DAY TWO
FY16 Title Programs
Georgia Department of Education
Fall Regional Workshops – for
Title II – Teacher Quality
Title I, Part A – School Improvement 1003a
Title III – Language Instruction for Limited English Proficient and Immigrant Students

August 13-14, 2015 The Golden Isle Career Academy (GICA) Glynn County
August 18-19, 2015 Forsyth County ACE Cafeteria
September 3-4, 2015 Houston County Annex Auditorium, Suite A
SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS
Expected Outcomes

Participants will:

• Be familiar with specific federal grants program updates
• Be familiar with the process for submitting a FY16 LEA Consolidated Applications (ConApp) and Budget
• Be familiar with the Title I, Part A ESEA Flexibility Waiver renewal amendment process for LEAs in FY16
• Informed of Important Program Specific Dates
Title II, Part A

Georgia Department of Education
Teacher and Leader Effectiveness Division
Title II, Part A

SEC. 2101. PURPOSE.

The purpose of this part is to provide grants to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to —

(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and

(2) hold local educational agencies and schools accountable for improvements in student academic achievement.
Grant Cycle

15 Month Grant Cycle (Period of Performance)
July 1 of Current Fiscal Year
Through September 30 of the Following Year

Carryover (Tydings Amendment)
Extends Access to Unspent Funds for an Additional 12 Months – October 1 through September 30
ESEA Grant Cycle Mirrors the School Improvement Process

School Improvement Process

- **Monitor**
  - Determine what is working
  - Identify needed adjustments
  - Revise incremental steps

- **Assess**
  - Collect and analyze relevant data
  - Prioritize needs
  - Determine root causes

- **Implement**
  - Communicate expectations
  - Follow incremental steps of the plan
  - Provide needed supports

- **Plan**
  - Establish SMART goals
  - Identify actions and artifacts
  - Establish a system for plan implementation

Grant Cycle
- Planning
- Budgeting
- Needs Assessment
- Program Implementation
- Monitoring
Grant Fundamentals
Title II, Part A Guidance

Federal Guidance

- ESEA Statute
  (Title II, Part A, Title IX, Parts A & E)
- Title II, Part A Non-Regulatory Guidance
- Title IX, Part E Non-Regulatory Guidance
- U.S. Ed. Policy Letters
- EDGAR
  (Education Department General Administrative Regulations)
  - 34 CFR Part 76 State Administered Programs
  - 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards
  - 34 CFR Part 81 The General Education Provision Act (GEPA)
Grant Fundamentals
Title II, Part A Guidance

State Guidance

- GaDOE Website – Specific to Budgeting
- Program Specialist & Service Areas
- Title II, Part A Handbook
- CSR Worksheet & Quick Guide
- Private School Resources
- Title II, Part A Budget Code Quick Guide and Link to LUA Chart of Accounts
- SAC and PAR Sample Forms
- Time and Effort Quick Guide
- Financial Incentives Form
Resources
Resources

Title II, Part A Resources

Print Resources

The following resources are available to assist Georgia LEAs with the successful implementation of Title II, Part A. These resources come from Georgia districts, Title II, Part A program staff, the Department and the United States Department of Education.

Tools
- FY15 Needs Assessment
- FY16 Needs Assessment
- FY16 Equity Rubric (PDF)
- FY16 Equity Rubric (Word)
- FY16 Title II, Part A Guidance (Word)
- FY16 Budget Review Checklist
- FY16 Budget Assertions
- FY16 Class Size Reduction

Forms
- FY16 GaDOE: Title I and Title II
- FY16 GaDOE: Semi-Annual Certification Employee**
- FY16 GaDOE: Semi-Annual Certification Employee
- FY16 GaDOE: Personnel Activity Report
- FY16 GaDOE: Documentation for Exceptional Students
- FY16 Alternative School/ GNET
- FY16 HOUSSIE

Quick Guides

- FY16 Quick Guide: Title II, Part A Time and Attendance
- FY16 Quick Guide: Title II, Part A HIQ Notification
- FY16 Quick Guide: Title II, Part A Class Size Reduction
- FY16 Quick Guide: Title II, Part A LEA Effectiveness Plan
- FY16 Quick Guide: Title II, Part A Budget Formulas
- FY16 Quick Guide: Title II, Part A Internal Controls

Sample Forms

- FY16 Sample: Parents Right to Know Letter
- FY16 Sample: Parent 20 Day NonHiQ Notification Letter
- FY16 Sample: Parent 20 Day NonHiQ Notification Letter - SPANISH
- FY16 Sample: Private School Consultation Letter
- FY16 Sample: Private School Needs Assessment and Professional Development Learning Plan
- FY16 Sample: Private School Expenditure Approval Form
- Sample: Needs Assessment Surveys
  - Teacher Needs Assessment Survey
  - Parental Needs Assessment Surveys
  - Professional Development Needs Assessment Surveys

What do I need now?

- Budget Checklist
- Budget Assertions
- Budget Codes
- Internal Controls Quick Guide
- Effectiveness Plan Quick Guide
- CSR Worksheet & Quick Guide
# FY16 Title II, Part A Abbreviated Implementation Calendar

| FY 16 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| JUNE  |   |   |   |   |   |   |   |   |   | Submit FY16 Equity Plan – Due June 10 | FP Conference | Submit FY15 Self-Monitoring – Due June 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       |   |   |   |   |   |   |   |   |   | Prepare FY15 HiQ Data for Principal Sign-Off – Due June 30 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JULY  |   |   |   |   |   |   |   |   |   | Collect Spring Time and Effort Documentation | Prepare FY16 CLIP – Due July 31 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AUGUST|   |   |   |   |   |   |   |   |   | Conduct FY16 HiQ Principal Training | FP Training | FP Training |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       |   |   |   |   |   |   |   |   |   | Assess HiQ status of staff/ Prepare Remediation Plans/ Notify Parents/ Collect Principal Attestations – Due by October 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| SEPTEMBER |   |   |   |   |   |   |   |   |   | FP Training |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|       |   |   |   |   |   |   |   |   |   | Prepare FY16 Title II, Part A Budget and Required Attachments – Due October 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| OCTOBER |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| NOVEMBER |   |   |   |   |   |   |   |   |   | Prepare Monitoring Folders (If Applicable) | Invite Private Schools for FY17 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| DECEMBER |   |   |   |   |   |   |   |   |   | Attend Title II, Part A Regional Monitoring Workshops |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JANUARY |   |   |   |   |   |   |   |   |   | Collect Fall Time and Effort Documentation | Assess HiQ status of staff/ Prepare Remediation Plans/ Notify Parents | Title II, Part A Budget Amendment for Carryover – Due Jan 31 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FEBRUARY |   |   |   |   |   |   |   |   |   | Attend FY16 HiQ Edits Training | Organize FY17 Needs Assessment |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MARCH  |   |   |   |   |   |   |   |   |   | Conduct FY17 Needs Assessment |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| APRIL  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MAY    |   |   |   |   |   |   |   |   |   | Title II, Part A Budget Final Amendment – Due May 15 | Release HiQ Data to Principals | Prepare FY17 Equity Plan |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Note: GCEL denotes the Georgia Charter Education Law (GCEL).
Internal Controls
Requirement

A LEA MUST establish and maintain **effective fiscal control** and fund accounting **procedures** (internal controls) over the Federal award that provides reasonable assurance that the LEA is managing the **Federal award in compliance** by ensuring proper disbursement of and accounting for federal funds.
## Internal Controls

**LEA Must Have In Writing…**

<table>
<thead>
<tr>
<th>Time and Effort</th>
<th>Federal Award Payments</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowability</td>
<td>Timely Drawdowns</td>
<td>Acquisition</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Actual Costs</td>
<td>Management Requirements</td>
</tr>
<tr>
<td>Source Documentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expenditures

<table>
<thead>
<tr>
<th>Financial Management</th>
<th>Procurement</th>
<th>Allowability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segregation of duties, reconciliation of costs charged to program</td>
<td>Oversight, Avoid Conflict of Interest, Follow federal, state and local standards and policies for competition and procurement standards</td>
<td>Necessary, Reasonable, and Allocable, Conforms to Laws, Regulations and Guidance, Policies Supplemental, Source Documentation, Period of Performance</td>
</tr>
<tr>
<td>Control</td>
<td>Guidance for LEA Written Internal Controls</td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Needs Assessment</strong></td>
<td>• Ensuring Needs Assessment is conducted in a timely manner including all components, source documentation and required stakeholders</td>
<td></td>
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<tr>
<td>(ESEA Sec. 2122)</td>
<td></td>
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<tr>
<td><strong>Equity</strong></td>
<td>• Ensuring the implementation of the LEA’s Equity Plan and the maintenance of corresponding documentation</td>
<td></td>
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<tr>
<td>(ESEA Sec. 2122(b)(2))</td>
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</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td>• Ensuring an annual increase in the percentage of teachers who are receiving high quality professional development to enable teachers to become highly qualified and successful classroom teachers and ensure the LEA has a method for documenting and calculating compliance</td>
<td></td>
</tr>
<tr>
<td>(ESEA Sec. 1119(a)(2)(B))</td>
<td>• Ensuring all funded PL activities are scientifically research based</td>
<td></td>
</tr>
<tr>
<td>(ESEA Sec. 2122(b)(1)(B))</td>
<td></td>
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<tr>
<td><strong>Effectiveness</strong></td>
<td>• Ensuring all Title II, Part A funded activities are measured for effectiveness in addressing identified needs</td>
<td></td>
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<tr>
<td>(ESEA Sec. 2122(b)(2))</td>
<td></td>
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<tr>
<td>(§200.328)</td>
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<td></td>
</tr>
<tr>
<td>Control</td>
<td>Guidance for LEA Written Internal Controls</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Highly Qualified</strong></td>
<td>• Ensuring appropriate hiring and assignment of highly qualified core academic teachers and paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>(ESEA Sec. 1119)</td>
<td>• Ensuring timely completion of attestations</td>
<td></td>
</tr>
<tr>
<td>(LEA Handbook)</td>
<td>• Ensuring principal training on the highly qualified requirements for the hiring and placement of teachers and paraprofessionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ensuring timely and complete development of remediation plans</td>
<td></td>
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<tr>
<td></td>
<td>• Ensuring timely and complete parent notification of their rights to request the professional qualifications of their child’s teachers and paraprofessionals</td>
<td></td>
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<tr>
<td></td>
<td>• Ensuring timely and complete parent notification when their child has been taught for 20 or more consecutive days by a non-highly qualified teacher (including one or more multiple long-term substitute teachers)</td>
<td></td>
</tr>
<tr>
<td><strong>Private Schools</strong></td>
<td>• Ensuring invitation, consultation, and provision of equitable services to private school within a district’s geographic boundaries</td>
<td></td>
</tr>
<tr>
<td>(ESEA Sec. 9501)</td>
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</tbody>
</table>
Program Management
Period of Performance

Old OMB Circulars

• § 80.23 Period of availability of funds.

