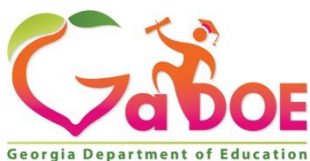


Title I, Part A, Section 1003(a) School Improvement Grants Funding Guidelines

Division of School and District Effectiveness
July 2020



July 2020



Overview

The Title I Section 1003 school improvement grants provide financial resources to local educational agencies (LEAs) on behalf of Title I schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) as defined by the Every Student Succeeds Act (ESSA). School improvement funding supports the identified needs outlined in the school's improvement plan.

Upon identification, districts sign a Memorandum of Agreement (MOA) with the Georgia Department of Education (GaDOE). Once the MOA is signed, School and District Effectiveness (SDE) staff will provide support to schools and districts in reviewing school improvement plans and identifying any additional needs. SDE staff will collaborate with schools and districts to complete a justification of expenses form for the allocation of 1003 school improvement funds. This document will specify how the funds beginning **July 1, 2020 through September 30, 2021** align to the school improvement plan and include strong, moderate, or promising evidence-based interventions that will impact student achievement. Districts will also complete a district plan of support for identified schools, describing district support to identified schools that is above and beyond the support provided to non-identified schools.

Allocations

Grants are awarded to the district on behalf of identified schools to support school improvement efforts, attendance at GaDOE required professional learning, and adherence to the guidelines outlined in the MOA.

Category	Minimum 1003 Allotment
CSI – Lowest 5% or former TSI schools	\$150, 000.00
CSI – Graduation Rate less than or equal to 67%; only identification	\$75, 000.00
CSI – Alternative Education schools	\$75, 000.00
CSI – Promise Schools – Lowest 5.1%-10%	\$20, 000.00
TSI – Subgroup performing in bottom 5% of at least 50% of CCRPI components	\$75, 000.00
CTO Schools – schools supported by CTO will get additional funds	\$25,000.00



Plan for Submission and Approval of Application and Budget for FY21

1. School and District Effectiveness (SDE) staff provide support to schools and districts in reviewing school improvement plans and identifying any additional needs that can be supported by 1003 school improvement funds.
2. The continuous improvement team (CIT), which includes the principal, School Effectiveness Specialist (for CSI), RESA School Improvement Specialist (where applicable), District Effectiveness Specialist (DES), and district personnel, review needs and research evidence-based interventions and practices that address the identified needs.
3. Federal Programs Director (and any other district personnel) collaborate with the CIT to complete a justification of expenses form for the allocation of 1003 school improvement funds.
4. Districts submit the justification of expenses for evidence-based interventions to the DES by October 30, 2020.
5. Once complete, the district emails the Excel version of the justification of expenses to the DES. They review and email the document to the area program manager (and copy the district point of contact and SES as applicable) with the following statement:
"I am attaching the FY21 justification of expenses for _____ (school) in _____ (district). This email serves as verification that we have collaborated with the principal and district personnel to ensure the expenditures align to the needs outlined in the school improvement plan and are evidence-based with a rating of strong, moderate, or promising."

Program managers will review and send any feedback (including required changes) and/or approval to the DES (and copy the Atlanta office program) manager by November 15, 2020 for them to communicate with the district.
6. Federal Programs Director imports budget or aggregate of budgets into the Consolidated Application and attaches the justification of expenses for each school by November 30, 2020.
7. The Superintendent reviews and approves the budget and signs off on the assurances outlined.
8. Once budgets are submitted the operations specialist sends the budget to the program manager and DES to review, ensuring documented collaboration and alignment between the justification of expenses and the submitted budget.
9. Once approved by the program managers, the budgets are approved in the Consolidated Application, and communication is sent to the district.
10. If a budget needs to be amended, the changes must be recorded on the existing justification of expenses and go through the approval process beginning at step #5 (above).



Consolidation of Funds

If a district consolidates Title I, 1003(a) school improvement funds they are not required to submit a justification of expenses for the identified school(s) but must complete the intent and purpose document provided in the Consolidation of Funds Manual. SDE staff will still work with the schools to select the best possible intervention to meet the identified needs outlined in the school's improvement plan.

