in this monitoring process has its own corridor within the e-monitoring reporting site. The Title I Education Program Specialist serves as an overall team lead for the Cross-Functional Monitoring Team. Each federal program that has someone assigned to the team will have a person that is designated as the program team lead. The program team lead is responsible for entering the data and writing the finding and corrective actions for the specific program as needed. If there is a federal program that is applicable to the LEA and no one is present the day of the monitoring, the program will have a desktop monitoring where the documents to be reviewed are uploaded for review.

Self-Monitoring Checklist – The self-monitoring process is an outgrowth of the on-site monitoring process. It is designed to provide LEAs the support and guidance needed to maintain ongoing high standards for compliance and program delivery by

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conducting a self-monitoring of compliance with federal law for each fiscal year that the local educational agency (LEA) does not participate in the Federal Programs Division on-site monitoring process. LEAs not receiving an on-site visit complete and submit the Self-Monitoring Checklist-within the e-monitoring portal.

Desktop Monitoring – Once a Title I Education Program Specialist has approved LEAs budget, those budgets are reviewed one more time by the Title I, Part A Program Manager and Title Programs Director. At this time, LEAs may be asked to clarify specific expenditures.

LEAs are monitored via desktop monitoring in two areas:

- Flexible Learning Programs (FLPs): LEAs required to set aside Title I, Part A monies for FLPs are monitored by reviewing set-aside amounts listed in the LEA’s annual budget.
- Approved LEA Budgets: Once a Title I Education Program Specialist has approved an LEA’s budget, those budgets are reviewed one more time by the Title I, Part A Program Manager and Title Programs Director. At this time, LEAs may be asked to clarify those approved budget items or make suggested amendments to the approved Title I, Part A budget.

On-Site Cross-Functional Monitoring Team Process

1. Selection of LEAs for Monitoring

- LEAs are monitored on a three/four-year cycle. Approximately one-third/one-fourth of the LEAs are monitored each year. As part of the process in determining which LEAs are to be monitored, the Federal Programs Division conducts a risk assessment using a combination of elements defined by the Department. An LEA’s risk assessment rating is determined by using both its risk rating, based on the High Risk Invention Elements developed by the Federal Programs Division, and a rating from the Department Financial Review Department.
- During the fall of each year, the Department Title Programs Division completes a risk assessment to determine if an LEA falls into the high-risk category. The results of the risk assessment determine which districts may be added to the regular four year cycle. The state educational agency (SEA) has the responsibility to monitor high-risk LEAs. The Department Title Programs Division defines high-risk as:
 - LEAs showing evidence of serious or chronic compliance problems.
 - LEAs with financial monitoring/audit findings.

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- LEAs with a high number of complaints from parents and other stakeholders about program implementation.
- Other elements that may cause an LEA to be determined as high-risk include:
 - LEAs receiving a Title I allocation in the top 25-percent of LEAs receiving the greater portion of Title I funding in any given fiscal year.
 - LEAs having new management personnel not familiar with program implementation and federal guidelines; for example, a new superintendent, Title I director or finance officer.
 - LEAs having directors/coordinators not attending Department technical assistance training sessions.
- High-risk does not necessarily mean an LEA is not performing the requirements of the program, federal regulations, or administrative procedures. It does mean means that an LEA may be at a higher risk of having program elements that could cause an LEA not to perform the activities associated with the federal rules, regulations, and administrative procedures in a manner that keeps the LEA in compliance.
- The Federal Programs/Outreach Programs Division conducts a risk assessment for the following programs:
 - Title I, Part A – Improving the Academic Achievement of the Disadvantaged
 - Title I, Part C – Education of Migratory Children
 - Title VI, Part B – Rural Education Achievement Program (REAP)
 - Title X, Part C – McKinney-Vento Homeless Education Assistance for Children and Youth

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Local Educational Agency’s Risk Assessment Determining a Rating

The Title Programs Division uses the following High-Risk Intervention Elements to determine each LEA’s score. Those LEAs with a score between 0 to 18 points would be determined to be a low risk. Those LEAs with a score greater than 19 to 100 points would be determined to be a medium risk. Those LEAs with a score greater than 101 points would be determined to be a high risk. The goal for an LEA would be to have a low-risk rating score. Intervention Risk Assessment Strategies have been determined for each risk-rating group.

High-Risk Intervention Elements

Elements	Point Values
New superintendent (12 months or less at current LEA)	5 points = New superintendent 0 points = No new superintendent
New Title I director (2 years or less experience)	5 points = New Title I director 0 points = No new Title I director
New finance officer	5 points = New finance officer 0 points = No new finance officer
Title I director attends Federal Programs Division previous year’s sponsored workshops and technical assistance on program and compliance requirements	10 points = Attended 0 sessions 3 points = Attended 50-percent of sessions 0 points = Attends all sessions Training and technical assistance include: <ul style="list-style-type: none"> • New Director’s Workshop • Title I Statewide Conference • Comprehensive LEA Implementation Plan (CLIP) Workshop • Title I, Part A Consolidated Application Training • Title I, Part A Budget Approval Workshop • Title I, Part A Cross-Functional Monitoring Training • Regional sessions and other program requirement workshops offered throughout the year
Top 25-percent of LEAs receiving the greatest portion of Title I funding	All LEAs are ranked in order of funding and then divided into four tiers 10 points = LEA in 1st tier (top 25-percent) 5 points = LEA in 2nd tier (26- to 50-percent) 0 points = LEA in 3rd or 4th tier (51- to 100-percent)

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Elements	Point Values
Having one or more audit fiscal irregularities within the past 2 years	<p>10 points = LEA has one or more findings with a return of funds</p> <p>2 points = LEA has one or more findings with no return of funds</p> <p>0 points = LEA has no audit findings</p>
Having one or more Federal Programs Division cross-functional monitoring finding(s) in previous year	<p>10 points = LEA has one or more findings with return of funds, including a request for reclassification of funds</p> <p>5 points = LEA has three or more findings with no return of funds.</p> <p>3 points = LEA has less than three findings with no return of funds</p>
Current fiscal year program complaints	<p>6 points = Compliant resulting in corrective action involving funds</p> <p>3 points = Program complaints resulting in corrective action not involving funds</p> <p>0 points = No complaints</p>
Having a budget that does not match the expenditure report	<p>6 points = Having a finding of more than a 5-percent variance and funds are required to be returned</p> <p>3 points = Having a funding of more than a 5-percent variance, but funds are not required to be returned</p>
Requested a carryover waiver within the last 3 years	<p>6 points = Yes, requested a carryover waiver within the last three years</p> <p>0 points = No waiver request</p>
Title I funds were returned with the past 2 years due to less than 85-percent expenditure of Title I funds in the required time allotment	<p>7 points = Having to return funds to Department for redistribution</p> <p>0 points = No funds returned</p>
Number of private schools served by LEA	<p>10 points = Serving more than 9 private schools</p> <p>5 points = Serving 5 to 9 private schools</p> <p>2 points = Serving 1 to 4 private schools</p> <p>0 points = Serving no private schools</p>

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Elements	Point Values
Schools in Priority, Focus, Alert status within the LEA	10 points = Having Priority School(s) 5 points = Having Focus School(s) 2 points = Having Alert School(s) 0 points = Having no schools identified as Priority, Focus, or Alert
LEA is identified for district effectiveness	10 points = Yes 0 points = No

Financial Review risk ratings are determined by the Department’s Financial Review Department and are submitted to the Title Programs Division. Final calculations are based on a combination of the Title Programs Division risk rating and the Financial Review risk rating. The Title Programs total risk score counts one-third of the total scores with the Financial Review rating score counting two-thirds.

Those LEAs with a final risk score between 1 and 18 points are considered to be low-risk. LEAs with a final risk score between 19 and 100 points are at medium risk. LEAs with a final risk score greater than 101 points are at high risk.

LEAs receiving points in the following categories are automatically monitored regardless of their final risk scores:

- LEAs with one or more fiscal irregularities within the past 24 months resulting in a return of funds
- LEAs with more than five cross-functional monitoring findings in the previous year
- LEAs with current fiscal year program complaints
- LEAs with a budget that does not match the expenditure report
- LEAs with Title I funds returned within past two years due to less than 85-percent expenditure of Title I funds in the required time allotment

Once an LEA’s risk is assessed, Education Program Specialists must monitor the LEA based on the risk strategies listed below:

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High Risk

The LEA will be monitored each year by the Federal Programs Division cross-functional monitoring team. In addition, the LEA will receive an on-site technical assistant visit from an appropriate Education Program Specialist.

Medium Risk

The LEA will be monitored once every three/four years by the Federal Programs Division cross-functional monitoring team. In the interim two years, the LEA must conduct a self-assessment in collaboration with the Education Program Specialist during an on-site technical visit. The LEA must complete the Federal Programs Division Self-Assessment Monitoring Checklist and submit the results to the Department.

Low Risk

The LEA will be monitored once every three/four years by the Federal Programs Division cross-functional monitoring teams. In the interim two years, the LEA must conduct a self-assessment. The LEA must complete the Federal Programs Division Self-Assessment Monitoring Checklist and submit the results to the Department.

1. On-Site Cross-Functional Monitoring Team

Each on-site cross-functional monitoring team consists of several team members. The specific makeup of particular teams is determined by the programs being implemented in an LEA. Each cross-functional monitoring team consists of two Title I Education Program Specialists, one serving as the team lead and the other as a member of the team. Other team members are added as determined by need. The number of team members could range from two to nine members. Depending on the implementation of the programs at the LEA, the following federal programs may be included on the on-site cross-functional monitoring team visit:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part A – Parent Engagement and Parental Involvement
- Title I, Part A – Academic Achievement Awards, including Title I, Part A Reward Schools Award; Title I, Part A Reward District Award; and National Title I Distinguished School Award
- Title I Part A – School Improvement Grants – State Reservations – 1003(a)
- Title I, Part A – School Improvement Grants – Assistance for School Improvement – 1003(g)

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- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part C – Education of Migratory Children
- Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III, Part A – Language Instruction Limited English Proficient (LEP) and Immigrant Students
- Title X, Part C – McKinney-Vento Homeless Education Assistance for Children and Youth
- Title VI, Part B – Rural Education Achievement Program (REAP)
- The Individuals with Disabilities Education Act (IDEA)

2. Preparation Prior to On-Site Visit

- LEA Training
 - Once the LEAs that are to be monitored for the current year have been identified, each LEA’s superintendent is notified and provided with the current year’s monitoring document. The LEA is also notified that **two** state-level training meetings, one in the northern part of the state and one in the southern part of the state, are scheduled. This training is made available to all LEA staff members who will be involved in the on-site cross-functional monitoring team visit.
 - A webinar session entitled “Learning to Work Efficiently and Accurately: Job-Embedded Monitoring Leads the Way to Professional Accountability,” is also offered annually to all Title I directors. The purpose of the sessions is to provide tips for LEAs on how to successfully implement an ongoing process of monitoring the Title I within their districts, whether it is in preparation for an on-site visit or self-monitoring.
 - Other opportunities available to all LEAs concerning the monitoring process include presentations at the annual Georgia Compensatory Educational Leaders (GCEL) conference, the annual Title I programs conference.
 - Prior to the monitoring date, Title I, Part A small group and/or individual technical assistance meetings are scheduled by individual

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program specialists throughout the state to provide support and assistance for preparation for an on-site monitoring. On-site visits are scheduled as requested by the LEA; however, on-site technical assistance cannot be provided within two weeks of the cross-functional monitoring team visit.

- Education Program Specialists are always available via phone and email to answer any questions the LEAs have concerning preparation for their on-site visits.
- Preparing Files for On-Site Monitoring Visit

The LEA compiles all information as requested on the current year's monitoring document. There are several opportunities for technical assistance with setting up files for an on-site monitoring visit. These opportunities include: Sessions at the Title I, Part A Annual Statewide Conference

- State-level monitoring training meeting
- Regional technical assistance monitoring meeting
- Individual assistance by Education Program Specialist, as requested

3. On-Site Monitoring Visit

- The on-site visit typically lasts one to two days. During the visit, the team reviews documentation and interviews the LEA staff and other stakeholders. After the on-site visit is completed, the team members follow up with additional contact if necessary.
- The team chairperson is responsible for ensuring that each LEA is asked to report any fraudulent activities occurring in the program and whether or not the LEA has been asked to participate in any fraudulent activities for the program.
- The on-site visit consist of the following:
 - Results based monitoring
 - The Team Lead will conduct an interview with the LEA Title I director/coordinator, superintendent, finance officer, and other appropriate district Title I staff. Department monitors will interview LEA regarding the process that the district utilized to design its Title I instruction program based on achievement data.
 - A separate interview will be conducted with the school level principal, the Title I teacher, and other appropriate school staff.

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Department monitors will interview school staff regarding the process that the school utilized to design its Title I.

- Title I Education Program Specialists will coordinate with the district the date for on-site monitoring.
- Equipment inventory
 - An on-site equipment inventory will be conducted by Department Title I Education Program Specialists for districts being monitored in the current fiscal year.
 - LEA school(s) will be identified for the on-site equipment inventory.
 - The Title I Education Program Specialists will coordinate with the district the date and time for the on-site equipment inventory.
- FLP compliance and classroom observation monitoring
 - FLP interviews and observations will be conducted by Department monitors.
 - FLP performance based monitoring will include:
 - ✓ District staff interview
 - ✓ Principal interview
 - ✓ Teacher(s) interview
 - ✓ Classroom observation at selected school(s)
- Time frame for on-site visits

On-site Equipment Inventory	September- November
FLP Performance Based Monitoring	November - March
Results Based/Compliance Monitoring	January - May

4. Feedback and Follow-Up to On-Site Visit

- **Monitoring Report:** After the on-site monitoring visit, the cross-functional monitoring team chairperson discusses item ratings with team members and develops the final report after the team reaches consensus. The SEA provides this comprehensive monitoring report to the LEA within 30 business days of

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the on-site visit. An email is sent to the LEA superintendent and the district Title I coordinator notifying them that the report is available on the LEA monitoring Web site. The report contains recommendations, findings, and required actions that provide an analysis of the implementation of the programs monitored.

- LEA Corrective Action:
 - The LEA has 30 business days to respond to any required actions.
 - The LEA must clearly label and attach all documentation that is required of the corrective action.
 - If the corrective action requires written procedures, these procedures must be attached as a separate document rather than stated in the text box.
 - The team lead monitors the implementation of the timeline of the LEA corrective action and recommends an appropriate alternative if strategies are not implemented in a timely manner.
 - Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline is subject to a delay of funds until corrections are made.
- LEA Response to Monitoring Feedback: The areas in which the indicators are met require no further action. The areas that are met with recommendations require no further action. Only the indicators that are marked as “did not meet” will require a correction action.
- Department Response to LEA’s Corrective Action
 - Once the superintendent has signed off on the corrective action, the team lead reviews the corrective action for compliance. If no further information is needed, the team lead will sign off that the corrective action is complete, indicating that the LEA is now in compliance. The LEA’s corrective action is then reviewed by the specific federal program manager and program director. Final LEA corrective action is then reviewed by the Title I, Part A Program Manager, Title Programs Director, and when applicable for approval. If at any time through this review process it is determined that additional information is needed from the LEA, the correction action is sent back to the LEA for revision, and the review process will continue.

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- Once all the findings have been cleared through the corrective action, the program manager will sign off that the corrective action is complete. The LEA will receive notification of the sign-off via email.
- Report Analysis: The SEA maintains a database of all site visit reports by monitoring cycle. Summary analyses of the findings, recommendations, and commendations from the reports provide a more complete picture of implementation and inform efforts to provide leadership activities and technical assistance to the LEA.

On-Site Monitoring Document

Available at: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title%20Programs%20Monitoring.aspx>

Local Education Agency (LEA) Self-Monitoring Procedures

The Elementary and Secondary Education Act of 1965 (ESEA) requires the state educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Monitoring federal programs at the local level to ensure compliance with regulations as well as to assure the quality of the program and the instructional delivery being utilized with at-risk populations is a primary focus for the Federal Programs Division.

Georgia's procedures for on-site visits specify that LEAs participate in an on-site monitoring process on a three/four-year cycle. Approximately one-third/one-fourth of local educational agencies (LEAs) are monitored on-site each year.

The self-monitoring process is an outgrowth of the on-site monitoring program. It is designed to provide LEAs the support and guidance needed to maintain ongoing high standards for compliance and program delivery by conducting a self-monitoring of compliance with federal law for each fiscal year that the local program does not participate in the Federal Programs Division on-site monitoring process.

Steps for completing the Georgia Department of Education's (Department's) Self-Monitoring:

The LEA prepares documentation for each of the components on the self-monitoring checklist. The LEA may solicit technical assistance from the Title I Education Program Specialist regarding appropriate documentation. Required documentation is to be organized in folders, labeled, and in order so that they correspond to the numbers on the self-monitoring checklist. If items are too large to put into folders (for example, schoolwide plans for several schools), they are to be kept in a location that is readily accessible.

After documentation is prepared, the LEA applies the criteria included in the Federal Programs Division LEA self-monitoring checklist:

1. The LEA determines if the LEA is compliant, resolving, or needs assistance from the Federal Programs Division and marks each criteria accordingly.

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2. All LEAs must submit the self-monitoring checklist via the LEA Self-Monitoring application located in the MyGaDOE Portal.
3. The Title I, Education Program Specialist assigned to the LEA must review the self-monitoring checklist to determine which, if any, LEAs may need an on-site visit. If an on-site visit is needed, the program manager or designee must schedule the visit and any follow-up using the Department's protocol for on-site monitoring.
4. LEAs must maintain a copy of the self-monitoring checklist and related documents in the school district master file.
5. LEAs may request technical assistance by contacting the appropriate Title I Education Program Specialist any time during the self-monitoring process.

The LEA self-monitoring checklist can be found on the Department's Web site at:

<http://public.doe.k12.ga.us/School-Improvement/Federal-Programs/Pages/default.aspx>

Local Education Agency (LEA) Audit Resolutions

An audit is a formal or official examination of records and accounts with the intention to verify that proper accounts have been utilized, proper procedures have been followed, and attending documentation has been maintained. If an auditor is unable to verify a program's accounts, procedures, and documentation, the local educational agency (LEA) will be notified in writing, either by first class mail or by electronic mail, of an exception or audit finding(s). The following steps will be taken by the Georgia Department of Education (Department) Title Programs Division to resolve LEA audit finding(s) through the single audit process.

- The Office of Finance and Business Operations (FBO) will submit a copy of LEA audit reports with finding(s) to the Title I, Part A Program Manager through the Everest Audit Application.
- The Title I, Part A Program Manager then assigns the audit finding to the appropriate Title I Education Program Specialist. The Title I Education Program Specialist receives notification that an audit finding has been assigned to him/her. The deadlines for written response of the on-site investigation visit are provided to the Title I Education Program Specialist within the Everest application.
- Title I Education Program Specialists must conduct an on-site visit with the appropriate LEA staff to investigate the finding(s). The LEA must be notified in writing, either by first class mail or by electronic mail, of the pending on-site review. The notice must identify the date and time of the review and appropriate personnel that must be available during the review process.
- Title I Education Program Specialists will review documentation relative to the audit finding(s). After thorough review of LEA records, staff will determine if an LEA corrective action is warranted. A written analysis of the results of the on-site review

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must be submitted to the Title I, Part A Program Manager for sign-off. After the Title I, Part A Program Manager signs-off, the recommendation(s) are forwarded to the Title I Programs Director for approval.

- The corrective action plan, at a minimum, must contain the following elements:
 - Identification of the finding(s)
 - Strategies to correct finding(s)
 - Timeline for corrective actions
 - Procedures that will be used to ensure future compliance
 - Superintendent's signature
- The LEA must provide the written corrective action plan within 30 days of written notification of the Department's finding(s) from the on-site review.
- Upon approval of corrective actions submitted by the LEA, the audit is closed by the Title I, Part A Program Manager within the Everest application. Copies of all documents related to the audit finding are maintained within the Everest application. In addition, a copy of all documents must be maintained in the LEA file at the Department.

Records Retention

Local educational agencies (LEAs) receiving federal funds are required to maintain records in accordance with the 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles and audit Requirements for Federal Awards. In addition, LEAs must comply with local records retention policies.

LEA records maintained in accordance with 2 C.F.R. Part 200 will be considered in compliance with federal requirements for records retention. 2 C.F.R. Part 200 sections appropriate for records retention are provided below. However, LEAs should consult the complete document for regulations on administering federal programs. The complete document is available at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> .

Title 34 Code of Federal Regulations Parts 76

Section 76.730 – Records Related to Grant Funds of New EDGAR.

- A state and subgrantee shall keep records that fully show:
 - The amount of funds;
 - How funds were used;

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- Total cost of the project;
- Share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

Note: There are references throughout the new reporting requirements on financial management in 2 C.F.R. Part 200.302 (performance reporting)

Section 76.731 – Records Related to Compliance

- A state and subgrantee shall keep records to show its compliance with the program requirements.

The Federal Freedom of Information Act (5 U.S.C. 552) does not apply to records unless required by federal, state, or local law; grantees and subgrantees are not required to permit public access to their records. (Approved by the Office of Management and Budget under control number 1880-0517) (Authority: 20 U.S.C. 3474; Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [2 C.F.R. Part 200], [53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988; 64 FR 50392, Sept. 16, 1999])

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Title I Committee of Practitioners (COP)

The Georgia Title I Committee of Practitioners (COP) as Established under Section 1903 of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)

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

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

Presently, the 30-member COP includes representatives from local educational agencies (LEA) administrators; teachers, including vocational educators; parents; members of local boards of education; representatives of private school children; representatives of charter schools; representative of pupil services personnel; and one representative of the Georgia General Assembly.

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

This committee meets two times during the regular school year, once in the fall and once in the spring, with additional sub-committee meetings as appropriate. Actions required by the membership determine the need to postpone or convene additional meetings.

A Title Programs Division designee acts as the executive secretary and develops meeting agendas with input from the Title Programs Director, the Associate Superintendent of the School Improvement Division, the COP co-chairpersons, and membership. Documentation of all meetings, agendas, and other pertinent data are maintained at the Georgia Department of Education (Department).

Title I Committee of Practitioners Guidelines

Membership

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

- Local school districts (majority of members)

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- Administrators, including the administrators of federal programs and LEA homeless liaisons
- Teachers, including vocational educators
- Parents
- Local school board members
- Private schools
- Pupil services personnel
- The Georgia Department of Education Title Programs
- The Georgia Department of Education School Improvement
- The Georgia State Assembly

Duties

(Duties are related to the implementation of Title I of ESEA)

Section 1903 of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)

- The duties of the committee will include a review, before publication, of any proposed or final state rule or regulation. In an emergency situation, where such rule or regulation must be issued with a very limited time to assist local school districts with the operation of the program under Title I, the Department may issue a regulation without prior consultation but will immediately thereafter convene the state committee of practitioners to review the emergency regulation before issuance in final form.
- The duty of the committee will be to advise the Department on other pertinent issues related to Title I.

Term Limits

- Members will be nominated for three years by the Federal Programs Division.
- Final approval of the COP membership will be made by the SBOE.
- The State School Superintendent will make nominations for vacated terms to the SBOE by June 30 of each year.
- Vacated terms will be replaced with individuals from similar representative groups.

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Meeting Schedule

- The COP membership will convene two times each year, once in the fall and once in the spring. The membership may determine the need to postpone or convene meetings as needed.
- A Title programs designee will act as the executive secretary and will develop meeting agendas with input from membership and maintain, at the Department, documentation of all meetings, agendas, and other pertinent data.

Member Reimbursement

- The COP members will be reimbursed for travel, lodging, and meals when attending meetings.
 - The member must present a State of Georgia Exemption of the Local Hotel/Motel Excise Tax form when registering at a hotel/motel and must secure a government rate.
 - The member must complete and submit a Consultant Expense form within 30 days of the meeting to the designated Department employee.
 - The member must present original lodging receipts with a “zero” balance with the Consultant Expense form. Food and mileage receipts are not required.

Selection Process

- Department Title I Education Program Specialists and other organization representatives who have working knowledge of Title I throughout the state are asked to make nominations of potential members of the COP from all areas required by the law. The concern of the Department is to assure that the committee:
 - Includes, as a majority of its members, representatives from local educational agencies as required by ESEA.
 - Has statewide representation.
 - Remains manageable in size.

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Section III: Fiscal Management

Fiscal Requirements

The Elementary and Secondary Education Act of 1965 (ESEA) provides several fiscal requirements that are applicable to Title I, Part A funds. Local educational agencies (LEAs) must maintain the financial effort previously provided with state and local funds to Title I schools. LEAs may not use Title I funds to supplant or replace state or local funds. LEAs must provide services to Title I schools that are comparable to those of non-Title I schools.

Refer to the following sections on Maintenance of Effort (MOE), Supplement Not Supplant, and Comparability of Services.

Maintenance of Effort (MOE)

Under Sections 1120A (a) and 9521 of the ESEA, a local educational agency (LEA) may receive Title I funds only if the Georgia Department of Education (Department) determines that the LEA has maintained the level of funding of at least 90-percent of the preceding fiscal year of the aggregate expenditures of state and local funds or the combined state and local funds per full-time equivalent (FTE):

- The Department will test aggregate expenditures of state and local funds to determine if the MOE standard is met. If the Department determines that the LEA has met MOE based on aggregate expenditures of state and local funds, no further calculations are required.
- If the LEA does not meet MOE based on aggregate expenditures of state and local funds, the LEA may test combined state and local funds per FTE using the worksheet in this section.

If an LEA fails to meet the MOE standard after the aggregate expenditures of state and local funds, and the combined state and local funds per FTE have been tested, the Department is required by ESEA to reduce the amount of funds allocated under Title I, Part A as well as the allocations of the other ESEA programs covered by the MOE requirement in the exact proportion by which the LEA failed to meet the 90-percent requirement. In reducing an LEA's allocation because it fails to meet the MOE requirement, the Department must use the measure most favorable to the LEA. Districts will be sent notification upon submission of their consolidated application prior to approval by their Title I Education Program Specialist.

The U.S. Department of Education (US ED) may waive the MOE requirements if it has determined that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as natural disasters or a significant decline in the amount of local funds of the LEA. The following worksheet may be used for calculating MOE using combined state and local funds per FTE.

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RESOURCE: An electronic copy of this worksheet may be found at:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Worksheet for Computing Aggregate or Average Per-Pupil Expenditure from General Fund (Fund Code 100)

For _____ School District

Source of data: Financial Report for Year Ending June 30, _____

Current Expenditures			
	Total of Funds (fund code 100) (1)	Capital Outlay (Equipment) All 700 Objective Codes in each series (2)	Column 1–Column 2 (3)
1000			0.00
2100			0.00
2210			0.00
2220			0.00
2300			0.00
2400			0.00
2600			0.00
2700			0.00
Total	0.00	0.00	0.00
Total of Column (3) Rounded to the Nearest \$100			0

Use only general funds from the local educational agency's (LEAs) Financial Expenditure Report.

Aggregate expenditures (Total of Column 3) should be rounded to the nearest \$100. Average per-pupil expenditures should be rounded to the nearest \$10.

Total Col. 3 _____ 0.00	÷	FTE _____	=	Per-Pupil _____
Per-Pupil Rounded to the Nearest \$10				

Use the FTE count from the system's October FTE report minus Pre-K Total of Column 3 ÷ FTE = per-pupil expenditure.

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Supplement Not Supplant

Targeted Assistance Schools

A local educational agency (LEA) may use Title I funds only to supplement and, to the extent practical, increase the level of funds that, in the absence of Title I funds, would be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant (i.e., take the place of) state or local funds.

It is a violation of the Supplement Not Supplant requirement if an LEA distributes regular state and local funds in a way that discriminates against students in a Title I school. LEAs found to be in violation of the Supplement Not Supplant requirements in the Elementary and Secondary Education Act of 1965 (ESEA) will be required to return all Title I funds used to supplant the LEA's Title I budget. It is important to remember, however, that any determination about supplanting is very case-specific; this makes it difficult to provide general guidelines without examining the details of the situation. Because Title I funds are available, the Georgia Department of Education (Department) would use a set of presumptions of what the LEA would have provided in the absence of the Title I funds based on its behavior in other situations. These presumptions are outlined in Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200).

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200) presumes supplanting has occurred if federal funds are used to provide services that:

- Were required to be made available under other federal, state, or local laws.
- Were provided with non-federal funds in prior years.
- Were provided to Title I participating children, if those same services are provided with non-federal funds to non-Title I children.

An LEA may rebut a supplanting determination if it can demonstrate it would **not** have provided services had the federal funds not been available. An LEA should maintain documentation, including but not limited to:

- Fiscal or programmatic documentation to confirm that, in the absence of Title I, Part A funds, the LEA would have eliminated services in question.
- State or local legislative action.
- Budget histories.

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Schoolwide Schools – Aligning Title I and School Reform

New schoolwide guidance was provided to states in July 2015, by the U.S. Department of Education (US ED) for Title I schools operating a schoolwide program. Title I, Part A of the Elementary and Secondary Education Act of 1954 (ESEA) is among the most critical federal education programs to support reforms and innovations in elementary and secondary education. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and assessments. To this end, Title I helps SEAs, LEAs, and schools meet the educational needs of low-achieving students in schools with high concentrations of students from low-income families.

Over the past few years, SEAs and LEAs have initiated reforms and innovations to increase the quality of instruction and improve academic achievement for all students and, thus, meet the statutory goals of Title I. SEAs and LEAs are also moving forward with reforms in such areas as teacher and leader evaluation and support systems, turning around low-performing schools, and expanding access to high-quality schools.

For an LEA implementing these or other reforms, it is essential to use federal education funds effectively and efficiently. The flexibility to use Title I funds to support comprehensive schoolwide reforms is particularly important for an LEA in a state that has received flexibility regarding specific requirements of the ESEA in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction (ESEA flexibility).

The supplement not supplant requirement in ESEA section 1120A(b) does not apply to a schoolwide program school, and the school does not need to demonstrate that Title I funds are used only for activities that supplement those the school would otherwise provide with non-federal funds. Accordingly, the presumptions used to determine if supplanting has occurred (i.e., if the activity is required by law; if the activity was provided in prior years with non-federal funds; or if the activity is provided to on-title I students with non-federal funds) do not apply to the use of Title I funds in a schoolwide program school.

However, in order for federal funds to make a difference in supporting school reform in a schoolwide program, they must supplement those funds the school would otherwise receive. To ensure that this occurs, a schoolwide program school relies on the equitable distribution of non-federal funds. Under ESEA section 1114(a)(2)(B), a schoolwide program school shall use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disability and English Learners.

The requirement ensures that the federal funds a schoolwide program receives do not replace non-federal funds the school would otherwise receive if it were not operating a schoolwide program. In other words, the supplement not supplant requirement for a schoolwide program is simply that the school receive all non-federal funds it would receive if it did not receive Title I funds (with the two caveats under “a word of caution” discussed below).

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A word of caution.....

There are two situations in which an LEA's use of Title I funds would likely not be supplemental even if the LEA distributes non-federal funds according to the examples above. As a result, the LEA would not be able to use Title I funds to operate a schoolwide program.

- **An LEA does not have sufficient non-federal funds to provide even the most basic education program in all of its schools.** In this situation, if Title I funds are used to provide part of the basic level of education funds, they would not be supplemental because an LEA is charged with providing a basic level of funding for all its students. If, however, the LEA can provide a basic education program in all its schools with non-federal funds, the LEA may use Title I funds to operate a schoolwide program in an eligible school.
- **An LEA is required by state or local law to provide funding for a specific purpose for all students.** To the extent that an SEA or LEA provides funds to schools to meet a legal obligation, a Title I schoolwide program school must receive its fair share of those resources, subject to application of the exclusion provision discussed below. For example, if state law provides funding for an LEA to deliver pre-kindergarten to all four-year-olds, a schoolwide program school would need to receive sufficient state funds to meet that mandate.

It is also important to note that, in addition to this supplemental funds test for schoolwide program schools, an LEA must also comply with Title I's maintenance of effort and comparability requirements as well as resource comparability requirements under Title VI of the Civil Rights Act of 1964. Together, these requirements ensure Title I serves as a supplemental resource for schoolwide program schools.

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Comparability of Services

Introduction

To ensure that funds made available under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) are used to provide services that are in addition to the regular services normally provided by a local educational agency (LEA) for participating children, the LEA must provide services in its Title I schools with state and local funds that are at least comparable to services provided in its non-Title I schools. This requirement is critical to the success of Title I, Part A because it ensures that the federal investment has an impact on the at-risk students the program is designed to serve—something that would not occur if federal dollars replaced state and local resources that would otherwise be made available to these at-risk students. At the school building level, comparability requires an LEA to ensure that each Title I school receives its fair share of resources from state and local funds. In other words, an LEA may not discriminate (either intentionally or unintentionally) against its Title I schools when distributing resources funded from state and local sources simply because these schools receive federal funds.

Requirement

Section 1120A(c) of the Elementary and Secondary Education Act of 1965 (ESEA) provides that an LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that, as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds. If the LEA serves all of its schools with Title I funds, the LEA must use state and local funds to provide services that, as a whole, are substantially comparable in each Title I school.

The comparability requirement does not apply to an LEA that has only one building for each grade span. A variation of this situation would be where an LEA has only two schools, one of which is a large school and the other is a small school. In this case, the comparability requirement would not apply because the LEA would compare the small school to itself and the large school to itself. An LEA may also exclude schools with 100 or fewer students from its comparability determinations.

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

Criteria for Meeting Comparability

There are a number of ways that an LEA may meet the comparability requirement. The Georgia Department of Education (Department) has established the student/instructional staff ratio as the method for LEAs to use to determine comparability. Should an LEA experience an unusual circumstance that would indicate the need to use another method to determine comparability, the LEA must submit a request in writing to the Title I Education Program Specialist serving the LEA.

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The number of students in a school is defined as the total enrollment in the school minus the pre-kindergarten enrollment in the school. When using student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, an LEA may consider a Title I school comparable if its average does not exceed 110-percent of the average of non-Title I schools. The LEA may choose to compare large Title I schools in a particular grade span to large non-Title I schools in that grade span and small Title I schools in that grade span to small non-Title I schools in that grade span. The LEA may also compare high-poverty Title I schools to low-poverty Title I schools.

Alternately, if all schools in the district are Title I schools, an LEA may compute the average student/instructional staff ratio for all its schools and consider a school comparable if the student/instructional staff ratio falls within 90 to 110-percent of the average for all schools. If all schools are not comparable using the method above, the LEA may break the schools down by grade span to determine comparability. If the student/instructional staff ratio for each school in the grade span falls within 90 to 110-percent of the average for all schools within the grade span, the schools would be considered comparable. An LEA is also permitted to compare large Title I to large non-Title I schools and small Title I to small non-Title I schools within a particular grade span.

Furthermore, an LEA may divide its schools by poverty rate and compare the student/instructional ratio of its high-poverty Title I schools to the average ratio of all high-poverty schools and the student/instructional staff ratio of each low-poverty school to the average ratio of all the low-poverty schools.

Title I provides that an LEA need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services.

Developing Procedures for Compliance

An LEA must develop procedures for complying with the comparability requirements and implement those procedures annually. These procedures should be in writing and, at a minimum, should include the LEA's timeline for demonstrating comparability, identification of the office responsible for making comparability calculations, the measure and process used to determine whether schools are comparable, and how and when the LEA makes adjustments in schools that are not comparable. LEAs in Georgia are required to document compliance with the comparability requirement by performing the necessary calculations every year to demonstrate that all of its Title I schools are comparable and make adjustments if any are not. Records of information needed to demonstrate comparability must be maintained by the LEA and compliance documents must be submitted to the Department.

An LEA may determine comparability of each of its Title I schools on a districtwide basis or a grade-span basis. The comparability requirement does not apply to an LEA that has only one school at each grade span. An LEA may also exclude schools that have fewer than 100 students.

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Although there is no limitation on the number of grade spans an LEA may use, the number should match the basic organization of schools in the LEA. For example, if the LEA's organization includes elementary, middle, and high schools, the LEA would have three grade spans for comparability purposes.

Compliance Timeline

- An LEA must be comparable by July 1 of each fiscal year. [However, in Georgia LEAs have until December 31st to make any adjustments to the online comparability application. This is accomplished by providing corrections to information provided through the Certified Classified Personnel Information (CPI) report with supporting documentation to the LEA's Title I Education Program Specialist who will then correct the errors. Or an LEA may move or hire staff to meet comparability.]
- An LEA should collect the necessary data to demonstrate comparability as of the October full-time equivalent (FTE) count day.
- The Title I Comparability Report may be submitted annually via the online comparability application to the Department as early as December 10th.
- If all schools in an LEA are not comparable as of the October FTE count day, the LEA will file a revised comparability report with the Department demonstrating that, as of a date no later than December 31st of that school year, comparability has been met.
- If the LEA does not achieve comparability by December 31st, the LEA is in violation of the Title I comparability requirements and will be subject to withholding or repayment of funds in the amount or percentage by which the LEA has failed to comply.