  (a) General. Where a funding period is specified, a grantee may charge to the award only costs resulting from obligations of the funding period unless carryover of unobligated balances is permitted, in which case the carryover balances may be charged for costs resulting from obligations of the subsequent funding period.

Current Uniform Administrative Regulations

• §200.77 Period of performance.

  Period of performance means the time during which the non-Federal entity may incur new obligations to carry out the work authorized under the Federal award. The Federal awarding agency or pass-through entity must include start and end dates of the period of performance in the Federal award.

Be sure to comply when planning for expenditures, especially contracts and licensing.
LEAs are responsible for planning for and ensuring that expenditures that are not fully Title II, Part A allowable and/or do not fully align with the LEA’s prioritized needs are appropriately prorated. Commonly this applies to

<table>
<thead>
<tr>
<th>Software</th>
<th>Content, Participant Accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>Multiple Cost Objectives</td>
</tr>
<tr>
<td>Equipment</td>
<td>Multiple Program Purposes</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>Fees, Allowability of Scope of Work</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Allowability of Activities</td>
</tr>
</tbody>
</table>

- In instances where expenditures must be prorated, LEAs must maintain documentation of how the proration was determined.
- If included in a budget description (salary, software, equipment, etc.) the proration should be indicated in some format in the description.
# Program Management Source Documentation

<table>
<thead>
<tr>
<th>Common Expenditures</th>
<th>Source Documentation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td>Agenda</td>
<td>Allowability of Activity</td>
</tr>
<tr>
<td></td>
<td>Travel Form (mileage, meals)</td>
<td>Allowability of Costs, Recipient</td>
</tr>
<tr>
<td></td>
<td>Hotel Receipts</td>
<td>Allowability of Costs, Recipient</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>Agenda/ Registration</td>
<td>Allowability of Activity, Recipient</td>
</tr>
<tr>
<td></td>
<td>Purchase Order</td>
<td>Allowability of Recipient</td>
</tr>
<tr>
<td><strong>Dues and Fees</strong></td>
<td>Purchase Order</td>
<td>Allowability of Costs, Recipient</td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
<td>Job Description</td>
<td>Allowability of Duties</td>
</tr>
<tr>
<td></td>
<td>Time and Effort</td>
<td>Allowability and Alignment of Tasks</td>
</tr>
<tr>
<td><strong>Substitutes</strong></td>
<td>Time and Effort</td>
<td>Allowability of Activity</td>
</tr>
<tr>
<td></td>
<td>• Activity</td>
<td>Allowability of Recipient</td>
</tr>
<tr>
<td></td>
<td>• Teacher Name and Location</td>
<td>Allowability of Recipient</td>
</tr>
</tbody>
</table>
# Program Management Source Documentation

<table>
<thead>
<tr>
<th>Common Expenditures</th>
<th>Source Documentation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stipends</strong></td>
<td>Time and Effort</td>
<td>Allowability of Activity</td>
</tr>
<tr>
<td></td>
<td>• Agenda/ Materials</td>
<td>Allowability Recipient</td>
</tr>
<tr>
<td></td>
<td>• Sign-In Sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Supplies and Equipment</strong></td>
<td>Purchase Order</td>
<td>Allowability of Authorization</td>
</tr>
<tr>
<td></td>
<td>Itemized Invoice</td>
<td>Allowability of Costs</td>
</tr>
<tr>
<td><strong>Contracts</strong></td>
<td>Contract</td>
<td>Allowability of Authorization</td>
</tr>
<tr>
<td></td>
<td>Scope of Work</td>
<td>Allowability of Activity, Recipients</td>
</tr>
<tr>
<td></td>
<td>Deliverables</td>
<td>Allowability of Costs</td>
</tr>
<tr>
<td></td>
<td>Receipt of Deliverables</td>
<td>Verification of Receipt of Services</td>
</tr>
<tr>
<td><strong>Implementation Trainings and Meetings</strong></td>
<td>Agenda</td>
<td>Verification of Dates and Occurrence</td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td>Verification of Required Content</td>
</tr>
<tr>
<td></td>
<td>Sign-In Sheet (Roles)</td>
<td>Verification of Required Participants</td>
</tr>
</tbody>
</table>
# Program Management Budgeting

<table>
<thead>
<tr>
<th>To Guide</th>
<th>To Complete</th>
<th>To Attach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Checklist</td>
<td>Budget Tab</td>
<td>Budget Assertions</td>
</tr>
<tr>
<td>Budget Codes</td>
<td>Program Tab</td>
<td>Effectiveness Plan</td>
</tr>
<tr>
<td>Private School Allocation Tab</td>
<td>Job Descriptions</td>
<td></td>
</tr>
<tr>
<td>Implementation Tab</td>
<td>CSR Worksheets and School Master Schedules</td>
<td></td>
</tr>
</tbody>
</table>
# Consolidated Application

## Budget Checklist

**Title II, Part A**

**FY16 Budget Review Checklist**

It is the responsibility of the LEA to:
- Ensure expenditures of Title II, Part A funds for activities/strategies that are not specifically identified in one or more budget descriptors are appropriate to address one or more of the LEA’s prioritized needs and are allocable to the Title II, Part A program.
- Maintain documentation to verify supplies and materials purchased with Title II, Part A funds are necessary for specific professional learning activities.
- Maintain documentation to verify specific expenditures are allowable, reasonable, and necessary. Refer to the Fiscal Management Section of the Title II, Part A LEA Handbook for assistance in determining allowable Title II, Part A expenditures.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met (X)</th>
<th>Not Met (X)</th>
<th>N/A (X)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If monitored in previous fiscal year, LEA has an approved Title II, Part A Corrective Action Plan.</td>
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</tr>
<tr>
<td>2. Title II, Part A funds are budgeted to assist non-HiQ teachers in becoming HiQ and teachers who hold CA, O, CP, NNT, IT, or IN4T certificates in core academic subjects in meeting requirements for a clear renewable certificate.</td>
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<tr>
<td>3. Title II, Part A funds are budgeted for all non-HiQ paraprofessionals to become HiQ.</td>
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</tr>
</tbody>
</table>
# Consolidated Application Budget Checklist

<table>
<thead>
<tr>
<th><strong>Required</strong></th>
<th><strong>If Applicable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alignment to Prioritized Needs</td>
<td></td>
</tr>
<tr>
<td>• Funds Budgeted for Equity Indicator(s)*†</td>
<td></td>
</tr>
<tr>
<td>• Verify Total Budgeted for Administration</td>
<td></td>
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<tr>
<td>• Allowability</td>
<td></td>
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<tr>
<td>• Proper Budget Codes</td>
<td></td>
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<tr>
<td>• LEA Effectiveness Plan</td>
<td></td>
</tr>
<tr>
<td>• Program Tab</td>
<td></td>
</tr>
<tr>
<td>• LEA Reporting Tab</td>
<td></td>
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<tr>
<td>• Budget Assertion</td>
<td></td>
</tr>
<tr>
<td>• Submitted Corrective Action Plan</td>
<td></td>
</tr>
<tr>
<td>• Priority and/or Focus Schools*†</td>
<td></td>
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<tr>
<td>• HiQ*†</td>
<td></td>
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<tr>
<td>• Clear Renewable</td>
<td></td>
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<tr>
<td>• Job Descriptions</td>
<td></td>
</tr>
<tr>
<td>• Class Size Reduction</td>
<td></td>
</tr>
<tr>
<td>• Private School Participation*</td>
<td></td>
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<tr>
<td>• School-wide Consolidation</td>
<td></td>
</tr>
</tbody>
</table>

*Required use of funds
†Other fund sources may be budgeted to fulfill the requirement
Title II, Part A
Budget Assertions

This form must be uploaded to the Consolidated Application Prior to Budget Approval.

Fiscal Year

Local Education Agency

Date Completed

Title II, Part A LEA Coordinator

I assert for this fiscal year that:

Certification Status

- LEA requires teacher certification for core academic content teachers.
- LEA waives teacher certification for core academic content teachers. Official documentation is on file with LEA.

Highly Qualified Teachers - LEAs that Require Certification

- 100% of teachers meet HQ requirements for LEAs that require certification. Funds are not budgeted for HQ.
- 100% of teachers meet HQ requirements for LEAs that require certification. In the event that a teacher is reassigned or hired and serves in a position for which the teacher is not HQ, funds are budgeted to assist a teacher in becoming HQ.
- Less than 100% of teachers meet HQ requirements for LEAs that require certification. Title II, Part A funds are budgeted to assist teachers in becoming HQ.

Highly Qualified Teachers - LEAs that DO NOT Require Certification

- 100% of teachers meet HQ requirements for LEAs that do not require teacher certification. Required documentation for each teacher is on file at the LEA. Funds are not budgeted for HQ.
- 100% of teachers meet HQ requirements for LEAs that do not require teacher certification. Required documentation for each teacher is on file at the LEA. In the event that a teacher is reassigned or hired and serves in a position for which the teacher is not HQ, funds are budgeted to assist a teacher in becoming HQ.
- Less than 100% of teachers meet HQ requirements for LEAs that do not require teacher certification. Required documentation for each teacher is on file at the LEA. Title II, Part A funds are budgeted to assist teachers in becoming HQ.

Teachers Hold Clear Renewable Certificates: LEAs that Require Certification

- 100% of teachers hold clear renewable certificates in the core academic subjects in which they are assigned to teach; funds are not budgeted to assist teachers in obtaining clear renewable certificates in the core academic subjects in which they are assigned to teach.
- 100% of teachers hold clear renewable certificates in the core academic subjects in which they are assigned to teach; in the event that a teacher is reassigned or hired and serves in a position for which the teacher does not hold a clear renewable certificate, funds are budgeted to assist a teacher in obtaining a clear renewable certificate in the core academic subject in which the teacher is assigned to teach.
- Less than 100% of teachers hold clear renewable certificates in the core academic subjects in which they are assigned to teach; Title II, Part A funds are budgeted to assist teachers in obtaining clear renewable certificates in the core academic subjects in which they are assigned to teach.

For a summary list of core academic subjects and information on which teacher and personnel certificate qualifications, please refer to the Title II and related sections of the Georgia Title II, Part A LEA Handbook.