Allowable Expenses

Items purchased with Title I 1003 (a) school improvement funding **must be directly related to instruction**, supplemental to classroom instruction, or provide professional learning opportunities that support instruction. Items purchased **may** include:

- **Salaries and benefits** (instructional and academic coaches, consultants, teacher stipends and substitutes, tutors supplementing classroom instruction, summer school)
- **Supplemental instructional materials and supplies** (core subject area books, periodicals, leveled readers, guides, kits, manipulatives for ELA/literacy, math, science, and social studies, evidence-based programs for student achievement remediation, acceleration, and enhancement)
- **Instructional assessment and data collection and analysis** (learning/instructional management systems, including electronic repositories to store and track information, assessments, and data analysis tools)
- **Instructional technology** (laptop computers and upgraded infrastructure, digital and interactive boards, evidence-based academic software programs for instruction, testing, and assessment, supplemental and accessory equipment, i.e., printers, projectors, mobile storage and protective devices, and wiring components)
- **Professional learning opportunities** (State mandated trainings, curriculum and instruction conferences and trainings pertinent to school leaders and teachers, travel mileage, meals, and lodging, dues, and registration fees)
- **Extended learning programs** (after school, Saturday school, and summer school programs including transportation and fuel)



Impermissible Expenses

- **Indirect costs**
- **Supplies not related to selected evidence-based interventions** (clinic, cleaning, cafeteria, shredders, fax machines, desk organizers/calendars, planners, student agendas, bulletin board materials, and storage containers or bins)
- **Rewards and incentives** (trophies, plaques, certificates, door prizes, raffle items, food/drinks and/or decorations for celebrations)
- **Marketing items** (brochures, banners, and personalized items/clothing with school name)
- **Personal items** (clothing, personal gifts, housewares, clocks, bicycles, watches, and furniture that is not part and parcel to an approved instructional intervention)

Monitoring Funds and Expenditures

Monitoring funds is a critical step in the funding process. Once budgets are approved, the continuous improvement teams (school and district) will support the identified schools in planning for implementation. This includes a detailed process for how the interventions purchased with school improvement funds will be implemented, monitored, and evaluated for impact. In addition, reviewing data from interventions will be ongoing and part of the continuous improvement team meetings.

The DES plays a critical role in collaborating with the district to ensure it is meeting drawdown benchmarks established by SDE. Monitoring expenditures and the impact chosen interventions are having on the identified schools should be on ongoing discussion as the DES monitors the district plan of support.

Timeline

DATE	Timeline/1003(a) Drawdown Benchmarks
June 18, 2020	LEA Allocations approved by the State BOE
July 31, 2020	<ul style="list-style-type: none"> • School improvement plan(s) for identified schools due • District plan of support due
October 30, 2020	Justification of expenses due
November 30, 2020	Budgets imported into the Consolidated Application
March 31, 2021	50% of FY21 1003a funds expended
June 30, 2021	75% of FY21 1003a funds expended
Sept. 30, 2021	100% of FY21 1003a funds expended



Evidence-Based Interventions

Evidence-based interventions are those which have research evidence supporting their success. Evidence-based (as defined by U.S. Department of Education) refers to an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- **Strong** evidence from at least one well-designed and well-implemented experimental study
- **Moderate** evidence from at least one well-designed and well-implemented quasi-experimental study
- **Promising** evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias

It includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The essential purpose of selecting evidence-based interventions is to ensure that federal funds are spent on policies, strategies, activities, and services that have a **proven** impact on student achievement. Without an evidenced-based rating, federal funds **cannot** be used to support the initiative.

Evidence-based interventions must be connected to a specific goal that is well-defined, observable, and measurable. In addition, they must have specific, defined, step-by-step plans for implementation and include ongoing progress monitoring of the students' response to the intervention.

Inappropriately cited evidence includes:

- Articles (if an article cites a study, then find the study on an approved site)
- Books (if a book cites a study, then find the study on an approved site)
- No citation (if no evidence is cited, then the item cannot be approved)

The work of the SDE staff is to support and coach schools and districts in selecting (and planning implementation of) effective interventions that positively impact student achievement.