Instructional Staff Members to be Included

When an LEA measures compliance by comparing student/staff ratios, the LEA should consistently include the same categories of staff members in the ratios for both Title I and non-Title I schools. Instructional staff may include teachers and other personnel assigned to schools who provide direct instructional services, including music, art, and physical education teachers; guidance counselors; speech therapists; and media specialists as well as other personnel who provide services that support instruction, such as school social workers and psychologists.

In calculating comparability, an LEA may include only staff paid with state and local funds. This would exclude staff paid with private or federal funds. Other staff that would be excluded are principals, assistant principals, custodians, cafeteria personnel, school nurses, security personnel, pre-kindergarten teachers, pre-kindergarten paraprofessionals, secretaries, and non-instructional paraprofessionals.

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The activities authorized by the ESEA include activities that are authorized by Title VIII of the ESEA, the Impact Aid Program. Because Impact Aid is considered general aid to recipient LEAs, Impact Aid funds may be used for any educational activity consistent with local and state requirements. As such, Impact Aid funds are effectively deemed state and local funds for which no accountability to the federal government is required, and staff that is paid with Impact Aid funds is included in comparability determinations.

Grouping of Schools for Comparability Comparison

LEA Organization

The listing of school attendance areas and grade-span groups must coincide with the listing of school or attendance areas in the Title I section of Georgia’s LEA consolidated application.

Pre-kindergarten should be excluded in the listing. All pairing and clustering of attendance areas and schools must be the same. Use the following rules in grouping schools or attendance areas.

Rule One A school or attendance area serving grades in two or three of the grade-span groupings is to be included in that group with which it has the greatest number of grades in common.

Rule Two A school or attendance area that serves an equal number of grades in two or more grade-span groupings is to be included in the lower grade-span grouping.

Rule Three Generally, no more than three grade spans are to be used for comparability reporting.

The following example illustrates the application of the rules for grouping schools or attendance areas of an LEA that has its organization by grade spans K to 5, 6 to 8, and 9 to 12, but in which the grade span varies slightly in some schools.

LEA Grade-Span Grouping	Elementary K–5	Middle 6–8	High 9–12
SCHOOL A: K to 8	K 1 2 3 4 5	6 7 8	
SCHOOL B: K to 7	K 1 2 3 4 5	6 7	
SCHOOL C: 9 to 12			9 10 11 12
SCHOOL D: 4 to 7	4 5	6 7	
SCHOOL E: 7 to 12		7 8	9 10 11 12
SCHOOL F: 5 to 7	5	6 7	
SCHOOL G: K to 6	K 1 2 3 4 5	6	
SCHOOL H: 6		6	
SCHOOL I: K, 7 to 8	K	7 8	

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By applying rule one, schools A, B, and G are in the elementary group; schools F, H, and I are in the middle group; and schools C and E are in the high school group. By applying rule two, school D is placed in the elementary group.

Grouping by Size of Enrollment

Enrollment is defined as the total enrollment in the school minus the pre-kindergarten enrollment in the school.

If, in a particular grade span, the largest school has an enrollment that is two times the enrollment of the smallest school, the LEA may divide the school in that grade span into two groups: one for the schools with the larger enrollments and one for the schools with the smaller enrollments. (For example, an LEA has elementary schools with enrollments of 125, 210, 320, 350, 400, and 435. The school with an enrollment of 435 is at least twice the size of the smallest school with an enrollment of 125.)

Therefore, a division into two groups within the same grade span may be made. After ranking based on enrollment, a division may be made by the LEA at any place creating the two groups. *Once the sized groups are established, the schools or attendance areas are ranked according to the percentage of low-income students, and comparability is determined by comparing each high-poverty school in each group to the average of the low-poverty schools in the same group.* (For example, the high-poverty large schools would be compared to the average of the low-poverty large schools.)

An LEA may not use this procedure to divide schools into two groups if such division would have the effect of exempting any school from compliance with comparability requirements.

Elementary Grouping (K–5)

STEP 1

School or Attendance Area	Enrollment	Percentage of Low-Income
A	210	63.87
B	400	60.24
C	350	40.35
D	125	39.82
E	320	35.53
F	435	28.76

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Re-Rank by Enrollment

STEP 2

School or Attendance Area	Enrollment	Percentage of Low-Income
D	125	39.82
A	210	63.87
E	320	35.53
C	350	40.35
B	400	60.25
F	435	28.76

In this example, there are three possibilities for grouping. *A division may be made between A and E, E and C, or C and B. For illustrative purposes, the group division will be made between A and E. Once the decision is made, each group will be re-ranked by percent of low-income.*

The small group would be:

School or Attendance Area	Enrollment	Percentage of Low-Income
A	210	63.87
D	125	39.82

The large group would be:

School or Attendance Area	Enrollment	Percentage of Low-Income
B	400	60.24
C	350	40.35
E	320	35.53
F	435	28.76

Comparability of services would be determined for each group according to applicable procedures.

Grouping When All Schools Receive Services

If an LEA has more than one school or attendance area within the same grade-span grouping or size and all are receiving Title I-funded services, comparability with these schools must be demonstrated. LEAs may compare schools or attendance areas having high concentrations of children from low-income families (high-poverty schools) to the average of schools or attendance areas having low concentrations of children from low-income families (low-poverty schools). An LEA may use up to 50-percent of the schools or attendance areas in the group having low concentrations of children from low-income families to generate the low-poverty average that will be used for comparison with the high-poverty schools. *For example: An LEA has five Title I schools or attendance areas within the same grade-span grouping and the percentage of children are as follows:*

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School or Attendance Area	Percentage of Low-Income
A	63.87
B	61.24
C	59.71
D	59.22
E	57.65

Schools or attendance areas A, B and C would be compared to the average of schools or attendance areas D and E, or schools or attendance areas A, B, C and D may be compared to school or attendance area E.

Examples of Ways to Meet the Comparability Requirement

The six examples that follow illustrate how an LEA may use student/instructional staff ratios to determine whether Title I and non-Title I schools meet the comparability requirement. In Example 1, the LEA compares each Title I school with the average of its non-Title I schools. Example 2 shows how an LEA could demonstrate comparability based on a comparison of large schools and small schools. Example 3, in which all schools are Title I schools, bases the comparisons on grade spans. In Example 4, all of the schools in the LEA are Title I schools, and the LEA makes separate comparisons for its large schools and small schools. In Example 5, in which all schools are Title I schools, the LEA divides its schools between high-poverty and low-poverty schools and compares schools within each poverty band to each other. In Example 6, all of the schools are Title I schools, and the LEA establishes a limited comparison group consisting of its lowest-poverty schools and compares all of its other schools to the average calculated for the comparison group.

EXAMPLE 1 (Title I and non-Title I elementary schools are compared.)

In the following example, a local educational agency (LEA) provides Title I services to seven of its 11 elementary schools. (The district serves only elementary schools.) The LEA demonstrates comparability by annually comparing student/instructional staff ratios for each of its Title I schools to the average student/instructional staff ratios for its non-Title I schools. In this example, each of the Title I schools is comparable because the student/instructional staff ratio does not exceed 14.1 (the ratio for all non-Title I schools).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Title I Elementary Schools					
Beaufort Elementary	K-5	528	70.2	7.5	Yes
Broad River Elementary	K-5	510	49.4	10.3	Yes
Davis Elementary	K-5	417	38.7	10.8	Yes
Shanklin Elementary	K-5	726	59.0	12.3	Yes
Port Royal Elementary	K-5	189	16.0	11.8	Yes
St. Helena Elementary	K-5	808	58.0	13.9	Yes
Shell Point Elementary	K-5	673	60.0	11.2	Yes

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School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Non-Title I Elementary Schools					
Hilton Head	K-5	1,764	114.5	15.4	
Lady's Island	K-5	757	70.0	10.8	
MC Riley	K-5	1,005	88.0	11.4	
Mossy Oaks	K-5	484	42.0	11.5	
TOTAL		4,010	314.5	12.8	
110-percent of Student/FTE ratio for non-Title I schools*				14.1	

*To be comparable, the student/instructional staff ratio for each Title I elementary school may not exceed 14.1 (12.8 x 1.1).

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EXAMPLE 2 (Large and small Title I and non-Title I elementary schools are compared.)

In this example, a local educational agency (LEA) serves 12 of its 21 elementary schools (only elementary schools are served). In addition to comparing the student/instructional staff ratios for Title I and non-Title I schools, the LEA further divides its elementary schools between large (with 450 or more students) and small (with fewer than 450 students) to demonstrate comparability.

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student Instructional Staff Ratio	Comparable?
Large Title I Elementary Schools					
Barnard-Brown	K-6	483	34.4	14.0	Yes
RJ Kinsella Community	K-6	456	40.7	11.2	Yes
Thirman Milner	K-6	582	43.1	13.5	Yes
Dominick Burns	K-6	634	48.5	13.1	Yes
Henry Dwight	K-6	564	41.1	13.7	Yes
Maria Sanchez	K-6	577	42.7	13.5	Yes
West	K-6	691	56.6	12.2	Yes
Parkville Community	K-6	620	45.7	13.6	Yes
Large Non-Title I Elementary Schools					
ML King Jr.	K-6	775	54.6	14.2	
Moylan	K-6	509	41.3	12.3	
TJ McDonnough	K-6	544	39.3	13.8	
MD Fox	K-6	899	65.4	13.7	
Annie Fischer	K-6	608	49.4	12.3	
TOTAL		3,335	250.0	13.3	
110-percent of Student/FTE ratio for non-Title I schools*				14.6	

*To be comparable, the student/instructional staff ratio for each large Title I elementary school may not exceed 14.6 (13.3 x 1.1).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/Instructional Staff Ratio	Comparable?
Small Title I Elementary Schools					
Fred Wish	K-6	417	36.7	11.4	Yes
John Clark	K-6	425	32.6	13.0	Yes
Ramon Betances	K-6	436	34.3	12.7	Yes
Mary Hooker	K-6	307	27.8	11.0	Yes
Small Non-Title I Elementary Schools					
Sand Everywhere	K-6	346	26.4	13.1	
Simpson-Waverly	K-6	325	27.7	11.7	
Mark Twain	K-6	359	29.8	12.0	
Sarah Rawson	K-6	297	27.3	10.9	
TOTAL		1,327	111.2	11.9	
110-percent of Student/FTE ratio for non-Title I schools*				13.1	

*To be comparable, the student/instructional staff ratio for each small Title I elementary school may not exceed 13.1 (11.9 x 1.1).

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EXAMPLE 3 (All schools in district are Title I schools, and different grade spans are compared.)

In the following example, all of the schools in the district are Title I schools. To demonstrate comparability, the local educational agency (LEA) computes the average student/instructional staff ratio for all its schools and determines whether the student/instructional staff ratio for each school falls within a range that is within 90- to 110-percent of the average for all schools. In its first comparability calculation, the LEA compares all of its schools. Because two schools are not comparable using this first comparison, the LEA then breaks the schools down by grade span to determine comparability. Based on the second method of comparison, the student/instructional staff ratio for each school in the grade span falls within 90- to 110-percent of the average for all schools within the grade span and is, therefore, comparable.

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
School District as a Whole					
Davis School	K-5	371	25.6	14.5	Yes
Devers School	K-5	483	33.2	14.5	Yes
Edgar Fahs Smith MS	6-8	818	50.0	16.4	Yes
Ferguson School	K-5	484	31.0	15.6	Yes
Goode School	K-5	682	42.4	16.1	Yes
Hannah Penn MS	6-8	1,174	64.0	18.3	No
Jackson School	K-5	423	30.0	14.1	No
McKinley School	K-5	482	29.8	16.2	Yes
William Penn HS	9-12	1,737	110.0	15.8	Yes
TOTAL		6,654	416.0	16.0	
90-percent of student/instructional staff ratio*				14.4	
110-percent of student/instructional staff ratio*				17.6	

*Each school is comparable if the student/instructional staff ratio falls within 14.4 (16.0 x 0.9) to 17.6 (16.0 x 1.1).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Elementary Schools					
Davis School	K-5	371	25.6	14.5	Yes
Devers School	K-5	483	33.2	14.5	Yes
Ferguson School	K-5	484	31.0	15.6	Yes
Goode School	K-5	682	42.4	16.1	Yes
Jackson School	K-5	423	30.0	14.1	Yes
McKinley School	K-5	482	29.8	16.2	Yes
TOTAL		2,925	192.0	15.2	
90-percent of student/instructional staff ratio*				13.7	
110-percent of student/instructional staff ratio*				16.7	

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*Each elementary school is comparable if the student/instructional staff ratio falls within 13.7 (15.2 x 0.9) to 16.7 (15.2 x 1.1).

EXAMPLE 3 (continued)

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Middle Schools					
Edgar Fahs Smith MS	6-8	818	50.0	16.4	Yes
Hannah Penn MS	6-8	1,174	64.0	18.3	Yes
Total		1,992	114.0	17.5	
90-percent of student/instructional staff ratio*				15.8	
110-percent of student/instructional staff ratio*				19.3	

*The middle schools are comparable if the student/instructional staff ratio for each school falls within 15.8 (17.5 x 0.9 to 19.3 (17.5 x 1.1).

Note that because there is only one high school in the district, the LEA does not need to determine comparability for that school.

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EXAMPLE 4 (All elementary schools in the local educational agency (LEA) are Title I schools, and large and small schools are compared.)

In this example, all of the elementary schools in the LEA are Title I schools and the comparability determination is based on student/instructional staff ratios. Again, because all of the schools are Title I schools, the district demonstrates comparability by determining whether the student/instructional staff ratio for each school falls within a range that is between 90- and 110-percent of the average for all schools. In the first set of calculations, which is based on all schools, two schools are not comparable. When the LEA refines the comparison to compare small schools (those with less than 420 students) with each other and large schools (420 or more students), the student/instructional staff ratio for each school falls within 90- to 110-percent of the ratio for all the of schools in the category and each school is, therefore, comparable.

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
All Elementary Schools					
Burrowes School	K-5	430	29.3	14.7	Yes
Carter MaCrae Elementary	K-5	565	40.6	13.9	No
Elizabeth R. Martin Elementary	K-5	269	17.6	15.3	Yes
Fulton Elementary	K-5	470	29.0	16.2	Yes
George Washington Elementary	K-5	641	45.0	14.2	Yes
Hamilton Elementary	K-5	390	22.5	17.3	No
James Buchanan Elementary	K-5	390	26.0	15.0	Yes
King Elementary	K-5	601	36.0	16.7	Yes
Lafayette Elementary	K-5	420	26.0	16.2	Yes
Price Elementary	K-5	477	28.5	16.7	Yes
Ross Elementary	K-5	339	20.0	17.0	Yes
Thomas Wharton Elementary	K-5	245	16.3	15.0	Yes
Wickersham Elementary	K-5	503	31.5	16.0	Yes
TOTAL		5,740	368.3	15.6	
				90-percent of student/instructional staff ratio*	14.0
				110-percent of student/instructional staff ratio*	17.2

*The elementary schools would be comparable if the student/instructional staff ratio falls within 14.0 (15.6 x 0.9) to 17.2 (15.6 x 1.1).

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EXAMPLE 4

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Large Elementary Schools					
Burrowes School	K-5	430	29.3	14.7	Yes
Carter MaCrae Elementary	K-5	565	40.6	13.9	Yes
Fulton Elementary	K-5	470	29.0	16.2	Yes
George Washington Elementary	K-5	641	45.0	14.2	Yes
King Elementary	K-5	601	36.0	16.7	Yes
Lafayette Elementary	K-5	420	26.0	16.2	Yes
Price Elementary	K-5	477	28.5	16.7	Yes
Wickersham Elementary	K-5	503	31.5	16.0	Yes
Total		4,107	266.9	15.4	
90-percent of student/instructional staff ratio*				13.9	
110-percent of student/instructional staff ratio*				16.9	

*The large elementary schools would be comparable if the student/instructional staff ratio falls within 13.9 (15.4 x 0.9) to 16.9 (15.4 x 1.1).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
Small Elementary Schools					
Elizabeth R. Martin Elementary	K-5	269	17.6	15.3	Yes
Hamilton Elementary	K-5	390	22.5	17.3	Yes
James Buchanan Elementary	K-5	390	26.0	15.0	Yes
Ross Elementary	K-5	339	20.0	17.0	Yes
Thomas Wharton Elementary	K-5	245	16.3	15.0	Yes
Total		1,633	102.4	15.9	
90-percent of student/instructional staff ratio*				14.4	
110-percent of student/instructional staff ratio*				17.5	

*The small elementary schools would be comparable if the student/instructional staff ratio falls within 14.4 (15.9 x 0.9) to 17.5 (15.9 x 1.1).

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EXAMPLE 5

All elementary schools in the local educational agency (LEA) are Title I schools; high-poverty schools are compared to high-poverty schools, and low-poverty schools are compared to low-poverty schools. A school is considered high-poverty if it has a free or reduced-price meals (FRM) percentage greater than or equal to 60-percent.

In this example, all of the elementary schools in the LEA are Title I schools and the comparability determination is based on student/instructional staff ratios. The LEA demonstrates comparability by determining whether the student/instructional staff ratio for each school falls within a range that is within 90- to 110-percent of the average for all schools. In the first set of calculations, which is based on all schools, one school is not comparable. The LEA refines the comparison so that it compares (1) the student/instructional staff ratio of each of its high-poverty schools (those with a poverty rate greater than or equal to 60-percent) with the average for all of its high-poverty schools and (2) the student/instructional staff ratio in each of its low-poverty schools (those with poverty rates below 60-percent) to the average ratio for its low-poverty schools. When the LEA compares the student/instructional staff ratio for each of its high-poverty schools to the average for all of its high-poverty schools, the ratio for each school falls within 90- to 110-percent of the high-poverty schools' average, and each school is, therefore, comparable. Similarly, when the LEA compares the student/instructional staff ratio for each of the LEA's low-poverty schools, the ratio for each of the low-poverty school falls within the 90- to 110-percent of the average ratio for its low-poverty schools, and each school is, therefore, comparable.

*Each school is comparable if the student instructional staff ratio falls within 13.9 (15.4 x 0.9) to 16.9 (15.4 x 1.1).

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EXAMPLE 5 (continued)

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Free/Reduced Lunch No. of Children	Percent of Poor	Comparable?
High-Poverty Title I Schools							
Violet Hill	K-5	560	36.0	15.6	542	97%	Yes
Oakdale	K-5	470	29.0	16.2	425	90%	Yes
Elmwood	K-5	641	45.0	14.2	539	84%	Yes
Hobson	K-5	477	28.5	16.7	385	81%	Yes
Berlieth	K-5	562	40.6	13.8	435	77%	Yes
Davis	K-5	420	26.0	16.2	322	77%	Yes
Indian Rock	K-5	425	29.3	14.5	316	73%	Yes
Roosevelt	K-5	339	21.0	16.1	249	73%	Yes
Park	K-5	503	31.5	16.0	354	70%	Yes
Camp Springs	K-5	355	22.5	15.8	252	66%	Yes
White Hill	K-5	245	16.3	15.0	148	60%	Yes
Total		4,997	325.7	15.3			
90-percent of student/instructional staff ratio*				13.8			
110-percent of student/instructional staff ratio*				16.8			

*Each high-poverty school is comparable if the student instructional staff ratio falls within 13.8 (15.3 x 0.9) to 16.8 (15.3 x 1.1).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Free/Reduced Lunch No. of Children	Percent of Poor	Comparable?
Low-Poverty Title I Schools							
Bannaker	K-5	400	26.0	15.4	161	40%	Yes
Eastern	K-5	273	17.6	15.5	112	41%	Yes
Total		673	43.6	15.4			
90-percent of student/instructional staff ratio*				13.9			
110-percent of student/instructional staff ratio*				16.9			

*Each low-poverty elementary school is comparable if the student/instructional staff ratio falls within 13.9 (15.4 x 0.9) to 16.9 (15.4 x 1.1).

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EXAMPLE 6

All elementary schools in the local educational agency (LEA) are Title I schools, and each high-poverty school is compared to a limited comparison group consisting of low-poverty schools. A school is considered high poverty if it has a free or reduced-price meals (FRM) percentage greater than or equal to 60-percent.

In this example, the LEA bases its comparability determinations on student/instructional staff ratios. All elementary schools in the LEA are Title I schools and the LEA compares its 12 highest-poverty schools to the two schools with the lowest-poverty rates. The schools would be considered substantially comparable if the student/instructional staff ratio in each of the LEA's 12 highest-poverty schools does not exceed 110-percent of the student/instructional staff ratio for the low-poverty comparison group.

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Free/Reduced Lunch No. of Children	Percent of Poor	Comparable?
High-Poverty Title I Schools*							
Sheppard	K-5	373	26.5	14.1	356	95%	Yes
Hunter	K-5	362	26.4	13.7	326	90%	Yes
Ludlow	K-5	313	24.6	12.7	265	85%	Yes
Washington	K-5	319	25.0	12.8	261	82%	Yes
Mifflin	K-5	254	24.6	10.3	202	80%	Yes
Kinsey	K-5	371	24.4	15.2	293	79%	Yes
Dunbar	K-5	234	21.2	11.0	167	71%	Yes
Sharswood	K-5	360	26.4	13.6	255	71%	Yes
Jackson	K-5	330	27.0	12.2	232	70%	Yes
McCloskey	K-5	346	25.0	13.8	209	60%	Yes
Lingelbach	K-5	328	26.4	12.4	204	62%	Yes
Dobson	K-6	266	21.4	12.4	160	60%	Yes
Low-Poverty Title I Schools							
Crossan	K-5	310	23.6	13.1	148	48%	
Penn Alexander	K-6	376	25.7	14.6	171	45%	
Total		686	49.3	13.9			
110-percent of student/instructional staff ratio*				15.3			

*The services to schools in the LEA would be considered substantially comparable if the student/instructional staff ratio in each high-poverty school does not exceed 15.3 (13.9 x 1.1).

The LEA Comparability Report will be submitted to the Georgia Department of Education via the Web based Title I, Part A comparability application.

To document comparability, LEAs may also use the Title I Comparability Report spreadsheet located under Worksheets on the Title I Web site at:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

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Meeting Comparability through the Resource Allocation Process

A district may choose to use the districtwide resource allocation plan process to meet the comparability requirement. This process involves the approval of the district's resource allocation plan by the Georgia Department of Education Title Programs Division.

A districtwide resource allocation plan is based on student characteristics such as poverty, limited English proficiency, or disability, etc. as is allowed through the section 1120A(c) of the Elementary and Secondary Education Act of 1965 (ESEA) which provides that an LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.

The district has an obligation to provide documentation that all of the resources available to the district are provided in an equitable manner to all of the schools in the district.

Due to the requirement that an LEA must develop procedures for complying with the comparability requirements [Section 1120A(c)(3)], a district must ensure that these procedures are in writing and, should, at a minimum:

- include a timeline for demonstrating comparability
- include the identification of the office responsible for making comparability calculations
- include the measure and process used to determine whether schools are comparable and
- include how and when the district makes adjustments in schools that are not comparable
- is an officially approved districtwide resource allocation plan.

Additional Resources:

Non-Regulatory Guidance – Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement Not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback Requirements located at: <http://www.ed.gov/about/offices/list/oese/legislation.html> (search *Title I fiscal issues*)

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Section IV: Budget Management

Budget Requirements

Local educational agencies (LEAs) accepting Title I funds must implement procedures to ensure appropriate fiscal management of funds. The Georgia Department of Education's (Department's) indirect cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) used to draw funds and report when all funds have been expended (completion report) are resources to assist LEAs with fiscal management.

Refer to the following sections for additional information on Chart of Accounts, Completion Reports, Required Set-Asides, Indirect Costs, Budget Amendments, Carryover Funds and Waivers, Transferability of Funds, and General Guidelines for Use of Title I Funds.

Chart of Accounts

Local educational agencies (LEAs) accepting funds under Title I, Part A must use Georgia's chart of accounts to determine appropriate fund codes and object classes for expenditures.

The chart of accounts is available on the Department Web site at:

http://archives.doe.k12.ga.us/fbo_financial.aspx?PageReq=FBOFinRevCOAB

Completion Reports

The Georgia Department of Education (Department) requires each local educational agency (LEA) receiving grant funds to submit a completion report no later than 30 days after the grant period ends. For Title I, Part A this would mean completion reports are due October 30. Completion reports may be accessed online through Grants Accounting Online Reporting System (GAORS).

A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover³ for each LEA.

Title I directors should work with their accountants to ensure that completion reports are submitted in a timely manner. The Department reserves the right to release new grant funding to individual LEAs **only** when completion reports have been submitted.

Required Set-Asides

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) and Georgia's ESEA flexibility waiver require that local educational agencies (LEAs) set aside a certain percentage of funds for professional development, Flexible Learning Programs, parental

³ Refer to Carryover Funds and Waivers

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involvement, eligible private school children, homeless children and youth in non-participating schools and neglected and delinquent students.

Flexible Learning Programs

Flexible Learning Programs (FLP) will be funded initially through a minimum 5-percent set-aside requirement for any Title I Priority or Focus School. Additional Title I, Part A funds may be set aside to ensure that a viable FLP program is implemented with fidelity. This minimum 5-percent set-aside must be an LEA set-aside.

LEAs may set aside additional funds above the required minimum 5-percent to implement interventions (i.e., FLP) in its Priority and Focus Schools. This set-aside would be a custom set-aside in a LEA's consolidated application that would clearly explain the intervention and list the Priority and Focus Schools to which it applies. This set-aside would not be subject to the requirement to provide equitable services to eligible private school children, their teachers, and their families because public Title I school students, as a whole, do not benefit from those services either.

Professional Development⁴

LEAs must use Title I funds for professional development activities to ensure that teachers and paraprofessionals meet the highly qualified provisions of Title I.

Title I, Part A of ESEA requires that LEAs spend not less than 5-percent of their Title I, Part A funds on professional development activities to ensure that teachers and paraprofessionals meet the Title I highly qualified requirements. However, if a lesser amount is sufficient to ensure that staff are highly qualified, the LEA is not required to spend 5-percent of Title I funds on professional development. LEAs have the option of using additional Title I funds beyond 5-percent for professional development.

LEAs with schools designated as Priority Schools must ensure that such schools set aside funds within the school budget and spend at least **3- to 5-percent** of the school's Title I, Part A allocation for professional development related to the school's FLP. Focus Schools are not required to set aside 3- to 5-percent of their school's Title I allocation for professional development. However, Focus Schools may set aside funds for professional development if the need for professional development is addressed in the school's Title I targeted-assistance or schoolwide plan.

Parental Involvement

An LEA with a Title I allocation greater than \$500,000 must reserve at least 1-percent of its allocation for planning and implementing effective parental involvement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership with the school.

⁴ Refer to Highly Qualified Staff

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Ninety-five percent of the 1-percent of Title I, Part A allocation the LEA reserves for parental involvement under Section 1118 of Title I, Part A of the ESEA must be distributed among the district's Title I schools. If a school or all schools within a district decide to use its share of the 1-percent reservation for parental involvement under Section 1118(a)(3)(C) of ESEA to support a district-level activity for parents, then each participating Title principal must sign the Districtwide Parent Activity/Project assurance. The parents from those schools must be involved both in deciding how the funds will be allotted and how they will be spent.

LEAs must account for parental involvement set-aside funds in carryover amounts and ensure that any funds not used in the fiscal year in which the funds are allocated be added to the 1-percent set-aside in the next fiscal year. In addition, LEAs must ensure that funds earmarked for schools (95-percent requirement) be allocated at the school level.

Homeless Children and Youth

Section 1112 of ESEA requires LEAs to coordinate plans with the provisions of the McKinney-Vento Homeless Assistance Act and to use Title I funds to serve homeless children and youth. Such services are to include educationally related support services to children in shelters and other locations where children may live.

LEAs must conduct an annual survey to determine the number and location of homeless children and youth residing within the jurisdiction of the LEA. LEAs must use the McKinney-Vento Homeless Assistance Act definition of homeless when identifying and determining the number and location of children and youth (Section XIV, page 183, Policy Review and Revision – Identification). LEAs should consider surveying homeless shelters and transitional housing programs, local agencies that provide emergency assistance and other services to homeless families and children, local social service agencies such as the Department of Family and Children Services (DFCS), and faith-based organizations. LEAs should also consult with its pupil services staff, including school social workers, counselors, and attendance officers as well as enrollment clerks, teachers, principals, and bus drivers to identify children in homeless situations.

In the LEA consolidated application for ESEA funding that LEAs must submit annually, LEAs must describe the identification process, provide the number of homeless children and youth identified, and describe how the LEA will provide services to these children. LEAs must also provide the name and contact information for the individual designated as the LEA liaison for homeless children and youth, as required by Title I. Also, in the consolidated application, LEAs must set aside an amount of their Title I, Part A funds to meet the educational needs of homeless children and youth not enrolled in Title I schools and provide a budget that reflects how these set-aside funds are projected to be spent.

In addition to serving homeless students not enrolled in Title I schools, U.S. Department of Education (US ED) Guidance states that set-asides also can be used to provide services to homeless students who *are* attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I

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programs at those schools as well as for the provision of services to homeless students who do not attend Title I schools.

LEAs may use one of the four methods below when allocating Title I, Part A set-asides for homeless children and youth who are not attending Title I school. Generally, these methods involve conducting a needs assessment for homeless students in the LEA and basing the set-aside amount on a formula, such as a per-pupil expenditure. Determining an appropriate amount requires coordination between the LEA Title I director and Homeless Liaison.

Method #1: Identify Homeless Students' Needs and Fund Accordingly

The best way to determine the set-aside is to conduct an assessment of the number and needs of homeless children and youth residing in the local educational agency (LEA) and determine how much it costs to pay for the services that homeless children need and reserve that amount of Title I, Part A funds to pay for them. To make this determination, the LEA should look at how much it cost the previous year to have the Homeless Liaison fulfill the requirements set out in Section 722(g)(6) of the McKinney-Vento Homeless Assistance Act. In addition to coordinating the identification and school enrollment of homeless children, this provision of the law requires liaisons to inform parents of homeless children about “educational and related opportunities available to their children,” assist parents of homeless children in accessing school transportation, and provide public notice of the educational rights of homeless children at places like soup kitchens and family shelters. Based on the previous year’s cost data, the LEA can allocate the Title I, Part A set-aside, taking into account any anticipated changes in the population and/or of homeless students.

Method #2: Obtain Count of Homeless Students and Multiply by the Local Educational Agency (LEA) Title I, Part A, Per-Pupil Allocation (PPA)

If the LEA has not been using the McKinney-Vento Homeless Assistance Act definition of “homeless” to identify homeless children or does not have available the kind of cost information described in Method #1, the LEA will need to use a formula to calculate the set-aside. One way to calculate the set-aside is to do a thorough count of homeless students in the LEA and multiply the number of homeless students identified who do not attend Title I schools by the LEA Title I, Part A, PPA. The LEA Title I, Part A, PPA is determined by dividing the LEA’s total allocation for the fiscal year by the total number of poverty children.

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Method #3: Reserve an Amount of Funds Greater than or Equal to the Amount of the Local Educational Agency (LEA) McKinney-Vento Homeless Assistance Act Subgrant Request

If the LEA receives a McKinney-Vento Homeless Assistance Act subgrant, using an amount equal to or greater than your subgrant request is another method that may be used to determine the Title I, Part A set-aside. For example, if the LEA receives a \$20,000 McKinney-Vento Homeless Assistance Act subgrant, reserve at least \$20,000 in Title I, Part A funds to serve homeless children.

Method #4: Reserve a Specific Percentage Based on the Local Educational Agency Poverty Level or Total Title I, Part A Allocation

If the LEA is having difficulty getting an accurate count of homeless students and does not receive a McKinney-Vento Homeless Assistance Act subgrant, consider setting aside an amount of Title I, Part A funds that reflects either the Title I, Part A allocation (per-pupil amount) or the LEA's poverty-level data (poverty percent of the Title I, Part A allocation per-pupil amount). An LEA may set aside a specific percentage of its Title I, Part A funds to comply with the requirements of Section 1113(c)(3)(A) of ESEA. For example, the LEA might set aside between 1-percent and 5-percent of its total allocation, depending on the district's poverty level. Higher-poverty districts might want to reserve more funds for the set-aside because there are generally more homeless students in higher-poverty areas.

LEAs will not be required to set aside an amount as required by Section 1113(c)(3)(A) of ESEA if the LEA, when using the McKinney-Vento Homeless Assistance Act definition of homeless children and youth, in consultation with homeless shelters and transitional housing programs, local agencies that provide outreach, emergency assistance, and other services to homeless families and children, local social service agencies like Department of Family and Children Services (DFCS), and faith-based organizations:

- Is unable to identify any children and youth so defined.
- Describes the process undertaken to identify these children.
- Describes how the LEA will subsequently identify and serve children so defined upon identification.

Neglected and Delinquent Children

LEAs are required to coordinate and integrate services provided under Title I, Part A with other educational services at the district or school level for neglected or delinquent children. LEAs are required to set aside funds as necessary to provide services comparable to those provided to children in schools funded under Title I, Part A to children in local institutions for neglected and delinquent children and for neglected or delinquent children in community day school programs.

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LEAs must submit to the Department an Annual Survey of Local Institutions for Neglected or Delinquent Children. Based upon the number of children residing in these institutions for 30 consecutive days with at least one day being in October, LEAs receive a notification of the minimum amount that must be set aside to meet the requirements under Section 1113(c)(3)(B and C) of ESEA. This amount is calculated by the Department and is listed among the allocation amounts provided annually to LEAs in the Title I, Part A allocation letter.

Using the definition of children and youth who are neglected, delinquent, and at-risk, LEAs must also consult with local institutions, agencies, and school personnel, including pupil services and alternative education staff, to determine the number, location, and educational needs of these students. LEAs are required to set aside funds as necessary to provide services comparable to those provided to children in schools funded under Title I, Part A to serve neglected or delinquent children and youth.

In the LEA consolidated application for ESEA funding that LEAs must submit annually, LEAs must provide the number of neglected, delinquent, and at-risk children and youth who are identified and describe how the LEA will provide services to these children. LEAs must set aside an amount of their Title I, Part A funds in the consolidated application to meet the educational needs of neglected, delinquent, and at-risk children and youth and provide a budget that reflects how these set-aside funds are projected to be spent.

LEAs will not be required to set aside an amount as required by Section 1113(c)(3)(B and C) of ESEA if the LEA, when using the definition of neglected, delinquent, and at-risk children and youth in consultation with local institutions, agencies, and school personnel, including pupil services and alternative education staff:

- Is unable to identify any children and youth so defined.
- Describes the process undertaken to identify these children.
- Describes how the LEA will subsequently identify and serve children so defined upon identification.

Private Schools

LEAs are required by ESEA to provide equitable services for participating private schools. Funding for those services must be included in the district set-asides.

Private schools must receive an equitable amount from reservations of funds for instructional and related activities made by the LEA before allocating funds to public schools.

Specifically, if the LEA reserves funds to provide instructional and related activities for public school students at the district level, the LEA must also provide from those funds, as applicable, equitable services to eligible private school children. The amount of the reserved funds that must be used for private schools must be proportionate to the number of private school children from low-income families residing in Title I-participating public school attendance areas.

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For example, in a state with no mandatory summer school, if the LEA reserves funds for summer school, an equitable amount must be reserved for private schools.

LEAs are also permitted to reserve funds for preschool off the top of the LEA allocation. If state law defines elementary education to include preschool, then the private school would be entitled to a proportionate share. If preschool is not classified as elementary education under state law, then private school students would not share in this reservation.

While eligible private school students are entitled to equitable services from off-the-top reservations by the LEA, this entitlement only extends to districtwide instructional activities, programs, and related services. Private school students are not entitled to receive a share of the funds reserved for administrative costs or for programs for homeless, neglected, and delinquent children.

Likewise, private school students will not benefit from set-asides required under Section 1116 of ESEA for FLP transportation. This also includes the 5-percent reservation required under Section 1116, as amended by Georgia's ESEA Flexibility Waiver, for FLP.

However, equitable participation of services required by ESEA Sections 1118 and 1119 is required for families and teachers of private school students who receive Title I services. Section 1118 requires LEAs to conduct parental involvement activities, and Section 1119 requires LEAs to conduct professional development activities for their teachers.

If any LEA is setting aside additional funds above the required minimum 5-percent to implement interventions (i.e., FLP) in its Priority and Focus Schools: This set-aside would be a custom set-aside in an LEA's consolidated application that would clearly explain the intervention and list the Priority and Focus Schools to which it applies. This set-aside would not be subject to the requirement to provide equitable services to eligible private school children, their teachers, and their families because public Title I school students, as a whole, do not benefit from those services either.