Updated 05.15 for FY16
Consolidated Application
Budget Assertions

LEA Coordinator will assert to:

• Teacher Certification
• Budgeted Funds: HiQ Teachers
• Budgeted Funds: Clear Renewable Teacher Certificate
• Budgeted Funds: HiQ Paraprofessionals
• Budgeted Funds: Equity Indicator(s)
• Budgeted Funds: Priority and/or Focus Schools
• Budgeted Funds: Private Schools
• Budgeted Funds: Class Size Reduction
# CONSOLIDATED APPLICATION LEA EFFECTIVENESS PLAN

## SAMPLE TITLE II, PART A LEA EFFECTIVENESS PLAN

<table>
<thead>
<tr>
<th>Title II, Part A Funded Component(s)</th>
<th>Needs Being Addressed</th>
<th>Title II, Part A Funded Activity(ies)</th>
<th>Data to be Collected</th>
<th>Person Responsible for Collecting Coordinating and Analyzing Data</th>
<th>Timeline for Collecting Coordinating and Analyzing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting</td>
<td>Recruit HS Math Teachers</td>
<td>Advertising, Signing Bonus</td>
<td>New Employee Survey; # Vacancies Filled</td>
<td>HR Specialist, Title II, Coord.,</td>
<td>Ongoing – monthly Reports</td>
</tr>
<tr>
<td>Retention</td>
<td>Retain New Teachers</td>
<td>Induction, Mentor Stipends</td>
<td>Attrition Rate, Teacher Feedback</td>
<td>HR Specialist, Title II, Coord.,</td>
<td>December, May</td>
</tr>
<tr>
<td>PL/ HiQ</td>
<td>Increase # HiQ Paraprofessionals</td>
<td>Tutoring GACE</td>
<td>Test Scores, HIQ Rate</td>
<td>Title II, Coord., Paraprofessionals, Principals</td>
<td>Following Testing Oct., Dec.</td>
</tr>
<tr>
<td>PL</td>
<td>Increase use of Differentiation</td>
<td>Evaluation, Consultant</td>
<td>TKES Reports, Focus Walks, Subgroup Data</td>
<td>Title II and Curriculum Coordinators</td>
<td>October, December, March, May</td>
</tr>
<tr>
<td>PL</td>
<td>Improve Middle Grades Math</td>
<td>MS Math Coach</td>
<td>Math Scores, Teacher Feedback</td>
<td>Principal, Title II Coord. Curriculum Coord</td>
<td>December, May, June</td>
</tr>
</tbody>
</table>
Consolidated Application
LEA Effectiveness Plan

The procedures must include:
• The Title II, Part A Funded Component(s) (Recruitment, Retention, HiQ, PL, Equity)
• The need(s) being addressed
• Identification of the Title II, Part A funded activity(ies)
• The data to be collected to determine effectiveness
• The position of the person responsible for collecting the data and coordinating the review and analysis of the data
• The timeline for collecting effectiveness data and completing the review and analysis of the data

LEAs may design and utilize their own formatting.

The plan must be submitted prior to budget approval and should be uploaded as an attachment to the Consolidated Application.
Compose Descriptions that Align to Program Requirements and Succinctly Capture Intent of Expenditure.

- Be specific enough to determine allowability
  Who? What? Why?
- Be sure to put % for prorated items
- Be sure to reference priority and focus schools
- Be sure to reference HiQ (Teachers & Paraprofessionals)
- Be sure to reference prioritized needs/ equity indicators
Consolidated Application
Writing Descriptors – Example 1

Compose Descriptions that Align to Program Requirements and Succinctly Capture Intent of Expenditure.

**Poorly Developed**

Registration and travel for PL for administration to meet needs and plan for district.

**Well Developed**

Registration for induction principals and supporting assistant principals (including priority school) to attend professional learning on school climate, team building, and school management.
Consolidated Application Writing Descriptions – Example 2

Compose Descriptions that Align to Program Requirements and Succinctly Capture Intent of Expenditure.

Poorly Developed

30 laptops and 1 docking station for staff PL.

Well Developed

Professional Development: Purchase of mobile cart docking station & 30 laptop computers for core academic teachers to engage in PL topics aligned to TAPS standards and HiQ test prep. 80% of the purchase will be with Title II, Part A funds and records kept recording allowable use.
### Program Management

**Title II, Part A Budget Code Quick Guide**

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Program Code</th>
<th>Application of LUA in Title II, Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>CSR</td>
<td>CSR Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>Sub for CSR Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RR</td>
<td>Teacher Recruitment/ Retention Incentive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: State Health Insurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: FICA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: Teachers Retirement System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: Unemployment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: Workman’s Compensation</td>
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<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: Benefit in Lieu of Soc. Sec.</td>
<td></td>
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<tr>
<td></td>
<td>CSR</td>
<td>CSR Benefits: Other Employee Benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSR</td>
<td>Contracted Services – CSR Teacher, Contracted Services – Sub for CSR Teacher</td>
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<tr>
<td>2210</td>
<td>PL</td>
<td>Transfer to Schoolwide Budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Sub for Teacher Attending PL or GACE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Sub for Paraprofessional Attending PL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Stipend for Staff (Principals, APs, Core Teachers, Paraprofessionals) Attending PL beyond Contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Salary Instructional Leader (Supervisory)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Salary Instructional Leader (Staff – Like Instr. coaches)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Compensation Title II, Part A Approved Staff Providing PL or Mentoring beyond Contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Benefits for PL Salaries: State Health Insurance</td>
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<tr>
<td></td>
<td>PL</td>
<td>Benefits for PL Salaries &amp; Stipends: FICA</td>
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<tr>
<td></td>
<td>PL</td>
<td>Benefits for PL Salaries: Teachers Retirement System</td>
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<td>Benefits for PL Salaries: Unemployment</td>
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<td>PL</td>
<td>Benefits for PL Salaries &amp; Stipends: Workman’s Comp</td>
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<td></td>
<td>PL</td>
<td>Benefits for PL Salaries: Benefit in Lieu of Soc. Sec.</td>
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<tr>
<td></td>
<td>PL</td>
<td>Benefits for PL Salaries: Other Employee Benefits</td>
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<td></td>
<td>PL</td>
<td>Contracted PL Services (Outside Consultants)</td>
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<td>PL</td>
<td>Contracted Services for Sub for Teachers attending PL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Per Diem for Consultants Providing PL Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Room Rental for PL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Technology Rental (AV/ Projectors) for PL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Tuition – to other GA LUAs (RESA, University, College)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Tuition – to LUAs outside Georgia (University, College)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PL</td>
<td>Travel for Employees Attending PL Outside LEA</td>
<td></td>
</tr>
</tbody>
</table>
# Program Management
LUA Chart of Accounts

## Function Categories

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>INSTRUCTION</td>
</tr>
<tr>
<td>2210</td>
<td>IMPROVEMENT OF INSTRUCTIONAL SERVICES</td>
</tr>
<tr>
<td>2230</td>
<td>FEDERAL GRANT ADMINISTRATION</td>
</tr>
<tr>
<td>2300</td>
<td>GENERAL ADMINISTRATION</td>
</tr>
<tr>
<td>2400</td>
<td>SCHOOL ADMINISTRATION</td>
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<tr>
<td>2800</td>
<td>SUPPORT SERVICES - CENTRAL</td>
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</table>

## Object Categories

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>100</td>
<td>PERSONAL SERVICES - SALARIES</td>
</tr>
<tr>
<td>200</td>
<td>PERSONAL SERVICES - EMPLOYEE BENEFITS (EMPLOYER COST)</td>
</tr>
<tr>
<td>300</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
</tr>
<tr>
<td>400</td>
<td>PURCHASED PROPERTY SERVICES</td>
</tr>
<tr>
<td>500</td>
<td>OTHER PURCHASED SERVICES</td>
</tr>
<tr>
<td>600</td>
<td>SUPPLIES</td>
</tr>
<tr>
<td>700</td>
<td>PROPERTY</td>
</tr>
<tr>
<td>800</td>
<td>OTHER OBJECTS</td>
</tr>
<tr>
<td>900</td>
<td>OTHER USES</td>
</tr>
</tbody>
</table>
## Program Management

### How LUA Chart of Accounts Works

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Program Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>+ 210</td>
<td>1000 210</td>
</tr>
<tr>
<td>Instruction</td>
<td>State Health Insurance</td>
<td>Health Benefits for Class Size Reduction Teacher</td>
</tr>
</tbody>
</table>

| 2210          | + 210       | 2210 210            |
| Improvement of Instructional Services | State Health Insurance | Health Benefits for Salary Instructional Leaders (Academic Coaches) |

| 2230          | + 210       | 2230 210            |
| Federal Grant Administration | State Health Insurance | Health Benefits for Title II, Part A Coordinator |
Program Management
Budget Codes - Important Distinctions

• Stipends
  • 2210 116 - Staff attending professional learning
  • 2210 199 - Staff providing professional learning

• Financial Incentives – Part of Salary
  • 1000 199 – Teacher Recruitment and Retention
  • 2400 199 – Principal Recruitment and Retention

• Travel
  • 2210 580 - Travel for Professional Learning
  • 2230 580 - Travel for Grant Administration Training
  • 2800 580 - Travel for Recruitment
Program Management
Budget Codes - Important Distinctions

• Substitute Teachers
  • 1000 113 – Substitutes for Class Size Reduction Teachers
  • 2210 113 – Substitutes for Core Academic Teachers
    Attending Title II, Part A Allowable Professional Learning

• Supplies
  • 2210 610 – Supplies for Professional Learning
  • 2230 610 – Supplies for Grant Administration

• Administration
  • 2230 Federal Programs Administration
  • 2300 General Administration (Audits and Indirect Costs)
## Consolidated Application Budget Approval Timeline

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Budget Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1</td>
<td>Start of Title II, Part A Grant</td>
</tr>
<tr>
<td>August</td>
<td>Title II, Part A Grant Allocation Notification</td>
</tr>
<tr>
<td>October 1</td>
<td>Deadline for Title II, Part A Original Budget</td>
</tr>
<tr>
<td>October 31</td>
<td>Deadline for Previous Fiscal Year Title II, Part A Completion Report</td>
</tr>
<tr>
<td>November/December</td>
<td>Title II, Part A Carryover Distributed Following LEA Submission of Title II, Part A Completion Report (Rolling Date)</td>
</tr>
<tr>
<td>January 31</td>
<td>Deadline for Title II, Part A Carryover Amendment</td>
</tr>
<tr>
<td>May 15</td>
<td>Deadline for All Title II, Part A Budget Amendments</td>
</tr>
<tr>
<td>September 30</td>
<td>End of Title II, Part A Grant</td>
</tr>
</tbody>
</table>
Consolidated Application
Reengineered Program Tab

• Manual Entry by Component
  • #, Level, and Content of Class Size Reduction Staff
  • # Professional Learning Staff
  • # Grant Administration Staff
  • # Other Program Staff

• Entry Automatically Calculated Using Budget
  • Personnel Salaries and Benefits
  • Recruitment and Retention
  • Professional Learning and HiQ
  • Grant Administration
### Breakdown of Current FY Budgeted Funds/Anticipated Expenditures