Resources for Selecting Evidence-Based Interventions

This [link](#) takes you to a GaDOE site that outlines the process for selecting evidence-based interventions as well as valuable resources for implementation. In addition, you can use the following resources to find evidence-based practices:

- For more information on evidence-based interventions, see Georgia Insights at www.georgiainsights.com/
- Use these links to help find an activity/practice/intervention that has the highest level of evidence that meets the identified need:
 - [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
 - [Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
 - [Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
 - [Evidence for ESSA](#), available February/March 2017 (categorized in ESSA evidence tiers)
 - [RAND report on school leadership interventions under ESSA](#) (categorized in ESSA evidence tiers)
 - [Using Evidence to Create Next Generation High Schools](#), developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
 - [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#), developed by the Every Student Graduates Center at Johns Hopkins University
 - [Effective Practices Research Briefs](#), developed by the Center on Innovations in Learning; the strength of evidence ratings are intended to provide a broad snapshot of the degree to which each effective practice area is supported by high-quality research



District checklist

Consider using this checklist prior to submitting the justification of expenses document.

	Yes	No	Comments/Feedback
Did the school and district staff collaborate with SDE staff to develop the justification of expenses (JoE)?			
Are all elements of the JoE complete?			
Has the district created a plan of support that outlines what they will do to support the identified school(s) that is above and beyond the support provided to others?			
Does the plan of support outline what the district is doing above and beyond what it does for other schools?			
Is there a clear alignment of the district plan of support to the needs outlined in the school's improvement plan (and the reason for federal identification)?			
Are expenses evidence-based?			
Are expenses aligned to the school's needs?			
Is proper documentation provided?			
The expenses clearly support the school's improvement plan?			
Are expenses reasonable/appropriate? *			
Are expenses necessary? *			
Are expenses justified?			

*Guiding questions to consider when determining reasonable and necessary:

Is the cost reasonable to address a valid need? Is the expense in compliance with laws, regulations, and 1003 guidelines? Is the cost a fair rate? Does the LEA have the capacity to use the purchase? Will the expenditure have an educational benefit within the period of availability? Is the cost commensurate with the benefit received?



Function and Object Codes

Configured Function 1000 – INSTRUCTION

110 – TEACHERS	300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
113 – SUBSTITUTE/TEMPORARY EMPLOYEE	321 – Contracted Service – Teachers
115 – EXTENDED DAY – TEACHERS	432 – Repair and Maintenance Services – Technology Related
116 – PROFESSIONAL DEVELOPMENT STIPENDS	530 – COMMUNICATION
117 – EXTENDED YEAR	580 – TRAVEL – EMPLOYEES
140 – AIDES AND PARAPROFESSIONALS	595 – OTHER PURCHASED SERVICES
161 – TECHNOLOGY SPECIALIST	610 – SUPPLIES
162 – PLANNING & EVALUATION PERSONNEL	611 – Supplies – Technology Related
199 – Other Salaries and Compensation	612 – COMPUTER SOFTWARE
200 – EMPLOYEE BENEFITS	615 – EXPENDABLE EQUIPMENT
210 – State Health Insurance	616 – EXPENDABLE COMPUTER EQUIPMENT
220 – FICA	641 – TEXTBOOKS - Printed
230 – Teachers Retirement System	642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
240 – Teachers Retirement System	734 – PURCHASE OR LEASE-PURCHASE OF EQUIPMENT – TECHNOLOGY RELATED
250 – Unemployment Compensation	810 – DUES AND FEES
260 – Workmen's Compensation	890 – OTHER EXPENDITURES
290 – Other Employee Benefits	