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REQUIRED SET-ASIDES UNDER ESEA
3- to 5-percent for professional development for schools identified as Priority (This amount comes out of the school's allocation.)
5-percent for professional development for highly qualified teachers and paraprofessionals
5-percent set-aside requirement for Flexible Learning Programs (FLP)
1-percent for parental involvement if LEA allocation is greater than \$500,000 (95-percent of the 1-percent set-aside must be allocated at the school level) Note: An exception may be made to this provision if participating Title I principals agree to pool all or part of their parental involvement allocation for a district-level parental involvement activity/project. LEAs with schools exercising this flexibility must provide supporting documentation on the Attachments Tab of the consolidated application.
A 5-percent set-aside requirement for LEAs identified as an outlier district to be used to support professional development.
Funds as necessary for provision of comparable services for students in private schools (districtwide instructional programs, parental involvement reservations, professional development reservations, summer-school/after-school reservations)
Funds as necessary for services for students in neglected and delinquent institutions
Funds as necessary for services for students who are homeless, including students in non-Title I schools

Indirect Costs

The Georgia Department of Education (Department) calculates indirect-cost percentages for local educational agencies (LEAs) each fiscal year based on requirements established by the U.S. Department of Education. Indirect-cost rates are posted on the Department's Web site and are sent to LEAs.

The indirect cost rates are found on the Department's Web site at:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Calculation of Indirect Costs

If the LEA decides to apply an indirect-cost rate, it is strongly recommended that the LEA work with the LEA's business office in the calculation of the dollar amount.

Remember:

- Equipment purchases must be deducted before applying the indirect-cost rate.

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- The indirect costs must be removed from the balance before the indirect rate can be applied (this prevents paying indirect costs on indirect costs).
- LEAs must have a state-approved indirect-cost rate.

The following is an example of how indirect costs are calculated.

Grant Amount: \$10,000

Equipment Purchases under Object Codes 730 and 734: \$1,500

State-Approved Indirect-Cost Rate for Your LEA: 2.16%

$\$10,000.00 - \$1,500.00 = \$8,500.00$ (subtract equipment purchases)

$\$8,500.00 / (1 + .0216) = \$8,320.28$ (pull out indirect costs)

$\$8,320 \times .0216 = \179.72 (calculate indirect costs)

$\$179$ (round down to nearest dollar)

Worksheet for your calculations (fill in shaded cells)

1. Enter the amount of your total Title I funds (Section I of ConApp).	
2. Enter cost of equipment purchase (object codes 730, 734)	\$ -
3. Difference in #1 and #2 (automatic)	\$ -
4. Get your approved current indirect-cost rate from your business office. Enter rate as a decimal (example 2.16% = 0.0216)	
5. Add "1" to the indirect-cost rate (automatic).	1
6. Divide the dollar total in Step 3 by the number in Step 5 (automatic).	\$ -
7. Multiply the dollar total in Step 6 by the indirect-cost rate in Step 4 (automatic).	\$ -
8. The maximum amount you can charge to indirect costs is the amount shown here:	\$ -

Budget Amendments

Local educational agencies (LEAs) must submit a budget for Title I, Part A funds with the LEA consolidated application.⁵ The original budget must be submitted when the LEA consolidated application is submitted with superintendent sign-off. Funds cannot be accessed through Georgia's Grants Accounting Online Reporting System (GAORS) until an LEA budget is approved by the Georgia Department of Education (Department).

LEAs must submit budget amendments for any changes in the original approved budget that **exceed 25-percent** in any function code using the LEA consolidated application approved process. Title I directors are encouraged to contact their Title I Education Program Specialist for specific details in submitting budget amendments.

⁵ Refer to Consolidated Application

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After the LEA submits a completion report, the Department calculates official carryover funds⁶. LEAs are notified regarding the exact amount of carryover funds and must submit a budget amendment using the approved process. The Title I Education Program Specialist must approve the amended budget/consolidated application before funds are expended.

Carryover Funds

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) permits LEAs to carry over Title I funds not expended within the fiscal year awarded to the next fiscal year. While the law permits LEAs to carry over funds, LEAs are encouraged to expend the fiscal year allocation within that fiscal year. The law specifies requirements for the expenditure of carryover funds exceeding the 15-percent carryover limitation. However, the waiver process allows LEAs to request waivers from the Georgia Department of Education (Department) once every three years when the LEA fails to expend at least 85-percent of the allocated funds within the fiscal year.

LEAs have options when determining how to spend carryover funds. They may:

- Allocate the funds to schools by increasing the per-pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area or school.
- Allocate the funds for district-level activities, for example, professional development. LEAs implementing this option must ensure that private schools have equitable participation, if appropriate.
- Allocate the funds back to the school that originally earned the dollars, and give that school an opportunity to spend the funds. (This carryover amount is not to be included in the PPA for the current fiscal year.) The carryover amount for each school is entered on the imbedded Public School Allocation worksheet in the Consolidated Application (ConApp) under the column heading School Carryover. These carryover amounts are not considered for ranking the schools since the amounts were actual unspent funds from the prior year. The LEA must ask the school for a plan to spend such funds and keep documentation specifying each school's amount of unspent Title I funds from the prior year.
- Allocate the funds back to all the schools on an equal basis and give each school an opportunity to spend the carryover funds. The LEA must ask the school for a plan to spend such funds. For example, \$8,000 is available from carryover and the district has a total of two Title I schools, so each school would receive \$4,000. The amount available for each school is indicated in the School Carryover column on the Public School Allocation page. These carryover amounts are not considered for ranking the schools since the amounts were actual unspent funds from the prior year.

⁶ Refer to Carryover Funds and Waivers

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LEAs may not allocate funds to schools on a grant basis. Allocating funds on a grant basis circumvents the rank-order requirement.

LEAs may need to recalculate set-asides for equitable services for private school participants to include an equitable proportion of carryover funds. The following procedures should be followed:

In general, if an LEA provided equitable services for private school students in the first year, any carryover funds would be considered additional funds for the entire Title I program in the subsequent year and would be part of the LEA's Title I resource base in the next year. Those funds would be used, along with any other carryover funds, for serving both public and private school students on an equitable basis. This situation might occur, for example, if private school students did not fully participate in the federal program in the first year even though an equitable program was planned and offered for those students.

However, there may be a circumstance in which equitable services were not provided. For example, there was a delay by an LEA in implementing an equitable program for private school children because of consultation and notification issues between private school officials and the LEA. As a result, the LEA could not spend all the funds it had available for providing equitable services to private school children and needed to carry over those funds and use them to provide services to private school children in the following year. These carryover funds would be in addition to funds that the LEA would otherwise be required to use to provide equitable services for private school students out of the LEA's current-year allocation. Under either situation, the LEA retains control of the federal funds carried over into the following year. No funds are provided directly to private schools.

Using an amended consolidated application and budget sheet, amendments are uploaded using the same procedures followed when uploading the original consolidated application and budget sheets. When the official carryover amount is received from Grants Accounting, these funds must be amended into the Title I, Part A budget. Budget amendments must be approved by the Title I Education Program Specialist before funds may be expended.

Refer to the latest US ED Guidance: *Maintenance of Effort; Comparability; Supplement Not Supplant; Carryover; Consolidating Funds in Schoolwide Programs; and Grantback Requirements*, Revised February 2008.

Waivers

Local educational agencies (LEAs) must expend a minimum of 85-percent of their Title I, Part A allocation in the fiscal year funds were made available. In Georgia, to ensure LEAs have access to funds the full 15 months, the fiscal year is defined as the period between July 1 and September 30. Therefore, LEAs are allowed to obligate funds for the full 15 months. LEAs not meeting this requirement should note the excerpt below from Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) regarding the 15-percent carryover limitation provision.

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Section 1127 of ESEA

- **LIMITATION ON CARRYOVER.** Notwithstanding Section 421(b) of the General Education Provisions Act or any other provision of law, not more than 15-percent of the funds allocated to a local educational agency for any fiscal year under this Subpart (but not including funds received through any reallocation under this Subpart) may remain available for obligation by such agency for one additional fiscal year.
- **WAIVER.** Once every three years, a state educational agency may waive the percentage limitation in subsection if:
 - (1) The agency determines that the request of a local educational agency is reasonable and necessary.
 - (2) Supplemental appropriations for this Subpart become available.
- **EXCLUSION.** The percentage limitation under Subsection (a) will not apply to any local educational agency that receives less than \$50,000 under this Subpart for any fiscal year.

LEAs must spend at least 85-percent of their allocation within the 15-month grant period. The 15-percent limitation is based on the total amount allocated to the LEA under Title I, Part A, Subpart 2 and any funds transferred into Title I, Part A under the transferability provision in ESEA. The limitation does not carry over from the preceding year. Any amount that exceeds the 15-percent allowance must be returned to the Georgia Department of Education (Department) and redistributed to eligible LEAs. However, an LEA may request that the Department waive this requirement once every three years. The Department may grant a waiver once every three years (see example below) if the request from the LEA is reasonable and necessary or if there is a supplemental appropriation.

Example of timeline for requesting a waiver once every three years:

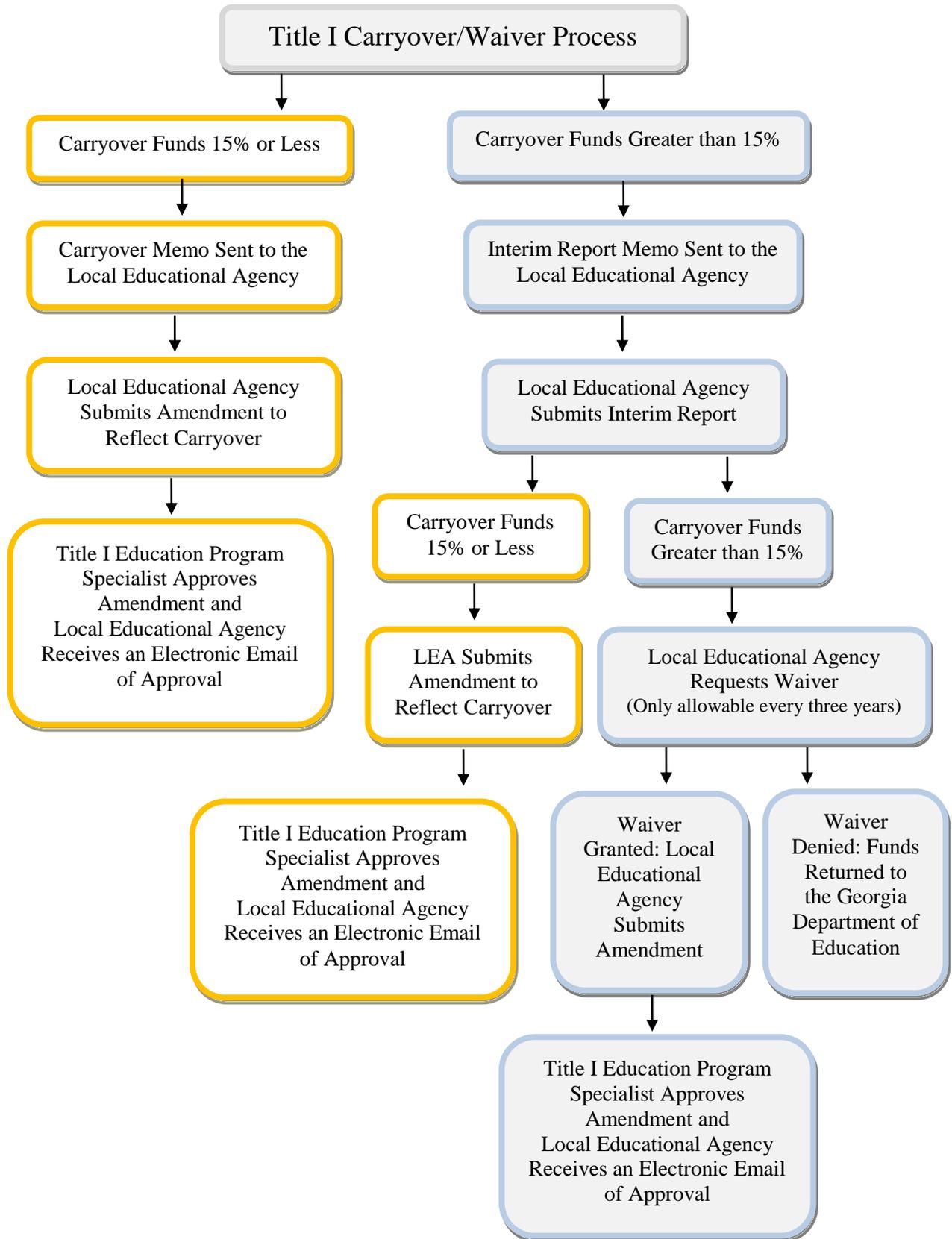
Grant Year:

- School year 2015–2016 (FY16) Waiver Requested for FY16 carryover funds
- School year 2016–2017 (FY17) Not eligible for FY17 carryover
- School year 2017–2018 (FY18) Not eligible for FY18 carryover
- School year 2018–2019 (FY19) May request a waiver for FY19 carryover funds going into FY20 grant year.

An LEA will not automatically be allowed to return carryover in excess of 15-percent of its allocation. LEAs desiring to request a waiver must submit the Waiver Request form to the Department Title Programs Director. The LEA superintendent must sign the Waiver Request form. (See Appendix N) LEAs not desiring a carryover waiver must submit in writing that the LEA will not be submitting a carryover waiver request.

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Transferability of Funds

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), Section 6123, contains provisions that allow the local educational agency (LEA) to transfer funds between qualifying federal programs. The transferability provision is intended to provide a school district with the flexibility to target and transfer funds to the areas it deems as needing the greatest assistance. After funds have been transferred to another program, the transferred funds become subject to the laws and regulations of the receiving program.

The Elementary and Secondary Education Act of 1965 (ESEA) flexibility waiver allows the SEA and LEA to transfer up to 100-percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

The programs from which funds may be transferred are:

- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Subpart 1: Enhancing Education Through Technology

Funds from these federal programs may be transferred to:

- Title I, Part A, Improving Basic LEA Programs
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Subpart 1: Enhancing Education Through Technology

Please note that although transferred funds may be received by Title I, Part A, funds cannot be transferred from Title I, Part A.

Please refer to *Guidance on Transferability Authority*. This guidance may be accessed on the U.S. Department of Education's (US ED) Web site at:
<http://www.ed.gov/programs/transferability/legislation.html>

General Guidelines for the Use of Title I Funds and Equipment

Use of Funds

The purpose of Title I funds is to enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. The law provides many flexibilities and opportunities for local educational agencies (LEAs) and schools to meet the purposes of Title I. In schoolwide programs, an LEA may use Title I funds for any activities that are part of the schoolwide program plan. In targeted-assistance schools, however, Title I funds may only be used to meet the needs of participating children. Guidance on specific uses of Title I funds can be found in Appendix J. This is not an exhaustive list of allowable Title I costs.

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During the annual planning process for Title I, the LEA must assess and review the processes used to maintain adequate internal control for the purchase and management of Title I, Part A equipment. If the annual review reveals that LEA policies and procedures lack the controls to ensure equipment is maintained and disposed of according to Georgia law and federal regulations and guidelines, immediate revisions must be made and implemented to meet required internal controls. The following procedures are based on guidance from Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200), 2 C.F.R. Part 200.302(b), and the corrective action submitted by Georgia Department of Education (Department) to the U.S. Department of Education (US ED) as a result of a 2006 US ED monitoring finding. The procedures below provide a framework for assessing LEA internal controls:

- Equipment and real property (including pilferable items) purchased with Title I, Part A funds must contain an identification tag. Significant technological items are now available for under \$5,000. These are pilferable (walkable) items, such as iPads and digital cameras that may be easily lost or stolen. The identification tag should contain a control number that is recorded on a master inventory list identifying that it has been purchased with Title I, Part A funds.
- The inventory must be current and available for review and audit. 2 C.F.R. Part 200.311, 2 C.F.R. Part 200.313 and 2 C.F.R. Part 200.439 states the following information must be included in the recipient's inventory records: (1) a **description** of the equipment; (2) A **serial number**, model number, or other identification number; (3) the **funding source (including the FAIN) and percentage (who holds title)** under which the equipment was acquired. *Note:* Equipment purchased with federal funds shall be identified to indicate federal ownership by specific federal program (e.g., items purchased with Title I Part A monies must be marked as Title I, Part A with grant award year.); the **source of property (vendor)**; (4) the **acquisition date and unit cost**; (5) the **location** of the equipment; (6) indication of the **use** of the equipment. For example, Title I classroom, Title I afterschool program, Title I Administration, etc.; (7) the **condition** of the equipment; (8) the **date** the information was reported on the inventory; (9) who holds **title** to the equipment? If funds from more than one program was used to purchase the equipment then each programs should be listed as the Title, and if possible, notation of percentage should be listed; (10) all pertinent information on the final transfer, replacement, or disposition of the equipment (including the date of disposal and sale price of the equipment).
- A physical inventory of equipment purchased with federal funds shall be taken and the results reconciled with the equipment records **at least once every two years** in accordance with 2 C.F.R. Part 200.313 (d)(2). However, GaDOE requires a physical inventory of the property to be taken annually. The inventory must also be signed and dated by the person conducting the inventory. Inventory must be taken of property located in all LEA schools, including charter schools, private schools, residential treatment facilities, and the central office. The inventory records must include the following information: item, cost, date of purchase, vendor, serial number or other identification number, and location with source of funds noted (Title I, Part A; Title I,

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Part A-ARRA (from previous years); Title I, Part C; Title I, Part D; Title II, Part A; Title VI, Part B; and the McKinney-Vento Act).

- All equipment and real property must be disposed according to guidance from 2 C.F.R. Part 200.313(e), and the LEA disposition policy.

Additional information on the development of an inventory management system can be found in the Title I, Part A Inventory Review Guidelines manual located on the Federal Programs Web site.

FY17 Title I Unallowable Expenditures

- The following are examples of unallowable expenditures and **CANNOT** be included in the FY17 Title I school budget. The LEA's Title I Education Program Specialist will contact the district Title I director and disallow the unallowable items. Monies spent on any unallowable items must be removed from the Title I budget. If the LEA has questions, please contact the Title I Education Program Specialist assigned to the LEA.
 - School resource officer, security guard (exceptions may be allowable for specific Title I events conducted outside normal school hours)
 - Clinic aide, school nurse, clinic supplies
 - Custodian, custodial supplies (exceptions may be allowable for specific Title I events conducted outside normal school hours)
 - Cafeteria worker, cafeteria supplies
 - ELL coordinators, ELL required forms and tests
 - Behavioral intervention positions must be addressed in the Title I schools' TA or SWP plans with supporting needs assessment documentation
 - Incentives, rewards, certificates, door prizes, raffle items, etc.
 - Marketing items such as brochures, banners, and flags (unless Title I Reward Schools, National Title I Distinguished Schools or Reward District)
 - Memberships for professional organizations not related to Title I
 - Field trips (all field trips must receive prior approval from the Department)
 - Food items (unless light snacks purchased for **parent trainings**)

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- Guidance counselors, unless the position is beyond district allocation, are allowable if **100-percent** of their time is spent working on Title I related guidance/academic issues

Section V: Response to Intervention and Title I

The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Title I provides funds to improve achievement of the lowest-achieving students—those who are failing, or are most at-risk of failing—to meet state academic achievement standards and are enrolled in high-poverty schools.

Response to Intervention (RTI) is a multi-tiered approach to maximize student achievement by providing support to students who are struggling with core content curriculum. This instructional approach addresses student needs through high-quality instruction, frequent progress monitoring, increasingly intense levels of intervention, and data-based decision-making.

The U.S. Department of Education (US ED) has encouraged schools to use both Title I and the IDEA funds (identified as Coordinated Early Intervening Services [CEIS]) to provide RTI. However, the use of Title I funds in the RTI process can be viewed as supplanting in some situations, especially in targeted-assistance schools. The RTI approach in Georgia includes:

Tier I

- **Standards-Based Classroom**
 - All students receive high-quality, research-based core instruction within the regular classroom in the form of state academic achievement standards
 - Because core instruction is provided to all students, it generally may not be funded by Title I, unless it is supplemental.
- **Universal Screening**
 - School staff involves Title I staff in determining the assessment to be used to identify struggling students who may need specific intervention.
 - Screening that is conducted for all students cannot be funded by Title I, unless it is supplemental.

Tier II

- **Needs-Based Learning**
 - When results of assessments and data indicate that a student is struggling and intervention to help with the targeted problem is implemented. Research-based interventions are provided for a specific amount of time, and an increased intensity of instruction is provided. Greater frequency of monitoring is required in formative assessments and analysis of student work.

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- These interventions can be funded with Title I monies in schoolwide schools; sometimes Title I funds can be used in targeted-assistance programs.

Tier III

- **SST-Driven Learning**
 - Targeted students participate in learning that is additional to Tier 1 and Tier II. Assessment and student plan are individualized and formal monitoring procedures are implemented. Students in this category may need a referral to more specifically designed instructional programs.
 - Title I funds may be used to progress monitoring of identified Title I students in targeted-assistance programs and may be used for all students in Title I schoolwide schools.

Tier IV

- **Specifically Designed Learning**
 - Targeted students participate in a more prescribed and formal instructional process with a more specialized program.
 - Title I funds may be used in conjunction with more specialized program funds.

Supplement Not Supplant Related to RTI

Targeted-Assistance Programs

Title I, Part A targeted-assistance programs operating RTI face various fiscal hurdles, and it is important to consider the Supplement Not Supplant requirement of Title I programs.

- Title I dollars may not be spent on any programs or mandates required for all students.
- Targeted-assistance schools must delineate between eligible students and non-eligible students, and any services provided by Title I must be above and beyond those provided to all students.
- Title I funds may not be spent on targeted students if during the previous year other funds were used to provide interventions.
- The interventions selected for targeted students must not supplant those provided to non-Title I students.

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Schoolwide Programs

- Schoolwide programs, by design, make it easier to avoid supplanting issues because they are created to serve all students within the school using a research-based school reform model.
- A schoolwide school that is consolidating funds could adopt the RTI process as its research-based whole-school reform strategy. If funding this reform strategy, the RTI process and its implementation must be clearly explained in the school's schoolwide plan.
- To avoid supplanting, a schoolwide program needs to receive the total state and district funds that the school is supposed to receive, and Title I funds are in addition to that basic allotment.

Evaluation

When implementing any research-based strategy, evaluation is a crucial component to the improvement process. Each year, as the school plans their RTI program for the following year, student achievement data needs to be analyzed, and questions relating to the effectiveness of the program needs to be asked:

- Is instruction, regular and supplementary, being delivered as intended by the intervention with fidelity?
- Are Tier 1 and Tier 2 interventions successful? What evidence do you have to prove success?
 - How does the success of individual students in the school who receive intervention compare to the district, state, and nation?
- What are the revisions that need to be made to the current process to ensure continued student progress?

Exclusion Provision

The Title I exclusion provision in regard to RTI allows schools, specifically targeted-assistance programs, some flexibility. This exclusion provision comes in to play when a school uses state or local dollars to fund interventions at the same time the interventions are also being provided by the Title I teacher to other identified Title I-like programs.

One example of this situation is if a school identifies more students for Tier 2 interventions than the Title I money can serve. The school could use a math teacher funded with local monies to provide the interventions to identified Title I students. However, the Title I teacher must not provide intervention services to non-Title students.

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In conclusion, using Title I funds to fund RTI specifically in targeted-assistance schools can be very case-specific. It is recommended that district-level Title I directors consult with their assigned Title I Education Program Specialist to determine if Title I funding is allowable in regard to their specific situations.

For more information, the following resources are available:

- U.S. Department of Education – www.ed.gov
- RTI Center – www.rti4success.org

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Section VI: Standards, Student Assessment, and Accountability

ESEA Flexibility and College-and-Career Ready Performance Index

The Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) requires states to develop a Single Statewide Accountability System (SSAS), which includes requirements under Georgia's flexibility waiver. ESEA requires states to develop challenging academic standards; a student assessment system that measures progress toward these standards in mathematics, reading, or English/language arts; and to educate 100-percent of all students to proficiency by the end of the school year 2013–2014. Since the enactment of the, Elementary and Secondary Education Act of 1965 (ESEA), Georgia has approached the accountability expectations of ESEA with fidelity and dedication. Although ESEA has served as an impetus for focusing our schools on disaggregated subgroup performance, it has fallen short in serving as a school improvement tool, a teacher-leader quality tool, and a catalyst for ensuring a more comprehensive delivery of college- and career-readiness.

In November 2011, Georgia submitted a waiver request to the United States Department of Education (US ED) for ESEA flexibility that was approved in February 2012. The waiver request was made to strengthen accountability by replacing AYP calculations to reflect the definitions of Priority, Focus, and Reward Schools. This allows Georgia to increase emphasis on the state's very lowest-performing schools in all subject areas and highlight subgroup achievement gaps. This plan serves to increase the quality of instruction in all subject areas for all students and define a system that supports continual improvement of student achievement.

This flexibility allows Georgia to develop and refine the next generation of accountability, known as the College and Career Readiness Performance Index (CCRPI), which serves as a companion statewide communication and accountability tool for school improvement. Under this new accountability system, Georgia has identified Title I Reward, Priority, and Focus Schools as prescribed by US ED using data from state assessments. In addition, all state assessments, along with other indicators of success, are used to calculate every school's CCRPI overall score. The 2012–2013 school year served as a study and refinement year for the CCRPI. The calculations related to the CCRPI are separate from the US ED-required methodology for identifying Title I Priority, Focus, and Reward Schools.

Georgia fully implemented its differentiated recognition, accountability, and supports in 2012–2013, in compliance with US ED guidelines and requirements. Georgia identified Priority Schools, Focus Schools, Title I Alert Schools, and Reward Schools and implemented interventions and supports in August 2012.

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Priority Schools

A Priority School is:

- A school among the lowest 5-percent of Title I schools in the state based on the achievement of the all-students group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the all-students group.
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60-percent over a number of years.
- A Tier I or Tier II school under the school improvement 1003(g) grants (SIG) program that is using SIG funds to implement a school intervention model.

Focus Schools

A Focus School is:

- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (within-school gaps Focus School)
- A Title I high school with a graduation rate less than 60-percent over a number of years that is not identified as a Priority School (low-graduation rate Focus School).

Required Interventions for Priority and Focus Schools

The following steps are required interventions for all Priority and Focus Schools:

- All Priority Schools must offer a Flexible Learning Program (FLP).
- All Focus Schools must offer an FLP.
- In addition, all Priority and Focus Schools must develop a corrective action plan that outlines how the school will implement the FLP.
- All Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- All Priority Schools will be required to set-aside 3- to 5- percent of their school's Title I allocation for professional development.

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Reward School

The US ED-approved ESEA flexibility accountability system will also reward schools based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Two categories of Reward Schools will be recognized.

Reward School Definition:

- A **Highest-Performing School** is a Title I school among the Title I schools in the state that has the highest absolute performance over a number of years for the all-students group and for all subgroups based on statewide assessments and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A **High-Progress School** is a Title I school among the 10-percent of Title I schools in the state that is making the most progress in improving the performance of the all-students group over a number of years on the statewide assessments and, at the high school level, is also among the Title I schools in the state that is making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Because the Department supports the quality implementation of the state academic achievement standards as the most effective way to address equity for students in Georgia, school improvement efforts will address disparity where performance flags indicate discrepant patterns of performance for different subgroups by focusing on interventions that promote standards for underperforming groups. It is incumbent on the Department to ensure that districts demonstrating patterns of disparity receive support and guidance regarding implementation of the state academic achievement standards, particularly as it relates to improving the achievement of economically disadvantaged students, English learners, and students with disabilities and closing existing achievement gaps. In this way, school-level performance flag indicators will be taken into account when formulating school improvement plans for Priority Schools and Focus Schools.

The school improvement specialists working with Priority and Focus Schools have specific knowledge and expertise in the use of data analysis, school improvement, implementation and monitoring of school improvement plans, leadership development, and instructional best practices. The work of the school improvement specialists is monitored by staff at the Department, and professional learning for the specialists is ongoing.

The Department will also facilitate collaboration with other educational agencies, such as Regional Education Service Agencies (RESA), colleges and universities, and regional labs to provide a statewide system of support for all schools.

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Overview of Standards, Student Assessment, and Accountability

Standards

ESEA requires that each state adopt challenging academic standards that apply to all students, all public schools, and all LEAs in the state. The same knowledge, skills, and levels of achievement are expected of all students.

ESEA requires:

- Challenging academic content standards in academic subjects that specify what students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills.
- Academic achievement standards that are aligned with the state’s academic content standards that describe two levels of high achievement—proficient and advanced—and that describe the third level of achievement of low-performing students.
- A description of the competencies associated with each achievement level.
- Assessment scores that differentiate among the achievement levels.

The Georgia’s approved state standards establishes the content and performance standards for what students should know and be able to do in subjects taught in Georgia public schools.

Student Assessment

Georgia is dedicated to implementing a set of high-quality, annual student academic assessments in all areas of the curriculum that will be used as the primary means of determining the yearly performance of the state, local educational agencies (LEAs), and individual schools. Although ESEA requires that each state assess students in mathematics and in reading/English/language arts at least once during grade spans 3 to 5, 6 to 9, and 10 to 12, under the new CCRPI, Georgia assesses each student in all content areas, including science and social studies, on a yearly basis in grades 3 to 8. In grades 9 to 12, students are assessed by the EOCTs when enrolled in one of the eight core courses.

The student assessment program is required to:

- Meet nationally recognized standards for test development.
- Be aligned with state academic standards.
- Include assessment of higher-order thinking skills.
- Report individual student results in formats that allow parents, teachers, and principals to address specific student deficiencies.

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- Using data collected via either pre-ID collections or answer documents, summary reports provided by the test contractors show results at school, LEA, and state levels disaggregated by race/ethnicity, English proficiency, gender, disability, and migratory status. Such disaggregation are produced when populations are adequate and FERPA guidance can be followed.
- Additional reporting categories, such as socioeconomic status, are made possible for accountability and report card reporting when the test data files are merged with the state's student record, which has been designated as the official source of student demographics.

Student mastery of the curriculum will be measured by the state curriculum-based assessment program that includes the Georgia Milestones Assessment System (Georgia Milestones).

According to ESEA, the state's student assessment program must provide for participation of all students in the grades assessed. For students who are disabled under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, appropriate accommodations must be offered. ESEA requires that appropriate accommodations be provided for each student with a disability based on each student's individualized education program (IEP). The state's system must include an alternate assessment for students with significant cognitive disabilities who cannot participate in the general assessment, even with maximum accommodations. The placement team should determine appropriate accommodations for Section 504 of the Rehabilitation Act of 1973 if accommodations are required for the student.

ESEA also requires each state to include English learners (EL) in the academic assessment system. Until a student has achieved English language proficiency, reasonable accommodations must be made to the extent practicable. To assess an English learners' proficiency in English, Georgia administers the Assessing Comprehension and Communication in English State to State (ACCESS) for ELLs.

In Georgia, EL students are assessed by the regular assessments. However, current guidance allows EL students who are in their first year of enrollment in U.S. schools qualify for language support services (e.g., ESOL) and who have completed the ACCESS for ELLs assessment to defer from participating in the English/language arts and reading content areas of the Georgia Milestones Assessment System (Georgia Milestones).

ESEA mandates that states biennially participate in the National Assessment of Educational Progress (NAEP) in reading and mathematics for grades 4 and 8. Georgia statute provides for benchmarking the state's performance against national or international performance through the NAEP. Georgia students in grades 4, 8, and 12 are randomly selected to take the assessment in reading, writing, mathematics, and science every two years. NAEP scores are not included in Georgia's single statewide accountability system.

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Accountability⁷

ESEA requires that all states must develop and implement a single, statewide accountability system (SSAS). The accountability system must be based on the academic standards set by the state and use the assessments designed to measure progress on the standards. All public school students, schools, and LEAs must be included in the accountability system. Schools serving special populations are included in the identification of Rewards, Priority and Focus School lists. For example, also included on these lists are alternative schools, Department of Juvenile Justice (DJJ) institutions, Department of Human Services (DHS) institutions, psycho-educational programs, public charter schools, and state schools for the blind and deaf. Additionally, the state must include services and support or awards that will be applied to schools and LEAs as they are held accountable for student achievement. Finally, states must publish results annually.

The goal of the state's differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rates, promote capacity for sustained progress over time, close achievement gaps for all schools across the state, and target interventions at those schools with greatest need. Georgia implemented its differentiated recognition, accountability, and support system in 2012–2013.

In the *ESEA Flexibility Request*, February 6, 2012, the Department requested changes to the current Elementary and Secondary Education Act of 1965 (ESEA) consequence and reward structure that was implemented during the 2012–2013 year. Georgia identified Priority Schools, Focus Schools, and Reward Schools. As part of this waiver request, Georgia was required to identify detailed subgroup information for Title I schools only; however, the same detailed information was provided to all schools in the state.

In the *ESEA Flexibility Extension*, February 28, 2014, the Department requested changes to the *ESEA Flexibility Request*, February 6, 2012, consequence structure for Priority Schools and Focus Schools implementing the Flexible Learning Program (FLP).

For detailed information regarding the Department *ESEA Flexibility Request*, February 6, 2012, go to the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>.

For detailed information regarding the Department *ESEA Flexibility Extension*, February 28, 2014, go to the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>.

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Graduation Rate Calculation

The 2008 Title I regulations require states and local educational agencies (LEAs) to report on their annual report cards a four-year adjusted cohort graduation rate, disaggregated by subgroups, at the school, LEA, and state levels, respectively. This requirement is to be implemented beginning with the state report cards, required by Section 1111(h) of ESEA, that include information from state assessments administered during the 2010–2011 school year. However, states may use the five-year extended cohort graduation rate, disaggregated by subgroups, in making accountability determinations for schools, LEAs, and the state, beginning with the determinations that are based on 2011–2012 assessment results. Georgia will use the five-year extended cohort graduation rate for accountability purposes, and that rate will be reported on the CCRPI.

As defined in 34 C.F.R. §200.19(b)(1)(i)–(iv), the four-year cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. In 2005, Georgia was allowed to expand the standard number of years to include the summer term after 12th grade. For additional information regarding the four-year cohort graduation rate, see questions A-18 through A-32 of the *High School Graduation Rate Non-Regulatory Guidance*.

State Report Card

According to ESEA, each state and local educational agency (LEA) must establish and distribute annual state report cards. The state report card is required to be concise and understandable with a uniform format and must include:

- Student achievement data disaggregated by race/ethnicity, gender, migratory status, disability, English proficiency, and socioeconomic status.
- Comparisons of actual achievement levels for each disaggregated group.
- Aggregate data on other indicators used for accountability reports.
- Three-year trend data regarding each subject and each grade level required by the statute
- High school graduation rates.
- Performance of LEAs in the state for accountability reports.
- Percentages of students for each disaggregated group who are not tested.

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- Qualification of teachers, disaggregated by high-poverty (top quartile) and low-poverty (bottom quartile) status.
- States may include additional information on the state report card.

Similarly, each LEA must establish and distribute a state report card that includes:

- A list of all schools that have been identified as needing improvement.
- LEA student achievement data compared to statewide data.
- Student achievement data of the school compared to the data of the LEA and state.

Full disclosure of school performance and student performance is one level of accountability. The annual state report cards accomplish this mission of informing stakeholders of how schools and LEAs are performing.

In compliance with state law, the state report card must:

- Disaggregate student achievement and school performance indicators with respect to ethnicity, gender, disability, language proficiency, and socioeconomic status.
- Report current school and LEA performance in relation to absolute student achievement standards and progress on improved student achievement.
- Compare current school and LEA performance to previous year's school and LEA performance.
- Include other information, such as teacher-student ratios and administrative and instructional costs.

The Governor's Office of Student Achievement (GOSA) continues to refine the state report card to ensure that the annual accountability reports meet both federal and state requirements. The link between a school's report card and accountability profile to its Priority or Focus status has become transparent. The most recent report card can be viewed at <http://gosa.georgia.gov/report-card>.

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Priority and Focus Schools and District Effectiveness Status

Single Statewide Accountability System

The State Board of Education (SBOE) maintains an approved Single Statewide Accountability System with awards and consequences. This system is described in detail in State Board Rule 160-7-4. This and other Board rules related to federal Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) requirements may be reviewed in their current form on the Policy page of the Georgia Department of Education's (Department's) Web site and on the Web site of the Office of Student Achievement.

In 2012–2013, Georgia began providing support in two categories to include Priority Schools and Focus Schools to address the need to raise student achievement, close achievement gaps, and promote continual progress toward full proficiency for all of the students in Georgia. To ensure that a maximum number of schools receive specified services and supports, Priority School status supersedes Focus School status. In the instance that a school falls into both categories, Priority Schools are calculated first and those schools are not eligible for Focus School status; however, the issues regarding achievement-gap data are addressed in the school improvement plan.

These separate criteria establish categories that provide distinct, purposeful groups of schools and districts identified as needing specific supports and interventions. Priority Schools are comprised of the lowest-achieving schools in the state based on the performance of all students, while Focus Schools are those in which the largest within-school gaps in achievement exist. These categorizations will impact both the types of supports and interventions initiated, and the students that will be targeted as part of a school's improvement plan. Under this system, the Department will be able to serve Georgia's overall lowest-achieving schools as well as lowest-achieving, high-needs students in schools that are not traditionally captured in the lowest tier of schools based on all students' achievement. This system ensures that resources are used efficiently and in an organized way that targets appropriate groups of students.