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Total Amount Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td></td>
</tr>
<tr>
<td>Recruitment Activities (Recruiting events, Advertising, etc.)</td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits for Title II, Part A Funded Staff Supporting Recruitment</td>
<td></td>
</tr>
<tr>
<td>Recruitment &amp; Retention</td>
<td></td>
</tr>
<tr>
<td>Financial Incentives (Recruitment: Signing Bonus, Relocation, etc...) (Retention: Contract Renewal Based on Performance)</td>
<td></td>
</tr>
<tr>
<td>Professional Learning (includes Retention, HIQ)</td>
<td></td>
</tr>
<tr>
<td>Private School PL Allocation</td>
<td></td>
</tr>
<tr>
<td>Stipends for Staff Completing PL</td>
<td></td>
</tr>
<tr>
<td>Stipends for Staff Providing PL (Includes Mentors)</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Salaries</td>
<td></td>
</tr>
<tr>
<td>Public School Substitutes</td>
<td></td>
</tr>
<tr>
<td>Benefits for Subs, Stipends and Salaries (Private and Public School)</td>
<td></td>
</tr>
<tr>
<td>PL Expenditures (Contracts, PL and GACE Registration, Tuition, Textbooks)</td>
<td></td>
</tr>
<tr>
<td>PL Expenditures (Software, Supplies, Equipment, Books)</td>
<td></td>
</tr>
<tr>
<td>Class Size Reduction</td>
<td></td>
</tr>
<tr>
<td>Teacher Salaries and Benefits (Including CSR, Substitute Salary)</td>
<td></td>
</tr>
</tbody>
</table>

### Breakdown of Title II, Part A Funded Staff

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Staff Part time (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Full time (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Program Administration</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Part time (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Full time (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Class Size Reduction</td>
<td></td>
</tr>
<tr>
<td>Total Number of CSR Teachers (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Elementary School CSR Teachers (K-5) (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Middle School CSR Teachers (6-8) (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>High School CSR Teachers (9-12) (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Content Area Served (Please select all that apply.)</td>
<td></td>
</tr>
<tr>
<td>ELA/Reading</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Soc. Stud.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Part time (Title II, Part A Funded)</td>
<td></td>
</tr>
<tr>
<td>Public School Staff Full time (Title II, Part A Funded)</td>
<td></td>
</tr>
</tbody>
</table>
**Consolidated Application**

**Title II, Part A Reporting Tab**

- Annual centralized reporting helps SEA and LEA monitor program implementation and effectiveness.
- Manual Entry:
  - Prioritized Needs
  - Equity Indicator(s)
  - Effectiveness
  - PL Participation %
  - Scientifically Based PL %
- Some automatic reporting:
  - HiQ %
  - MYSPA Retention %
Consolidated Application
Private Schools Allocation Tab

• Tab Automatically Enters
  • LEA Allocation
  • LEA Hold Harmless Amount
• Enter Private School Name
• Enter Private School Enrollment
• Submit with
  • Original Budget
  • Amendment to Budget Altering PL Amount
  • Amendment to Budget Due to Carryover
Funding Guidance

Personnel

• **Class-Size Reduction**
  • CSR should be based on an identified need and will require student achievement data to illustrate effectiveness.
  • CSR requires documentation prior to budget approval (CSR worksheet and corresponding school master schedule).

• **Program Administration**
  • LEAs may fund administrative positions that directly support the grant (like Title II, Part A Coordinator) for up to 10% of original grant.
  • Funding administrative positions requires the submission of job descriptions prior to budget approval.

• **Other Personnel**
  • LEAs may fund positions that directly support the LEA’s prioritized needs (like Academic Coaches). Must supplement rather than supplant.
  • Funding personnel requires the submission of job descriptions prior to budget approval.
Funding Guidance
Personnel

• **Time and Effort**
  All salaries and wages charged to Title II, Part A are subject to time and effort reporting in one of the following formats:
  
  • **Semi-Annual** – For salaries for single cost objectives charged to federal award
  
  • **Periodic Certification** – For wages (like substitutes and stipends) charged to federal award
  
  • **Time Logs** (Georgia Required Personnel Activity Reports) - For salaries for multiple cost objectives charged to federal award

  • **Financial Incentives are not subject to time and effort reporting. See handbook for how to document incentives.**
Recruiting (ESEA Sec. 2123(a)(1)&(2)(c)(iii))

- For effective highly qualified core academic content teachers, paraprofessionals, and principals: Print and Non-Print Advertising, Registration and Travel for Recruiting Activities

- In accordance with §200.421(e)(2)(i)&(3), unallowable advertising and public relations costs include: costs of displays and exhibits and costs of promotional items and memorabilia including gifts and souvenirs

Financial Incentives (ESEA Sec. 2123(a)(2)(A)& (4)(C&D))

- Recruiting: Financial incentives to recruit highly qualified teachers in core academic subjects and/ or schools in which there is a shortage of HiQ teachers

- Retention: Financial incentives to retain highly qualified core academic content teachers and principals who have a record of improving student academic achievement (particularly economically disadvantaged, minority and SWD)
Funding Guidance
Recruitment and Retention

• **Induction/ Mentoring** (ESEA Sec.2123(a)(4)(A&B)&(8))
  • Induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively
  • Teacher mentoring from exemplary teachers
  • Carrying out teacher advancement initiatives that promote professional growth and that emphasize multiple career paths (such as becoming a career teacher, mentor teacher or exemplary teacher)
Funding Guidance
HiQ Teachers and Paraprofessionals

• GACE
  • To fund new and veteran core academic content teachers to pay the costs of state tests required to determine core academic content competence for the purpose of becoming highly qualified

• Tuition
  • Alternative Certification Programs (Ex: GaTAPP, MAT): to support core academic teachers in becoming highly qualified and fully certified
  • Endorsements: to provide professional learning opportunities that support teacher preparation for meeting the diverse needs of student learners
Funding Guidance
Professional Learning

- Professional Learning Expectations
  - Sec. 2123 Improve the knowledge of core academic content teachers, paraprofessionals and principals in core academic subjects and effective instructional strategies, methods, and skills
  - Sec. 9101 Activities are aligned to collaboratively planned school/district plans, are high quality, sustained, intensive, classroom-focused, and scientifically research-based and may cover classroom management, meeting the diverse needs of students, technology uses, parent involvement, data and assessment

- Memberships
  - The cost of a LEA or school membership with professional organizations and/or subscriptions to professional periodicals may be allowable if aligned to needs and Title II, Part A allowable content/activities
Funding Guidance
Professional Learning

- **On-site Professional Learning**
  - Materials for PL activity, substitutes for core academic content teachers, stipends for core academic content teachers attending (outside of contracted hours), speaker fees, and rental facilities if necessary

- **Off-Site Professional Learning**
  - Registration, materials and travel associated with Title II, Part A allowable PL activities (training and conferences) for principals, assistant principals, core academic content teachers and paraprofessionals
Funding Guidance
Professional Learning

• Contract Documentation
  • Scope of work with deliverables, itemization of costs and associated deliverables, timeline for completion, invoice including signature of appropriate authorizer(s), documentation showing receipt of deliverables

• Supplies and Equipment
  • Supplies should be purchased and received for specific Title II, Part A allowable professional learning activities planned and implemented within the period of performance
  • Devices may be purchased only if the expenses are reasonable and necessary to carry out Title II, Part A funded professional learning activities and future use is restricted to Title II, Part A allowable professional learning
Funding Guidance

Professional Learning

• Private Schools
  • Fund Professional Learning Only
  • Develop private school budget using needs assessment and private school professional learning plan (provide guidance on requirements including grant guidance for PL and budgeting procedures including source documentation)

• Tracking Professional Learning
  • Summary explaining how the LEA calculated the percentage of teachers who attended at least one high quality professional learning activity in the previous fiscal year as reported in the Program Implementation and Effectiveness Tab in the Budget Submission Section of the Consolidated Application
Common Findings

Ø UNALLOWABLE RECIPIENTS
  Ø At this time, Title II, Part A is ONLY intended for paraprofessionals, core academic content teachers (regular and special education), principals (includes assistant principals) and superintendents

Ø UNALLOWABLE COSTS
  Ø Expenditures Unrelated to Prioritized Needs
  Ø GaPSC Certification Fees – State Requirement
  Ø Professional Learning in Content Areas other than Core Academic Content Areas (CTAE, etc.)
  Ø Work Sessions (Curriculum and Assessment Development)
  Ø Software and Equipment that is not prorated, but is used for purposes in addition to those of Title II, Part A (recruitment, PL, technology)
  Ø Inadequate or non-existent source documentation
Next Steps
Current Projects

• HiQ
  • Remediation Plans
  • Parent Notification – Right to Know, 20- Day Letters
  • Principal Training
  • Principal Attestations

• Budgeting
  • Effectiveness Plan
  • Budget Assertions
  • Other Attachments: Class Size Reduction Teacher Worksheet(s), Master Schedule(s), Job Description(s)
  • Budget Tabs: Budget Tab, Program Tab, Private School Tab, Program Effectiveness Tab
Title II, Part A Staff

<table>
<thead>
<tr>
<th>Program Manager</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Noland</td>
<td><a href="mailto:jnoland@doe.k12.ga.us">jnoland@doe.k12.ga.us</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Carly Ambler</td>
<td><a href="mailto:cambler@doe.k12.ga.us">cambler@doe.k12.ga.us</a></td>
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<tr>
<td>Saralyn Barkley</td>
<td><a href="mailto:sbarkley@doe.k12.ga.us">sbarkley@doe.k12.ga.us</a></td>
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<td>Terri Still</td>
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<td>Elizabeth Zipperer</td>
<td><a href="mailto:ezipperer@doe.k12.ga.us">ezipperer@doe.k12.ga.us</a></td>
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</table>
Title II, Part A

Georgia Department of Education
Teacher and Leader Effectiveness Division
Title I, Part A, 1003(a)
School Improvement
Agenda Items

- Discuss the 2014 – 2015 Guidelines for School Improvement Funds 1003(a) Spending Milestones

- Discuss the 2015 – 2016 Guidelines for School Improvement Funds 1003(a)
Wrapping Up 2014 – 2015

Spending Milestones
☐ September 30, 2015, 100% expended
School Improvement
1003(a) Funds

Purpose

The Title I, Part A, Section 1003(a) school improvement grants provide financial resources to local educational agencies (LEA) on behalf of Title I schools identified as Focus, or Priority schools. This grant is awarded to support implementation of school improvement plans required by the Elementary and Secondary Education Act (ESEA) and Georgia’s ESEA Flexibility Waiver approved by the United States Department of Education.
School Improvement 1003(a) Funds

School Improvement Plan

- Funds must target the area(s) of identification and the particular subgroup(s) identified for improvement

- Priority and focus school improvement plans

- Alignment among SIP, work in Indistar, budget and data
School Improvement 1003(a) Funds

Plan for submission

- For all schools complete a needs assessment and place in Indistar folder

- School Improvement Plan, budget and Justification of Expenses, reviewed and approved by School Effectiveness Specialist

- Principal and School Effectiveness Specialist sign off on the Justification of Expenses
School Improvement
1003(a) Funds

Justification of Expenditures for FY15 Title I
School Improvement Grant Funding
Title I-Part A, School Improvement 1003(a)

(To be submitted as an attachment to the Consolidated Application under the Program Information tab for auditing purposes)

System:
School:
Principal:

Persons assisting with budget: GaDOE School Improvement Specialists, RESA IDEs and Consultants, System Title I Coordinator, Federal Grants Specialist, Instructional Coaches, Leadership Teams members, and others

Signature of Principal and GADOE or RESA School Improvement Specialist (or person(s) assisting with budget):

Justification of Purchases
(budgeted for Confirmed Function/Objects on following pages)
School Improvement
1003(a) Funds

Indistar

- School-based leadership teams should assess, create a plan and monitor in the Indistar platform
School Improvement 1003(a) Funds

Approval of budget

- Federal Program Coordinator imports budget or aggregate of budgets into the Consolidated Application under Title 1-A, School Improvement

- Attach signed Justification of Expenses for each school under Attachments

- System Superintendent signs off on the budget in the Consolidated Application and the LEA Assurances

- Staff from the Office of School Improvement will review and approve budgets
School Improvement
1003(a) Funds

Award of funds

- There is no carryover of the FY 16 funds

- In order to ensure compliant and timely spending and drawdown of federal funds, spending milestones will be established after Board approval is received
School Improvement 1003(a) Funds

- Consultants
- Stipends - Teachers
- Substitutes
- Refreshments
- Instructional Technology
- Software
- Intervention programs and materials
- Parent Involvement/Family Resource
- Small group interventions
- 1:1 tutoring
- Reading Specialist
- Para / general assistant
- Professional Learning for teachers / adults / staff
School Improvement 1003(a) Funds

Cross-Functional Monitoring of LEA Programs

- Evidence that the LEA is monitoring schools and programs
- Spending milestones have been met
- Funds are targeted toward the area(s) of identification and the particular subgroup(s) identified for improvement
- Support is provided to priority and focus schools (additional support)
School Improvement
1003(a) Funds

Next Steps

What can I do now to prepare for
1003(a) school improvement funds for
2015-2016?
Title I, Part A, 1003(a)
School Improvement

Gary Wenzel, PhD
gwenzel@doe.k12.ga.us

Joann Hooper, EdD
jhooper@doe.k12.ga.us
Title III, Part A:
Language Instruction for Limited English Proficient and Immigrant Students
Office for Civil Rights Law: Basic ESOL Programs

*Prerequisites* to receiving state or Title III funds

OCR – foundational ESOL services
What is the Office for Civil Rights?

The Office for Civil Rights (OCR) in the U.S. Department of Education is a law enforcement agency charged with enforcing federal civil rights laws to ensure that educational institutions receiving federal financial assistance do not engage in discriminatory conduct. OCR enforces the federal civil rights laws that prohibit discrimination on the bases of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance from the Department.
Why know OCR law?

• Compliance purposes
  - There is no waiving of Civil Rights requirements.
  - Lack of compliance may lead to oversight and intervention by Atlanta OCR office
  - Failure to adhere may result in loss of ALL federal funding to your district

• Funding purposes
  - OCR requirements must be funded using state or local funds AND be fulfilled before receiving Title III funding
  - The OCR does not provide financial support toward fulfilling districts’ OCR requirements
OCR Activities

Proactive Enforcement: Compliance Reviews
• Focus on specific compliance issues
• Compliance sites selected on a variety of factors

Complaint Investigation and Resolution
• Goal: Promptly handled
• Obligated to resolve civil rights violations by voluntary and informal means, if possible

Monitoring of Resolution Agreements

Technical Assistance
OCR Law / Guidance

The foundation of all our services to EL and LEP parents

• 1964: Title VI of the Civil Rights Act
  o Prohibits discrimination based on race, color, national origin by recipients of federal funds.
  o Districts are responsible for “rectifying students’ language deficiencies.”

• 1970 Memorandum
  o Districts must adequately notify national origin- minority group parents of school activities which are called to the attention of other parents. In order to be “adequate,” such notice may have to be provided in a language other than English.
OCR Court Cases

1981: Castañeda v. Pickard
Resulted in the “3-prong” test for ESOL programs
1. Educationally sound (research-based)
2. Implemented with integrity
3. Evaluated for effectiveness

1982: Plyler v. Doe
Students cannot be denied a (K-12) education due to their immigration status. Districts may not require documents for enrollment that are possessed solely by U.S. citizens
Is your district in compliance with...

Determining students’ need for language services

- universal needs assessment
- language screener
- end-of-year assessment measuring all language modes
Communicating in parents’ home language

Determining students’ need for language services

- notification of program placement,
- bilingual support at parent meetings,
- translated critical communications,
- translated assessment results,
- refusal of direct services letter (if applicable)
Title III

Providing core ESOL programs that meet *Castañeda* standards

- (State models qualify, when implemented properly and periodically self-evaluated)

Ensuring equal access to all school programs

- ELs are placed appropriately in Special Education, Gifted/Talented programs, and extra-curricular activities
Documentation Is Important!

All ESOL-related documentation must be maintained; however, for legal purposes we recommend safekeeping of the ORIGINAL:

- Universal needs assessment (Home Language Survey)
- Parent-signed “refusal of direct ESOL services” letter
To summarize...

• Language support is a civil rights requirement that districts must provide to all students who require it.
• Districts are responsible for determining who needs special support and for providing that support in a manner equitable to all other students.
• Basic civil rights requirements must NOT be funded by Title programs.
To summarize...

• All elements, staff needs and services related to **delivering the basic language program** are considered OCR-required (i.e. cannot be funded with Title monies)
  
  o language needs assessment (Home Language Survey)
  o language screener (W-APT / MODEL)
  o language assessment (ACCESS for ELLs)
  o language delivery (core ESOL classes/ teachers/ supplies/ textbooks/ materials)

• **Most** translation and interpretation needs are OCR-required
  
  o translation of general school documents
  o interpreters at meetings non-EL parents must attend as well
Determining Translation Funding

Translation and interpretation services are provided by the school / district in order to facilitate a parent’s participation in the academic program of their child.

What is the topic?

- Something only parents of ELs need to know.
- Something parents of non-ELs would also need to know.

Does it concern the ESOL class? Placement in ESOL? Screening? or basic OCR-requirements?

- May be able to provide translation or interpretation services with Title III funds.
- Must provide translation or interpretation services with local or state funds.
Pop Quiz!

What funds can pay for...

- Endorsing ESOL teachers (to teach in the ESOL program)?
- ESOL endorsements for classroom teachers (non-state funded)?
- Salaries for staff who screen or assess ELs?
- Translation of documents provided to the general population?
- Interpreters for conferences or meetings held for the general population?
- Travel between schools for itinerant ESOL teachers?
- ESOL workbooks, textbooks, and basic supplies? (such as those provided to classroom teachers)
How can we work on OCR compliance?

Develop a District-specific ESOL Program Plan!

• The OCR provides step-by-step guidelines on generating a Program Plan that outlines how YOUR district works with English Learners from the moment they register in your schools to the time they graduate

• A link to these guidelines is posted on our ESOL/Title III website under Federal Resources ("OCR Blueprint")
On the Department Web site, select the **Offices & Divisions** dropdown – and choose **Curriculum & Instruction**.
Here we are in the list of Content Areas

On February 19, 2014, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence (GSE). The recently revised and SBOE approved ELA and Mathematics standards will be implemented beginning for the 2015-2016 school year.

All coding for standards and related instructional resources will be updated with the new GSE for use beginning in the 2015-2016 school year. For example, ELAG8RF3 will be changed to ELAG8E3RF3. All GPS and related documents in other content areas will be renamed to reflect the Georgia Standards of Excellence (GSE) as revisions occur.

See below for links to the ELA and Mathematics summary of changes for use in the 2015-2016 school year.

- ELA Standards K-12 Summary of Changes Revised for 2015-2016
- Mathematics Standards K-8 Summary of Changes Revised for 2015-2016

A complete listing of all ELA and Mathematics standards incorporating the changes is posted along with instructional resources on GeorgiaStandards.Org.
English to Speakers of Other Languages (ESOL) and Title III

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-150, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia’s ELs are accommodated. To the extent practicable, it is appropriate to use the EL’s home language as a means of facilitating instruction and providing parents with school-related information.

Title III is a federal-funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. School districts with large EL populations receive direct Title III allocations, while school districts with lower incidence populations are grouped into the “Georgia Title III Consortium.” The Title III Consortium allows these “low-incidence” districts to access Title III funds typically only to districts with greater numbers of ELs. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services.

- ESOL Eligibility Criteria
  - Kindergarten ESOL Eligibility (W-APT version)
  - ESOL Eligibility (MODEL version)
  - ESOL Eligibility Flowchart Grades 1-12
- ESOL Exit Criteria
  - ESOL Kindergarten Exit Criteria
  - ESOL Grade 1 - 12 Exit Criteria

Contact Information
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Program Manager
Email: cafston@doe.k12.ga.us

ESOL/Title III Staff Contacts
CLIP/Budget Contacts - Title III

ESOL/Title III Resources
- GaDOE Guidance
- Federal Resources
- Title III Monitoring
- Accountability
- Professional Learning
- 2011 RTI for ELs Webinar Series
- 2013-14 Title III Self-Evaluation Instrument

Lots of resources for you:
Team Contact Info, Annual Resource Guide & Translated Forms and much, much more!
English to Speakers of Other Languages (ESOL) and Title III

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ESOL Exit Criteria
- ESOL Kindergarten Exit Criteria
- ESOL Grade 1-12 Exit Criteria

FY15 LEP and Immigrant Allocations
- District ESOL Coordinator Contact List 2014-15
- 2014 ACCESS Participation Data

Lots of resources for you:
- Team Contact Info
- Annual Resource Guide
- Translated Forms
- and much, much more!
Questions? Concerns?