In addition, the Department works with the district in facilitating support for schools identified as Priority or Focus. Short-term action plans are developed at each school and are monitored by a lead school improvement specialist. These lead school improvement specialists work with identified LEAs, school staff, and the school improvement specialist assigned to the school in the development of these plans. The lead school improvement specialist is responsible for monitoring the implementation of the short-term action plans, serving as a liaison with the school improvement specialists and LEA, and working directly with the school or LEA if implementation is not done with fidelity. The Department enters into a formal agreement with the LEA outlining the expectations of the LEA, school, and the Department. For a list of the expectations that may be required of an LEA, see the following table.

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School Keys/Topic	Actions
Planning and Organization/School Improvement Planning Process	<ul style="list-style-type: none"> • Ensure that the school improvement plan is focused on Georgia’s approved state standards and standards-based teaching and learning. • Ensure that a plan for monitoring is in place and is implemented. • Assist in the development, implementation, and monitoring of the school improvement plan. • Support the implementation of the corrective action plan. • Ensure that the school budget supports implementation of the plan and that the school improvement specialist participates in the budgetary process. • Ensure that the school improvement specialist, along with the principal, leadership team, and instructional coaches, observe classrooms and provide feedback for implementation of Georgia’s approved state standards and standards-based teaching and learning.
Assessment/Data Analysis	<ul style="list-style-type: none"> • Review school data (demographic, student achievement, perception, process) to ensure that plans are relevant to the data. <ul style="list-style-type: none"> ○ Assist principal and leadership team with implementation of monitoring. ○ Student academic progress. ○ Attendance (student and teacher). ○ Discipline. • Assist the system and school with analysis of feeder school student achievement data. • Assist system and school(s) with development of a vertical plan to address feeder patterns.
Leadership/Leadership Teams	<ul style="list-style-type: none"> • Ensure that the leadership team utilizes the School Keys, Leadership Standard 4, and the Leadership Team High Impact Practice rubric to self-assess progress three times per year. <ul style="list-style-type: none"> ○ Ensure established roles and responsibilities of the leadership team are focused on standards-based instruction and monitoring to support teaching and learning. ○ Ensure that appropriate norms and protocols (problem-solving and decision-making) have been established, implemented, and regularly monitored. ○ Ensure that the leadership team meets, at a minimum, twice a month. ○ Ensure that the leadership team analyzes, develops, implements, and monitors short-term action plan (STAP). • Ensure that the leadership team addresses targeted areas and provides feedback from internal and external reviews; for example, GAPSS, CTAE, SACS, TAV, and awareness/focus walks. • Ensure that the leadership team develops, implements, and distributes minutes to all staff in a routine and timely manner. • Support follow-through with implementation of strategies from the Summer Leadership Academy. • Support the principal/leadership in monitoring the implementation of professional learning.

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School Keys/Topic	Actions
Curriculum Assessment Instruction	<ul style="list-style-type: none"> • Ensure that the school is implementing Georgia’s approved state standards. • Ensure implementation of Department instructional frameworks. • Ensure implementation of standards-based teaching and learning. • Ensure quality professional learning focused on the components of the High Impact Practice rubric: standards-based classrooms and math addendum for standards-based classrooms.
Framework Assessments	<ul style="list-style-type: none"> • Ensure framework/benchmark/assessments are given and results analyzed by teachers to guide instruction. • Ensure that administrators and the leadership team guide schoolwide planning.
Leadership/ Teacher Efficacy	<ul style="list-style-type: none"> • Ensure that the principal consistently monitors and evaluates teacher effectiveness and provides appropriate feedback for teachers. • Ensure that the school and district have a plan for hiring highly qualified teachers.
Planning and Organization/ Short-Term Action Plan	<ul style="list-style-type: none"> • Support implementation of the STAP. • Complete bimonthly progress reports for submission to lead school improvement specialist, principal, and district designee. • Ensure school completes attendance (teacher and student) and discipline reports by the 5th of each month and sent to the lead school improvement specialist.
Professional Learning	<ul style="list-style-type: none"> • Support the instructional coaches in planning and conducting professional learning based on the components of the coaching cycle. • Support the implementation of professional learning provided by the state. • Ensure that the school improvement specialist attends all Department-required professional learning with his/her respective school(s). • Ensure that the school improvement specialist participates in required Department webinar sessions, if applicable. • Ensure that the school improvement specialist participates in RESA and/or GLRS professional learning, if applicable.
Monitoring Embedded in all School Keys	<ul style="list-style-type: none"> • Ensure that the school improvement specialist, along with the principal, leadership team, and instructional coaches, monitors the instructional program through focus walks, awareness walks, and/or classroom observations with feedback.

Flexible Learning Programs (FLP)

Starting in the 2012–2013 school year, Priority Schools and Focus Schools are required to implement alternative supports, called Flexible Learning Programs (FLP), rather than SES and Public School Choice for students. FLPs are alternative supplemental tutoring interventions that allow LEAs greater flexibility in designing an extended learning program tailored to needs of their schools that have the capacity to serve more students in need of such additional support. These FLPs are funded through a minimum 5-percent set-aside requirement of Title I, Part A allocation to the LEA.

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School and District Consequences

Georgia LEAs are required to offer a Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing an FLP are required to submit a plan utilizing these consequences and a budget for approval by Department Title Programs Division.

Georgia's ESEA Flexibility Extension submitted February 28, 2014, specifies changes to the FLP components. These changes are outlined as required interventions for Focus and Priority Schools:

- All Priority Schools must offer Flexible Learning Program (FLP)
 - Any district having a school designated as a Priority School that falls within the rank order of Title I schools served, must serve such school provided that the school falls within the rank order of schools within the district. This also applies to districts using grade span grouping to identify Title I schools to be served.
- All Focus Schools status must offer Flexible Learning Programs (FLP)
 - Elementary schools offering a specials or activity class (music, art, etc.) are encouraged to offer the FLP as a part of the rotation during this time period.
 - Middle schools offering connections are encouraged to offer the FLP as a part of the rotation during this time period.
 - Where specials/activity classes or connections classes are not offered as a part of a school's regular daily schedule, LEAs are encouraged to extend the school day to provide FLP within the regular school day schedule.
 - For all schools not implementing the FLP through either specials/activity classes, connections classes, or an extended school day offering, such schools must offer two of these opportunities for all students to access the FLP:
 - Before School
 - After School
 - Intercession
 - Summer Session
 - Saturday Session
 - Other
- In addition, all schools must develop a corrective action plan that outlines how the school will implement FLP.
- All Priority and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- All Priority Schools will be required to set-aside a minimum of 3- to 5-percent of their school's Title I allocation for professional development.

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While students in Priority and Focus Schools are eligible to receive FLP services based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools based on the following federal rank order:

- FLP Rank Order I: Students in the following subgroups who are not meeting standards as identified by state assessment results—students with disabilities, English learners, or free or reduced-price meals (FRM); and if funding levels allow.
- FLP Rank Order II: All other students who are not meeting standards, as identified by state assessment results; and if funding levels allow.
- FLP Rank Order III: Students who are meeting standards as identified by state assessment results.

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As part of the submitted plan, LEAs in 2016–2017 will:

- List the schools within the LEA that are required to offer a Flexible Learning Program (FLP), their classification as to Priority or Focus by school, and if they are Title I schools or not:

Example:

- LEA status (Priority School, Focus School) – School A – targeted-assistance – Title I status
- LEA status (Priority School, Focus School) – School B – schoolwide – Title I status
- LEA status (Priority School, Focus School) – School C – targeted-assistance – Title I status
- Project how much they are intending to budget on the Flexible Learning Program (FLP) in the following areas:
 - Program coordination/service delivery – district office and/or school
 - Materials/supplies – district office and/or school
 - Transportation
 - Snacks – what time of the day, if provided
 - Tutor costs – current teachers or contract instructors
 - Total cost of the FLP program
 - Total cost of the PSC program
 - Evaluation method(s) to be used
- Customer satisfaction
- Program effectiveness

Required program data for the LEA to be maintained by school:

- Criteria used to determine how students were selected for the program and how the student's subject was determined.
- Rank-ordered list of all eligible students designating whether student is enrolled in the program or not; list should include students, grade level, and subject of tutoring.

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- Hours of tutoring attended for each student.
- Staff hours of service.
- Group size for tutoring.
- Pre-assessment information for each student.
- Post-assessment information for each student.
- Goal or plan of tutoring for each student.
- Progress toward goal by student.
- Strategies to be used if goals are not met by student.
- FLP delivery model (before/after/during school, summer, intercession, weekends, etc.).
- The days of the week the FLP occurs.
- Transportation provided and for whom.

Monitoring of LEAs/schools by Title I Division:

LEAs will be monitored by the Title Programs Division based on the following items:

- Number of students eligible for program.
- Number of students served.
- Plan for offering services to and enrolling students across priority levels.
- Number of staff hired with job descriptions.
- Parental Involvement requirements.
- Sign-in sheets for staff, students, and parents.
- Assessment used by program.
- Methods used to improve student(s) learning.
- Monitoring of outcome on a monthly basis.
- Verification of parent notification of eligibility for the FLP.

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- Verification of parent notification of school status.
- Verification of parent notification for how to enroll their student in the FLP.
- Program evaluation of the FLP by school.
- Program evaluation for the FLP.

Evaluation of the FLP plan by SEA

Under the Georgia's *ESEA Flexibility Waiver* requiring LEAs to offer an FLP, the Department will monitor program data and evaluate performance according to the overall goal as stated in Title I, Part A legislation—increasing academic achievement on state assessments and attaining proficiency in meeting state standards. The evaluation will quantify core program components in an effort to highlight factors that contribute to effectiveness. Such a system will allow the Department to use data analyses to develop data-driven best practices and provide training and ongoing support to LEAs that will promote continuous improvement of the FLP across the state.

Each FLP will be evaluated on the following dimensions:

Customer Satisfaction

- Evaluation question: What is the overall experience of stakeholders with the program?
- Data source: stakeholder surveys

Service Delivery

- Evaluation question: Are the SEA, LEAs, and programs in compliance with laws and regulations?
- Data sources: annual monitoring data, program documentation, federal reporting, public reporting, technical assistance, etc.

Effectiveness

- Evaluation question: Are programs contributing to increased student academic achievement and performance on state education standards?
- Data sources: student performance on state tests, pre/post assessment measures of state standards and academic skills targeting by programs, performance flag data, and student growth in schools offering an FLP
- Evaluation results will be shared with stakeholders and the public and used to inform ongoing program improvement.

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Georgia's *ESEA Flexibility Waiver* does not waive the following ESEA requirements.

Section 1116(B), 1116(C):

State and local educational agencies' (SEAs' and LEAs') responsibilities for notification and publicly reporting results will remain unchanged.

These ESEA requirements include:

- Require LEAs to notify parents of the availability of FLP services at least twice annually.
- Require LEAs to provide at least one workshop/meeting explaining the LEA's plan for providing the FLP services.
- Assist LEAs in using local media to notify parents of FLP services.
- Require LEAs to offer parents the opportunity to view firsthand the FLP services provided for their children.
- Assist LEAs as they collaborate with parent/teacher/student organizations and other parent organizations to ensure wide dissemination of the availability of an FLP and PSC services.
- Assist LEAs as they work with local community organizations, such as the Chamber of Commerce, Lions Club, Kiwanis Club, to devise additional strategies to notify eligible parents of an FLP.

To increase future participation in the FLP:

- The Department will conduct a media campaign to communicate the new accountability system of Priority Schools, Focus Schools, and Reward Schools, plus the impact of performance flags.
- The Title Programs Division of the Department will provide regional workshops and webinars to distribute information regarding the new accountability system.
- The Title Programs Division of the Department will post information regarding the flexibility changes for the FLP on the Department Web site.

Intradistrict Transfer Option

Beginning with 2012–2013 school year, the NCLB Choice was replaced by state law (O.C.G.A. §§ 20-2-2130–20-2-2131) Intradistrict Transfer. The Intradistrict Transfer option allows a parent/guardian the option to request a transfer from the child's assigned school to a school of the parent's choice within the school zone/district in which the child resides. It is

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the responsibility of each LEA to develop and implement local policy, procedures, and processes for and consistent with (O.C.G.A. §§ 20-2-2130–20-2-2131) Intradistrict Transfer.

LEAs must notify parents of the availability of the Intradistrict Transfer option annually, and parent notification should be dated no later than July 1st of the upcoming school year. LEAs must follow all federal parental notification requirements as outlined in Title I, Part A.

Transfers will be granted to children only if there is available classroom space at the school where the parent chooses to transfer their child. Parent/guardians are responsible for the transportation to and from school if the Intradistrict Transfer is granted.

It is the responsibility of each LEA to develop and implement local policy, procedures, and processes for and consistent with (O.C.G.A. § § 20-2-2130–20-2-2131) Intradistrict Transfer.

School Improvement Support and Academic Achievements Awards

Georgia is required under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to establish a statewide system of intensive and sustained support and improvement for schools and local educational agencies (LEAs) that receive Title I funds and are identified as Needs Improvement. The focus of the support must be to increase student academic achievement. Additionally, ESEA requires that each state establish a program for making academic achievement awards to recognize schools. The Georgia Department of Education Title Programs Division recognizes two categories of Reward Schools: Highest-Performing Reward Schools and High-Progress Reward Schools.

School Improvement Support

The Georgia Department of Education (Department) School Improvement Division provides support for implementing Section 1116 of ESEA. The documents listed below will be helpful as you work through the various plans required by Section 1116 of ESEA. The most current documents and deadlines can be accessed through the school improvement Web site at: <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Pages/default.aspx>

School Improvement Resources

- School Keys
- Georgia Assessment of Performance on School Standards (GAPSS)
- Implementation Resource
- Pyramid of Interventions
- Graduation Counts!
- High School Graduation Coach Information

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- Administrator Calendar
- Credit Recovery Program (GA Virtual School)
- School Improvement Field Book
- Single Statewide Accountability System (SSAS)
- CLASS Keys Standards
- CLASS Keys Placement
- Leader Keys Standards Summary

Academic Achievement Awards Program

Title I Reward Schools Program

Introduction

To reward successful schools and school districts for significant progress in improving student achievement and/or significant progress in closing the achievement gap, the Georgia Department of Education (Department) honors K–12 Title I schools and school districts for significant progress in improving student achievement and/or making significant progress in closing the achievement gap.

The Title I Reward Schools program recognizes and honors two categories of Reward Schools: Highest-Performing Reward Schools and High-Progress Reward Schools.

- A **Highest-Performing Reward School** is a Title I school among the Title I schools in the state that has the highest absolute performance over a number of years for the all-students group and for all subgroups based on statewide assessments and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A **High-Progress Reward School** is a Title I school among the 10-percent of Title I schools in the state that is making the most progress in improving the performance of the all-students group over a number of years on the statewide assessments and, at the high school level, is also among the Title I schools in the state that is making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Schools may use their funds to provide teacher and staff bonuses and/or to purchase instructionally related supplies and services for the school.

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Funding for the Title I Reward Schools program is provided through Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). ESEA allows state educational agencies (SEAs) to earmark funds from its total Title I, Part A allocation to reward schools for academic success; 75-percent of the funds must be distributed to those schools with the highest percentage of poverty.

Timelines

Fall/Winter	Title I Reward Schools are selected by the state educational agency.
Fall/Winter	Title I Reward Schools are recommended to the State Board of Education.
Fall/Winter	Schools are officially notified of recognition.
Fall/Winter	Local educational agency assurances are due to Georgia Department of Education.
June	Recognition at Title Programs conference.
June 30	Recognition funds must be spent.
October 30	LEA submits completion report to state educational agency.

Title I Reward Schools Program

Georgia's *ESEA Flexibility Waiver* has allowed the state's Title Programs Division to move from the ESEA's Academic Achievement Awards program to the Reward School Awards program. Title I schools are identified for one of two awards. Those Title I schools with the highest-performing success or those Title I schools with the highest-progress success.

How State Data Will Be Run to Determine List of Highest-Performing Title I Reward Schools

- Count the number of Title I schools in the state for school year 2014–2015.
- Multiply the number of Title I schools in the state for school year 2014–2015 by 5-percent.
- The resulting value is the number of Title I schools in the state that are to be identified as Highest-Performing Reward Schools.
- At the school level, aggregate the all-student and subgroup achievement results based on 2014–2015, 2013–2014, and 2012–2013 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Reference Competency Tests (CRCTs), all Criterion Referenced Competency Tests-Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (all-students as well as the remaining nine traditional subgroups) to be considered in the calculations, the group must meet the minimum n size of 15, where each member of the group has a valid assessment for each content area.

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- Rank the Title I schools based on the average of their three-year aggregate achievement results from highest achievement to lowest achievement.
- Remove schools from the list of schools that have been identified as Focus Schools.
- Remove high schools from the list that are not among the schools with the highest graduation rates.

Identify the top 5-percent of Title I schools in any given fiscal year as Highest-Performing Reward Schools.

How State Data Will Be Run to Determine List of High-Progress Title I Reward Schools

- Count the number of Title I schools in the state for school year 2014–2015.
- Multiply the number of Title I schools in the state for school year 2014–2015 by 10-percent.
- The resulting value is the number of Title I schools in the state that are to be identified as High-Progress Reward Schools.
- At the school level, aggregate the all-student and subgroup achievement results based on 2014–2015, 2013–2014, and 2012–2013 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests-Modified (CRCT-M), and Georgia Alternate Assessments (GAAs). For a group (all-students as well as the remaining nine traditional subgroups) to be considered in the calculations, the group must meet the minimum n size of 15, where each member of the group has a valid assessment for each content area.
- Based on aggregate achievement results, calculate progress using the following formula: $[(\text{year 1 results} - \text{year 2 results}) + (\text{year 2 results} - \text{year 3 results})]/2$
- Rank the schools based on the greatest amount of progress.
- Remove schools from the list that have been identified as Focus Schools.
- Remove schools from the list that have been identified as Priority Schools.
- Identify the top 10-percent of Title I schools in any given fiscal year as High-Progress Reward Schools.

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How State Will Recognize and Reward the Title I Highest-Performing and High-Progress Schools

Georgia will recognize Highest-Performing and High-Progress Title I schools each year at the annual statewide Title programs conference. Further, these schools will each receive a monetary reward equal to Georgia's total reward allocation divided by the total number of reward schools. Each Title I Highest-Performing and High-Progress School will also receive a reward certificate.

Procedures for Establishing School Awards

The Department reserves Title I funds to reward schools for significant progress in improving student achievement and/or significant progress in closing the achievement gap. As required in the ESEA, at least 75-percent of funds reserved for the program must be awarded to schools whose student populations are in the highest quartile of schools statewide in terms of the percentage of children from low-income families. Students who are eligible for free or reduced meals (FRM) are considered to come from low-income families.

- Schools are selected as Reward Schools based on making significant progress in improving student achievement and/or significant progress in closing the achievement gap. Reward Schools receive a certificate and a monetary award when funds are available.
- At least 75-percent of the funds available for awards must go to the schools in the highest quartile based on percent of FRM. The funds available for a given year are divided into two funds: one containing 75-percent of the funds; the other, 25-percent of the funds. Next, FRM data for all schools in the state for that year are listed in descending order according to FRM percentage. The list is divided into four equal parts starting with the highest FRM-percentage school and going down the descending list. The cutoff point for schools in the highest quartile is established by locating the lowest-FRM school in the highest quartile. That is the last school in descending order in the highest quartile. The FRM percentage for the last school in the first quartile is the cutoff point

Use of Funds

Schools must use monetary award funds for educational purposes only. Each school receiving a monetary award will decide specifically how funds will be spent.

Schools may:

- Use funds to purchase instructional materials for English/language arts, reading, mathematics, science, and social studies.
- Use funds to provide monetary awards to employees.

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- Use funds for schoolwide projects.
- Use funds for educational field trips that are aligned with the school's comprehensive needs assessment section of the schoolwide or targeted-assistance plan and are connected to the support of assisting students to achieve proficiency or an advanced status in relation to the state academic content standards. NOTE: All field trips must receive prior approval from the Department.
- Use funds to purchase reward school award signs and banners.
- Expenditure of funds must be allowable and reasonable in accordance with 2 C.F.R. Part 200.403, 2 C.F.R. Part 200.404, and 2 C.F.R. Part 200.405

Schools may not:

- Use funds for capital outlay projects.
- Use fund to supplant state/local/federal funds.
- Use funds for school uniforms.
- Use funds to purchase gift cards.
- Use funds to purchase furniture items (unless prior approval from the Department is requested).
- Use funds to purchase entertainment tickets.
- Use funds to purchase t-shirts.
- Use funds to purchase admission to theme parks.

Schools choosing to make monetary awards to staff must include all staff in the category. Schools may award different monetary award amounts for each personnel classification. Each individual monetary award amount within a given personnel classification must be the same total amount. For example, if a school provides a monetary award of \$100 to teachers, the school must make an award of \$100 to each teacher employed at the school.

The current principal will make the decision as to how the funds are spent when the award is given. Only current Title I employees of the awarded school are eligible for any awards. School districts and schools are limited by federal law as to how Title I funds can be expended. Title I, Part A funds cannot be used for students and teachers who are not eligible for Title I, Part A services. Therefore, funds are limited to the Title I Reward School, its current students, administrators, teachers, and staff. While a Reward School has flexibility in expending funds under this program, the Title I statute does not authorize the use of Title I, Part A funds for capital outlay expenditures. Therefore, Title I, Part A Reward School awards cannot be used for construction or acquisition of real property, such as land or a building.

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Documents Required for Releasing Reward Schools Funds

The procedures below ensure prompt access to the district grant award through Georgia's Grants Accounting Online Reporting System (GAORS).

- The LEA superintendent must accept the program assurance using the consolidated application.
- School districts must use such fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid under this program. Therefore, it is the responsibility of the school district to request and approve the district's budget for accounting purposes.
- The Department will notify school districts when funds are available through GAORS. The grant period is July 1 through June 30; therefore, funds must be obligated by June 30. All grant-related goods and services must have been delivered and invoiced or performed by September 30. School districts will not be able to carry over funds. Completion reports are due 30 days after the September 30 deadline date.
- Funds may be requisitioned by the school district's accounting the Department through GAORS using Fund Code 402 and Program Code 1752.

Title I Reward Districts Program

The Title I Reward Districts program recognizes and honors local school districts that have the highest absolute performance over a number of years for the all-students group based on statewide assessments. Four school districts receive the award:

- One school district with a student population over 10,000
- One school district with a student population of 4,000 to 9,999
- One school district with a student population of 2,000 to 3,999
- One school district with a student population under 2,000

Honored school districts receive a certificate of recognition—a \$50,000 monetary award—and are honored at the annual Title programs conference.

Funding for the Title I Reward Districts program is provided through ESEA. The Department elects to earmark \$200,000 (\$50,000 per local school district) per year of its administrative funds to reward four local school districts for academic success. Districts may use their funds to provide district staff, teachers, and school-level staff bonuses and/or to purchase instructionally related supplies and services for the district.

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Procedures for Establishing District Awards

Calculations are based on districts that have the highest absolute performance over a number of years for the all-students group based on statewide assessments. The reading, English/language arts and mathematics assessment results from both the Criterion-Referenced Competency Test (CRCT) and the End-of-Course-Tests (ECOT) are combined for all students in the district.

Use of Funds

Districts receiving monetary awards must use funds for educational purposes only and expenditures must be consistent with Title I, Part A use of funds. Each district will decide specifically how funds will be spent.

Districts may:

- Use funds for instructional materials.
- Use funds to provide monetary awards for current year principals, teachers, and staff.
- Use funds for schoolwide projects, such as computer labs, materials, and supplies for the media center or science labs.
 - Use funds for educational field trips that are aligned with the district schools' comprehensive needs assessment section of the schoolwide or targeted-assistance plan and are connected to the support of assisting students to achieve proficiency or an advanced status in relation to the state academic content standards. (All field trips must receive prior approval from the Department.)
- Use funds to purchase Reward School award signs and banners.
- Expenditure of funds must be allowable and reasonable in accordance with 2 C.F.R. Part 200.403, 2 C.F.R. Part 200.404, and 2 C.F.R. Part 200.405.

Districts may use portions of the monetary award for any of the purposes above in any combination. For example, a district may choose to spend 50-percent of its funds as monetary awards to staff members and a percent of its award for a special districtwide project. Any funds used for monetary awards are considered to be personal income and are subject to required state and federal withholdings.

Districts may not:

- Use funds for capital outlay projects.
- Use funds to supplant funds.

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- Use funds for school uniforms.
- Use funds for gift cards.
- Use funds to purchase furniture items (unless prior approval from the Department is requested).
- Use funds to purchase entertainment tickets.
- Use funds to purchase tee shirts.
- Use funds to purchase admission to theme parks or movies.

Documents Required for Releasing Reward District Funds

The procedures ensure prompt access to the district grant award through Georgia's Grants Accounting Online Reporting System (GAORS).

- Funds may be requisitioned by the school district's accounting office via the Departments' GAORS using Fund Code 402 and Program Code 1752. The LEA superintendent must accept the program assurance using the consolidated application.
- School districts must use such fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid under this program. Therefore, it is the responsibility of the school district to request and approve the district's budget for accounting purposes.
- The Department will notify school districts when funds are available through GAORS. The grant period is July 1 through September 30; therefore, funds must be obligated by September 30. All grant-related goods and services must have been delivered and invoiced or performed by September 30. School districts will not be able to carry over funds. Completion reports are due 30 days after the September 30 deadline date.
- Funds may be requisitioned by the school district's accounting office from the Department through GAORS using Fund Code 402 and Program Code 1752.

National Title I Distinguished Schools Program

The National Title I Distinguished Schools Recognition Program recognizes two schools from each state as examples of superior Title I school programs. Each selected school must have a poverty rate of at least 35-percent for the selected year, demonstrate high academic achievement for making the greatest gains in closing the achievement gap, and/or exceed the school's adequate yearly progress (AYP) for two or more consecutive years. Schools are honored in one of two categories:

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- Category one recognizes Title I schools that have exhibited exceptional student performance for two or more consecutive years—meets or exceeds the Adequate Yearly Progress (AYP).
- Category two recognizes Title I schools that have made the most progress in significantly closing the achievement gap between the No Child Left Behind subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency).

Honored schools receive a grant award from the Department. National Title I schools are honored each year by the National Association of State Title I Directors (NASTID) at its annual national Title I conference.

Procedures for Establishing National Awards

The reading/English/language arts and mathematics assessment results from both the Criterion Referenced Competency Test (CRCT) and the End-of-Course-Tests (EOCT) are combined for all students in the district.

Use of Funds

Schools receiving monetary awards must use funds for educational purposes and for travel costs associated with the national Title I conference. Each school will decide specifically how funds will be spent and must submit a Use of Funds plan with the budget.

Schools may:

- Use funds to purchase instructional materials.
- Provide monetary awards for current year principals, teachers, and staff.
- Use funds for schoolwide projects, such as computer labs, materials, and supplies for the media center or science labs.
- Use funds for travel costs to the national Title I conference.

Schools choosing to make monetary awards to staff must include all staff—if a schoolwide program and Title I staff and if a targeted-assistance program. Schools may award different monetary award amounts for each personnel classification. Each individual monetary award amount within a given personnel classification must be the same total amount. For example, if a school provides a monetary award of \$100 to teachers, the school must make an award of \$100 to each teacher employed at the school.

- When the award is received, the current principal will make the decision as to how the funds are spent. Only current Title I employees of the awarded school are eligible for any awards.

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- All monetary awards to individuals are considered to be personal income and are subject to appropriate state and federal tax guidelines.
- Schools may not use funds for capital outlay projects. This would include construction, carpet, renovations of school facilities, classrooms, auditorium, multipurpose rooms, etc.
- Expenditure of funds must be allowable and reasonable in accordance with 2 C.F.R. Part 200.403, 2 C.F.R. Part 200.404, and 2 C.F.R. Part 200.405.

Documents Required for Releasing National Title I Distinguished Schools Recognition Program Funds

The Title I Reward Schools program does not require schools to compete for recognition. Title I of the Elementary and Secondary Education Act of 1965 (ESEA) specifies that Reward Schools should serve as models for schools identified for improvement with similar demographics. Schools earmarked for recognition, honor, and financial awards must complete a brief school information packet describing the school's scientifically based research or effective practices in the reading/English/language arts instructional program, the mathematics instructional program, and a summary of other activities that have contributed to the school's success in student achievement. Schools earmarked for National Title I Distinguished Schools financial awards must submit a budget to the district's Title I director. Each district then submits through the consolidated application the aggregate budget for its National Title I Distinguished Schools and assurances signed by the school district superintendent.

Funds may be requisitioned by the school district's accounting department through the Grants Accounting Online Reporting System (GAORS) using **Fund Code 402** and **Program Code 1752**.

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SECTION VII

Schoolwide Title I Programs

Schoolwide Programs Definition and Details

The purpose of schoolwide Title I programs is to improve the entire educational program in a school, which should result in improving the academic achievement of all students, particularly the lowest-achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards. A school is eligible to be a schoolwide program:

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.⁸
- If, for the first year of the schoolwide program, the school serves a school attendance area in which not less than 40-percent of the students enrolled in the school are from low-income families.

NOTE: Georgia's ESEA Flexibility Waiver allows for Title I schools that have been designated as Priority or Focus to waive the minimum 40-percent poverty requirement to be eligible to be served as schoolwide Title I schools. In other words, those Title I Priority and Focus Schools that have a poverty percentage lower than 40-percent may now serve the students in their schools as schoolwide Title I programs. However, the district must still ensure that a schoolwide plan has been developed and approved by the Department.

- If the school consults with stakeholders and makes the decision to become schoolwide.

Using Title I Schoolwide Programs to Support School Reform

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school with a poverty percentage of 40 percent or more in order to improve the achievement of the lowest-achieving students (ESEA section 1114(a)(1)).

- Any Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves, may operate a schoolwide program.
- An SEA may request a waiver for certain schools to operate a schoolwide program without meeting the 40 percent poverty threshold through:
 - ✓ The School Improvement Grants (SIG) program in a Tier I or Tier

⁸ Refer to Eligible School Attendance Areas

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II school that receives SIG funds to implement one of the SIG intervention models; and

- ✓ ESEA flexibility in a priority school or focus school that implements interventions designed to enhance the entire educational program of the school.

Benefiting from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate (ESEA section 1114(a)(2)(A)(i)).
- **Providing services that need not be supplemental.** A school operating a schoolwide program does not need to provide specific services that supplement the services participating students would otherwise receive (ESEA section 1114(a)(2)(A)(ii)).
- **Consolidating Federal, State, and local funds** (see pages 7-8). A school operating a schoolwide program may consolidate Federal, State, and local funds to better address the needs of students in the school (ESEA section 1114(a)(3)).

Implementing a Schoolwide Program

There are three basic components of a schoolwide program that are essential to effective implementation:

- Conducting a **comprehensive needs assessment** of the entire school, using academic achievement data and perception data from school staff, parents, and others in the community. Using a systematic method, such as root-cause analysis, this comprehensive needs assessment should identify the major problem areas that the school needs to address.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the major problem areas identified in the comprehensive needs assessment. **This plan may be integrated into an existing improvement plan.**
- **Annually reviewing the schoolwide plan**, using data from the State's assessments, other indicators of academic achievement, and perception data to

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determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools need to **annually revise the plan**, as necessary, to ensure continuous improvement.

Using Federal Funds Flexibly in a Schoolwide Program

Consistent with the benefits identified above, a school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan (ESEA section 1114(b)). In implementing the schoolwide plan, a school must, among other things, use effective methods and instructional strategies that are based on evidence, provide instruction by high-quality, ongoing professional development, and increase parent involvement (ESEA section 1114(b)(1)). The specifics of the schoolwide plan, including which evidence-based strategies and instructional methods will be used, are at the discretion of the school (and other LEA officials).

Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)

- Increased learning time
- High-quality preschool or full-day kindergarten
- Evidence-based strategies to accelerate the acquisition of content knowledge for English Learners
- Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- Instructional coaches to provide high-quality school-based professional development
- Evidence-based activities to prepare low-achieving students to participate successfully in advanced coursework
- School climate intervention, e.g., anti-bullying strategies, positive behavior interventions and supports
- Activities that have been shown to be effective at increasing family and community engagement in the school
- Family literacy programs

Safeguarding the Interests of Historically Underserved Populations

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

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- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students (ESEA section 1114).
- A comprehensive schoolwide plan must include strategies for–
 - ✓ meeting the educational needs of historically underserved populations (ESEA section 1114(b)(1)(B)(ii)(iii)); and
 - ✓ addressing the needs of all students but particularly the needs of low-achieving students and those at risk of not meeting the State's standards who are members of the target population of any program included in the schoolwide plan (ESEA section 1114(b)(1)(B)(iii)(I)).
- A schoolwide program school must provide effective, timely additional assistance to students who experience difficulty mastering the State's academic achievement standards (ESEA section 1114(b)(1)(I)).
- An LEA must ensure that each school wide program school receives a basic level of funds or resources from non-Federal sources to provide services that are required by law for students with disabilities and English Learners before using Title I funds in the school (ESEA section 1114(a)(2)(B)).
- An LEA operating a schoolwide program must comply with all other applicable laws, including: civil rights laws; laws affecting the education of English Learners; and laws affecting the education of students with disabilities, such as the IDEA and Section 504 of the Rehabilitation Act of 1973.
- If a schoolwide program school consolidates Federal funds, it must ensure that it meets the intent and purposes of each Federal program whose funds it consolidates (ESEA section 1114(a)(3)(C)).
 - Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parents, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met (ESEA section 1306(b)(4)).

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- Before a schoolwide program school may consolidate Title VII, Part A, Subpart 1 Indian Education Program funds, the LEA's parent committee must approve the inclusion of those funds (ESEA section 7115(c)).

Consolidating Federal, State, and Local Funds in a Schoolwide Program

By making systemic changes that knit together services funded from all sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. To encourage this approach and better leverage of all available funding, a schoolwide program school has the flexibility to consolidate funds from Title I and other Federal education programs with State and local funds (ESEA section 1114(a)(1), (3)). By consolidating funds in a schoolwide program, a school can more effectively design and implement a comprehensive plan to upgrade the entire educational program in the school as identified through a comprehensive needs assessment. When a school consolidates funds in a schoolwide program, those funds lose their individual identity and school may use the funds to support any activity of the schoolwide program without regard to which program contributed the specific funds for a particular activity. Each SEA must encourage schools to consolidate funds in a schoolwide program and must eliminate State fiscal and accounting barriers so that these funds can be more easily consolidated (ESEA section 1111(c)(8)-(9)).

NOTE: A schoolwide program school has flexibility in its use of Title I funds even absent consolidation. The uses of Title I funds described throughout this document are available to a schoolwide program school that does not consolidate its Title I or other Federal funds. Consolidation, however, affords even greater flexibility, as discussed above.

Advantages of Consolidating Funds in a Schoolwide Program

- Flexibility to allocate all available resources effectively and efficiently
- A school is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation, provided it meets the intent and purposes of those programs
- A school is not required to maintain separate fiscal accounting records by Federal programs that identify the specific activities supported by each program's funds
- Simplified time and effort documentation

Making a Difference: Using Federal Funds to Supplement School Reform

The supplement not supplant requirement in ESEA section 1120A(b) does not apply to a schoolwide program school, and the school does not need to demonstrate that Title I funds are used only for activities that supplement those the school would

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otherwise provide with non-Federal funds. Accordingly, the presumptions used to determine if supplanting has occurred (*i.e.*, if the activity is required by law; if the activity was provided in prior years with non-Federal funds; or if the activity is provided to non-Title I students with non-Federal funds) do not apply to the use of Title I funds in a schoolwide program school. However, in order for Federal funds to make a difference in supporting school reform in a schoolwide program, they must supplement those funds the school would otherwise receive. To ensure that this occurs, a schoolwide program school relies on the equitable distribution of non-Federal funds. Under ESEA section 1114(a)(2)(B):

A schoolwide program school shall use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English Learners.

This requirement ensures that the Federal funds a schoolwide program school receives do not replace non-Federal funds the school would otherwise receive if it were not operating a schoolwide program. In other words, the supplement not supplant requirement for a schoolwide program is simply that the school receive all non-Federal funds it would receive if it did not receive Title I funds (with the two caveats under "a word of caution" discussed below).

Examples of Equitable Distribution of Non-Federal Funds

There are multiple ways an LEA might distribute non-Federal funds among its schools, including its Title I schoolwide program schools, thereby satisfying the requirement that Title I funds be supplemental. Below, we provide two examples.

Example 1: Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)

Assume:

- ✓ Allocation/student= \$7,000
- ✓ Additional allocation/student from a low-income family= \$250
- ✓ Additional allocation/English Learner = \$500
- ✓ Additional allocation/student with a disability= \$1,500
- ✓ Additional allocation/preschool student = \$8,500

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In a school of 450 students, including 200 students from low-income families, 100 English Learners, 50 students with disabilities, and 20 preschool students, the school would be expected to receive \$3,495,000 in non-Federal resources based on the following calculations:

Category	Calculation	Amount
Allocation/student	450 X \$7,000	\$3,150,000
Allocation/student from low-income family	200 X \$250	\$50,000
Allocation/English Learner	100 X \$500	\$50,000
Allocation/student with a disability	50 X \$1,500	\$75,000
Allocation/preschool student	20 X \$8,500	\$170,000
		\$3,495,000

To meet the supplemental funds test, an LEA would need to distribute non-Federal funds according to the assumptions above to all of its schools, regardless of whether a school receives Title I funds and operates a schoolwide program.