Now... State Rules and Regulations...
Georgia ESOL & English learners: Identification, Service & Assessment

State ESOL Rules – the bulk of what you do for ELs
Georgia’s ESOL Program

- Georgia Law: O. C. G. A. § 20-2-156 Program for limited-English-proficient students
- State Board of Education Rule IDDG 160-4-5-.02 Language Assistance: Program for English Learners (ELs)
- ESOL is Georgia’s mandated K-12 program for language support for English learners (ELs)
Key Terminology

- **ESOL** - English to Speakers of Other Languages (state-funded language support program)
- **EL** - English learner (student)
- **ELD / ELP** - English language development / English language proficiency
- **EL-Y** - Data code designated for students identified as ELs
- **EL-N** - Data code designated for students who are ineligible for the ESOL program. This includes *all* enrolled students whose HLS indicates English only
Key Terminology (continued)

- **EL-M1** or **M2** – Data code for students who have exited the ESOL program and are in the 1st or 2nd year of post-exit monitoring phase.
- **EL-F** - Data code designated for former ELs who have successfully completed the monitoring period.
- **ESOL-Y** – Data code for students served through a state-approved delivery model.
- **ESOL-N** – Data code for students who receive language support through a means other than a state-approved delivery model. This includes EL-Y students whose parents have signed a waiver of direct ESOL services.
WIDA Consortium

- The World-Class Instructional Design & Assessment (WIDA) Consortium is dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners (www.wida.us)

- In 2005-06, Georgia was the 11th state to join the WIDA Consortium

- Current Consortium membership is comprised of 35 U.S State Education Agencies, including D.C. and the Commonwealth of the Northern Mariana Islands
WIDA Consortium

- 3 additional states, Indiana, Idaho and Florida, have adopted the WIDA ELD Standards

- All WIDA Consortium members use common
  - screening instruments for eligibility (W-APT or MODEL)
  - annual English language proficiency assessment (ACCESS for ELLs)
  - English language development Standards
Eligibility Screening

• WIDA offers 2 screeners for determining eligibility, the W-APT and the MODEL

• The W-APT screening instrument is available to all school districts and may be downloaded at no cost to the district

• Each district is assigned a single user name and password to access W-APT materials

• The W-APT screener is intended for one time administration purposes only and should not be utilized more than one time for other purposes, such as progress monitoring or interim assessment
Eligibility for Language Assistance Services

• The MODEL is currently available for use in grades K-12; however, there are ongoing costs associated with its use.

• Georgia districts have the option of utilizing the MODEL in place of the W-APT but must use local or state funds to budget for all expenses related to the MODEL.

• The vast majority of Georgia districts use the W-APT for screening.
Eligibility for Language Assistance Services

W-APT and MODEL

• assess all 4 language domains: *listening, speaking, reading, writing*

• are adaptive; administration time will vary depending on the language proficiency of individuals

• Individual administration only; Georgia does *not* allow group administration

• Are available in grade level clusters: K; 1-2; 3-5; 6-8; 9-12
Eligibility for Language Assistance Services

- If a student in grades 1, 3, 6, or 9 will be screened during the first semester, use the grade cluster that precedes the current grade level (K, 2, 5, 8)

- Second semester, use the grade level cluster for the student’s current grade level

- Eligibility and Exit criteria flowcharts are found on the Department ESOL Web site and in the 2015-16 ESOL Resource Guide
Eligibility for Language Assistance Services

Grades 1-12 W-APT scores range from 1.0 - 6.0

If *grade level adjusted score is less than 5.0*, the student requires language assistance services.

If the *grade level adjusted score is 5.0 or higher*, the student is considered English proficient and is ineligible for language assistance services.

Note: grade level adjusted score tables are located in the W-APT Test Administration Manual.
Eligibility for Language Assistance Services

Scores for grades K-12 MODEL range from 1.0 - 6.0

If the \textit{MODEL score is less than 5.0}, the student requires language assistance services.

If the \textit{MODEL score is 5.0 or higher}, the student is considered English proficient and is ineligible for language assistance services.

\textit{Note for K screening:} Districts have the flexibility to consider additional factors to support eligibility for language assistance services for \textit{Kindergarten} students only.
Eligibility for Language Assistance Services

Kindergarten students who score less than 19 (out of 30) on the W-APT Listening & Speaking sections require language assistance services.

- If a K student scores between 19-28 on Listening & Speaking, continue with administration of the Reading and Writing sections to determine if literacy skills are high enough to warrant mainstream classroom placement.

- If the Reading score is less than 11 or the Writing score is less than 12, the student requires language assistance services.
After Placement in ESOL

• Parents must be notified *annually* of a student’s eligibility in an understandable and uniform format and to the extent practicable in a language the parents can understand.

• A Title III-compliant form is available in several languages is available on the Department ESOL & Title III Web page under the *DOE Guidance* link. This form includes all Title III-required components, including information for parents about waiving direct language support services.
Parent Waivers

- Parents have the right to waive ESOL services for their students; however, they may not waive the student’s civil rights to equal access to education; therefore, districts still are held responsible for providing language support.

- The district must find alternate means to provide the student with support for language development and proficiency outside structured ESOL classes.

- Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation.
Serving students whose parents have waived services

• Although the parents may have chosen to waive a formal language assistance program, the student is identified and coded as EL-Y and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services.

• ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.
SBOE Rule 160-4-5-.02

There are 7 approved delivery models for providing language assistance services to ELs:

**Pull-out model**— students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.

**Push-in model** (within reading, language arts, mathematics, science or social studies)— students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.

**A cluster center**— students from two or more schools are transported to and grouped in a center designed to provide intensive language assistance.
SBOE Rule 160-4-5-.02

Resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials

Scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed of ELs only

Dual Language Immersion model: students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day

Innovative delivery model approved in advance by the Department through a process described in the ESOL /Title III Resource Guide
The Push-In Model

• **Note:** The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education.

• With the ESOL Push-In model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role:
  - The ESOL teacher is responsible for language support and
  - The content teacher is responsible for delivery of academic content.
Push-In Services

• When students break into groups, the ESOL teacher works with ELs, while the content teacher focuses on mainstream students.

• Research indicates that strong teaching partnerships occur when teachers know each other’s curriculum, share responsibilities, plan and strategize together as equals.

• The ESOL Push-in delivery model allows teacher collaboration in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet varying proficiency levels of ELs.
Class Size Information

The chart below indicates the approved class size limits for ESOL.

<table>
<thead>
<tr>
<th>Grade(s) Subject(s)</th>
<th>Funding Class Size</th>
<th>Maximum System Average Class Size</th>
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<td>No Paraprofessional</td>
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<tr>
<td>K-3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>4-8</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>9-12</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>
What constitutes an ESOL FTE Segment?

- Segments are calculated by the number of times per day an ESOL teacher serves a single EL for the minimum required time frame.

  - **Grades K-3** = 45 minute segments per day; total of 225 minutes weekly
  - **Grades 4-8** = 50 minute segments per day; total of 250 minutes weekly
  - **Grades 9-12** = 55 minute segments per day; total of 275 minutes weekly
ESOL FTE Segments

• There are grade level limitations as to the number of ESOL FTE segments a teacher may earn per student:

Students in grades K-3 may be served **one segment** per day

Students in grades 4-8 may be served **up to 2 segments** per day

Students in grades 9-12 may be served **up to 5 segments** per day
ESOL FTE Segments

• A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments at MS or HS levels

• Hybrid or block schedules that do not meet a minimum of 90 minutes on a daily basis or weekly equivalent will be counted as a single segment

• Segments may only be reported for language assistance services scheduled during the regular school day schedule
ELs with Disabilities

• Some ELs may be dually identified as EL and SWD; the fact that an EL has a disability *does not replace* the need for language assistance

• The ESOL teacher must be included as an active member of the IEP team for ELs with disabilities

• The plan (the ESOL delivery model, the degree of ESOL services and who will provide the services) for providing language assistance and support should be delineated in the student’s Individual Education Plan (IEP)
ELs with Disabilities

• This requirement is not intended to have ESOL services listed as services provided by special education. The language assistance plan can be included in IEP staffing notes or attached to the IEP as a separate document.

• Adding language goals and services as a part of the Individual Education Program (IEP) for a child is only appropriate for students whose language impairment or need is a result of the student’s disability.
ELs with Disabilities

• Students must be served in both ESOL and Special Education if they qualify for both programs.

• However, in the rare case that an individual student’s special needs are so profound that they will best be met by being served in multiple segments of special education, the ESOL specialist should work with school & district personnel to set up a consultative plan for the student’s language development.

• The ESOL and special education teachers should consult regularly and maintain records of consultations to document language support efforts. (This method of language services does not earn ESOL FTE.)
WIDA ELD Standards

- **Standard 1**: ELs communicate for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting

- **Standard 2**: ELs communicate information, ideas and concepts necessary for academic success in the content area of **LANGUAGE ARTS**

- **Standard 3**: ELs communicate information, ideas and concepts necessary for academic success in the content area of **MATHEMATICS**

- **Standard 4**: ELs communicate information, ideas and concepts necessary for academic success in the content area of **SCIENCE**

- **Standard 5**: ELs communicate information, ideas and concepts necessary for academic success in the content area of **SOCIAL STUDIES**
English language Proficiency

• The WIDA Performance Definitions define the levels of proficiency used by WIDA member states to describe students’ progress toward English language proficiency

• The Performance Definitions measure ELP on a scale of 1.0-6.0, with 1 representing Entering and 6 Reaching proficiency

• Each level provides a brief description of the language ELs are able to process and produce at that particular level of proficiency
### The Continuum of Second Language Acquisition

<table>
<thead>
<tr>
<th>Entering (1)</th>
<th>Reaching (6)</th>
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<tbody>
<tr>
<td>Concrete ideas &amp; concepts</td>
<td>Abstract ideas &amp; concepts</td>
</tr>
<tr>
<td>Explicit meaning</td>
<td>Implicit meaning</td>
</tr>
<tr>
<td>Familiar situations</td>
<td>Unfamiliar situations</td>
</tr>
<tr>
<td>Informal registers</td>
<td>Formal registers</td>
</tr>
<tr>
<td>General vocabulary</td>
<td>Technical vocabulary</td>
</tr>
<tr>
<td>Single words &amp; phrases</td>
<td>Extended discourse</td>
</tr>
<tr>
<td>Non-conventional forms</td>
<td>Conventional forms</td>
</tr>
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**WIDA Performance Definitions - Listening and Reading Grades K-12**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
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<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

**Level 6 - Reaching** Language that meets all criteria through Level 5 - Bridging

**Level 5 Bridging**
- Rich descriptive discourse with complex sentences
- Cohesive and organized related ideas
- Compound, complex grammatical constructions (e.g., multiple phrases and clauses)
- A broad range of sentence patterns characteristic of particular content areas
- Technical and abstract content-area language, including content-specific collocations
- Words and expressions with shades of meaning across content areas

**Level 4 Expanding**
- Connected discourse with a variety of sentences
- Expanded related ideas
- A variety of complex grammatical constructions
- Sentence patterns characteristic of particular content areas
- Specific and some technical content-area language
- Words or expressions with multiple meanings across content areas

**Level 3 Developing**
- Discourse with a series of extended sentences
- Related ideas
- Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions
- Sentence patterns across content areas
- Specific content language, including expressions
- Words and expressions with common collocations and idioms across content areas

**Level 2 Emerging**
- Multiple related simple sentences
- An idea with details
- Compound grammatical constructions
- Repetitive phrasal and sentence patterns across content areas
- General content words and expressions, including cognates
- Social and instructional words and expressions across content areas