Example 2: Distribution of non-Federal resources based on staffing and supplies

Assume:

- ✓ 1 teacher per 22 students (\$65,000/teacher)
- ✓ 1 principal/school (\$120,000)
- ✓ 1 librarian/school (\$65,000)
- ✓ 2 guidance counselors/school (\$65,000/guidance counselor)
- ✓ \$825/student for instructional materials and supplies (including technology)

In a school of 450 students, the school would be expected to receive \$2,051,250 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 X \$120,000	\$120,000
1 librarian	1 X \$65,000	\$65,000
2 guidance counselors	2 X \$65,000	\$130,000
21 teachers	21 X \$65,000	\$1,365,000
Materials, supplies	450 X \$825	\$371,250
		\$2,051,250

To meet the supplemental funds test, an LEA would need to distribute non-Federal resources according to the assumptions above to all of its schools, regardless of whether a school receives Title I funds and operates a schoolwide program. This example does not, however, suggest that non-Federal funds must be used to support the activities in

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the table above; rather, Title I funds may be used to support any activity identified by the comprehensive needs assessment and articulated in the comprehensive schoolwide plan.

A Word of Caution...

There are two situations in which an LEA's use of Title I funds would likely not be supplemental even if the LEA distributes non-Federal funds according to the examples above. As a result, the LEA would not be able to use Title I funds to operate a school wide program.

- An LEA does not have sufficient non-Federal funds to provide even the most basic education program in all its schools. In this situation, if Title I funds are used to provide part of the basic level of education funding, they would not be supplemental because an LEA is charged with providing a basic level of funding for all its students. If, however, the LEA can provide a basic education program in all its schools with non-Federal funds, the LEA may use Title I funds to operate a schoolwide program in an eligible school.
- An LEA is required by State or local law to provide funding for a specific purpose for all students. To the extent that an SEA or LEA provides funds to schools to meet a legal obligation, a Title I schoolwide program school must receive its fair share of those resources, subject to application of the exclusion provision discussed below. For example, if State law provides funding for an LEA to deliver pre-kindergarten to all four- year-olds, a schoolwide program school would need to receive sufficient State funds to meet that mandate.

It is also important to note that, in addition to this supplemental funds test for schoolwide program schools, an LEA must also comply with Title I's maintenance of effort and comparability requirements as well as resource comparability requirements under Title VI of the Civil Rights Act of 1964. Together, these requirements ensure Title I serves as a supplemental resource for schoolwide program schools.

Exclusion of Non-Federal Funds from Supplanting Determinations

An LEA may exclude from supplanting determinations *supplemental* non-Federal funds expended in any school for programs that meet the intent and purposes of Title I.

A program meets the intent and purposes of Title I if it either —

- Designed to improve their achievement; and
- Uses the State's assessment system to review the effectiveness of the program.
- Is implemented in a school with at least 40 percent poverty;

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- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school;
- Is designed to meet the educational needs of all students in the school, particularly those who are not meeting State standards; and
- Uses the State's assessment system to review the effectiveness of the program;
OR
- Serves only students who are failing, or most at risk of failing, to meet State standards;
- Provides supplementary services to participating students C.F.R.200.79(b)).

In other words, if the services would be allowable under Title I — that is, they are designed to promote schoolwide reform in a school with at least 40 percent poverty or to improve the achievement of students who are failing, or most at risk of failing, to meet State standards — they would not violate the supplanting prohibition, even if they are funded with supplemental non-Federal funds in non-Title I schools and Title I funds in Title I schools.

Examples of the Exclusion Provision in a Schoolwide Program School

- An LEA offers after-school tutoring for any student who scores below proficient on the State's mathematics assessment. Paying for eligible students in a schoolwide program school with Title I funds and eligible students in a non-Title I school with supplemental local funds would not violate the schoolwide program supplement not supplant requirement. This is true even though the schoolwide program school would not receive its share of the supplemental local funds to provide tutoring to eligible students. Rather, the local funds to provide tutoring in the non-Title I school would qualify for the exclusion because they are supplemental and benefit students who, by virtue of being non-proficient in mathematics, are failing to meet the State's mathematics standards.
- An SEA identifies in its ESEA flexibility request all "F" schools in the State as priority schools. An LEA would not violate the schoolwide program supplement not supplant requirement if it uses Title I funds to implement interventions consistent with the turnaround principles in its Title I priority schools and uses supplemental non-Federal funds to provide the same interventions in its non-Title I priority schools.

This exclusion provision applies even if the activity is required by State or local law. For example:

- A state law requires all third-grade students to meet the state's proficient achievement standard in reading/language arts in order to be promoted to fourth grade. Any student who is not proficient at the start of third grade must be provided 90 minutes of supplemental services designed to improve his/her reading proficiency. An LEA would not

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violate the schoolwide program supplement not supplant requirement if it uses Title I funds to implement the required-by-law reading services in a schoolwide programs school and uses supplemental non-federal funds to provide the same services in its non-Title I schools. Non-federal funds are supplemental and benefit only students who are failing to meet the state’s reading/language arts standards. This is true even though the schoolwide program school would not receive its share of non-federal funds to meet the state law requirement. This example is distinguishable from the second example under “a word of caution” above because the required-by-law services are supplemental and targeted at only at-risk students. i.e., those for whom Title I is intended – rather than all students.

Existing Guidance on Schoolwide Programs

The following guidance documents contain additional information on operating schoolwide programs:

- *Title I Fiscal Issues* (Feb. 2008) (available at <http://www2.ed.gov/programs/titleiparta/fiscalgui.pdf> (provides information on how supplement not supplant operates in a school wide program and information on consolidating funds in a schoolwide program).
- *Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs*, 69 FR 40360-64 (July 2, 2004) (available at <http://www.gpo.gov/fdsys/pkg/FR-2004-07-02/pdf/04-15121.pdf>) (provides information regarding what Federal education programs may be consolidated in a schoolwide program and how a school can ensure that it meets the intent and purposes of the Federal programs included in the consolidated schoolwide program).
- *Using Title I, Part A ARRA Funds for Grants to Local Educational Agencies to Strengthen Education, Drive Reform, and Improve Results for Students* (Sept 2009) (Available at: <http://ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>) (Provides information regarding factors to consider in selecting how to use Title I funds (regular and ARRA) to carry out a Title I program.)
- *Designing Schoolwide Programs* (Mar. 2006) (provides details on conducting a comprehensive needs assessment, developing and implementing a schoolwide plan, and revising a schoolwide program) (available at <http://www.ed.gov/policy/elsee/guid/designingswpguid.doc>).

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- *Serving Preschool Children Through Title I Part A of the Elementary and Secondary Education Act of 1965, as Amended (Oct. 2012)* (available at <http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>)

Schoolwide Programs (SWP) Tools and Resources

All resources listed below and more are provided via this link: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Resources.aspx>

- Local Educational Agency (LEA) Form for Initial Implementation of Schoolwide Programs. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Georgia Department of Education (Department) Title Programs Schoolwide Planning Timeline. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide Program Checklist for Use by Local Educational Agency (LEA) Coordinator and Title I Education Program Specialist. Under the **Resource** heading, select *A Resource Guide to Consolidating Funds in Georgia's Title I Schoolwide Schools*.
- Schoolwide, Targeted Assistance and School Improvement **Plan Template** for Use by Local Educational Agency (LEA) Coordinator and schools. *Under the **Resource** heading, select Schoolwide, Targeted Assistance and School Improvement Plan Template.*
- Under Schoolwide Program Resources heading select *Updated Schoolwide Guidance—Supporting School Reform by Leveraging Federal Funds in A Schoolwide Program*.

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Section VIII: Targeted-Assistance Title Programs

Targeted-Assistance Programs Definition and Description

In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA), Section 1113 (c) that are ineligible for a schoolwide program or that choose not to operate such a schoolwide program, a local educational agency (LEA) serving such schools may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The eligible population for services is:

- Children not older than age 21 who are entitled to a free public education through Grade 12.
- Children who are not yet at a grade level at which the LEA provides a free public education.

Eligible children are children identified by the school as failing, or most at-risk of failing, to meet the Georgia Department of Education's (Department's) challenging student academic achievement standards on the basis of **multiple, educationally related, objective criteria** established by the LEA and supplemented by the school. "Multiple" means more than one, so it would not be appropriate to base eligibility on the score from a single test. The term "educationally related" means that there must be an academic component to the criteria. The term "objective" means that the criteria must not be based on teacher judgment or other subjective means.

There must be separate multiple, educationally related, objective criteria for **each** core content area (English/language arts, reading, mathematics, science or social studies) being targeted. Point values must be assigned for each criterion and for each subject area being targeted. This will result in objective rank-order lists of students by grade level/subject area to determine the priority order in which students will be served. Most often this rank-order list is completed in an Excel spreadsheet. The Excel spreadsheet allows the staff to quickly sort the group of students by rank order of points to identify students who are most at-risk for failure for each targeted subject area. The selection criteria must be clearly identified in each school's targeted-assistance plan.

These standards above do not apply, however, to children from preschool through the second grade. These younger students must be chosen solely on the basis of the judgment of the teacher, interviews with parents, and other developmentally appropriate measures. Pencil-and-paper tests are considered inappropriate for identifying young children.

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Children who are economically disadvantaged, children with disabilities, migratory children, homeless children, or limited English-proficient children are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services under Title I, Part A:

- A child who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under Title I.
- A child who, at any time in the two years preceding the year for which the determination is made, received services under Title I, Part C: Education of Migratory Children.
- A child in a local institution for neglected or delinquent children and youth or a child attending a community day program for such children.
- A child who is homeless and attending any school served by the local educational agency.

Typically, districts and schools do not have sufficient resources to serve all eligible students. Consequently, they may choose to provide more intensive services to a smaller population of students by subject area. In these circumstances, the school must then determine from the pool of eligible students which children will actually participate in the Title I program based on a determination of which children have the greatest need of special academic assistance and in which subject areas, based on the rank-order lists. This selection process can be difficult, and it is recommended that school staff, in consultation with the LEA, review all the information available about the performance of eligible children, and then use their best professional judgment in making these choices. An Excel spreadsheet can assist in this rank-order process. The school has significant discretion in the factors that may be considered. For example, the school could concentrate resources on certain grades or in certain academic subjects, or it may decide that homeless or limited English-proficient students have greater needs than other eligible students. A rank-order list prioritizing students to be served must be up-to-date and on-file in the Title I office.

Title I funds **may not** be used to test the entire student population to identify the pool of eligible students or to determine which children are failing or at-risk of failing the state standards. However, once that pool of eligible students is identified, then Title I funds may be used in selecting Title I participants.

Determining eligibility for services is an entirely separate and distinct process from determining a school's population of low-income children to calculate its per-pupil allocation. Selection of students for services is based entirely on low **achievement by identified subject area, not low income**. For example, if a child of a wealthy family attends a Title school and has difficulty in mathematics, he or she would be eligible for Title I services in mathematics on the same basis as any other student.

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It is important to remember that funds received under this part may not be used to provide services that are otherwise required by law to be made available to eligible children described above but may be used to coordinate or supplement such services.

Components of a Targeted-Assistance School Program

Each targeted-assistance school will create a plan to assist the school and local educational agency to meet its responsibility to provide for all students identified and served in the targeted-assistance program the opportunity to meet the state's challenging student academic achievement standards in subjects as determined by the state.

Each targeted-assistance program should:

- Use such program's resources under this part to help participating children meet the state's challenging student academic achievement standards expected for all children.
- Ensure that planning for students served under this part is incorporated into existing school planning.
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - Give primary consideration to providing extended learning opportunities, such as an extended school year, before-school, after-school, and summer school programs.
 - Help provide an accelerated, high-quality curriculum, including applied learning.
 - Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.
 - Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or state-run preschool programs to elementary school programs.
- Provide instruction by highly qualified teachers.⁹
- Provide opportunities for professional development with resources provided under this part and, to the extent practicable, from other sources for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff who work with participating children in programs under this section or in the regular education program.

⁹ Refer to Highly Qualified Staff

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- Provide strategies, such as family literacy services, to increase parental involvement in accordance with Section 1118 of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).
- Coordinate and integrate federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Each targeted-assistance school will create a written plan to address the eight required components of a targeted-assistance program listed below. Refer to Appendix R for the Georgia Department of Education's (Department's) Targeted Assistance Plan checklist to assist schools in developing and evaluating their targeted-assistance plans.

1. Description of instructional strategies and programs that coordinate with and support the regular program.
 - Grades and subject areas to be served.
 - Instructional strategies to be used for non-identified Priority and Focus Schools.
 - Instructional strategies to be used with Priority and Focus Schools.
 - Scheduling models to be used.
 - Supplemental instructional activities.
2. Description of the method by which children with the greatest need are selected.
 - Pre-K–2 multiple selection criteria.
 - 3–12 multiple selection criteria.
 - Copy of multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served.
3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migratory, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a Neglected or Delinquent institution during the previous two years.
4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.

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5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school-level parental involvement policy and parent compact should be attached to the targeted-assistance plan.
6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the state content standards and state student performance standards.
7. Process for reviewing the progress made by participating children on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the state content standards and state student performance standards.
8. Procedures for annual assessment of students for meeting state and local expectations. The school providing targeted assistance must also evaluate its plan **annually** by reviewing, on an ongoing basis, the progress of participating children. If necessary, the school must adjust its plan to provide additional assistance, such as an extended school year, before- and after-school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom. **Written documentation of such evaluation must be on file in the district Title I office.**

Requirements

- The strict rules about serving only Title I students in a targeted-assistance program lead to time-consuming record-keeping requirements. Detailed programmatic and fiscal records must be maintained to document that Title I, Part A funds are spent on activities and services for only Title I, Part A participating students, their parents, and the teachers of the identified students. The record-keeping requirements in a targeted-assistance school are particularly complicated in documenting two areas: 1) time distribution and 2) Supplement Not Supplant.
- Each school conducting a program under this section will assist participating children to meet the state's proficient and advanced levels of achievement.
- Title I, Part A paid personnel may assume limited duties that are assigned to similar personnel who are not paid with Title I, Part A funds, including duties beyond classroom instruction or that do not benefit participating children. The amount of time spent on such duties is the same proportion of total work time as that of similar personnel at the same school.

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Simultaneous Service

Nothing in this section will be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs in the same educational settings where appropriate. This rule discourages the pullout of Title I students and enables Title I students to remain in the regular classroom.

Comprehensive Services

If health, nutrition, and other social services are not otherwise available to participating children in a targeted-assistance school, the school, if appropriate, has conducted a comprehensive needs assessment and established a collaborative partnership with local service providers, and if funds are not reasonably available from other public or private sources, then a portion of Title I, Part A funds may be used to provide these services, including:

- Provision of basic medical equipment, such as eyeglasses and hearing aids.
- Compensation of a coordinator.
- Professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

Professional Development

- Each school receiving funds under this part for any fiscal year will devote sufficient resources to effectively carry out professional development activities for such fiscal year.
- A school may enter into a consortium with other school(s) to carry out such activities.
- A school identified as a Priority School is required to spend at least 3- to 5-percent of the school's Title I allocation on professional development activities that directly address the needs of the school.

Existing Targeted-Assistance Programs

Each local educational agency (LEA) with Title I targeted-assistance programs must have the schools develop, amend, and annually update their targeted-assistance plans. However, it should not be a plan isolated from the overall school improvement plan. The school's improvement plan may serve the purpose of the targeted-assistance plan as long as the school improvement plan addresses all the targeted-assistance components required in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). These required components must be clearly identified and highlighted in the targeted-assistance plan. The

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superintendent's signature on the consolidated application assures that all requirements for developing or updating targeted-assistance plans have been met.

Section IX: Highly Qualified Staff

Highly Qualified Staff

Recognizing the importance of effective teachers, Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) requires that schools be staffed with highly qualified teachers and paraprofessionals. Additionally, professional development activities must ensure that teachers and paraprofessionals meet the highly qualified provisions of ESEA. Local educational agencies (LEAs) must notify parents of their rights to request information regarding the professional qualifications of the student's classroom teachers. Also, in Title I schools, the LEA must require the principal of each Title I school to submit an attestation annually requiring compliance with this provision.

Based on the guidance in the USED document, **Transitioning to ESSA, FAQs, May 4, 2016**, Title II, Part A has removed all references to HiQ from their FY17 Handbook. This ESSA transitioning document indicates that States are not required to report on the HiQ status of teachers nor notify parents if students are taught for 20 or more consecutive days by a non-HiQ teacher. **However, districts are advised to “stay the course” in terms of hiring and assigning teachers in the anticipation that the professional qualifications that will be required in FY18 will be very similar to the current HIQ requirements.**

Teachers

All teachers who teach core academic subjects must be highly qualified¹⁰ (must meet the content or testing requirements for each core academic subject they teach).

Core academic subjects for **Title I, Part A** include:

Elementary (P-5): reading, language arts, mathematics, broad-field science, broad-field social science.

Middle Grades (4-8): reading, language arts, mathematics, broad-field science, broad-field social science.

High School (6-12): English, reading, mathematics, broad-field science, history, political science, geography, economics.

Core academic subjects for **Title II, Part A** include:

Elementary (P-5): reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, and chorus.

¹⁰ Refer to Required Set-Asides.

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Middle Grades (4-8): reading, language arts, mathematics, broad-field science, broad-field social science, foreign languages, visual arts, music, band, and chorus.

High School (6-12): English, reading, mathematics, broad-field science, history, political science, geography, economics, foreign languages, visual arts, music, band, and chorus. (Note that foreign languages, visual arts, music, band, chorus, dance, drama, health, and physical education are not considered core academic subjects for Title I, Part A in Georgia.) All teachers teaching a core academic subject, including remedial, extended day, evening, or summer school classes, must be highly qualified to teach the subject.

Teachers who teach core academic subjects include elementary (K–5) teachers, middle grades (4–8), and secondary (6–12) teachers who teach any of the subjects listed above. This includes special education, English for speakers of other languages (ESOL), technical/vocational, health/physical education, and any other teacher who is the teacher of record for any of the core academic subjects.

A *new* teacher is one who is a beginning teacher and is defined as a teacher in a public school who has been teaching less than a total of three complete school years.

A *veteran* teacher is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years.

Highly Qualified Teacher Requirements

Traditionally Prepared New Teachers: To be considered highly qualified to teach in the state of Georgia, traditionally prepared new teachers must:

- Hold a bachelor’s degree from a Georgia Professional Standards Commission (GaPSC) accepted accredited institution of higher education.
- Hold a valid Georgia teaching certificate.
- Have evidence of subject matter competence in the subjects they teach by:
 - an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary).
 - **AND** a passing score on the state-approved, required content assessment for the area/subjects they teach.
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Non-Traditionally Prepared New Teachers: To be considered highly qualified to teach in the state of Georgia, non-traditionally prepared new teachers must:

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- Hold a bachelor's degree from a GaPSC-accepted, accredited institution of higher education.
- Hold a valid Georgia teaching certificate.
- Have evidence of subject matter competence in the subjects they teach by:
 - an academic major OR the equivalent (minimum of 15 semester hours for middle grades; minimum of 21 semester hours for secondary) – Exception: an academic major or the equivalent is not applicable to elementary teachers.
 - OR a passing score on the state-approved appropriate core academic content assessment (GACE). Note that for elementary, the GACE is required prior to program admission (see * below as the test must be passed within three years).

All completers of non-traditional programs must pass the state-approved program content assessment upon program completion. However, the GaTAPP paths of One Year Supervised Practicum (OYSP) and Core Academic (CA) require passing the state-approved content assessment upon admission. Teachers must have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

- A non-traditionally prepared teacher who holds a valid, non-renewable teaching certificate with either the major or concentration or passing score on the required content assessment in the core academic area/subject he/she teaches is considered highly qualified but must complete and receive the appropriate Georgia clear, renewable professional certificate within three years from the date of initial certificate validity to remain highly qualified. Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet highly qualified requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period for his/her certificate.

Veteran Teachers: To be considered highly qualified to teach in the state of Georgia, veteran teachers must:

- Hold a bachelor's degree from a GaPSC-accepted, accredited institution of higher education.
- Hold a valid Georgia teaching certificate.
- Have evidence of subject matter competence in the subjects they teach by:
 - a passing score on the state-approved, required content assessment for the area/subjects they teach.
 - meet the requirement of a high objective uniform state standard of evaluation (HOUSSE), as adopted by the GaPSC, which is applicable to veteran teachers who are 1) multi-subject special education teachers who are the teachers of

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record for multi-subjects, 2) retired teachers returning to service, or 3) life-certificated teachers.

- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Additional options may be available to veteran teachers in the following situations:

- Teachers from out-of-state with appropriate experience.
- Teachers holding middle grades concentrations obtained by coursework before July 1, 2006.
- Teachers holding special education content concentrations obtained by coursework before August 31, 2006.

(For GaPSC certification information, see <http://www.gapsc.com>)

Highly Qualified Requirements for Teachers in CHARTER SCHOOLS that DO NOT Require Teacher Certification: To be considered highly qualified to teach in a public charter school/system in the state of Georgia, teachers of core academic subjects must meet all requirements, except those pertaining to licensure or certification, provided that the terms of the state-approved charter allow the school to exempt licensure or certification. When the school's state-approved charter does not provide for exemption, teachers must meet ALL requirements of highly qualified teachers, as stated in this document, including certification by the GaPSC.

Teachers must:

- Hold a bachelor's degree from a GaPSC-accepted, accredited institution of higher education.*
- Have evidence of subject matter competence in the subjects they teach by:
 - an academic major OR the equivalent (minimum of 21 semester hours for middle grades; minimum of 21 semester hours for secondary) – Exception: an academic major or the equivalent is not applicable to elementary teachers.
 - OR a passing score on the state-approved, required content assessment for the area/subjects they teach.**
 - OR meet the requirement of a high objective uniform state standard of evaluation (HOUSSE), as adopted by the GaPSC, which is applicable to veteran teachers who are 1) multi-subject special education teachers who are the teachers of record for multi-subjects, 2) retired teachers returning to service, or 3) life-certificated teachers.

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- Have a teaching assignment that is appropriate for the core academic area/subject(s) in which the teacher serves as the teacher of record AND in which the teacher validates their highly qualified status with an appropriate major, or the equivalent of the major, or a passing score on the state-approved, required content assessment for the area/subjects they teach, or HOUSSE requirements, which is applicable to veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life-certificated teachers.
- The bachelor's degree or higher must be from a GaPSC-accepted, accredited institution of higher education. For charter school teachers who hold degrees earned outside the United States and are employed after November 1, 2010, the institution from which the educator holds a degree must be credentialed by a GaPSC-accepted credential agency listed at www.gapsc.com.
- Effective March 6, 2007, the only assessments accepted by the GaPSC are the Georgia Assessments for the Certification of Educators (GACE) for fields in which there is a GACE.
- The GaPSC will not accept Praxis tests taken after March 5, 2007. Educators who passed either the Teacher Certification Tests (TCT) or the Praxis content tests in the appropriate field when these were the required assessment tests also fulfill the content assessment requirement.

Paraprofessionals

The Elementary and Secondary Education Act of 1965 (ESEA) requires that all paraprofessionals who work in a program supported by Title I funds (schoolwide program or targeted-assistance program) be highly qualified. Highly qualified paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I.

New paraprofessionals hired after January 8, 2002 to work in Title I schools and programs and all paraprofessionals hired effective September 1, 2006 (based on state certification rule 505-2-.11) must have one of the following:

- Completed at least two years of study at an institution of higher education.
- Obtained an associate's (or higher) degree.
- Met a rigorous standard of quality and can demonstrate, through the Georgia state-approved paraprofessional assessment:
 - Knowledge of and the ability to assist in instructing reading, writing, and mathematics.

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- Knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

All Georgia paraprofessionals must hold a valid state paraprofessional certificate issued by the Georgia Professional Standards Commission.

Note: An educator holding a valid Clear Renewable Teaching, Service, or Leadership certificate is considered highly qualified to serve in a paraprofessional position and does not need to also hold a Paraprofessional certificate.

Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a GaPSC-approved, accepted institution of higher education.

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance, are not considered to be paraprofessionals for Title I purposes. The requirements do not apply to paraprofessionals who work with special education students performing non-instructional duties, such as assisting with mobility and bodily functions. The requirements do not apply to paraprofessionals with: (a) primary duties to act as a translator or (b) duties consisting solely of conducting parental involvement activities. (See Title I, Part A, Section 1119 c-g.) The requirements do not apply to aides.

While federal requirements apply only to paraprofessionals employed in Title I-supported programs, all Georgia paraprofessionals must hold a valid state certificate issued by the GaPSC. To be eligible for the Clear Renewable Paraprofessional certificate, the applicant must:

- Be employed as a paraprofessional in a Georgia school system. The request for issuance of the certificate must be submitted electronically to the GAPSC from the employing school system using the Paraprofessional Automated Certification (PAC) system.
- Have an associate's degree or higher in any subject **OR** have completed two years of college coursework (60 semester hours) **OR** have passed a PSC-approved paraprofessional assessment. If eligibility is established through the assessment, the applicant must also hold a high school diploma or GED equivalent.

All individuals holding a current Paraprofessional certificate in Georgia must meet requirements for certificate renewal.

Highly Qualified Requirements for Paraprofessionals in CHARTER SCHOOLS that DO NOT Require Certification: ESEA requires that all paraprofessionals who work in a program supported by Title I funds (schoolwide program or targeted-assistance program) be highly qualified. Highly qualified paraprofessional requirements do not apply to those working in pre-kindergarten classrooms unless the position is funded by Title I.

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New paraprofessionals hired after January 8, 2002 to work in Title I schools and programs and all paraprofessionals hired effective September 1, 2006 (based on state certification rule 505-2-.11) must have accomplished one of the following:

- Completed at least two years of study at an institution of higher education.
- Obtained an associate's (or higher) degree.
- Demonstrate academic content knowledge in reading, writing, and mathematics through the Georgia state-approved paraprofessional assessment.

Two years of study at an institution of higher education requires completion of a minimum of 60 semester hours at a GaPSC-approved, accepted institution of higher education.

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance, are not considered to be paraprofessionals for Title I purposes. The requirements do not apply to paraprofessionals who work with special education students performing non-instructional duties, such as assisting with mobility and bodily functions. The requirements do not apply to paraprofessionals with: (a) primary duties to act as a translator or (b) duties consisting solely of conducting parental involvement activities. (See Title I, Part A, Section 1119 c-g.) The requirements do not apply to aides.

Paraprofessionals who work in a schoolwide program or who are paid with Title I funds and work in a targeted-assistance school may be assigned the following instructional support duties:

- One-on-one tutoring if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
- Assisting in classroom management.
- Assisting in computer instruction.
- Conducting parental involvement activities.
- Providing instructional support in a media center.
- Serving as a translator.
- Providing instructional support services.

These paraprofessionals may not be assigned duties inconsistent with the above list of instructional support duties. Additionally, paraprofessionals may not provide instructional support to students unless they are under the direct supervision of a highly qualified teacher. A paraprofessional is deemed to work under the direct supervision of a teacher if the teacher

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plans the instructional activities for the paraprofessional, the teacher evaluates the achievement of students with whom the paraprofessional works, and the paraprofessional works in close and frequent physical proximity to the teacher.

A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including non-instructional duties if the amount of time the paraprofessional spends on those duties is the same proportion of total work time as the time spent by similar personnel at the same school.

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Professional Development¹¹

Local educational agencies (LEAs) must use Title I funds for professional development activities to ensure that teachers and paraprofessionals meet the highly qualified provisions of the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). ESEA requires that LEAs spend not less than 5-percent of their Title I, Part A funds on professional development activities to ensure that teachers and paraprofessionals meet ESEA requirements. However, if a lesser amount is sufficient to ensure that staff are highly qualified, the LEA is not required to spend 5-percent of Title I funds on professional development. LEAs have the option of using additional Title I funds beyond 5-percent for professional development.

Parental Notification

LEAs are required to notify parents¹³ that they may request information regarding the teacher's professional qualifications, including the following:

- Whether the teacher has met the GaPSC requirements for certification for the grade level and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.
- Whether the student is provided services by paraprofessionals and, if so, their qualifications. **Parents must be notified via standard mail or student handbook (signature required).**

LEAs are required to notify parents if a teacher who is not highly qualified is teaching their child a core academic content course. Parent notification is required if a teacher who is not highly qualified teaches their child for four consecutive weeks or more. Parent notification is not required for teachers who are not teachers of record for core academic subjects. Parent notification is not required for paraprofessionals who are not highly qualified. Effective 2006–2007, the parent notification requirement applies to teachers who teach core academic content subjects in Title I and non-Title I schools and programs. **Parents must be notified via standard mail.**

A school that participates under Title I must provide parents information regarding the level of achievement of their child in each of the state's academic assessments.

All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand.

¹¹ Refer to Required Set-Asides.

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- Refer to *Georgia Implementation Guidelines, Elementary and Secondary Education Act of 1965 (ESEA): Title II, Part A* available at <http://www.gapsc.com>

Principal Attestations¹²

The Elementary and Secondary Education Act of 1965 (ESEA), states in Title I Section 1119(h) that each local educational agency (LEA) shall require that the principal of each school operating a program under Section 1114 – Schoolwide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, in accordance with *Georgia ESEA, Title II, Part A LEA Handbook*, LEAs are required to maintain documentation signed by each principal and the Title II, Part A Coordinator that the current data reflects the highly qualified status of teachers assigned to their respective school (Title I and Non-Title I) and that principals have reviewed their school's equity data. Copies of attestations shall be:

1. Maintained at each school in the district
2. Maintained at the main office of the school district and
3. Available to any member of the general public on request.

Requirements of Section 1119 – Teachers

- Beginning with the first day of school each school year teachers hired and teaching in a program supported with Title I, Part A and Title II, Part A funds must be highly qualified.
- Plans must be developed to ensure all teachers are highly qualified no later than the end of the current school year. The plan must be updated annually to achieve or maintain the 100% highly qualified LEA status. Components of the plan shall include annual measurable objectives to:
 - increase the percentage of highly qualified teachers,
 - increase the percentage of teachers who are receiving high-quality professional development, and
 - such plan may include other measures determined by the school and/or district.

Beginning with the 2002-03 school year, progress to meet annual measurable objectives must be reported to the public. This requirement can be met through reports to the Georgia Department of Education (Consolidated Application) and used for data posting on the Governor's Office of Student Achievement (GOSA) Web site for state, district, and building report cards.

¹² Refer to Appendix H, for sample copy of Principal Attestation form.

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Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I Schoolwide program and assisting with instruction must meet one of the following requirements:
 - Completed at least 2 years of study at an institution of higher education, or
 - Obtained an associate degree (or higher), or
 - Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
 - Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119.
 - Paraprofessionals will work under the direct supervision of a teacher consistent with Section 1119.

Use of Funds

- Title I, Part A funds may and Title II, Part A funds must be used to assist teachers and paraprofessionals in satisfying the highly qualified requirements of Section 1119.
- Not less than 5-percent or more than 10-percent of Title I funds for the current fiscal year must be used for professional development activities to ensure that teachers (and paraprofessionals) who do not meet the highly qualified requirements meet the requirements of Section 1119.
- Districts may spend less than 5-percent of their allocation for this purpose if they can demonstrate a lesser amount is sufficient to ensure all highly qualified requirements will be met.

Please refer to *Georgia Implementation Guidelines, Elementary and Secondary Education Act of 1965 (ESEA): Title II, Part A* available at: <http://www.gapsc.com>. This document is updated annually.

SECTION X: Title I, Part C – Education of Migratory Children

Purpose of the Program

The purpose of the Education of Migratory Children Program (MEP) is to provide supplemental educational services to eligible migratory children (age three to their 22nd birthday) whom have not attained either a high school diploma or High School Equivalency Diploma (GED). As defined in and in accordance with the state’s Service Delivery Plan, all local educational agencies (LEAs) that have identified migratory children with unmet needs are expected to implement supplemental instructional and/or support services, during the regular school year and summer months, using funds awarded directly to the LEA by the Georgia Department of Education (Department) or available through the state migratory consortium at Abraham Baldwin Agricultural College. Eligible migratory students to be served include preschool age participants (home or facility based), students enrolled in grades K-12, and students aged 16-21 not enrolled in school (out-of-school youth) and drop outs. Due to the unique needs of migratory children and youth, direct funded LEAs and the consortium are required to closely monitor the needs of all participants residing in the district.

The Department has two regional offices and employees in all parts of the state who provide support for local MEP program implementation.

Disbursement of Funds

The U.S. Department of Education allocates MEP funds directly to the state education agency (SEA). The MEP is unique in that the SEA is responsible for the overall use of these funds. This means that the Department’s MEP staff work very closely with districts to ensure all aspects of the program requirements are met and that services to all eligible migratory participants occur.

In Georgia, LEAs with migratory student populations are allocated a portion of the funds to provide services to migratory students directly or through the MEP consortium. Allocations, which are approved by the State Board of Education, are based on a formula. The formula has three sections that include:

1. Number of migratory children, P3-21 years of age (.5 each)
2. Needs of migratory children
 - a. Number of migratory children in grades three through eight who scored below proficiency on state assessments in Reading/Language Arts (.2 each)
 - b. Number of migratory children in grades three through eight who scored below proficiency on state assessments in Mathematics (.2 each)
 - c. Number of migratory children in grades nine through twelve who failed one or more of the Milestones End of Course (EOC) Tests (.2 each)
 - d. Number of migratory children appropriately screened and classified as English learners (EL) as set forth in State Board of Education Rule 106-4-5-.02 (.2 each)

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- e. Number of migratory children in grades kindergarten through twelve who are over-age for grade level by one or more years, working on course work below grade placement, or are credit deficient (.2 each)
3. Number of migratory children classified as having “Priority for Service” (.75 each)

A fourth factor of the formula takes into consideration the *availability* of other federal, state, and local funds to meet the needs of migratory children.

Due to the inherent difficulties in establishing supplemental services in LEAs whose formula-based allocations are small, the Department has established \$15,000 as the minimum amount that it will approve for an LEA MEP allocation. LEAs falling below this threshold amount can request their allocations if they can substantiate, through needs assessment process findings, a need for a locally run MEP. Otherwise, LEAs generating under \$15,000 in a given year will have their allocations transferred to a separate consortium account that is managed by a fiscal agent receiving the funds through the State Board of Education in July - the notion being that the small migratory populations that are located in these LEAs can receive needed supplemental MEP services through an “on demand” level of service without the LEAs having to manage individual MEP allocations. The needs that are identified throughout the fiscal year in these LEAs will be evaluated and supported by the consortium. Additionally, LEAs with no migratory students may request consortium support if eligible participants are identified during the school year.

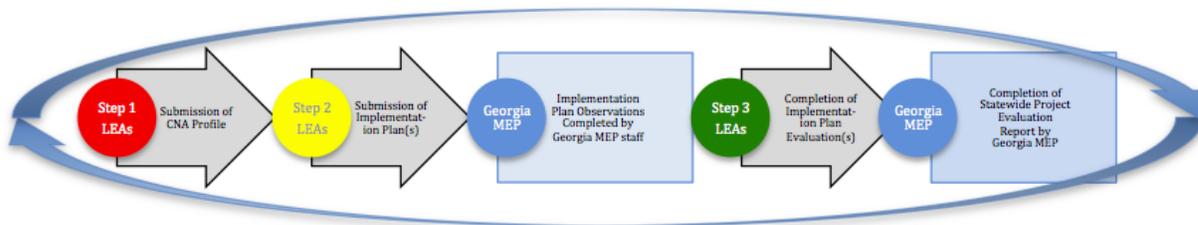
For FY17, Abraham Baldwin Agricultural College (ABAC) will continue to serve as the MEP consortium fiscal agent and follows the same requirements as school districts/LEAs. For questions, please contact Ms. Marcie Smith, ABAC Consortium Coordinator at (229) 391-4880 or Mr. Israel Cortez, Department MEP consortium liaison at (229) 546-3248.

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Operating and Reporting Requirements of the Grant

The Title I, Part C – Education of Migratory Children Program (MEP) is a unique federal program in that it is run by the SEA. The SEA is held accountable for everything having to do with the services to our participants. Due to this, the Department is very involved in all aspects of the MEP at the district level and provides technical assistance, makes recommendations, and grants approval of service delivery initiatives in the LEA.

Georgia Continuous Improvement Cycle (GCIC)



The Georgia MEP Continuous Improvement Cycle guides the state in developing, implementing, and evaluating the impact of Title I, Part C funded services on eligible participants. All services and initiatives are connected to the most recent Service Delivery Plan which can be found on the Department’s MEP Web site.

The Department requires that direct funded LEAs submit documentation detailing their plan for using MEP funds to support migratory students. These plans include the completion of a local comprehensive needs assessment (CNA) profile and the development of service delivery plans (implementation plans) on a yearly basis.

Comprehensive Needs Assessment (CNA)

The purpose of the CNA is to review current information (assessments, population shifts, student needs) from the school year that is ending and develop plans for the coming school year based on what is identified. The local CNA happens in the spring of each year and must include various stakeholders to include LEA staff, community representatives, and parents. School districts should use the LEA Annual Program Evaluation and CNA Report Template found on the MEP website. This template will guide the CNA committee. Each direct funded LEA will submit the results of the annual CNA to the Department’s MEP for review. Documents submitted in the CNA profile should include the agenda, detailed meeting minutes, summary of outcomes, and the CNA committee members. Upon approval, the LEA will begin developing the Implementation Plans (IP). The IP weblink will be in the CNA approval email. All CNA meetings should be completed by June 1 of each year.

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Implementation Plans: Development, Progress Monitoring, Observations, Adjusting Instruction, and Evaluation

The creation of implementation plans (IPs) is based on the needs identified in the CNA. Direct funded districts and the consortium follow these guidelines to create and submit plans online for approval from Department MEP.

Development:

- IPs are created based on the MEP Goals (preschool, OSY/DO, reading, writing, and mathematics).
- IPs are created by grade band (preschool, K-5, 6-8, 9-12, OSY/DO).
- IPs include an academic gap/needs statement explaining the purpose of the plan.
- IPs include a projected outcome used to determine the success of individuals within the plan and the plan overall.
- IPs include a pre and post assessment directly connected to the goal of the plan. This pre and post assessment is the tool that will determine growth and impact of the services. LEAs should create these assessments for quick and easy administration as students move in and out of the district. The use of familiar data sources such as state assessments, class grades, and/or local benchmarks may not provide direct evidence of impact of MEP funded services. The preschool assessment (found on the Department website) will be used by all districts to measure growth of preschool age children.
- IPs are submitted for review by July 15.
- The two regional coordinators will review, contact the LEA for revisions when needed, and approve through the online process.
 - LEAs will receive an email confirming the IP is approved.
 - LEAs should keep the email and share it with the MEP staff in the district who will be implementing the plan (SSP, contracted tutors, summer program teachers, etc.).

Progress Monitoring:

- As IPs are implemented, the LEA must create plans to monitor progress of the services on-going during the year. A sample progress monitoring template is available on the MEP website.
- Department MEP staff complete IP observations during the year (announced or unannounced). The local MEP contact does the same for each IP and tutor (2 times a year or more is a best practice). The purpose of these observations is to assess the fidelity of implementation of the plans, identify effective practices, and identify areas of needed support. This will allow for changes, revisions, adjustments to occur ongoing during the implementation. Results of IP Observations are submitted online (link found on MEP website) by Department MEP staff and local staff and become part of the state's annual program evaluation and the local program evaluation process.

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- After each observation, the observed SSP/tutor completes a brief survey designed to measure the fidelity of implementation of MEP services. This information is also included in the annual evaluation of the MEP.

Adjusting Instruction:

- In order to ensure the needs of migratory children are met as they move in and out of districts in Georgia, the LEAs must have a process to adjust instruction based on the results of the progress monitoring and observations.
- Adjustments to instruction include changing the frequency and intensity of support, changing the instructional strategy in use, revising and changing tutoring schedules, and increased coordination with the classroom teacher.

Evaluation:

- The academic outcome stated on the original approved IP must be evaluated.
- IP evaluations are completed online within two weeks of an IP ending date. The purpose of the evaluation is to identify the impact of the plan on student growth as measured by the post assessment.
- IP Evaluations are submitted online and reviewed by the two regional coordinators.
- The data from the IP evaluation is the basis for the annual MEP evaluation at the state.
- Note: IPs typically end in late April or early May. This is to allow time for local staff to complete the IP evaluation process. This does not mean that services to migratory children end. Services must continue as close to the last day of school as possible.

Local Annual Program Evaluation

- Each direct funded LEA is required to evaluate the impact of MEP funded services on the academic growth of migratory children and youth.
- This program evaluation consists of the completion of IP evaluations, monitoring classroom performance, observations to monitor fidelity of implementation, and using local and state formative and summative assessment results to create a complete view of how migratory children and youth are performing. During the yearly CNA meeting and during PAC meetings, local MEP staff will present this on-going program evaluation to stakeholders for review.
- The results of this evaluation are used to design service delivery for the following year.
- It is important to remember that many migratory children are not present in the LEA during state summative assessment windows or have just recently enrolled prior to these important assessment windows, resulting in a short amount of time exposed to the curriculum being assessed. Due to this transiency, the LEA should use a wide array of progress monitoring information during this process (classroom performance, benchmarks, screeners, and pre/post information from the IPs).
- Additionally, when the LEA gathers performance information for review, the following data disaggregation must be included:

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- Comparison of migratory children to non-migratory children.
- Comparison of PFS migratory children to non-PFS migratory children and non-migratory children.
- The use of the Statewide Longitudinal Data System (SLDS) will be helpful in this program evaluation process.

The full program evaluation procedures for the Georgia MEP are outlined in the Service Delivery Plan, located on the MEP Web site. School districts are encouraged to use the LEA Annual Program Evaluation and CNA Report Template found on the MEP website.

Designing MEP Services

In general, direct funded LEAs and the ABAC consortium must design services for preschool age children, K-12 enrolled students, out-of-school youth (OSY), and drop outs (DO) residing in the district. Based on the state service delivery plan and identified needs, service delivery may be in the form of inclusion services, pull-out services (not during CORE classes), before and after school tutoring, Saturday/weekend school or classes, summer school, and home tutoring support.

Supplemental instructional services occurring during the school year and summer should include (but are not limited to):

- Providing home-based preschool readiness training with preschool children and parents.
- Offering assistance to out-of-school youth who wish to pursue a GED diploma; provide English learning support; and GED diploma study materials.
- Providing supplemental tutorials for migratory students who are failing or at-risk of failing (inclusion, pull-out, one-on-one models).
- Providing summer school projects (either in schools or on a contracted basis) that offer both academic and enrichment opportunities.
- Advocating for and mentoring of migratory children and their families to prevent dropping out of school (primarily middle and high school students).
- Assisting with the preparation of migratory children in test-taking skills.
- Providing Scholastic Aptitude Test (SAT) examination or other post-secondary entrance examinations preparation.
- Assisting in constructing a portfolio for application for some vocational post-secondary training.

Schedules for Service Delivery

- MEP schedules must be maximized and not confined by the regular school building bell schedule. This means that some children may only need a direct academic service one or two days a week and others may need more. Services may also be provided at the times of the day/week when families or OSY/DO are available (evenings, weekends).
- Grouping of migratory students for service delivery, especially in districts with large migratory populations, is a necessity and a best practice.

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- Inclusion support can be extremely beneficial if the MEP staff and the classroom teacher engage in conversation and planning before the class period. Based on student need, inclusion support schedules need to be flexible to allow for other students to be served. This means that the MEP staff does not need to be in the same classroom for the same period of time each day (based on the needs of the child/group). Fluid and flexible schedules are needed.
- Priority for Service (PFS) migratory participants must be served first. Smart scheduling will allow for all PFS and other students to be served with an academic support, if needed.
- Knowledge of the academic needs of each migratory student is required.

Supplemental support services occurring during the school year and summer should include (but are not limited to):

- Facilitating the school registration process; assisting in the retrieval of previous school records, including immunization records.
- Arranging emergency medical and dental care services for health problems that affect classroom performance.
- Providing opportunities for newly-arriving migratory children to avoid a sense of social isolation and to connect with the students in their new schools.
- Assisting migratory parents with training on such issues as nutrition, parenting skills, and basic literacy to encourage their active participation in the education process.
- Conducting enrichment activities and training in leadership for migratory students.
- Guiding migratory middle and secondary students and their families through the process of exploring their post-secondary options.
- Assisting migratory students and families in finding and applying for scholarships.
- Providing transportation to and from state MEP sponsored summer leadership programs and college programs

Coordinating and Documenting Services

Direct funded LEAs are responsible for tracking migratory funded and non-migratory funded services provided to eligible MEP participants. This is needed to complete required end of year reporting, as well as to ensure no migratory child in need of support has been missed. Since allocations are directly impacted by MEP participant counts, an LEA will have varying amounts of funds yearly. As stated before, these funds may not be sufficient to meet all supplemental academic and support needs of migratory children and youth. However, the coordination of services with other local, state, and federal programs and agencies is critical for this disadvantaged population. MEP funded staff include these duties in their daily work. Additionally, keeping accurate data and notes on services provided to all migratory children is required.

- Supplemental Services (SS) Tracking Form. The SS Tracking Form (template on the Department website) is used by MEP staff to organize and document this information in accordance to the *Georgia MEP Identification and Recruitment and Data Collections Handbook*. This form is collected online by the Department

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MEP Data Collections staff at the end of 1st semester, 2nd semester, and summer programs.

- OSY/DO Profile. The OSY/DO profile is found on the Department website. This profile is used for all OSY/DO to identify areas of need, interest, and availability for service delivery. Once an OSY/DO is identified, the district staff will meet with the participant and review options and set up a schedule for services. The Department will collect a copy of this profile periodically for data summary and evaluation purposes.

MEP Required Training

The Department requires that direct funded MEP staff and the consortium staff be trained to complete the various responsibilities and reports associated with this grant. During the year, LEA staff meets for three training sessions to address ID&R and data reporting topics. Attendance at these meetings is mandatory and should be attended by MEP student service providers (SSP), recruiters, and MEP contacts in LEAs with no MEP funded staff. These meetings are held regionally. Additionally, the MEP will conduct webinars with LEAs to address other program requirements to include budgets, planning, and evaluation. MEP contacts and SSPs should attend these webinars. Finally, the MEP utilizes online modules to reinforce ID&R and Data Collection concepts and practices. These courses will supplement existing training dates and webinars.

Within five days of employment, MEP Contacts must notify the Regional Coordinator when a new migratory staff has been hired. New staff employed by the LEA or consortium will be trained as follows:

- New LEA staff (full time, part time, short-term tutors) is required to review a training module of the MEP Overview for New Staff and Contracted Personnel located on the MEP website. This provides a general overview of the MEP in Georgia. A verification document will be provided at the end of the online training module and LEA staff will complete it and send a copy to the LEA and regional office for filing. This training module must be viewed within three days of a new employee starting in the LEA.
- Within ten days of employment, the state MEP staff will meet with the new full time or part time staff, for an in-depth overview of their new role in the MEP. This training typically lasts 3 hours. (Short-term tutors do not attend this meeting.)
- Within 30 days of employment, new LEA MEP staff will attend a three day identification and recruitment and data management training (1.5 days of classroom instruction and ½ day of field based ID&R practice) led by the staff at the regional office.

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EVENT	DATE	LOCATION
Region 1 South Mini-Conference	August 4, 2016	Brooklet, GA
Region 1 North Mini-Conference	August 9, 2016	Gainesville, GA
Region 2 Mini-Conference	August 11, 2016	Tifton, GA
State Conference	December 7-8, 2016	Athens, GA
Region 1 North Spring Training	March 8, 2017	Gainesville, GA
Region 1 South Spring Training	March 10, 2017	Brooklet, GA
Region 2 Spring Training	March 2, 2017	Tifton, GA

MEP Staff Schedules

MEP funded staff must keep a schedule documenting academic services, recruitment, and support. A schedule template is available on the MEP Web site. Schedules should be fluid and flexible and designed to maximize the time staff are involved in direct service delivery. Based on the low and peak seasons in the LEA, flexible hours for recruitment must be included. The Department Resource Specialists collect schedules from MEP staff each semester or as updates are available. This is to support the MEP contact with ensuring time and schedules are being maximized.

Identification and Recruitment

The *Georgia MEP Identification and Recruitment and Data Collections Handbook* contains very detailed information in ID&R in direct funded and consortium LEAs. Direct funded LEAs and the ABAC consortium must complete a local Identification and Recruitment (ID&R) plan as part of the Federal Programs Consolidated Application each fiscal year. This ID&R plan addresses descriptor #25 and is uploaded to the attachments tab for review when the LEA submits the application to the Department. The ID&R plan template is found on the Department MEP Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Gamep-Forms-and-Documents.aspx>

All school districts in Georgia (direct funded or consortium) must use the Occupational Survey during back-to-school registration for returning students and new student registration during the year. A sample of this document is at the end of this section. The directions on the bottom of this form require LEAs to fax the forms to the MEP regional offices. These directions must be followed to ensure all eligible participants are identified and recruited.

Data Collections and Reporting

The *Georgia MEP Identification and Recruitment and Data Collections Handbook* contains very detailed information on this important aspect of the MEP. The information below is only an excerpt and is included here to increase awareness.

The Department requires direct funded LEAs and the consortium to complete program data reporting activities during the year. Local staff is trained by the state to complete these reports. The data from these reports is collected at the state level in the migratory database (COEstar) and ultimately is reported to the U.S. Department of Education in the Consolidated State Performance Report (CSPR). While the majority of our data for the CSPR is generated

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from COEstar or Department Data Collections, direct funded LEAs will be asked to provide data related to FTE and migratory funded personnel. This reporting process usually occurs in the summer.

GaDOE Portal

An important component of data reporting is to ensure that local student information systems (SIS) have migratory students accurately coded. MEP reports that LEAs are responsible for completing and verifying include the Current Enrollment reports, Priority for Services reports, New Participant reports, New Student lists, Three Year Old lists, and Regular School Year and Summer Supplemental Services reports. State MEP staff based in the regional offices will provide support to districts as they work with and complete these reports; however, it is the responsibility of the LEA to ensure deadlines are met and forms are filed as outlined in the *Georgia MEP Identification and Recruitment and Data Collections Handbook*. MEP Reports are provided to LEAs (direct funded and consortium staff) through the Migratory Data Transfer site (MDTS) on the portal. The MEP contact, SSPs, and school nutrition personnel need district access to view and download these reports. Due to the sensitive nature of the information shared on this site, access is only provided to very few users.

Re-Sign Process

The Georgia Migratory Education Program (MEP) cannot serve participants who are not properly identified as eligible for the program. Our database, COEstar, contains student information and is updated annually through our re-sign process. During the re-sign process, the Georgia MEP verifies, updates, and checks the information in COEstar. School district migratory staff is responsible for completing this re-sign process. School districts should not start this re-sign process prior to the district's first day of school for the students. Services to migratory students should continue during this re-sign process as long as the LEA is confident that the child did not reach end of eligibility (EOE) since the last day of school. Training on the re-sign process is mandatory for direct funded LEA staff and the ABAC Consortium staff.

Information Changes

- The Department MEP database, COEstar, is independent of any other database in the LEAs or at the Department.
- MEP staff in LEAs must notify the regional office of changes with student information and students who have moved.
- The Department's MEP website has the information change form and departure form that must be completed and submitted to the regional offices as soon as a change occurs.
- MEP staff in the LEAs review the reports that are provided via the portal. Changes to student information may also be recorded on these forms and submitted to the regional offices.
- Following these guidelines will ensure our database, COEstar, is accurate and up to date.

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Priority for Service (PFS)

Under Section 1304 (d) of the ESEA (Priority for Services), migratory students whose schooling has been interrupted because of their mobility and who are otherwise failing or at risk of failing to meet state academic standards are designated as having a priority for service. Direct funded districts are responsible for ensuring the needs of PFS children are met through MEP funded services or other programs and resources. Direct funded districts are required to complete training and documentation addressing the PFS status of migratory as outlined in the *Georgia MEP Identification and Recruitment and Data Collections Handbook*. It is also important that teachers and administrators are aware of the meaning of PFS and which migratory children and youth have the PFS designation. As part of the PFS identification process, the MEP contact or MEP staff in the school district must notify teachers and administrators of migratory children with PFS status. A sample notification template is included on the MEP website.

Records Transfer and the Migratory Student Information Exchange (MSIX)

To minimize the impact of school interruption and change of schools on migratory children and youth, all school districts in Georgia are required to ensure the academic records of migratory children are transferred between schools and states as quickly as possible. Each district follows its established policy and protocol to complete this requirement. Additionally, the U.S. Department of Education sponsors a national records transfer initiative designed to address the transfer of student records. It is called the Migratory Student Information Exchange or MSIX. MSIX is the technology that allows States to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide. MEP funded staff use MSIX all year long. It is important that all MEP funded staff have an account. Additionally, other district staff involved with student registration and grade/course placement may request an account.

- Within 48 hours of a newly identified migratory student being identified in the district, the migratory staff will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program.
- As students move out of the district, MEP staff will submit a move notification within MSIX to allow the potential receiving school district or state to find the migratory family and continue support and services.
- As students move in to the district, MEP staff will submit a move notification within MSIX to notify the sending school district or state that the child has arrived and that records are needed.

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All school districts in Georgia use MSIX when addressing the needs of migratory children and youth during enrollment and class placement. For information on MSIX and securing an account, please visit the Department's MEP Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/GaMEP-MSIX.aspx>

School Nutrition Reports

Each August, the Department MEP Data Collections Coordinator will send a report to the districts via the portal. This report shows the migratory children who were enrolled in the district at the end of the prior school year. The school nutrition staff should use this report to code migratory students' eligible for free lunch. When the updated current enrollment report is provided in September, the school nutrition staff should ensure coding matches this updated report.

Immunization and Other Health Records

Immunization and other health records must be on file at the LEA. Georgia is required to report to the Migratory Student Information Exchange (MSIX) that these records are available at the local district. This is to ensure immunization and other health records are quickly available for migratory students enrolling in schools. In order to meet the US ED requirement for student immunization and other health records, LEAs have two options for getting this information to the MEP regional offices.

1. LEAs create a query from the local SIS by GTID, Migratory = Y, and Y or N indicating immunization and other health records are on file. The MEP Contact will email this file to Yesica Ordonez, GaDOE MEP Data Coordinator, via the portal email (not Outlook).
2. LEAs fax or mail (not email) a copy of the *Student Immunization and Other Health Records* template to the regional office for data entry. This template is found on the MEP website.

LEAs are asked to provide these reports as follows:

- September 15 each year
- Monthly based on the MEP New Participant Report (NPR)
- Any other time LEAs need to provide updates to the MEP

Parent Advisory Council (PAC)

Each direct funded LEA is required to conduct three (3) PAC meetings during the year. Typically, these occur several weeks before the regional and state PAC meetings. The purpose of these meetings is to provide an opportunity for migratory parents to review progress or results of supplemental services, provide feedback and suggestions on these services, and help plan for additional services for migratory children and youth. Then, the PAC representatives/officers from this local PAC attend the regional PAC meeting where they share programs and support initiatives with parents in other LEAs in their region. Finally, the regional PAC representatives/officers participate in the state PAC meeting where they provide feedback, suggestions, and guidance on statewide needs and

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initiatives to the Department MEP. The Department’s MEP website has sample agendas that LEAs should use to conduct local PACs. These materials were created by the parents on the State PAC for use by local school districts. These dates will help direct funded LEAs plan for their local PAC meetings:

Local PAC Meeting Dates	Regional PAC Meeting Dates	State PAC Meeting Dates
August 2016	Region 1 North on 9-14-2016 Region 1 South and Region 2 on 9-16-2016	9-24-2016
October-November 2016	Region 1 North on 11-16-2016 Region 1 South and Region 2 on 11-18-2016	12-7-2016
January-February 2017	Region 1 North on 3-8-2017 Region 1 South on 3-10-2017 Region 2 on 3-2-2017	3-18-2017

Additional information on PAC meetings, including the by-laws, can be found on the Department’s MEP website.

Professional Development

Many academic supplemental services are provided by student service providers (SSP) in the LEA. These SSPs are typically paraprofessionals. Professional development on effective instructional practices to use with migratory students should be provided to SSPs by the direct-funded LEA. This must include participation in school, district, or RESA professional development activities with teachers. The Georgia MEP also provides access to online professional development resources. These sites contain various modules that SSPs can use to improve their knowledge and skills related to instructional practices. SSPs are required to complete two (2) online courses per semester (or more if observations indicate additional PD is needed). New MEP staff will complete additional online courses. State MEP staff working with the LEA will provide training to ensure LEA staff is aware of this requirement.

The MEP provides a statewide opportunity for all LEA staff to collaborate and learn about best practices for working with migratory students through an annual MEP state conference. SSPs, MEP contacts, and other staff working with migratory participants should attend this conference.

Fiscal Requirements

The Department requires that an LEA (or consortium) receiving Migratory Education Program (MEP) funds (direct funded) submit a completion report to the Grants Accounting section of the Department by October 30 for the most recently completed fiscal year. The report is submitted online using the Grants Accounting Online Reporting System (GAORS). Grants Accounting will then verify expenditures and calculate carryover for the program manager. Given the mobility and the unforeseen variables associated with agricultural work, a certain degree of uncertainty is inherent in addressing the needs of migratory children and

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youth. The Department understands this reality, and therefore, consults with its LEAs/consortium annually in determining whether to reallocate all or only a partial amount of the carryover funds.

New fiscal year budgets are due to the Department for approval by September 1, 2016. Title I, Part C follows the same fiscal requirements and procedures of other Title programs outlined in this handbook. The regional coordinators and the program manager will review each budget and budget amendment prior to approval.

Inventory

Direct funded LEAs are required to maintain inventory records for MEP purchased items.

Special Considerations:

Grant funds may be used to benefit migratory children. They may not be used to support projects of general aid to populations that include non-migratory children without the specific approval of the Department program manager. Expenditures may be incurred in any of the functions in the State Chart of Accounts, with the exception of capital outlay, which is limited to approved equipment purchases. The Department may retain a portion or all program funds beyond the one percent administrative set-aside allowed by the federal statute to accomplish statewide functions unique to the MEP or to operate the program directly from the state level.

Documents and Forms

The following documents are used by direct funded LEAs to implement the MEP in their district. These documents are located on the MEP website in the Helpful Links section:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migratory-Education-Program.aspx>

- LEA Annual Program Evaluation and CNA Report Template
- Occupational Survey Forms
- Identification and Recruitment Plan Template
- Identification and Recruitment Activities Checklist
- Supplemental Services Tracking Form
- Sample SSP/Recruiter Job Duties
- SSP/Recruiter Weekly Schedule Template
- SSP/Recruiter Phone Contact Log sample
- Priority for Service (PFS) Teacher/Administrator Notification Template
- OSY Profile Form
- OSY EL Assessment
- OSY Intervention Matrix
- Preschool Readiness Skills Checklist
- Preschool Home Visit Tutoring Protocol
- Preschool Home Visit Plan
- MEP Funded Certified Staff Approval Form

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- MEP Funded Field Trip Approval Form
- SSP/Recruiter Weekly Schedule Package
- Optional Services Documentation Package
- Implementation Plan (IP) Monitoring Package
- Health Record Verification Form and Template
- MEP Information Change Form and MEP Departure Form
- Local Parent Advisory Council (PAC) Agenda Template

The Department's MEP provides a variety of resources to support service delivery to K-12 enrolled students, preschool children, out-of-school youth (OSY) and drop outs. These resources are available on the Department's MEP Web site:

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migratory-Education-Program.aspx>

Education of Migratory Children Program - Occupational Survey

All school districts in Georgia (MEP direct funded or MEP consortium and all charter schools) must use the Occupational Survey during back-to-school registration for returning students and new student registration during the year. This survey is a fundamental component of the ID&R process at the district level. This document is found on the Department's MEP Web site: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx>

Below is an example of the English version of the Occupational Survey. The Occupational Survey is also available in the following languages: Spanish, Karen, Korean, Vietnamese, Haitian-Creole, French, Burmese, Chinese, Arabic, Amharic, Nepali, and Somali.

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

School District: _____ Date Completed: _____

Parent Occupational Survey
Please complete this form to determine if your child(ren) qualify to receive additional services under
Title I, Part C

Has your family moved in order to work in another city, county, or state, in the last three (3) years? Yes No

If so, what is the date your family arrived in the city/town you reside? _____

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

- 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- 2) Planting, growing, or cutting trees (pulpwood)/raking pine straw
- 3) Processing/packing agricultural products
- 4) Dairy/Poultry/Livestock
- 5) Meatpacking/Meat processing/Seafood
- 6) Fishing or fish farms
- 7) Other (Please specify occupation): _____

Name of Student(s)	Name of School	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Names of Parent(s) or Legal Guardian(s) _____

Current Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Thank You!

Please return this form to the school

The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school/district: When both "yes" and one or more of the boxes from 1 to 7 is/are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to the regional MEP office serving their district. For additional questions regarding this form, please call the MEP office serving your district.

GaDOE Region 1 MEP, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440
GaDOE Region 2 MEP, 221 N. Robinson Street, Lenox, GA 31637
Toll Free (866) 305-3182 Fax (229) 346-3251

Section XI: Title I, Part D, Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk

General Information

Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA) consists of two subparts. Subpart 1 is the state agency (SA) Neglected and Delinquent grant program; Subpart 2 is the local educational agency (LEA) program. Both subparts are formula grants based upon the number of students residing in institutions for neglected or delinquent children.

Under Title I, Part D, the Outreach Programs Division provides leadership, guidance, technical assistance, and resources to LEAs and SAs to ensure that neglected and delinquent children have the opportunity to meet the state's challenging academic content and student achievement standards.

Definitions

Neglected Children and Youth

- Children and youth in need of care due to abandonment, neglect, or death of their parents or guardians.

Delinquent Children and Youth

- Children and youth who have been adjudicated to be delinquent or in need of supervision.

At-Risk Children

- A school-aged individual who:
 - Is at-risk of academic failure.
 - Has a drug or alcohol problem.
 - Is pregnant or is a parent.
 - Has come into contact with the juvenile justice system in the past.
 - Is at least one year behind the expected grade level for his/her age.
 - Has limited English proficiency.
 - Is a gang member.

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- Has dropped out of school in the past.
- Has a high absenteeism rate at school.

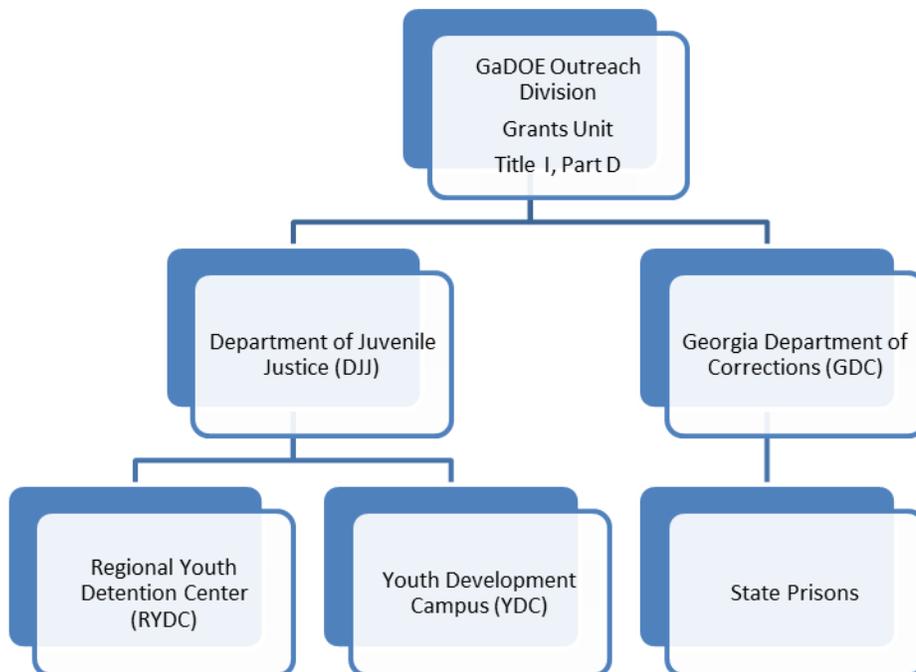
Subpart 1: State Agency (SA) Programs

Georgia has two SAs that are responsible for the care of neglected or delinquent children and youth in their custody.

- The Department of Juvenile Justice (DJJ) serves children and youth who are adjudicated to be delinquent or in need of supervision through the Juvenile Courts of the state.
- The Georgia Department of Corrections (GDC) serves young offenders convicted as adults.

These agencies must submit an annual application for funds to provide supplemental educational services to neglected or delinquent students under Title I, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA).

Georgia Department of Education Neglected or Delinquent Flow Chart



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DJJ and GDC must conduct an annual count of children and youth, aged 20 years and younger, who are:

- In state-operated adult correctional facilities and enrolled in a regular program of instruction for at least 15 hours per week.
- In state Neglected or Delinquent institutions or community day school programs and enrolled in a regular program of instruction for at least 20 hours per week.

The count must be conducted on a specified school day that is consistent for all institutions operated by the SAs in the preceding calendar year for which funds will become available. The count total is then adjusted by multiplying the count by the number of days per year the regular program of instruction operates (220) and dividing that number by the number of school days in the academic year for the state (180). The Georgia Department of Education (Department) submits the total adjusted count for each SA count to the U.S. Department of Education (US ED) for allocation purposes. To receive Title I, Part D funding, each SA must annually submit an application consistent with the requirements under Title I, Part D, Subpart 1 of ESEA. The Department provides technical assistance and support on the application process to SAs through workshops and on-site support statewide.

Monitoring

The Department monitors SAs under Title I, Part D annually. The state educational agency (SEA) is required to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of three major components: monitoring of expenditures, single audit, and on-site monitoring.

Use of Funds

SAs must use Title I, Part D, Subpart 1 funds to support educational services that:

- Provide for children and youth identified by SAs as failing, or most at-risk of failing, to meet the state's challenging academic content and student academic achievement standards.
- Supplement and improve the quality of educational services provided to these children and youth.

SAs may use Title I, Part D, Subpart 1 funds to pay the necessary and reasonable costs that provide a variety of services, including reading, mathematics, language arts, and vocationally oriented programs that include academic classroom instruction as long as these are supplementary services and materials. For example, funds may be used to:

- Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need.

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- Train teachers, aides, and other staff members who are actively involved in providing Title I services.
- Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training.
- Hire transition coordinators or buy new equipment to assist students' transitions (e.g., purchasing scanners to scan individualized education program [IEP] documents).

Title I, Part D, Subpart 1 funds may also be used to acquire equipment to be used to help the children and youth the SA serves to meet challenging state academic content and student academic achievement standards and to cover the costs of meeting the evaluation requirements of ESEA for such programs.

Transition Services

Helping institutionalized children and youth who are neglected or delinquent and those in adult correctional facilities to make the transition into the community for further education or employment is an important element in the success of the Title I, Part D, Subpart 1 program. SAs are required to reserve not less than 15-percent or more than 30-percent of the amount it receives in any year under Title I, Part D, Subpart 1 to support transition services for these children and youth. SAs also may use the reserved funds to provide transition educational services to children and youth in schools other than state-operated institutions.

Transition services focus on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the local community. Allowable activities include, but are not limited to:

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are neglected or delinquent.
- Services of in-school advocates to act on behalf of individual children and youth who are neglected or delinquent.
- Tutoring and mentoring.
- Reentry orientation programs, including transition centers and reentry centers in high schools.

Subpart 2: Local Educational Agency (LEA) Programs

Planning

Although all LEAs do not have residential facilities for neglected or delinquent children and youth, every LEA is required to conduct and submit the Annual Neglected and Delinquent

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Survey to the Department. The purpose of this survey is to provide the U.S. Department of Education (US ED) and the Department with current information on the location and number of children living in institutions for neglected or delinquent children or in correctional institutions. The information is used to compute the Title I Neglected or Delinquent allocations for school districts so that eligible children in the institutions can be provided Title I-funded educational services.

The survey must be conducted, verified, and submitted to the Department by the local Title I, Part A director through the consolidated application. The survey can be accessed by adding the program, Title I-A, Neglected & Delinquent, and locating the Data Collections tab. The survey must include children and youth who:

- Are ages 5 through 17 years.
- Live in a locally operated facility that meets the definition of an institution for delinquent children and youth or an adult correctional institution and are not counted in the enrollment data submitted to US ED for Subpart 1 state agency Neglected or Delinquent program allocation purposes.
- Live in the institution for at least one day during a 30-consecutive day counting period; at least one day of the counting period must be in October.

General Guidelines

The purpose of Subpart 2 is to support the operation of the LEA programs that involve collaboration with locally operated Neglected or Delinquent facilities to:

- Carry out high-quality education programs that prepare neglected or delinquent children and youth for secondary school completion, training, employment, or further education.
- Provide activities that facilitate the transition of neglected or delinquent children and youth from a correctional program to further education or employment.
- Operate programs in local schools for children and youth returning from correctional facilities, and programs that may service at-risk children and youth (ESEA, Section 1421).

Under Subpart 2, from funds generated throughout the state under Title I, Part D, the Department retains and grants funds based on the children and youth residing in local delinquent institutions, correctional facilities, or attending community day programs to the LEAs with the highest numbers or percentage of neglected or delinquent children and youth.

To receive Title I, Part D funding, each LEA that operates high-quality education programs to prepare and to facilitate their successful transitions to school or employment must submit an annual application that is consistent with the requirements under Subpart 2 of Title I, Part D.

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The Department provides technical assistance and support on the application process to LEAs through workshops and on-site support statewide.

Monitoring

The Department monitors Title I, Part D, Subpart 2 local agency programs through the Title programs cross-functional team monitoring process. The state educational agency (SEA) is required to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of three major components: monitoring of expenditures, single audit, and on-site monitoring. More detailed information regarding the monitoring process can be found in the Monitoring section and in Appendix M of this handbook.

Use of Funds

An LEA may use Title I, Part D, Subpart 2 funds to pay the necessary and reasonable costs that provide a variety of services, including transition services, dropout prevention, social services, and vocationally oriented programs. For example, funds may be used for:

- Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment, and help them remain in school to complete their education.
- Dropout prevention programs that serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migratory youth, immigratory youth, students who are English learners, and gang members.
- The coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education.
- Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education.

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Section XII: Title VI, Part B – Rural Education Achievement Program

Purpose

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. REAP consists of two separate programs: the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

Small, Rural School Achievement (SRSA)

The SRSA program provides local educational agencies (LEAs) with greater flexibility in using the formula grant funds that they receive under certain state-administered federal programs. The U.S. Department of Education (US ED) calculates the SRSA grant allocations for an eligible LEA on the basis of a statutory formula and makes the SRSA grant allocations directly to the eligible LEAs. SRSA funds do not flow through the Georgia Department of Education (Department). It also authorizes formula grant awards directly to these LEAs for a wide range of local activities that support student achievement. The REAP-Flex program provides flexibility to eligible, rural LEAs to use specific federal formula funds to support local activities under an array of federal programs to assist them in addressing local academic needs more effectively. To be eligible to participate in the SRSA grant and REAP-Flex program, an LEA must:

- Have a total average daily attendance (ADA) of fewer than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile.
- Serve only schools that have the National Center for Education Statistics (NCES) school locale code of 7 or 8 or be located in an area of the state defined as rural by a governmental agency of the state.

Rural and Low-Income Schools Program (RLIS)

The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. An LEA is eligible to receive funds under the RLIS program if:

- 20-percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line.
- All schools served by the LEA have a school locale code of 6, 7, or 8 assigned by the US ED's NCES.
- The LEA is not eligible to participate in the SRSA.

Eligible systems apply for the RLIS funds through the consolidated application.

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Use of Funds

An eligible LEA may use RLIS funds for:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs.
- Educational technology, including software and hardware that meets the requirements of Title II, Part D.
- Parental involvement activities.
- Activities authorized under the Safe and Drug-Free Schools and Communities State Grants program.
- Activities authorized under Title I, Part A.
- Activities authorized under Title III, Part A.

Carryover Funds

Eligible LEAs may obligate Title VI, Part B funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year.

The Tydings period gives the eligible LEAs 27 months to obligate their funds 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under (Education Department General Administrative Regulations [EDGAR] at 34 C.F.R. 76.709 [b]), (Rural Education Achievement Program [REAP] Guidance, 6/13/03, III C-8). It is the expectation of the US ED that Title VI, Part B, REAP funding be expended during the year in which it is allocated.

While there are no provisions for the reallocation of Title VI, Part B funds, LEAs with carryover funds in excess of 25-percent of their allocation will be monitored. Technical assistance will be provided to LEAs with an excessive amount of carryover funds.

Accountability

Each year an LEA receives a grant under the SRSA program or exercises REAP-Flex authority or receives a grant under the RLIS program, the LEA must administer an assessment that is consistent with the assessment requirements in Section 1111 of the Elementary and Secondary Education Act of 1965 (ESEA) as set forth in Georgia's approved *ESEA Flexibility Waiver*. Georgia's flexibility waiver allows LEAs that receive RLIS or SRSA funds to use those funds for any authorized purpose regardless of the LEA schools' Priority and/or Focus status. The Department encourages LEAs to use these RLIS and SRSA funds for needs

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identified under Georgia's differentiated recognition, accountability, and support system, including supporting Priority and Focus Schools.

Just as in previous years, funds must be used for activities authorized under:

- Title II, Part A (Teacher Quality)
- Title II, Part D (Enhancing Education Through Technology)
- Title V, Part A (Innovative Programs – Parental Involvement activities)
- Title IV, Part A (Safe and-Drug Free Schools and Communities)
- Title I, Part A (Improving the Academic Achievement of the Disadvantaged)
- Title III, Part A (Language Instruction for Limited English Proficient and Immigration Students).