**Level 1 Entering**
- Single statements or questions
- An idea within words, phrases, or chunks of language
- Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)
- Common social and instructional forms and patterns
- General content-related words
- Everyday social and instructional words and expressions

...within sociocultural contexts for language use.
## WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td>Level 6 - Reaching</td>
<td>Language that meets all criteria through Level 5, Bridging</td>
<td></td>
</tr>
</tbody>
</table>

- **Level 5 Bridging**
  - Multiple, complex sentences
  - Organized, cohesive, and coherent expression of ideas
  - A variety of grammatical structures matched to purpose
  - A broad range of sentence patterns characteristic of particular content areas
  - Technical and abstract content-area language, including content-specific collocations
  - Words and expressions with shades of meaning across content areas

- **Level 4 Expanding**
  - Short, expanded, and some complex sentences
  - Organized expression of ideas with emerging cohesion
  - A variety of grammatical structures
  - Sentence patterns characteristic of particular content areas
  - Specific and some technical content-area language
  - Words and expressions with expressive meaning through use of collocations and idioms across content areas

- **Level 3 Developing**
  - Short and some expanded sentences with emerging complexity
  - Expanded expression of one idea or emerging expression of multiple related ideas
  - Repetitive grammatical structures with occasional variation
  - Sentence patterns across content areas
  - Specific content language, including cognates and expressions
  - Words or expressions with multiple meanings used across content areas

- **Level 2 Emerging**
  - Phrases or short sentences
  - Emerging expression of ideas
  - Formulaic grammatical structures
  - Repetitive phrasal and sentence patterns across content areas
  - General content words and expressions
  - Social and instructional words and expressions across content areas

- **Level 1 Entering**
  - Words, phrases, or chunks of language
  - Single words used to represent ideas
  - Phrase-level grammatical structures
  - Phrasal patterns associated with common social and instructional situations
  - General content-related words
  - Everyday social and instructional words and expressions

...within sociocultural contexts for language use.
WIDA Resources

• The WIDA Web site and its Download Library have numerous resources to support educators.

• WIDA has developed grade level cluster (K; 1-2; 3-5; 6-8; 9-12) “CAN DO Descriptors” that provide classroom teachers with clustered grade level examples of what an EL can be expected to do, based on the student’s current proficiency level.

• The WIDA Model Performance Indicators (MPI) and the amplified Performance Indicators (PIs) to provide specific examples of how to integrate content standards for instruction and tasks appropriate to the proficiency levels of ELs.
Exiting EL Students from Language Assistance Programs

- State guidance and criteria for exiting ELs who have attained proficiency may be referenced on the ESOL Web page.

- There are links to flow charts for both Kindergarten and Grades 1-12 exit criteria posted on the main ESOL Web page.

- Narrative guidance along with flowcharts are located in the 2015-16 ESOL & Title III Resource Guide.
Resources

• Georgia Department of Education ESOL & Title III Program: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx (or visit the GaDOE Curriculum & Instruction page and under the Content Area menu, choose ESOL)

• WIDA Consortium:  www.wida.us
Questions? Concerns?

Up next: Title III Law...
Title III, Part A Law

Programs and activities that SUPPLEMENT districts’ prerequisite programs and services for English Learners (or Immigrants)

Title III – nice add-ons, but not necessary!
Title III Law

Made up of two grant programs:
LEP and Immigrant

Limited English Proficient

- Grades K - 12
- A non-English language listed on the HLS (PHLOTE)
- W-APT screener indicates student is an EL

Place of birth is not a factor

Immigrant

- Aged 3 – 21
- Born outside the U.S., Washington, D.C. or Puerto Rico
- In U.S. schools less than 3 full years

Language is not a factor

- Note: Children born to U.S. service personnel stationed abroad and to expatriates, are immigrants when they enter a U.S. school for the first time.
Title III Law

- **LEP**: Will not permit the State to sub-grant less than $10,000 to a district = 73 ELs this year. Mandates two activities and authorizes any of eight optional activities. Has three achievement objectives (AMAOs) and accountability requirements.

- **Immigrant**: Any district – Consortium or Independent Title III – may receive immigrant funds, based on continuous growth in SR immigrant student counts. Authorizes any of seven optional activities. No link to AMAOIs.
Remember, Title III Funds...

may expand upon OCR-compliant ESOL services or provide for initiatives that go above and beyond what OCR and the State require but...

MAY NOT FUND BASIC ESOL PROVISION

Let’s look at the law...
Developing Your Basic Plan

Sec. 3116: District Title III Plans

- Describe the LEA’s language program, how it will meet AMAOAs and how it will ensure English development
- Describe how schools will be held accountable for meeting AMAOAs
- Describe how the LEA promotes parent participation in Title III programs
- Provide assurances that the plan was developed with parent and community input

Note: Your district should include this information in your Budget Program Information tab
What are the parameters?

Sec. 3115: District Requirements

• 2% administrative expenses cap

• **Must provide supplemental**, research-based programs effective in improving English and content area skills (held accountable)

• **Must provide sustained** EL-related professional development to teachers & administrative personnel

• May offer additional options for LEP activities

• May select from options for Immigrant activities
What are we agreeing to?

Sec. 3122: AMAOs and Accountability

- AMAO 1: Annual increase in the % of ELs making progress in English
- AMAO 2: Annual increase in the % of ELs meeting English proficiency (5.0 on ACCESS)
- AMAO 3: Meet AYP for EL subgroup

What’s AYP now? It’s APT: *Annual Performance Targets*

- EL Graduation Rate goal, plus
- 95% Georgia Milestones Test Participation goal, plus
- CCRPI Annual Performance Targets for the EL subgroup in Georgia Milestones End of Grade – Reading & Math, Georgia Milestones End of Course - American Literature and Analytic Geometry
What if we fail to meet goals?

- If District fails to meet any AMAOs for two consecutive years, develop and submit to the State a District Improvement Plan (DIP).

- If District fails to meet any AMAOs for four consecutive years, the State must require program modifications or decide upon continuation of funds and require replacement of certain educational staff.
What are we agreeing to?

Sec. 3121: District Evaluations

• LEA must submit to the state an evaluation of its Title III program including
  o Percent of ELs making progress
  o Percent of ELs meeting proficiency
  o Percent of Monitored ELs
  o Percent of ELs making APT

• LEA must submit a description of the programs and activities performed with the funds received

Note: Your Self Evaluation Instrument fulfills this requirement, due July 1 annually
What are we agreeing to?

Sec. 3302: Parental Notification

- Eight elements required in placement letter. Send within two weeks of identification for new placements, 30 days from the start of school for returning students.

- District didn’t meet AMAOs? Within 30 days after learning so, send Title III parents ‘failure to meet’ letter.

- Parental Participation: Outreach to inform parents how to be involved in their child’s education and their learning of English & content skills. Outreach must include notification about, and holding of, meetings to formulate and respond to LEP parents’ recommendations.
To summarize...

- Title III may not pay for already-required ESOL services & materials
- Title III requires districts to 1) provide programs to improve ELs’ English and content skills and 2) provide high-quality, long-term EL-related PD to teachers and administrators and perform parent outreach
- Title III holds districts accountable for ELs’ improvement of English skill and achievement of English proficiency as well as Reading and Math CCRPI Proficiency Targets in grades 3 – 8, American Lit and Analytic Geometry.
- Title III requires more detailed parent notification forms than OCR does – that’s why Title III can fund some “upgraded” OCR forms
- Title III has time-sensitive requirements for parent notification of eligibility and failure to meet accountability goals (AMAOs)
- Title III requires districts to self-evaluate their programs and generate improvement plans, if accountability goals are unmet after two or four years
Questions? Concerns?

Now, on to Title III budgeting training!
Title III, Part A Budgets

Funds that SUPPLEMENT districts’ preexisting funding requirements for English Learners (or Immigrants)

Title III – the cherry on top!
Supplement Not Supplant

The Words Defined

• **Supplement** – To fill in what is lacking

• **Supplant** – Replace

In Other Words:

The district must ask: What would have happened in the absence of Title III federal funds?

Would other monies from the state or local resources or other federal programs have been used to pay for the item or service? If so, and you used Title IIII monies for the item or service........
YOU HAVE JUST SUPPLANTED!
Supplement Not Supplant

Title III, Part A

Federal

State and Local

Richard Woods,
Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org
Supplement Not Supplant

Three situations give rise to a presumption of supplanting:

- the activity is required by local, state, or other federal law
- the LEA uses non-federal funds to provide the same activity for non-Title III students that it provides with Title III funds for Title III students
- the LEA conducted the activity in the prior year with non-federal funds
Supplement Not Supplant

Presume supplanting occurred if federal funds were used to provide services that were provided with non-federal funds in the prior year.

Example: If an LEA used state or local funds to support an after-school EL reading program during school year 2014-2015, a supplanting violation will be presumed if the LEA uses federal funds to support the same program during the year 2015-2016.
Supplement Not Supplant

Any efforts by an LEA or school to reduce state and local funds expended to implement language instruction educational programs serving LEP students based on the receipt of federal Title III grant funds also violates the non-supplanting provision of Title III.
State’s Annual ELP Assessment

Title III funds may not be used to pay for substitute teachers during test administration, for the scoring or reporting of ELP assessment results, for training incentives related to administering the ELP assessment, or for materials or equipment related to the administration of annual ELP assessments.

Note: Title III funds may support the training of district staff in the interpretation of ACCESS score reports, for the purposes of differentiating instruction for English Learners.
Title III

...may not supplant local, state or any other federal funding.
Title III
Translation/Interpretation

• Mandates of the Office for Civil Rights may not be funded through Title III LEP or Immigrant grants

• Information provided to all parents must be provided to LEP and Immigrant parents in a language they can understand, to the extent practicable
Title III
Translation/Interpretation

LEA Responsibilities

• Registration
• PTA Open House
• Parent-Teacher conferences offered to all parents
• Parent meetings offered to all parents
• Day-to-day school-to-home communications
• Report Cards
Title III
Translation/Interpretation

LEA Responsibilities

• Student and/or Parent Handbooks
• RTI Meetings
• Tribunal
• IEP (IDEA)
Hot Topics

• Code 610 – Supplies
  ▪ Provide examples (supplemental classroom supplies; general supplemental instructional resources)
  ▪ Percentage coded under 1000/610 must be proportionate to the total amount of the grant

• Detailed descriptors
  ▪ “above and beyond what the district provides to all teachers” – Supplies; technology

• You can never provide too much information or too much detail in a Title III budget!
Allowable Expenditures

LEP and Immigrant

• Parental Involvement (Language and Culture)
• Supplemental Instructional Resources (related to ELs only)
• Supplemental Instructional Interventions (related to ELs only)
• Professional Learning (related to ELs only)
• Substitute Teachers for Professional Learning (related to ELs only)
Title III-funded personnel

- Ensure that all personnel funded through Title III only perform job responsibilities allowable under Title III law and that the District is not supplanting the OCR, local, State, or other federal responsibilities
- Ensure that all split-funded personnel (split funded between local and federal funds or two federal programs) maintain accurate, up-to-date, and comprehensive Personnel activity reports (PAR)
- Ensure that all personnel funded 100% under Title III complete Semi-annual certifications
Are you administering the grant.....
……or are you implementing the grant?
Title III 2% Cap on Administrative Costs

- Districts have a limit of 2% of the Title III grant award for administration (section 3115(b))

- Administration = administrative costs + indirect costs

- Examples of administrative costs:
  - support staff, coordinators, and other personnel that perform administrative functions

- Indirect costs = organization-wide costs 1) incurred for a common or joint purpose benefiting more than one cost objective, and 2) not readily assignable to the cost objectives specifically benefitted

- Example of indirect costs:
  - utility costs

(OMB Circular A-87)
Title III allows 25% carryover of LEP and Immigrant funds for one fiscal year. However, if you consistently carry over funding, how are you meeting the needs of English Learner and Immigrant students enrolled in your district? How are you ensuring that funding is spent for the activities described in your approved program plan?
Questions? Concerns?