Section XIII: Title X, Part C: McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth

General Information

The McKinney-Vento Homeless Assistance Act was reauthorized under the Elementary and Secondary Education Act (ESEA) to ensure the educational rights and protections for children and youth experiencing homelessness. ESEA made significant changes in the way local educational agencies (LEAs) address the needs of homeless students. Among these changes are requirements for:

- The Georgia Department of Education (Department) and LEAs to review and revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, and success in school of homeless children and youth.
- LEAs to use the McKinney-Vento Homeless Assistance Act definition of homeless when identifying and determining which students are eligible for services.
- LEAs to designate a local liaison to coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.
- LEAs to coordinate the local plan required under Title I with the needs of homeless children and youth, including making a mandatory set-aside of funds under Title I, Part A to serve homeless children.

The McKinney-Vento Homeless Assistance Act guarantees to homeless children the following:

- The right to immediate enrollment in school.
- The right to attend school in school of origin or in the attendance area where the family currently resides.
- The right to receive transportation to school of origin if requested by parents and is in the best interest of the child.
- The right to comparable services as other schoolmates including transportation and supplemental services.
- The right to attend school along with children who are not homeless.
- The posting of homeless students' rights in all schools and other places around the community that low-income families and high-risk families may visit.

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Local Educational Agency (LEA) Responsibilities

Title I, Part A funding requires that each LEA have a state educational agency (SEA)-approved plan coordinated with the McKinney-Vento Homeless Assistance Act. LEAs must include in the local plan required under Title I, Part A a description of the services the LEA will provide to homeless children, including those services it will provide with funds set aside under ESEA Section 1113(c)(3)(A). Under the Comprehensive LEA Implementation Plan (CLIP) on the local consolidated application, the LEA must provide the number of homeless children and youth identified and describe the process by which it identifies and provides services to these children. The LEAs must also provide the name and contact information for the individual designated as the LEA liaison for homeless children and youth.

At a minimum, this plan must:

- Describe the process for the identification and enrollment of homeless children and youth.
- Describe the services to be provided to homeless children and youth.
- Reserve Title I, Part A funds to provide comparable services for homeless children and youth that attend non-Title I schools, and provide educationally related support services to children in shelters and other locations where they live.
- Designate an appropriate staff person as an LEA Homeless liaison.
- Develop, review, and revise LEA policies to remove barriers to the enrollment and retention of children and youth in homeless situations.
- Describe the process for ensuring that transportation is provided to homeless children and youth.
- Ensure that accurate data is collected on enrolled homeless children and youth.

Homeless Liaison Responsibilities

The LEA Homeless liaison is the heart of the LEA Homeless program. It is important that the Homeless liaison have some knowledge and experience in dealing with federal programs, social worker responsibilities, and counseling responsibilities. It is important that the LEA Homeless liaison has knowledge of the LEA, understands the community, has great communication skills, and has a commitment to the Homeless program.

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Among other duties, the LEA Homeless liaison must ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.¹³
- Homeless students enroll in—and have full and equal opportunity to succeed in—school.
- Homeless children and youth, their families, and unaccompanied youth receive educational services for which they are eligible, including Head Start, preschool programs administered by the LEA, referrals to health, mental health, dental, and other appropriate services.
- Parents or guardians of homeless children and youth, and unaccompanied youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
- Parents or guardians of a homeless child or youth and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services to their selected school.
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Public notice of the educational rights of homeless students is disseminated in all schools and other places around the community.

Public Notice Requirements

Posters, brochures, and other awareness materials explaining educational rights, programs, and other related services for those families experiencing homelessness are required to be posted in the registration area of all schools and other locations where low-income and high-risk families receive services.

Data Collection Requirements

The U.S. Department of Education (US ED) requires all LEAs, with and without subgrants, to submit information to determine the extent to which homeless children and youth have access to a free, appropriate, public education under Title X, Part C of ESEA. All data reported must be based on actual student enrollment. Estimated numbers are not acceptable.

¹³ See Appendix P: Guidelines for the Identification of Homeless Children and Youth.

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LEA Homeless liaisons should work with their LEA to implement a system to collect the needed data on each homeless student who is identified and enrolled. This data collection can be facilitated by the use of an intake form at the time of enrollment or when a currently enrolled child becomes identified as homeless.

In Georgia, the LEA Student Information System (SIS) coordinator and liaisons have received training on the appropriate coding of homeless children and youth. The environment code indicates the type of residential environment in which the student resides during the school year. The environment code for homeless children and youth is “3,” and the environment code for homeless unaccompanied youth is “4.”

LEAs must also identify the primary nighttime residence for each homeless student identified and enrolled. The primary nighttime residence indicates the type of temporary resident in which the student resides.

Shelter/transitional housing	1
Doubled-up (due to economic hardship)	2
Unsheltered (parks, cars, abandoned housing)	3
Hotel/Motel	4

Policy Review and Revision

LEAs must review and revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, and success in school of homeless children and youth. In the review of such laws, regulations, practices, or policies, LEAs should give specific consideration to the laws regarding the following areas:

- Identification
- School Selection
- Enrollment
- Transportation
- Services
- Resolution of Disputes
- Free Meals
- Title I
- Training
- Coordination
- Preschool

Please see Appendix P for a sample LEA Policy and Procedures document.

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Local Educational Agency (LEA) Homeless Survey

LEAs must conduct an annual survey to identify the number, location, and educational and related support needs of homeless children and youth residing in the jurisdiction of the LEA. The LEA must use the definitions of homeless children and youth as identified in the McKinney-Vento Homeless Assistance Act when identifying and determining the needs of these children. The most effective way to identify the needs of homeless children and youth is through coordination with local supports, such as the regional migratory education program staff, bus drivers, and school staff, including social workers, counselors, attendance officers, principals, teachers, enrollment clerks, etc.

The data in the Education for Homeless Children and Youth survey is a part of the LEA state reporting requirements and should be collected in the system student database. This survey is a part of the consolidated application. LEAs will be notified by electronic mail as to the date this survey is due to the Department. Directions for the completion of this survey will be included in technical assistance sessions and electronically with the survey notification letter.

Competitive Grant Application for McKinney-Vento Education for Homeless Children and Youth Grants

The Department makes competitive grants available to local educational agencies (LEAs) with large numbers of homeless children and youth to facilitate the enrollment, attendance, and success of homeless children and youth in Georgia's public schools. Requests for applications from LEAs not currently receiving Education for Homeless Children and Youth grants are announced annually based on the availability of funds. Announcement notices and information are provided electronically and by mail to all LEAs. Application materials and information are posted on the Department Web site.

The Department provides technical assistance and support with the application process to prospective applicants statewide through workshops, blackboard sessions, and on-site support.

Completed applications are received by the Department and screened for eligibility and completeness. Applications are then reviewed and rated using the Department peer review process for competitive grants. The panel of peer reviewers is composed of representatives from LEAs, state agencies, and local agencies providing services to homeless families, children, and youth.

Upon completion of the competitive grant process conducted by the Department, the available grant funds are allocated until the funds are exhausted and the recommended grantees are sent to the State Board of Education (SBOE) for approval. Approved grantees are notified and are required to submit a budget to be approved by the state Homeless education program manager using the McKinney-Vento Homeless Assistance Act Use of Funds requirements and the Chart of Accounts to account for proposed expenditures. The budget is submitted and approved through the consolidated application.

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The grantees are provided technical assistance in administering the grant according to the McKinney-Vento Homeless Assistance Act and guidance. The grants are monitored through:

- The budget approval process that assures that the approved competitive grant is the foundation of any requests for funds.
- The annual on-site McKinney-Vento Homeless Assistance Act monitoring of each grantee.
- The annual submission of the McKinney-Vento Homeless Assistance Act Grant Evaluation and Continuation Report by each grantee.

McKinney-Vento Homeless Assistance Act Education for Homeless Children and Youth grants may be awarded annually, up to three years, to a grantee contingent upon the continuation of federal funding and the successful completion of the following:

- On-site monitoring.
- On-time submission of the annual Homeless survey.
- On-time submission of an end-of-year evaluation of the grant to be rated by the Department Homeless Education office.
- On-time submission of a McKinney-Vento Homeless Assistance Act Education for Homeless Children and Youth Evaluation and Continuation Request to be rated by the Department Homeless Education office.

Indirect Costs, Budget Amendments and Carryover

The McKinney-Vento Homeless Education program uses the same indirect cost, budget amendment, and carryover procedures established for Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).

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Section XIV: Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools – February 7, 2003

Introduction

Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Title I, Part A of the ESEA, requires the secretary to issue guidance on constitutionally protected prayer in public elementary and secondary schools. In addition, Section 9524 of ESEA requires that, as a condition of receiving ESEA funds, a local educational agency (LEA) must certify in writing to its state educational agency (SEA) that it has no policy that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in this guidance.

Section 9524 of Elementary and Secondary Education Act of 1965 (ESEA)

The Section 9524 of ESEA Certification Process

To receive funds under the ESEA, a LEA must certify in writing to its state educational agency (SEA) that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance. An LEA must provide this certification to the SEA by October 1st and by October 1st of each subsequent year during that the LEA participates in an ESEA program.

LEAs must provide certification on constitutionally protected prayer in the public elementary and secondary schools through the LEA consolidated application Web based process.

Enforcement of Section 9524 of ESEA

LEAs are required to file the certification as a condition of receiving funds under the ESEA. If an LEA fails to file the required certification or files it in bad faith, the SEA should ensure compliance in accordance with its regular enforcement procedures. The secretary considers an LEA to have filed a certification in bad faith if the LEA files the certification even though it has a policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance.

The General Education Provisions Act (GEPA) authorizes the secretary to bring enforcement actions against recipients of federal education funds that are not in compliance with the law. Such measures may include withholding funds until the recipient comes into compliance. Section 9524 of ESEA provides the secretary with specific authority to issue and enforce orders with respect to an LEA that fails to provide the required certification to its SEA or files the certification in bad faith.

Overview of Governing Constitutional Principles

The relationship between religion and government in the United States is governed by the First Amendment to the Constitution, which both prevents the government from establishing

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religion and protects privately initiated religious expression and activities from government interference and discrimination. The First Amendment thus establishes certain limits on the conduct of public school officials as it relates to religious activity, including prayer.

For further guidance, see the Web site below:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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Section XV: Appendices

Appendix A: Tips for New Title I Directors

Tips for New Title I Directors

The following are suggestions for new Title I directors:

- Locate the U.S. Department of Education's (US ED) Web site, www.ed.gov, and bookmark the policy and legislation links. Read all guidance relating to Title I, Part A. Review this site often for updates.
- Read the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), Georgia's *ESEA Flexibility Waiver* (February 2012), and other pertinent Title I guidance.
- Refer frequently to the Georgia Department of Education's (Department's) Web site: <http://www.gadoe.org/Pages/Home.aspx>
- Refer to the Web site for the Department's Division of Federal Programs: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>
- Refer to the Web site for the MyGaDOE portal login: <https://portal.doe.k12.ga.us/login.aspx>
- Make sure the email account for the Title I director is current and the Title I Education Program Specialist has all current contact information for the Title I director and the school district. Also check the consolidated application site to verify the district's contact information.
- If the district is having an on-site monitoring visit this year, verify that both the Title I director and the superintendent are both provisioned in the MyGaDOE portal for the district to access the cross-functional monitoring site for monitoring feedback and reports.
- Collaborate with other Title I directors. Experienced directors can provide invaluable insight into the Title I program.
- Attend regional and state Title I meetings to remain current on program guidelines and to network with other Title I directors.
- Get to know key personnel in the local educational agency (LEA): other federal programs directors, curriculum directors, the consolidated application coordinator, finance director, accounting personnel, etc.

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- Contact the Department regional Title I Education Program Specialist for the district to provide technical assistance.
- Subscribe to useful Title I/Federal Programs documents, newsletters, and other Web site resources. While the Department cannot endorse private vendor products and services, experienced Title I directors can share their most valuable tools.
- **Reminder:** Keep detailed monthly time logs for split-funded personnel, and complete the semi-annual periodic certification twice a year (after the fact) for all staff that are paid 100-percent with federal funds.
- Use the *Georgia Department of Education LEA Title Programs Monitoring Form* as a guide for creating and organizing files for on-site cross-functional monitoring team visits or for self-monitoring of the federal programs. Maintain federal program files for five years.
- Review APPENDIX N: TITLE PROGRAMS MONITORING in the *Implementing Title I in Georgia Schools Handbook* for information concerning program monitoring:
 - SELF-ASSESSMENT CHECKLIST
 - TITLE PROGRAMS CROSS-FUNCTIONAL MONITORING
 - LOCAL EDUCATIONAL AGENCY (LEA) RISK ASSESSMENT
 - OTHER DOCUMENTATION LOCAL EDUCATIONAL AGENCIES (LEAs) MAY NEED FOR FUTURE AUDITING/MONITORING/REPORTING
- Refer to APPENDIX H YEARLY TIMELINES in the *Implementing Title I in Georgia Schools Handbook* for an FY17 Year-at-a Glance for Title I, Parts A, B, C, and D; Title IV, Part A; Title VI, Part B; and Title X, Part C.
- Check the Department's Web site often for useful worksheets, updates to this *Implementing Title I in Georgia Schools Handbook*, and other pertinent information.

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Appendix B: Georgia Department of Education (Department) School Improvement Division Staff Contact Information

EDUCATION SUPPORT – FEDERAL PROGRAMS DIVISION CONTACT INFORMATION

SCHOOL IMPROVEMENT – FEDERAL PROGRAMS DIVISION			
Vacant Associate Superintendent (404) 657-4209			
EDUCATION SUPPORT DIVISION SUPPORT STAFF			
Roslynn Dessauer Administrative Assistant (404) 657-4209 Yordonez@doe.k12.ga.us	Harriett Neal Secretary (404) 656-0644 hneal@doe.k12.ga.us	Ilisha Terez-Evans Secretary (404) 463-6450 mbrown@doe.k12.ga.us	Charlene Mangum Secretary (404) 656-4028 cmangum@doe.k12.ga.us
TITLE PROGRAMS			
Margo K. DeLaune Title Programs Director (404) 657-1796 mdelaune@doe.k12.ga.us			
LEA MONITORING AND TECHNICAL ASSISTANCE			
Randy Phillips Title I, Part A Program Manager (404) 463-1955 rphillips@doe.k12.ga.us			
Vacant Title I, Part A Program Manager			
TITLE I EDUCATION PROGRAM SPECIALISTS FOR AREAS 1 THROUGH 14			
Area 1 Robyn Planchard (404) 985-3808 rplanchard@doe.k12.ga.us	Area 2 Sherri Minshew (779) 324-1965 sminshew@doe.k12.ga.us	Area 3 Anthony Threat (706) 615-0367 athreat@doe.k12.ga.us	Area 4 Evelyn Maddox (404) 975-3145 emaddox@doe.k12.ga.us
Area 5 Judy Alger (229)329305 jualger@doe.k12.ga.us	Area 6 Grace McElveen (912) 334-0802 gmcelveen@doe.k12.ga.us	Area 7 JaBra Harden Fuller (229)563-6269 jharden@doe.k12.ga.us	Area 8 Marijo Pitts-Sheffield (912) 269-1216 mpitts@doe.k12.ga.us
Area 9 Kathy Pruett (706) 540-8959 jpruett@doe.k12.ga.us	Area 10 Elaine Dawsey (478) 971-0114 edawsey@doe.k12.ga.us	Area 11 Olufunke Osunkoya (678) 704-3557 osunkoya@doe.k12.ga.us	Area 12 Bobby Trawick (229) 246-1976 btrawick@doe.k12.ga.us
Area 13 Ken Banter (478) 960-2255 kbanter@doe.k12.ga.us		Area 14 Tammy Wilkes (478) 237-2873 twilkes@doe.k12.ga.us	

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OUTREACH PROGRAMS			
Craig Geers Outreach Programs Director (404) 657-1793 cgeers@doe.k12.ga.us			
Karen Flowers Budget Analyst (404) 232-7976 kflowers@doe.k12.ga.us			
GRANTS PROGRAMS			
Eric McGhee Program Manager (404) 651-7555 emcghee@doe.k12.ga.us			
Deirdre Lynch Smith Grant Program Consultant Homeless Education (404) 656-2004 desmith@doe.k12.ga.us	Erica Glenn Grant Program Consultant Homeless Education (404) 295-4705 eglenn@doe.k12.ga.us	Whitney Mitchell Grant Program Consultant Neglected & Delinquent (404) 656-4148 wmitchell@doe.k12.ga.us	Cathy Buescher Education Program Specialist Title VI-B Rural Education (229) 561-4499 cbuesche@doe.k12.ga.us
PARENT ENGAGEMENT			
Amy Park Program Manager (404) 463-1956 apark@doe.k12.ga.us			
Jason Clay Parent Engagement Communications Specialist 404-656-2633 jclay@doe.k12.ga.us	Deana Bearden Parent Engagement Specialist (404) 232-1148 dbearden@doe.k12.ga.us	Kim Jones Parent Engagement Specialist 404-657-9962 kjones@doe.k12.ga.us	
21st CENTURY COMMUNITY LEARNING CENTERS			
Nathan Schult Program Manager (404) 232-1197 nschult@doe.k12.ga.us			
Jeff Barnett Education Research and Evaluation Specialist (404) 695-1883 jbarnett@doe.k12.ga.us	Ritchie Ray Education Research and Evaluation Specialist (404) 416-0599 rrey@doe.k12.ga.us	Simone Danielson Education Research and Evaluation Specialist (678) 595-8963 simone.danielson@doe.k12.ga.us	Lakeysha Hallmon Education Research and Evaluation Specialist (404) 557-4177 lhallmon@doe.k12.ga.us
Cynthia Turner Education Research Evaluation Specialist (229) 327-4978 cturner@doe.k12.ga.us		Mike Hatfill Education Research and Evaluation Specialist (404) 971-0399 dhatfill@doe.k12.ga.us	
Andre Hill Fiscal Analyst/Auditor (404) 232-1250 ahill@doe.k12.ga.us	Tehsin Akram Fiscal Analyst/Auditor (404) 463-6438 takram@doe.k12.ga.us	Desmond Carter Fiscal Analyst/Auditor (404) 463-6437 decarter@doe.k12.ga.us	

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MIGRATORY AND REFUGEE EDUCATION			
John Wight Program Manager (404) 463-1857 jwight@doe.k12.ga.us			
Virginia Davis Secretary (404) 656-2639 vdavis@doe.k12.ga.us			
Yesica Ordonez State Data Coordinator (404) 463-1775 sstone@doe.k12.ga.us	Iliana Garcia-Acevedo State Data Specialist (229) 246-3078 igarcia@doe.k12.ga.us	Omar Lopez-Nunez State Coordinator for Research and Development (404) 719-7801 olopez@doe.k12.ga.us	Bernardo Sanchez-Vesga State Identification and Recruitment Coordinator (404) 557-4363 bsanchez@doe.k12.ga.us
Region 1 Migratory Education Program Office - Brooklet, Georgia			
Margarita Muñoz Coordinator (404) 272-8762; mmunoz@doe.k12.ga.us			
Rose McKeehan Data Specialist (800) 621-5217 rmckeehan@doe.k12.ga.us			
Vacant Resource Specialist (404) 561-7535 ocardenas@doe.k12.ga.us		Sabrina Rivera-Pineda Resource Specialist (404) 576-3133 spineda@doe.k12.ga.us	
Sandra Morales Recruiter (404) 617-4995 smorales@doe.k12.ga.us	Inez Strickland Recruiter (404) 558-1675 istrickland@doe.k12.ga.us	Evelyn Arevalo Recruiter (404) 557-2880 earevalo@doe.k12.ga.us	Jesus Mercado Recruiter (404) 617-6836 jmercado@doe.k12.ga.us
Region 2 Migratory Education Program Office - Lenox, Georgia			
Israel Cortez Coordinator (404) 272-8780; icortez@doe.k12.ga.us			
Pearl Barker Data Specialist (866) 505-3182 pbarker@doe.k12.ga.us			
Bonnie Larson-Brogdon Resource Specialist (404) 561-8494 blarson@doe.k12.ga.us	Marisela Trejo Resource Specialist (404) 561-7819 mtrejo@doe.k12.ga.us	Nancy Trujillo Resource Specialist (404) 561-8155 itrujillo@doe.k12.ga.us	Miriam Ndaayezwi Resource Specialist (404) 693-3256 mndaayezwi@doe.k12.ga.us
Grisdelia Dominguez Recruiter (404) 617-5083 gdominguez@doe.k12.ga.us	Sylvia Carmago Recruiter (404) 557-3378 pbarker@doe.k12.ga.us	Fidela Sanchez Recruiter (470)-218-5361 fsanchez@doe.k12.ga.us	Nancy Ruiz Recruiter (404) 557-2873 nruiz@doe.k12.ga.us

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Appendix C: Frequently Asked Questions

Frequently Asked Questions

The U.S. Department of Education (US ED) non-regulatory guidance can often assist you with answers to most of your questions.

Eligibility and Funding/Use of Funds/School Improvement Funds/ Qualifications of Teachers and Paraprofessionals

- The Elementary and Secondary Education Act of 1965:
<http://www.ed.gov/about/offices/list/oese/legislation.html#leg>
- Entire Law in Print: <http://bookstore.gpo.gov>
 - Little Blue Book (Title I only):
<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>
- Regulations (ESEA): <http://www.ed.gov/about/offices/list/oese/legislation.html#regs>
- Guidance: <http://www.ed.gov/about/offices/list/oese/legislation.html#policy>
- Key policy letters: <http://www.ed.gov/about/offices/list/oese/legislation.html#policy>
- Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations:
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
 - C.F.R. As amended through December 19, 2014
 - PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS lower case & check to use correct bullet
 - PART 180—OMB GUIDELINES TO AGENCIES ON GOVERNMENTWIDE DEBARMENT AND SUSPENSION (NONPROCUREMENT) (current version)
 - PART 3474—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (current version)
 - PART 3485—NONPROCUREMENT DEBARMENT AND SUSPENSION (current version)
 - 34 C.F.R. EDGAR, as amended on December 19, 2014: lower case
 - Part 75—DIRECT GRANT PROGRAMS (current version)

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- Part 76—STATE-ADMINISTERED PROGRAMS (current version)
 - Part 77—DEFINITIONS THAT APPLY TO DEPARTMENT REGULATIONS (current version)
 - Part 79—INTERGOVERNMENTAL REVIEW OF DEPARTMENT OF EDUCATION PROGRAMS AND ACTIVITIES (current version)
 - Part 81—GENERAL EDUCATION PROVISIONS ACT ENFORCEMENT (current version)
 - Part 82—NEW RESTRICTIONS ON LOBBYING (current version)
 - Part 84—GOVERNMENTWIDE REQUIREMENTS FOR DRUG-FREE WORKPLACE (FINANCIAL ASSISTANCE) (current version)
 - Part 86—DRUG AND ALCOHOL ABUSE PREVENTION (current version)
 - Part 97—PROTECTION OF HUMAN SUBJECTS (current version)
 - Part 98—STUDENT RIGHTS IN RESEARCH, EXPERIMENTAL PROGRAMS, AND TESTING (current version)
 - Part 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY (current version)
- U.S. Department of Education (US ED) publications for districts, schools and parents, often free: <http://www.ed.gov/about/pubs/intro/index.html?src=ln>

Schoolwide Programs

- For information on conducting a comprehensive needs assessment, designing quality plans, and annually evaluating the program's success, see *Designing Schoolwide Programs Guidance* at: <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Targeted-Assistance Programs

- See information related to targeted-assistance-program at: <http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/TargetedAssistance.aspx>

Education's Title II, Part A Improving Teacher Quality State Grant'

- For more information, tools and resources to support increasing academic achievement by improving teacher and principal quality see the website: <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Title-II-Part-A-Home.aspx>

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Parental Involvement

- Parental Involvement – Title I, Part A Non-Regulatory Guidance:
<http://www2.ed.gov/programs/titleiparta/legislation.html>
- Public School Choice NCLB web link to Public Choice Draft Non-Regulatory Guidance:
<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
- Flexible Learning Program:
[http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-\(FLP\).aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx)

General Provisions

Web link to *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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Appendix D: Private Schools and Resources

- The following documents can be located on the Title I Web site:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>
 - Private School Equitable Services worksheet
 - Private Schools District Invitation to Consult form
- October 17, 2003 - Title I Services to Eligible Private School Children, Non-Regulatory Guidance
<http://www2.ed.gov/programs/titleiparta/legislation.html>
- Title IX, Part E Uniform Provisions Subpart 1—Private Schools Title IX, Part E Uniform Provisions Subpart 1—Private Schools
<http://www2.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>
- Ensuring Equitable Services to Private School Children: A Title I Resource Tool Kit
<http://www2.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

Appendix E: Parental Involvement Resources

Parental Involvement Sample Tools

All Parental Involvement sample tools, checklists, and parent notification letters can be found in the 2016 – 2017 Parent Engagement Handbook entitled *Systemic Family Engagement: A Comprehensive Guide to Implementing and Effective Title I Parental Involvement Program* located with other parent involvement/engagement compliance documents on the Parent Engagement Web site at:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Involvement-Compliance-Documents.aspx>

There you will find:

- LEA parental involvement policy checklist and template
- School parental involvement policy checklist and template
- Parental involvement compliance and parent notification checklist
- School-parent compact checklist and template
- LEA and school level parental involvement survey templates
- ESEA Flexibility Waiver school designation status letter templates
- ESEA Flexibility Waiver Flexible Learning Program letter templates
- Highly Qualified Teacher and Annual Parent Right to Know templates
- Intradistrict Transfer Option letter templates
- Compliance webinar series recordings and additional parent engagement guidance

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Appendix F: School Improvement Tools and Resources

For samples of the information listed below, please visit the following Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Involvement-Compliance-Documents.aspx>

- Sample I: Letter to Parents Regarding School Improvement Status
- Sample II: Letter to Parents Regarding School Improvement Status
- Sample I: School Needs Improvement Status Press Release
- Sample II: School Needs Improvement Status Press Release

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Appendix G: Community Eligibility Provision (CEP)

For samples of the information listed below, please visit the following Web site: For samples of the information listed below, please visit the following Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx>

[http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Community-Eligibility-Provision\(CEP\).aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Community-Eligibility-Provision(CEP).aspx)

- USDA FNS: “Community Eligibility Provision: Guidance and Q&As”(memo SP45-2015) (Updated September 2015)
- ED: “Guidance: The CEP and Selected Requirements under Title I, Part A” (March 2015)
- FCC: Updated guidance letter on E-Rate for CEP participants (November 21, 2014)
- USDA: Proposed rule on CEP (November 4, 2013)

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Appendix H: Year-at-a-Glance

This calendar, when used in conjunction with the Title I Handbook, and other Department information, will enable the LEA to build the framework for a successful Title I program.

Key

	Training Dates
	Financial Deadlines
	Programmatic Dates

June, 2016	
6/21	New Director's Conference – GICC and Atlanta Airport Marriott Gateway, College Park/Atlanta, GA
6/22 - 6/23	2016 Georgia Federal Programs Conference - GICC and Atlanta Airport Marriott Gateway, College Park/Atlanta, GA
6/27	CLIP and FLP Applications Opens
6/27	Gather FTE and poverty data (CEP or SFN data) and any rezoning data to complete the attendance area worksheet and make rank order decisions for serving Title I schools
6/27	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

July, 2016	
7/1	Deadline for LEAs to be comparable for FY17
7/1	Deadline for all Title I schools to directly notify parents in multiple ways of their Intradistrict Transfer Policy and procedures by July 1
7/1	Begin monitoring of selected LEAs for Title I Inventory monitoring for both LEA and private schools – continues through December
7/5	1 st day of CLIP and FLP submission
7/15	Title I, Part C Deadline for submitting FY17 Implementation Plans
7/29	Deadline for CLIP submission
7/29	Parent notification in multiple ways of school status as Priority or Focus school (direct delivery to parents is required)
7/29	Parent notification in multiple ways that school is a Title I school (direct delivery to parents is not required)
7/19	Continuous review of LEA school plans (TA, SWP, FLP, SIP) and budgets, including parental involvement plans for amendments (July 1 - June 30)
7/19	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

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August, 2016	
8/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
8/1	Begin preparing files for SEA compliance review (monitoring: both self-monitoring and on-site cross functional monitoring)
8/4	Title I , Part C Regional Training for Direct Funded Districts - Region 1 South; Brooklet, GA
8/9	Title I , Part C Regional Training for Direct Funded Districts - Region 1 North; Gainesville, GA
8/10 - 8/11	Fall Regional Meeting – Glynn County, Golden Isles Career Academy, Brunswick, GA
8/11	Title I , Part C Regional Training for Direct Funded Districts - Region 2; Tifton, GA
8/15	Deadline for LEAs to notify SEA of intent to plan for and implement schoolwide program for FY18
8/16 - 8/17	Fall Regional Meeting – Forsyth County Board of Education, ACE Cafeteria, Cumming, GA
8/24- 8/26	FY17 Data Collections Conference, Classic Center, Athens, GA
8/31	Deadline for FLP submission
8/31	For Priority and Focus schools that must offer FLP: LEAs must notify parents prior to the start of FLP services
By 8/31	Services for private school students must begin at the same time as services to public school students
8/31	Complete multiple criteria rank order selection process to identify students being served in a targeted activity in a SWP, TAP, FLP or private school program
8/31	LEA must have on file: Title I teachers’ and paraprofessionals’ daily schedules, rank-ordered eligibility rosters (FLP, targeted-assistance programs and schoolwide programs serving a selected group of students), and a list of Title I-paid personnel
8/31	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

September, 2016	
9/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
9/1	Deadline for sign-off and submission of original Title I, Part C budget
9/7 - 9/8	Fall Regional Meeting – Houston Board of Education Annex, Perry, GA
9/15	Deadline for LEAs to submit Title I Part C annual re-sign forms to the regional migrant education offices
9/30	Deadline for LEAs to meet the Title I, Part A 85-percent expenditure requirement for FY16 carryover monies. Completion report due October 31
9/30	Education for Homeless Children and Youth (EHCY) Annual Homeless Education Survey
9/30	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

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October, 2016	
10/3	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
10/3	Deadline for LEAs to submit Title I, Part A, Part D and Homeless budgets
10/3	Deadline for Superintendent Prayer Certification sign-off
10/4	FTE enrollment data submission (first Tuesday in October) Collect data to demonstrate comparability as of the first full-time equivalent (FTE) count day. Conduct a trial run of comparability
10/25	Cross-Functional Monitoring Training for LEAs – Forsyth County Board of Education, ACE Cafeteria, Cumming, GA
10/26	Cross-Functional Monitoring Training for LEAs – Houston County Board of Education, Annex, Perry, GA
10/31	Deadline for LEAs to submit Title VI, Part B program evaluation report
10/31	Budget completion report due
10/31	Deadline for LEAs to submit Title VI, Part B (REAP) budget
10/31	Transmissions for CPI Cycle 1 begins at the beginning of October. Title I director should work with appropriate system level staff to ensure staff is appropriately reported in CPI
10/31	Begin to prepare documentation for cross-functional monitoring visit
10/31	Deadline for LEA to send notification for consultation to private schools serving students of the availability of federal program services
10/31	Begin requesting FY16 carryover waiver for Title I, Part A funds. Any waiver should be requested by March
10/31	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

November, 2016	
11/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
11/1	Hold Title I annual meeting to inform parents about Title I (dissemination of information only) by November 1
11/1	District and school parental involvement policies and compact revisions finalized and dated (mm/dd/yy) by November 1
11/1	Portal opens for LEAs to submit Title I on-line comparability report
11/15	Deadline for LEAs to submit Title I on-line comparability report
11/30	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

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December, 2016	
12/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
12/2	Annual N&D Survey due
12/7 - 12/9	Title I, Part C State Conference and Training; Athens, GA
12/30	Deadline for LEAs to demonstrate comparability without penalty
12/30	LEAs begin to amend Title I, Part A; Part C; Part D and homeless grants
12/30	Conduct the initial private school consultation meeting if any private school indicates an interest in participation on the consultation notification
12/30	50% of Title I funds should be drawn down. Review % with financial director
12/30	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

January, 2017	
1/2	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
1/2	Education of Homeless Children and Youth Grant Program Monitoring begins and continues through April
1/2	Release of FY17 Education of Homeless Children and Youth (EHCY) Grant Application (if funding is available)
1/2	Cross-Functional Monitoring of LEAs begins, including FLP, continues through May
1/2	First Semester periodic certifications are due
1/2	Second notification in multiple ways directly to parents regarding FLP services prior to beginning of services
1/31	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

February, 2017	
2/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
2/6 - 2/8	FY17 Annual GCEL Conference, Savannah Riverfront Marriott, Savannah, GA
2/22- 2/24	National Title I Conference, Long Beach, California
2/28	80% of Title I funds should be drawn down. Review % with financial director
2/28	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

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March, 2017	
3/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
3/1	Begin working to complete migrant needs assessment for FY18
3/31	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

April, 2017	
4/3	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
4/3	Deadline for all charter schools to provide written notification of significant growth and/or expansion to the LEA (if an LEA charter) or Department Title Programs Director (if state special charter) for FY17 allocations
4/18	Private School Administrators Meeting, Houston County Board of Education, Perry, GA
4/28	Deadline for LEAs to send draft of schoolwide plan to Title I Education Program Specialist for implementation of schoolwide program in FY18
4/28	FY18 Preliminary Allocation Notices for Title I Part C
4/28	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

May, 2017	
5/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
5/15	Deadline for LEAs to submit Title I, Part A; Title I, Part C; and Title VI, Part B amendments
Before 5/31	LEAs begin work on the FY18 comprehensive needs assessment to include CLIP, FLP SW, TA and PI Plans (including parental involvement compact)
TBD	Deadline for LEAs to submit Education of Homeless Children and Youth (EHCY) Evaluation and Continuation report
5/31	Complete Schoolwide, Targeted Assistance and Private school program evaluations. Make necessary modifications
5/31	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

June, 2017	
6/1	Monthly LEA review of Title I, Part A budget with LEA financial director – review budgetary needs for the remainder of the year
6/1	Deadline for LEAs to submit FY16 Self-Monitoring Checklist
6/13	Annual Federal Programs New Directors Conference
6/14-6/15	Annual Federal Programs Directors Conference
6/15	81-100 % of Title I funds should be drawn down. Review % with financial director - all purchases must be received and invoiced by September 30

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6/30	Deadline for LEAs to submit edited/revise schoolwide plan for new schoolwide programs for FY18
6/30	FLP Student Participation Data Collection Window. Separate data-collection window may apply for summer FLP activities
6/30	Second semester periodic certifications are due
6/30	Collect PARS - (monthly time logs, teacher works schedules or time sheets)

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Appendix I: Tools and Resources

Resources are available at the following Web site: <http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/OtherResources.aspx>

Handbooks

- Community Edibility Provisions Manual
- Consolidated Application Grant Approval Manual
- Cross-Functional Monitoring Team Process Manual
- Inventory Review Guidelines
- Schoolwide Handbook
- Title I Handbook

Worksheets and Documents

- Carryover Waiver Request Form for LEAs
- CEP Data Form for Title I
- Chart of Accounts (Title I)
- Charter School Maintenance of Effort (MOE)
- Class Size Reduction Worksheet
- Class Size Reduction Worksheet Examples
- Class Size Reduction Quick Guide
- Comparability Calculation - All Title
- Comparability Calculation - Poverty
- Comparability Calculation - Title - Non-Title
- Consolidation Application Approval Checklist
- Districtwide Parent Activity-Project Assurance Form
- Educational Field Trip Budget Approval Form
- Eligible Attendance Area Worksheet (CEP)
- Indirect Restricted Cost Rates
- Maintenance of Effort (MOE)
- Maximum Set-asides
- Multiple Selection Criteria
- Periodic Certification Form (Group)
- Periodic Certification (Individual)

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- Time Log - 2nd Source
- Time Log - 2nd Source AutoFit Rows
- Time Log - 3rd Source
- Title I and Title II Attestation Form for Principals

TITLE II, PART A CONTACT INFORMATION

Name	Title	Telephone Number	Email Address
Cynthia Saxon	Associate Superintendent	(404) 803-3419	csaxon@doe.k12.ga.us
Julie Noland	Education Specialist	(404) 656-0369	jnoland@doe.k12.ga.us
Carly Ambler	Education Specialist	(404) 623-9599	cambler@doe.k12.ga.us
Sharon Brown	Education Specialist	(404) 561-4888	sbrown@doe.k12.ga.us
Pam Daniels	Education Specialist	(404) 290-7577	pdaniels@doe.k12.ga.us
Greg Petersen	Education Specialist	(404) 291-9714	gpetersen@doe.k12.ga.us
Terri Still	Education Specialist	(404) 561-3876	tstill@doe.k12.ga.us
Elizabeth Zipperer	Education Specialist	(404) 290-8763	ezipperer@doe.k12.ga.us
Saralyn Barkley	Education Specialist	(404) 556-2876	sbarkley@doe.k12.ga.us

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Principal Attestations and Assurances

(Please complete in FULL)

For this school year, _____, I attest (*Check one option below*) (Must be prior to October 1)

	That the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this school.	
OR		
	That a highly qualified teacher was not available for hire and placement in the following position(s) or the best candidate was hired and placed in the following position(s):	
	Teacher's Name <i>*Attach additional names & assignments as needed.</i>	Teaching Assignment
1.		
2.		
3.		
4.		
AND/OR		
The following non-highly qualified paraprofessional is currently employed in my building:		
	Paraprofessional's Name <i>*Attach additional names & assignments as needed.</i>	
1.		
2.		
AND		
A remediation plan was developed for each non-HiQ teacher/ paraprofessional to ensure staff will be highly qualified no later than the end of this school year. The plan for each teacher/ paraprofessional will be monitored and the teacher/ paraprofessional's progress toward attaining HiQ status will be documented periodically during the year. The remediation plan:		
<ul style="list-style-type: none"> • was developed in collaboration with the teacher at the time of hire, • was signed by the teacher and principal, • includes a timeline for completing each component of the plan, and • includes a target date for meeting requirements to attain HiQ Status. 		
AND		
that throughout the remainder of this school year a remediation plan as described above will be developed for any teacher/ paraprofessional who is hired and/or assigned in a position for which the teacher/paraprofessional is not highly qualified.		
AND		
that timely notification will be made (letters will be mailed) to parents of each student that is assigned to a teacher who does not meet the requirements to be highly qualified or is taught for four consecutive weeks (20 consecutive days) or more by a teacher who does not meet the requirements to be highly qualified. (not applicable for paraprofessionals.)		

_____ (School Name)

_____ (District Name)

_____ (Principal's Signature)

_____ (Date Signed)

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**Appendix J: Georgia Department of Education (Department) Title I
Required Plans for Local Educational Agencies (LEAs)**

Local Educational Agency (LEA) Plans

Georgia Department of Education (Department)
Title I Required Plans for Local Educational Agencies (LEAs)

Plan	Level	Due Date	Duration	Review/ Revise	Components
The following sections are from Title I, Part A as authorized by the Elementary and Secondary Education Act (ESEA) of 1965					
CLIP Plan Section 1112	LEA		As long as LEA participates	Annually	See Section 1112
LEA Parental Involvement Policy	LEA		As long as LEA participates	As necessary but at least annually	See Section 1118 (a)(2)
Schoolwide (SWP) Plan	School	Develop or amend	As long as school participates Section 1114 (b)(2)(B)(iii)	As necessary but at least annually	See Section 1114 (b)
Targeted- Assistance Plan	School	Develop or amend	As long as school participates	As necessary but at least annually	See Section 1115 (c)
Parental Involvement Plan/Compact	School	Develop or amend	As long as school participates	As necessary but at least annually	See Section 1118
Develop/ Revise School Improvement Plan	School	No later than 3 months after identified for SI Section 1116 (b)(3)(A)	Two years Section 1116 (b)(3)(A)	Annually	See Section 1116 (b)(3)(A)
Flexible Learning Program (FLP)	School	Develop and amend plan	Three years	Annually	See <i>Georgia's ESEA Flexibility Waiver</i>
Highly Qualified Teachers	LEA			Periodically as goals are reached	See Section 1119

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Appendix K: General Guidelines for the Use of Title I, Part A Funds and Equipment Questions and Answers

Use of Funds

- Code of Federal Regulations (CFR):
<https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200/content-detail.html>
- Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA):
<http://www.ed.gov/about/offices/list/oese/legislation.html#leg>
 - Entire law in print: <http://bookstore.gpo.gov>
 - Little Blue Book (Title I only):
<http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Regulations ESEA: <http://www.ed.gov/about/offices/list/oese/legislation.html#regs>
- Guidance: <http://www.ed.gov/about/offices/list/oese/legislation.html#policy>
- Key policy letters: <http://www.ed.gov/about/offices/list/oese/legislation.html#policy>
- Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations:
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
 - C.F.R. As amended through December 19, 2014
 - PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS lower case & check to use correct bullet
 - PART 180—OMB GUIDELINES TO AGENCIES ON GOVERNMENTWIDE DEBARMENT AND SUSPENSION (NONPROCUREMENT) (current version)
 - PART 3474—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (current version)
 - PART 3485—NONPROCUREMENT DEBARMENT AND SUSPENSION (current version)
 - 34 C.F.R. EDGAR, as amended on December 19, 2014: lower case
 - Part 75—DIRECT GRANT PROGRAMS (current version)

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- Part 76—STATE-ADMINISTERED PROGRAMS (current version)
 - Part 77—DEFINITIONS THAT APPLY TO DEPARTMENT REGULATIONS (current version)
 - Part 79—INTERGOVERNMENTAL REVIEW OF DEPARTMENT OF EDUCATION PROGRAMS AND ACTIVITIES (current version)
 - Part 81—GENERAL EDUCATION PROVISIONS ACT ENFORCEMENT (current version)
 - Part 82—NEW RESTRICTIONS ON LOBBYING (current version)
 - Part 84—GOVERNMENTWIDE REQUIREMENTS FOR DRUG-FREE WORKPLACE (FINANCIAL ASSISTANCE) (current version)
 - Part 86—DRUG AND ALCOHOL ABUSE PREVENTION (current version)
 - Part 97—PROTECTION OF HUMAN SUBJECTS (current version)
 - Part 98—STUDENT RIGHTS IN RESEARCH, EXPERIMENTAL PROGRAMS, AND TESTING (current version)
 - Part 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY (current version)
- U.S. Department of Education (US ED) publications for districts, schools and parents, often free: <http://www.ed.gov/about/pubs/intro/index.html?src=ln>

General Guidelines for the Use of Title I, Part A Equipment

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Resources.aspx>

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Appendix L: Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

The criteria for Eligibility, Use of Funds and Evaluation of Title I, Part D, Subparts 1 and 2 can be found at the following Web sites:

- Subpart 1 – State Agency Programs
<http://www2.ed.gov/policy/elsec/leg/esea02/pg10.html>
- Subpart 2 – Local Educational Agency Programs
<http://www2.ed.gov/policy/elsec/leg/esea02/pg11.html>
- Non-Regulatory Guidance
http://www.neglected-delinquent.org/nd/docs/nonregulatoryguidance_FINAL.pdf

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Appendix M: Approved State Board Rules

Please visit the Georgia Department of Education's (Department's) Web site for the following approved State Board rules:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx>

- Code: IAB(1) 160-7-1-.01 Single Statewide Accountability System
- Code: IAB(2) 160-7-1-.02 Accountability System Definitions
- Code: IAB(3) 160-7-1-.03 Accountability Profile
- Code: IAB(4) 160-7-1-.04 Accountability System Awards and Consequences
- Code: IAB(5) 160-5-1-.33 School District Contracts for Flexibility, and Accountability to Improve Student Achievement
- Code: IEB 160-4-9-.04 Charter Schools
- Code: IDDF (12) 160-4-7-.12 Dispute Resolution
- Code: II 160-3-1-.07 Testing Programs – Student Assessment

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Appendix N: Title Programs Monitoring

Local Educational Agency (LEA) Self-Assessment Checklist

This checklist can be found on the Department's Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Title Programs Cross-Functional Monitoring

This monitoring document can be found on the Department's Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

FLP Monitoring

This monitoring document can be found on the Department's Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Inventory Monitoring

This monitoring document can be found on the Department's Web site:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Other Documentation Local Educational Agencies (LEAs) May Need for Future Auditing/Monitoring/Reporting)

1. Approved Comprehensive LEA Improvement Plan (CLIP)
 - ESEA descriptors, including Flexible Learning Program plan
 - Implementation plan
2. Consolidated application audit trail showing CLIP approval
3. Copy of the original Title I, Part A consolidated application (program pages, budget detail pages, budget summary pages, coordination page, and attachments)
4. Copy of all Title I, Part A amendments (program pages, budget detail pages, and budget summary pages)
5. Consolidated application assurances
6. List of Title I schools designated Priority, Focus, and Reward
7. School improvement assurances
8. School improvement grant 1003(a) approved budget

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9. Schoolwide intent letter
10. Schoolwide approval letter
11. Copy of most recent cross-functional monitoring report
12. Copy of audit letter of resolution
13. October Full-Time Equivalent (FTE) reports (previous year and current year)
14. Copy of school nutrition report – FRL001 (previous year and current year)
15. Copy of Title I CEP Form – Direct Certified Numbers
16. Copy of allocation letter from Georgia Department of Education (Department)
17. Copy of grants accounting carryover letter
18. Copy of waiver request and waiver approval letter
19. Copy of completion report for previous fiscal year
20. Copy of consolidated application for previous year
21. Copy of U.S. Department of Education (US ED) non-regulatory guidance
 - Title I services to eligible private school children
 - Equitable service to eligible private school children
22. Private school equitable services worksheet
23. Private school per-pupil amount worksheet
24. Districtwide parent activity assurance
25. Copy of HiQ Request for Lesser Amount worksheet
26. Copy of LEA state earnings allotment sheet
27. Copy of comparability report
28. Georgia Department of Education (Department) comparability guidance
29. Copy of Department Form DE0147
30. Copy of sub-recipient data reported to Department for RT3
31. Copy of local educational agency (LEA) survey for homeless children and youth

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32. Copy of annual survey of institutions for neglected children (previous and current year)
33. Copy of Title I, Part D, Subpart 2 application
34. Consolidated application assurances (Title II, Part A)
35. Copy of non-regulatory guidance (Title VI, Part B)
36. Copy of the original Title VI, Part B consolidated application (program information pages, budget detail pages, and budget summary pages)
37. Copy of all Title VI, Part B amendments (program pages, budget detail pages, and budget summary pages)
38. Title VI, Part B assurances from the consolidated application
39. Copy of LEA signed Title III assurances
40. Reward Districts – signed assurance and approved budget
41. Copy of approved Title I, Part C – Migratory Education Program budget
42. Copy of state complaint policy and procedures

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Appendix O: Waiver Request Forms

Georgia Department of Education
Federal Programs Division – Title Programs Unit

Print Name of LEA _____ Date _____

Print Superintendent Name _____

Superintendent Signature _____

Amount of FY ____ (waiver year) Allocation _____ *(Section A on Memo from Grants Accounting regarding previous year's carryover)*

Amount of FY ____ (waiver year) Funds Expended _____ *(Section C on Memo from Grants Accounting regarding previous year's carryover)*

Amount of funds considered to be over the 15-percent limitation and requested to be waived
_____ *(Section F on Memo from Grants Accounting regarding previous year's carryover)*

- I. Rationale for requesting waiver: (Describe the specific conditions that existed during the fiscal year that prohibited the LEA from meeting the expenditure requirements.)
- II. Strategies implemented to ensure future compliance: (Describe the specific steps the LEA has taken to ensure full compliance of future allocations.)
- III. Budget Narrative:

SAMPLE:

Strategy	The total carryover amount to be budgeted	School-based- (if applicable) (Name the School)	LEA (if applicable)	Timeline for Expenditure
Two academic coaches to assist teachers	\$150,000	Sample Elementary School	N/A	July 1, 2015 to September 30, 2016

- **Districts should mail their LEA Carryover Waiver Request form AND the completed report memo received from Grants Accounting to:**

**Title Programs Director
Georgia Department of Education
1858 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334**

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Appendix P: The Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) Comprehensive LEA Improvement Plan (CLIP)

For a listing of the ESEA Comprehensive LEA Improvement Plan (CLIP) descriptors, please visit the consolidated application Web site for the district.

From the Program Status page, select the Planning tab. Click on the ESEA CLIP Descriptors tab for a listing of the ESEA CLIP descriptors. Click on the LEA implementation plans for LEA goals, annual measurable objectives (AMO), action/strategies, and other components of the action plan.

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**Appendix Q: Title X, Part C – McKinney-Vento Homeless Assistance Act –
Education for Homeless Children and Youth**

Sample LEA Policy

LOCAL EDUCATIONAL AGENCY (LEA) POLICIES AND PROCEDURES TO
IMPLEMENT THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Identification

In collaboration with school personnel and community organizations, the LEA Homeless liaison will identify children and youth experiencing homelessness in the LEA, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, the Divisions of Family and Children Services and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The liaison will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on statewide and districtwide assessments), and the reasons for any enrollment delays and/or interruptions in their education or school transfers.

School Selection

Each child or youth experiencing homelessness has the right to:

- Remain at his or her school of origin.
- Attend any school that houses students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Maintaining a student in his/her school of origin is important for both the student and the LEA. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Children and youth experiencing homelessness will remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes or not in the best interest of the

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child. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his/her housing between academic years.

Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include:

- Safety of the student.
- Continuity of instruction.
- Likely area of family's or youth's future housing.
- Time remaining in the academic year.
- Anticipated length of stay in temporary living situation.
- School placement of siblings.
- Whether the student has special needs that would render the commute harmful.

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency.
- Transcripts/school records. (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records. (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school-based or community-based clinics can initiate immunizations when needed.)

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- Proof of guardianship.
- Birth certificate.
- Any other document requirements.
- Unpaid school fees.
- Lack of uniforms or clothing that conforms to dress codes.
- Any factor related to the student's living situation.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the LEA homeless liaison.

Transportation

Without appropriate transportation, a student may not be able to continue attending his/her school of origin. To avoid such forced school transfers, at a parent's request, transportation will be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation will be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and the homeless liaison will use the district transportation form to process transportation requests. Requests will be processed and transportation arranged without delay. If the student experiencing homelessness is residing and attending school in the LEA, the Homeless liaison will arrange transportation. If the student experiencing homelessness is residing in the LEA but attending school in another LEA, or attending school in the LEA but living in another, the LEA will follow the McKinney-Vento Homeless Assistance Act statute to determine who must arrange transportation. It is the LEA's policy that inter-district disputes will not result in a student experiencing homelessness to miss school. If such a dispute arises, the LEA will arrange transportation and immediately implement the procedures for the dispute resolution.

In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness will also be provided with other transportation services comparable to those offered to house students.

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Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in the school selected, including:

- Transportation
- Title I, Part A
- Special education and related services and programs for English learners
- Vocational and technical education programs
- Gifted and talented programs
- School nutrition programs
- Before-school and after-school programs

The LEA recognizes that children and youth experiencing homelessness suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth experiencing homelessness suspected of having a disability will be given priority and coordinated with students' prior and subsequent schools as necessary to ensure timely completion of a full evaluation. When necessary, the LEA will expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school will immediately implement it. Any necessary IEP meetings or re-evaluations will then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any LEA policy regarding tardiness or absences, any tardiness or absence related to a child's or youth's living situation will be excused. The LEA will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate education and support services. School personnel will refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The homeless liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education.

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Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a student experiencing homelessness to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will immediately refer the parent or youth to the Homeless liaison. The liaison will ensure the student is enrolled in the school of his/her choice and receiving other services to which he/she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution process. The homeless liaison will keep records of all disputes to determine whether particular issues or schools are repeatedly creating barriers to student enrollment and academic success.

Free meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth experiencing homelessness are ready to learn, the U.S. Department of Agriculture (USDA) has determined that all children and youth experiencing homelessness are automatically eligible for free meals on the first day of enrollment. The USDA guidance is available at: http://www.naehcy.org/dl/usda_04_04_02.pdf.

Title I, Part A

Children and youth experiencing homelessness are automatically eligible for Title I, Part A services, regardless of the school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district will reserve such funds as are necessary to provide services comparable to those provided to Title I, Part A students to children and youth experiencing homelessness who attend non-participating schools. LEAs must establish their own methods for setting aside Title I, Part A, funds for homeless students who are not attending Title I schools. Determining an appropriate amount requires coordination between the LEA Title I and Homeless education programs. For information on calculating the mandatory set-aside, visit: www.serve.org/nche/downloads/calculating_setasides.pdf. Reserved funds will be used to provide educationally related support services, both in school and outside of school, and to remove barriers that prevent regular attendance.

Training

The LEA Homeless liaison will conduct training and sensitivity/awareness activities for school personnel, including but not limited to administrators, registrars, teachers, social workers, counselors, bus drivers, custodians, community service providers, and social service personnel.

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The training and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with McKinney-Vento law, and increase sensitivity to the unique needs of homeless children and youth.

Coordination

Homeless students and their families often need housing assistance, social services, and health care. Linking families with community resources can have a positive impact on the education of children. Title I, Part A, requires targeted-assistance programs to coordinate with federal, state, and local service programs, including programs for housing, nutrition, violence prevention, Head Start, adult education, vocational and technical education, and job training. (20 UCS 63159[c][1][H])

Preschool

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools. An LEA should ensure that children experiencing homelessness receive priority enrollment in preschool programs operated by the LEA, including exempting children experiencing homelessness from waiting lists.

Children experiencing homelessness with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children experiencing homelessness under age three will be referred for at-risk services under Title VI, Part C of IDEA and screened to determine if referrals for additional Title VI, Part C of IDEA services are appropriate. The LEA Homeless liaison will collaborate with Head Start and other preschool programs to ensure that children experiencing homelessness have access to those programs.

References

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C.
- §§6311 – 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 *et seq*
- April 6, 2002 Policy of the Child Nutrition District of the U.S. Department of Agriculture
- June 5, 1992 Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services

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Sample Guidelines for the Identification of Homeless Children and Youth

LEAs should not expect children and youth to arrive at the schoolhouse door declaring their homelessness. Indeed, given the embarrassment and fear often experienced and the social context of schools, students will sometimes go to great lengths to hide their living situations. Families experiencing homelessness face many challenges. The combination of precarious living conditions, frequent mobility, and poverty creates a myriad of needs that are seldom able to be met by any single entity. Families often have to look to family, friends, and multiple agencies to receive the assistance (sheltering/housing, emergency assistance, food, clothing, health care) they need to begin the path back to being permanently housed.

Coordination with community-based public, private, and faith-based organizations providing services to homeless families and children is a very reliable way to identify children and their needs. However, key school personnel, given the specific nature of their responsibilities, relationships established with students, and/or disclosures made by students, may also be able to provide valuable insight into the identification of children and youth experiencing homelessness in local schools.

The identification process should begin by consulting with key organizations and individuals in the community and in schools. Some important community-based organizations such as homeless shelters, transitional housing programs, extended-stay hotels and motels, local emergency assistance agencies, Divisions of Family and Children Services (DFCS), and faith-based organizations can be excellent sources for information on the number, location, and needs of homeless students. Critical school personnel include school social workers, counselors, attendance workers, enrollment clerks, teachers, principals, and bus drivers.

Avoid using the word “homeless” in initial contacts with school personnel, families, or youth. For most people, the word “homeless” conjures up stereotypical images of adults, not children or youth in classrooms. School personnel may be unlikely to recognize students who are homeless initially but often respond affirmatively when asked if they know of students who are staying temporarily with relatives, are staying at campgrounds or in their cars, are living at motels, are living with another family temporarily, or have moved several times in a year. Families and students who are homeless may not think of themselves as “homeless” because of its stigma.

By following these important steps, LEAs should be able to begin to understand the causes and frequency of homelessness for families and children:

- Identify local community organizations and school personnel who serve or may have knowledge of homeless families and children.
- Consult with these agencies and individuals regarding homeless children and their educational and related support needs.

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Sample Tracking Intake Form for Homeless Children and Youth

The purpose of this form is to help ensure an appropriate education for each school-aged child listed. Please be assured that the information on this form will be kept completely confidential. Registration for school will not be denied if you refuse to provide the information. Please fill in as much information about each child as possible. Thank you for your assistance with this important project.

Name of School:

Principal:

Student Name	Identification Number	Date of Birth MM/DD/YY	Gender M/F	Ethnicity* (see codes below)	Current Housing** (check one) (see codes below)	Grade Level

***Ethnicity:**

- 1** – Native American/Alaskan Native
- 2** – Asian/Pacific Islander
- 3** – African American
- 4** – White (not Hispanic origin)
- 5** – Hispanic

****Housing:**

- S** – Shelter, transitional housing, “awaiting foster care”
- H/M** – Hotel/Motel
- R/F** – Relative/Friend

Environment Code:

- Neglected **1**
- Delinquent **2**
- Homeless **3**
- Homeless Unaccompanied Youth **4**

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SAMPLE

Tracking Intake Form For Homeless Children and Youth

INSTRUCTIONS: Complete a separate form for each identified homeless student. Retain at school level. This is a local-use courtesy form for use in compiling aggregate homeless student data. Report aggregate homeless student data to the LEA Homeless liaison and the Student Information System Coordinator.

Note: This form is for local use only and is not to be returned to the Georgia Department of Education.

School Year

GENERAL INFORMATION																								
School			Mailing Address Street, City, State, Zip									LEA Code												
HOMELESS STUDENTS																								
Student	Grade Pre-K thru 12	Gender		Check if				Race/Ethnicity Check One																
		Female	Male	Disabled	Migratory	English Language Learner	Rec'd Title I-Part A Services	Asian or Pacific Islander	Black, Not of Hispanic Origin	Hispanic	Am. Indian or Alaskan Native	White, Not of Hispanic Origin												
HOMELESS STATUS		Living Arrangements					Mobility																	
Homeless Status <i>Check the appropriate status for the identified homeless student in your school.</i> <input type="checkbox"/> Living with Family <input type="checkbox"/> Separated from Family <input type="checkbox"/> Foster Care Pending <input type="checkbox"/> Runaway <input type="checkbox"/> Unaccompanied Youth <input type="checkbox"/> Throwaway <small>(Kicked out of home or abandoned. Possibly due to pregnancy, LGBT issues, family conflicts, parental mental health, or AODA issues)</small> <input type="checkbox"/> Released from penal institution <input type="checkbox"/> Abandoned		<input type="checkbox"/> In a shelter, "awaiting foster care" <input type="checkbox"/> Doubled-up <input type="checkbox"/> In a hotel/motel <input type="checkbox"/> Unsheltered (on the street, car, park, campground, abandoned building)					Did this student <input type="checkbox"/> Stay in school of origin within district? <input type="checkbox"/> Attend school of origin across LEA boundaries? <hr/> District Programs this Student is Enrolled In <i>Check all that apply. Report for Pre-K thru 12 Only</i> <table border="1"> <tr> <td>Special Education</td> <td>English Lang. Learner (LL)</td> <td>Gifted/ Talented</td> <td>Vocational Education</td> <td>Student Attending Alternative School</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</td> </tr> </table> <hr/> Name and Address of School in which Student is Currently Enrolled <table border="1"> <tr> <td>No. of Other Schools Student Previously Attended</td> </tr> <tr> <td>In How Many Districts</td> </tr> </table>						Special Education	English Lang. Learner (LL)	Gifted/ Talented	Vocational Education	Student Attending Alternative School					<input type="checkbox"/> Yes <input type="checkbox"/> No	No. of Other Schools Student Previously Attended	In How Many Districts
Special Education	English Lang. Learner (LL)	Gifted/ Talented	Vocational Education	Student Attending Alternative School																				
				<input type="checkbox"/> Yes <input type="checkbox"/> No																				
No. of Other Schools Student Previously Attended																								
In How Many Districts																								

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<input type="checkbox"/> Other <i>Specify</i> _____		
---	--	--

HOMELESS STUDENT TRANSPORTATION INFORMATION					
Was transportation to the school of origin provided to this student? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes , was School of Origin: <input type="checkbox"/> Within District <input type="checkbox"/> Outside District School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.			Transportation Mode <input type="checkbox"/> Additional/Extended Bus Route <input type="checkbox"/> Public Transportation <input type="checkbox"/> Taxi <input type="checkbox"/> Contracted Transp. Services <input type="checkbox"/> Spec. Ed. Bus/Van <input type="checkbox"/> City/County Service <input type="checkbox"/> Privately Owned Non-Family Vehicle <input type="checkbox"/> Reimbursing Family for Mileage <input type="checkbox"/> Other <i>Specify</i> _____		
BARRIERS FOR HOMELESS STUDENT PROGRAM					
Indicate specific barriers this homeless student experienced at point of identification.					
Eligibility Questioned	School of Origin Selection	Transportation	School Records	Immunization/Medical Records	Other <i>Specify</i>

Indicate any other barriers you encountered when attempting to provide services to this homeless student.

Indicate if there were any unmet needs of this homeless student in your school.

Number of staff development and awareness in-service programs offered to school staff on the topic of homelessness:

Sample General Guidelines for the Dispute Resolution Process

Georgia Department of Education
(Updated August 3, 2003)
McKinney-Vento Education for Homeless Children and Youth Act
(42 US §11432(g)(1)(C))
Dispute Resolution Guidelines and Procedures

1. Disputes should be resolved at the LEA level rather than the school level.
2. The dispute resolution process should be as informal and accessible as possible, allowing for impartial and complete review.
3. Parents, guardians, and unaccompanied youth should be able to initiate the resolution process directly at the school in which enrollment is sought in accordance with PL 107-110, §722(g)(3)(A-B) as well as at the (LEA) Homeless liaison's office. Parents, guardians and unaccompanied youth should be provided written notification of the dispute and of their right to appeal the decision of the LEA.
4. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their position and that they can seek the assistance of advocates or attorneys.
5. Written notice should be complete, as brief as possible, simply stated and provided in a language the parent, guardian, or unaccompanied youth can understand.
6. Students are to be enrolled immediately in the school of origin or in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend and are to be provided with all services for which they are eligible while the dispute is being resolved.

Procedures

- If a dispute arises over school selection or enrollment, the child or youth must be immediately enrolled in the school in which he or she is seeking enrollment pending resolution of the dispute [PL 107-110, Section 722(g)(3)(E)]. Enrollment is defined as “attending classes and participating fully in school activities.” It is critical that students not be kept out of school.
- The school must refer the student, parent, or guardian to the LEA's Homeless liaison to carry out the dispute resolution process as expeditiously as possible. The Homeless liaison must ensure that the dispute resolution process is also followed for unaccompanied youth.

- The LEA must provide the parent, guardian, or unaccompanied youth with a written explanation of the school’s decision regarding school selection or enrollment, and the parent’s or guardian’s right to appeal that decision [PL 107-110, §722(g)(3)(E)(ii)]. The written explanation will be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.
- Each local school board must have a local rule for concerned parties to resolve any disputes in regards to providing public education to a homeless child. The local rule must provide for not less than two levels of appeal at the district level. If the dispute remains unresolved at the district level or is appealed, then the parent may request a review of the dispute by the Deputy Superintendent of Education Support and Improvement (“Deputy Superintendent”) at the Georgia Department of Education (Department). The Deputy Superintendent will review all materials and address the issues in the dispute within 10 days from the receipt of a written request for resolution. If the issue is not resolved after the Deputy Superintendent submits his/her written review, the Deputy Superintendent may assign members of the Department to make an on-site visit to further clarify or resolve the issue. All disputes must be resolved within 60 days of initial presentment to the Department, unless a written extension is granted.
- If the dispute remains unresolved or is appealed after the Deputy Superintendent has issued his/her decision, the State Board of Education (SBOE) will review, hear, and rule on grievances from parents, students, or local boards of education. The student, parent, guardian, or local board must submit the request in writing within 30 days of the decision of the Deputy Superintendent to the Office of Legal Services at the Department at the following address:

Office of Legal Services
 2052 Twin Towers East
 Atlanta, GA 30334
 Tel. (404) 656-4689
 FAX (404) 657-8376

The request for review must set forth the district-level decision, the decision of the Deputy Superintendent, and a concise statement of the reasons why the decision is being appealed. The SBOE, through the Office of Legal Services, will give each party a minimum of 10 days’ notice of the hearing by certified mail or personal delivery. Each party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or orally summary statements of position. The SBOE may request further information from the parties and Department staff. The hearing may be held by the SBOE or by a hearing officer appointed by it. The SBOE will notify the parties of its decision within 20 days of the hearing.

Sample General Guidelines for the Use of McKinney-Vento Homeless Assistance Act Grant Funds

LEAs must use McKinney-Vento Homeless Assistance Act funds to assist homeless children and youth in enrolling, attending, and succeeding in school. In particular, the funds may support the following authorized activities:

- Tutoring or supplemental instruction linked to challenging state content and achievement standards
- Expedited evaluations of strengths and needs (e.g., GATE, Individuals with Disabilities Education (IDEA), Title I, School Nutrition, etc.)
- Professional development for educators to promote understanding, sensitivity, and the educational rights of students
- Referral services for medical, dental, and mental health services
- Assistance to defray the excess costs of transportation
- Early childhood education programs not otherwise provided through federal, state, or local funding
- Services and assistance to attract, engage, and retain students in schools
- Before-school, after-school, and summer programs
- Payment of fees and other costs related to records
- Education and training for parents about rights and resources
- Development of coordination between schools and agencies
- Pupil services, including violence prevention counseling, and referral for services
- Activities that address needs that may arise from domestic violence
- Supplies and adaptation of space for non-school services
- Provision of school supplies, including those distributed at temporary housing and other appropriate locations
- Provision of other extraordinary or emergency assistance needed to enable school attendance

Appendix R: Schoolwide Programs (SWP) Tools and Resources

Local educational agency (LEA) form for Initial Implementation of Schoolwide Programs

For additional information, please refer to the Georgia Department of Education's Web site:
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Resources.aspx>

Georgia Department of Education (Department) Title Programs Schoolwide Planning Timeline
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Schoolwide Program Checklist for Use by Local Educational Agency (LEA) Coordinator and Title I
Education Program Specialist
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Schoolwide/School Improvement Plan Template

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name:		District Name:
Principal Name:		School Year:
School Mailing Address:		
Telephone:		
District Title I Director/Coordinator Name:		
District Title I Director/Coordinator Mailing Address:		
Email Address:		
Telephone:		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>		Focus School <input type="checkbox"/>
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA), Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- While there are 18 components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as Not Met need additional development.

Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).

Note: The planning team must involve parents in the planning process. See Section 1114 (b)(2)(B)(ii) Plan Development, which states: The comprehensive plan will be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title) and, if appropriate, pupil services personnel, technical assistance providers, school staff and, if the plan relates to a secondary school, students from such school.

- Attach the SIP as an addendum to the template.

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
<i>Response:</i>

2. Schoolwide reform strategies that:
<i>Response:</i>

<ul style="list-style-type: none">• Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
<i>Response:</i>

<ul style="list-style-type: none">• Use effective methods and instructional strategies that are based on scientifically based research that:<ul style="list-style-type: none">○ strengthen the core academic program in the school.○ increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum○ include strategies for meeting the educational needs of historically underserved populations
<i>Response:</i>

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response:

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

3. Instruction by highly qualified professional staff

Response:

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

14. Provisions for public reporting of disaggregated data.

Response:

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

17. Plan available to the LEA, parents, and the public.

Response:

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

Response:

19. Plan is subject to the school improvement provisions of Section 1116.

Response:

Appendix S: Targeted-Assistance Plan

**TARGETED-ASSISTANCE CHECKLIST FOR USE
BY LOCAL EDUCATIONAL AGENCY (LEA) COORDINATOR
AND GEORGIA DEPARTMENT OF EDUCATION
TITLE I EDUCATION PROGRAM SPECIALISTS**

SCHOOL: _____

LEA: _____

MET	NOT MET	
		<p>1. Description of instructional strategies and programs which coordinate with and support the regular program.</p> <ul style="list-style-type: none"> a. Grades and subject areas to be served b. Instructional strategies to be used c. Scheduling models to be used d. Supplemental instructional activities e. Any educational field trip used as an instructional strategy must include documentation to support that the trip is aligned to the comprehensive needs assessment found in the targeted-assistance plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring. f. Flexible Learning Program plan that addresses Priority and/or Focus Schools.
		<p>2. Description of the method by which children with the greatest need are selected.</p> <ul style="list-style-type: none"> a. Pre-K–2 multiple selection criteria b. 3–12 multiple selection criteria c. Copy of multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served.
		<p>3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migratory, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a Neglected or Delinquent institution during the previous two years.</p>

MET	NOT MET	
		4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.
		5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school level parental involvement policy and parent compact should be attached to the targeted-assistance plan.
		6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the state content standards and state student performance standards.
		7. Process for reviewing the progress made by participating children on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the state content standards and state student performance standards.
		8. Procedures for annual assessment of students for meeting state and local expectations.

Comments:

Principal's Signature

Date

Title I Coordinator's Signature

Date

Appendix T:

Sample School Improvement, Schoolwide and Targeted Assistance, Template



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:		
NAME OF DISTRICT/SUPERINTENDENT:		
<input type="checkbox"/> Comprehensive Support School	<input type="checkbox"/> Targeted Support School	<input type="checkbox"/> Schoolwide Title 1 School
<input type="checkbox"/> Targeted Assistance Title 1 School	<input type="checkbox"/> Non-Title 1 School	<input type="checkbox"/> Opportunity School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____(Yes or No)

School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18) (TA 2, 3, 5)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

				School Leaders Demonstrate:		
				Teachers Demonstrate:		
				Students Demonstrate:		
				Parents Demonstrate:		

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 3, 5, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		

				School Leaders Demonstrate:		
				Teachers Demonstrate:		
				Students Demonstrate:		
				Parents Demonstrate:		

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10) (TA 1, 3, 5, 6, 7, 8)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2)	Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8)	Evaluation of Implementation and Impact on Student Learning (TA 7, 8)		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources (TA 6)
			Artifacts	Evidence		

				School Leaders Demonstrate:		
				Teachers Demonstrate:		
				Students Demonstrate:		
				Parents Demonstrate:		

Professional Learning Plan to Support School Improvement Plan

(SWP 4) (TA 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. _____ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

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Resources:

Georgia School Performance Standards –

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines -

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: [http://www.gadoe.org/School-Improvement/School-Improvement-](http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf)

[Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf](http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf)

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

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Appendix U: The Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) – Complaint Procedure

Georgia Department of Education

Complaint Procedures under the Elementary and Secondary Education Act of 1965 (ESEA)

Section 9304 – General Applicability of State Educational Agency Assurances

Section 9503 – Complaint Process for Participation of Private School Children

A. Grounds for a Complaint

Any individual, organization, or agency (complainant) may file a complaint with the Georgia Department of Education (Department) if that individual, organization or agency believes and alleges that a local educational agency (LEA), the state educational agency (SEA), or an agency or consortium of agencies is violating a federal statute or regulation that applies to a program under the Title I, Part A of the ESEA. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migratory Children
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Teacher and Principal Training and Recruiting Fund
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
6. Title IV, Part B: 21st Century Community Learning Centers
7. Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
8. Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
9. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
10. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
11. Title X, Part C: McKinney-Vento Homeless Assistance Act

C. Complaints Originating at the Local Level

As part of its assurances within the ESEA program grant applications and pursuant to Section 9306 within the Title I, Part A of the ESEA, an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints

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originating at the local level, a complaint should not be filed with the Department until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the Department with written proof of his/her attempt to resolve the issue at the local level.

D. Filing a Complaint

A complaint must be made in writing or submitted via the online Web complaint form and signed by the complainant. The complaint must include the following:

1. A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a federal statute or regulation that applies to an applicable program.
2. The date on which the violation occurred.
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the federal statute or regulation).
4. A list of the names and telephone numbers of individuals who can provide additional information.
5. Whether a complaint has been filed with any other government agency and, if so, which agency.
6. Copies of all applicable documents supporting the complainant's position.
7. The address of the complainant.

The complaint must be addressed to:

Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Towers East
Atlanta, Georgia 30334
TEL: (404) 656-4689
FAX: (404) 657-8376

Once the complaint is received by office of Legal Services, it will be copied and forwarded to the appropriate federal program manager.

E. Investigation of Complaint

Within ten days of receipt of the complaint, the associate superintendent or his/her designee will issue a letter of acknowledgement to the complainant that contains the following information:

1. The date the Department received the complaint
2. How the complainant may provide additional information
3. A statement of the ways in which the Department may investigate or address the complaint
4. Any other pertinent information

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If the complaint involves an LEA, the Department will also send a copy of the Letter of Acknowledgement to the local superintendent, along with a copy of the complaint. The Department will contact the LEA to clarify the issues and review the complaint process. If the complaint cannot be resolved through this contact, the Department will invite the LEA to submit a written response to the Department, and to provide a copy of the response to the complainant. Appropriate Department staff will review the information and determine whether:

1. Additional information is needed.
2. An on-site investigation must be conducted.
3. Other measures must be taken to resolve the issues raised in the complaint.
4. A letter of findings can be issued.

If additional information or an investigation is necessary, the Department will have 60 days from receipt of the information or completion of the investigation to issue a letter of findings.

If the letter of findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included.

Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist.

The letter of findings will be sent directly to the complainant as well as the other parties involved.

F. Right of Appeal

If an individual, organization, or agency is aggrieved by the final decision of the Department, that individual, organization, or agency has the right to request review of the decision by the U.S. Secretary of Education. The review is at the secretary's discretion.

For complaints filed pursuant to Title IX, Part E, Subpart 1, Section 9503 (20 U.S.C. §7883, complaint process for participation of private school children), a complainant may appeal the Department's decision to the U.S. Secretary of Education no later than 30 days from the date on which the complainant receives the letter of findings. The appeal must be accompanied by a copy of the Department's decision and include a complete statement of the reasons supporting the appeal.