The Home Stretch! On to monitoring training...
Monitor LEAs’ compliance with ESEA Title III law and applicable federal regulations
What does the ESEA law require of LEAs?

LEAs must ensure that children and youth who are limited English proficient, Native American and/or immigrants:

- Attain English proficiency
- Develop high levels of academic attainment in English
- Meet the same challenging state academic standards that all children are expected to meet
GaDOE Title III Monitoring
A Growth Model
Processes & Procedures of Title III Monitoring

Components

- Annual
  - Self Evaluation Instrument

- Approx every three years
  - Desktop
  - On-site

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Describe the programs implemented and activities conducted by the district using Title III funds received during the 2015-2016 school year.
Seven Elements of Title III Monitoring

I. Private School Consultation
II. Records and Maintenance
III. Professional Development
IV. Instructional Programs
V. Evaluation and Accountability
VI. Parental Involvement and Notification
VII. Fiduciary Responsibility
TITLE III
DESKTOP MONITORING INSTRUMENT

NCLB Act of 2001, Title III, Part A
Language Instruction for Limited English Proficient and Immigrant Students

Purpose:
• provides information about an LEA’s policies, practices and procedures as they relate to services for English Learners
• measures compliance with Title III and Title I regulations, as related to EL-services

(Handout of Desktop Monitoring Instrument)
Critical Information when Completing the Desktop Instrument

Directions

1. Review each Element and consider the Review Questions and the LEA requirements listed under each Element. Indicate the supporting documentation you are providing by checking the box that corresponds to each document to support compliance.

2. Documents to Support Compliance must be scanned and filed, in Element order, to a flash drive and submitted to the GaDOE for review. Documents submitted must include the 2014 - 2015 school year and the current school year’s documents to date. Subsequent to the initial review of the flash drive, follow-up requests for additional supporting documents may be made.

3. Mail the LEA’s flash drive loaded with Documents to Support Compliance to: ESOL/Title III Unit, Georgia Department of Education, c/o Title III Unit, 1770 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, Georgia 30334.

4. If you need assistance completing the Desktop Monitoring Instrument, please contact Tammie Smith, Title III/ESOL Program Specialist (southern regions) at tsmith@doe.k12.ga.us or 678-794-3667.
III. Professional Development

Element 3. The LEA provides high quality professional development to teachers and staff, that is designed to improve the instruction and assessment of LEP students, is based on scientifically based research, and is of sufficient intensity and duration to have a positive and lasting impact on the educators’ performance in the classroom.

ESEA Title III Sec. 3115(c)(2)

Review Questions:

- How does the LEA determine the topics for ESOL-related professional development?
- How does the LEA ensure that teachers and administrators are provided long-term or extended ESOL-related professional development?
- Does LEA Title III staff maintain up-to-date knowledge of Title III policies and procedures?

The LEA should:

- Provide evidence that local ESOL needs assessment outcomes impacted local ESOL professional development offerings.
- Provide evidence that ESOL professional development includes ESOL and classroom teachers, principals, administrators and other school or community-based personnel.
- Provide evidence that locally-supported professional development is based on scientifically-based research supportive of English development and subject matter knowledge and does not include one-day or short-term workshops or conferences.
- Provide evidence that the LEA’s ESOL program staff or other LEA staff, if applicable, attended ESOL/Title III trainings/workshops/conferences provided by GaDOE or other non-local entities.

Documents to Support Compliance:

- [ ] LEA professional development plan for ESOL, including ESOL needs assessment, long-range professional development goals, meeting dates, session agendas, handouts, sign-in sheets.
- [ ] Documentation indicating teacher and administrator participation in ESOL-specific PD, including agendas, conference materials, expense statements, etc.
Two Kinds of On-site Monitoring

Cross-Functional Monitoring with other Federal Programs

Independent Title III Monitoring

Similarities

- LEA Notification by Department Title III Unit
- Preparation – Pre-monitoring Technical Assistance Webinar
- *Checklist for Title III Directors* and the *Operational Plan of Onsite Monitoring* and templates
- LEA’s Document Submissions (Non-negotiables) before on-site visit
- Review of LEA Evidence of Compliance (artifacts/documents)
- Review of Student Records
- Interviews of Teachers and Key Leaders
Pre-onsite Review: LEA Non-Negotiable Deliverables

Submitted to the Department no less than four (4) weeks prior to visit (or as specified by the Title III Monitor).

The Department provides templates for

- **District and School Data - Data Monitoring Table**
  - district has the current data
  - there are data that only districts can access

- **EL, EL-M, Immigrant student data, School List and Parent Roster (Data Rosters) (handout)**

- **Schedule of Interviews**
  - ESOL teacher(s), general education teachers of ELs, principals and parents
  - Interviews will be conducted in groups
  - Parent interviews will be conducted by phone
Non-negotiable Deliverables

• Submitted to Department four (4) weeks prior to the visit
• All required documents must be sent electronically or by regular mail (for huge documents)

NOTE: There should be no outstanding documentation at the time of the visit. Every piece of documentation required by the Title III monitor should have been sent to the Department four (4) weeks prior.
Two Kinds of On-site Monitoring

Cross-Functional Monitoring (CFM) with other Federal Programs

Independent Title III Monitoring

Differences

- Structure of Week and Daily Schedule
- Introduction and Exit Meetings
- Monitoring Reports
# Pre-visit Data for Review

**TITLE III ONSITE MONITORING**  
**DOCUMENT SUBMISSION LIST**  
*NCLB Act of 2001, Title III, Part A*  
Language Instruction for Limited English Proficient and Immigrant Students

<table>
<thead>
<tr>
<th>LEA Name:</th>
<th>Due Date:</th>
</tr>
</thead>
</table>

The Title III Monitoring Document Submission List provides information to the Georgia Department of Education about an LEA’s policies, practices and procedures as they relate to services for English Learners. These submissions constitute a component of the official monitoring of the LEA’s Title III program, and federal compliance determinations are made on the basis of the evidences submitted by the LEA and information gathered during the on-site visit.

**Directions**

1. **Document Submission List** must be scanned and filed, in Element order, onto a flash drive and submitted to the GaDOE for review. **Documents submitted** must include samples from the 2014-2015 school year and the current school year to date. Subsequent to the initial review of the flash drive, follow-up requests for additional supporting documents will be made at the onsite visit.

2. Mail the LEA’s flash drive loaded with **Document Submission List** to: ESOL & Title III Unit, c/o Kim Lacewell, Georgia Department of Education, 1770 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, Georgia 30334.
VII. Fiduciary Responsibility

☐ Copy of district’s core ESOL program plan (a.k.a. OCR plan)

☐ Evidence that the district attended technical assistance trainings on supplement, not supplant regulations

For Independent Title III LEAs:

☐ Percent of Title III LEP allocation carried over for each of the past 2 years

☐ Complete list of system expenditures of Title III funds from July 1 to June 30 of the most recent fiscal year, (Selected purchase orders will be requested for review during onsite visit.)

☐ Copies of purchase orders for all system expenditures of Title III funds from July 1 to June 30 of the most recent fiscal year for the system’s international enrollment/welcome center (if applicable)

☐ Copy of procedures for inventorying equipment purchased with Title III funds

☐ Copy of location in district’s finance policy that indicates compliance with OMB Circular A-87 and EDGAR

☐ Sampling of personnel time and effort logs, Personnel Activity Reports and documents supporting functions and responsibilities of staff whose salaries are supported with Title III funds

For Title III Consortium LEAs only:

☐ Documentation of requests, approvals and purchase orders of expenditures for Title III Consortium funding (Do not submit; GaDOE has documentation on file.)

For any district receiving an Immigrant allocation:

☐ Percent of Title III Immigrant allocation carried over for each of the past 2 years

☐ Complete list of system expenditures of Immigrant funds from July 1 to June 30 of the most recent fiscal year (Select purchase orders will be requested for review during onsite visit.)

☐ List of qualifying immigrant students, their country of birth, date of entry in U.S. schools and their EL status.

☐ List of activities performed/matериалы purchased with Immigrant funds and how these activities/matериалы supported the special needs of immigrant children and youth. (Note: Activities should reflect the fact that not all immigrant students require language support services.)
Documents you must collect, organize, and make available during an on-site monitoring visit

(Handout of Document Submission List)

Like This!

Not This!
Practice: Let’s go over one element.....

Element III. Professional Development

• Evidence that ESOL professional development includes ESOL and classroom teachers, principals, administrators and other school or community-based organizational personnel.

• Evidence that locally-supported professional development is based on scientifically based research supportive of English development and subject matter knowledge, ongoing and sustained and does not include one-day or short-term workshops or conferences.

(Continue with handout)
Review of Student Records

Student selection for document review will be based on the following criteria:

- EL-Y
- EL-M 1 and 2
- ELs who are parentally-waivered, if applicable

Districts will receive notification regarding which student records to pull for review approximately 1 week prior to the on-site visit.
Evidences of Best Practices in Student Record Keeping and Data Use

(Handout)
Evidences of Compliance in Student Record Keeping and Data Use (Non-negotiables)

ESEA Title III Sec 3121, 3302, and Title I Sec 1111

(Handout)
Other Important Elements of the Monitoring Process

- Title III Monitoring Report (CFM and Independent)
- Corrective Action Plan, Progress Reports, and due date for completion of CAP
- Post Monitoring Visit/Technical Assistance
- Assignment of Cleared/Compliant Status
Helpful Resources


GaDOE ESOL/Title III Page
http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

Section on Title III On-site Monitoring Protocol
Resources


• Office of Management & Budget (OMB) Circular A-87: http://www.whitehouse.gov/omb/circulars_a087_2004/

• EDGAR – (See parts 76 and 80 in particular) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html
Questions? Concerns?

Thank you!

Congratulations – You are Trained! 😊