Configured Function 2100– PUPIL SERVICES

172 – ELEMETARY COUNSELOR	270 – On Behalf Payments
173 – SECONDARY COUNSELOR	280 – Benefit in Lieu of Social Security
176 – SCHOOL SOCIAL WORKER	290 – Other Employee Benefits
178 – Graduation Coach	300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
191 – OTHER ADMINISTRATIVE PERSONNEL	530 – COMMUNICATION
200 – EMPLOYEE BENEFITS	532 – Communications – Web-based Subscriptions and Licenses
210 – State Health Insurance	595 – OTHER PURCHASED SERVICES
220 – FICA	610 – Supplies
230 – Teachers Retirement System	612 – COMPUTER SOFTWARE
240 – Employees Retirement System	616 – EXPENDABLE COMPUTER EQUIPMENT
250 – Unemployment Compensation	642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
260 – Workmen Compensation	

Configured Function 2210 – IMPROVEMENT OF INSTRUCTIONAL SERVICES

110 – TEACHERS	260 – Workmen's Compensation
113 – SUBSTITUTE/TEMPORARY EMPLOYEE	280 – Benefit in Lieu of Social Security
114 – SUBSTITUTE/TEMPORARY EMPLOYEE	290 – Other Employee Benefits
115 – EXTENDED DAY – TEACHERS	300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
116 – PROFESSIONAL DEVELOPMENT STIPENDS	321 – Contracted Service - Teachers
117 – EXTENDED YEAR	432 – Repair and Maintenance Services – Technology Related
140 – AIDES AND PARAPROFESSIONALS	532 – Communications – Web-based Subscriptions and Licenses
161 – TECHNOLOGY SPECIALIST	580 – TRAVEL – EMPLOYEES
172 – ELEMETARY COUNSELOR	595 – OTHER PURCHASED SERVICES
173 – SECONDARY COUNSELOR	610 – SUPPLIES
176 – SCHOOL SOCIAL WORKER	611 – Supplies – Technology Related
178 – Graduation Coach	612 – COMPUTER SOFTWARE
191 – OTHER ADMINISTRATIVE PERSONNEL	615 – EXPENDABLE EQUIPMENT
199 – Other Salaries and Compensation	616 – EXPENDABLE COMPUTER EQUIPMENT
200 – EMPLOYEE BENEFITS	641 – TEXTBOOKS - Printed
210 – State Health Insurance	642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
220 – FICA	810 – DUES AND FEES
230 – Teachers Retirement System	890 – OTHER EXPENDITURES
240 – Employees Retirement System	
250 – Unemployment Compensation	



Configured Function 2213 – INSTRUCTIONAL STAFF TRAINING (Configured Objects below)

110 – TEACHERS	595 – OTHER PURCHASED SERVICES
113 – SUBSTITUTE/TEMPORARY EMPLOYEE	610 – SUPPLIES
115 – EXTENDED DAY – TEACHERS	611 – Supplies – Technology Related
116 – PROFESSIONAL DEVELOPMENT STIPENDS	612 – COMPUTER SOFTWARE
191 – OTHER ADMINISTRATIVE PERSONNEL	615 – EXPENDABLE EQUIPMENT
199 – Other Salaries and Compensation	616 – EXPENDABLE COMPUTER EQUIPMENT
200 – EMPLOYEE BENEFITS	620 – ENERGY
220 – FICA	640 – Digital/Electronic Textbooks
260 – Workmen's Compensation	641 – TEXTBOOKS - Printed
290 – Other Employee Benefits	642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	810 – DUES AND FEES
321 – Contracted Service - Teachers	890 – OTHER EXPENDITURES
580 – TRAVEL – EMPLOYEES	

Configured Function 2220 – EDUCATIONAL MEDIA SERVICES (Configured Objects below)

532 – Communications – Web-based Subscriptions and Licenses
610 – SUPPLIES
612 – COMPUTER SOFTWARE
615 – EXPENDABLE EQUIPMENT
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS

Configured Function 2300 – GENERAL ADMINISTRATION (Configured Objects below)

190 – OTHER MANAGEMENT PERSONNEL	240 – Employees Retirement System
191 – OTHER ADMINISTRATIVE PERSONNEL	300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
199 – Other Salaries and Compensation	580 – TRAVEL – EMPLOYEES
200 – EMPLOYEE BENEFITS	595 – OTHER PURCHASED SERVICES
210 – State Health Insurance	610 – SUPPLIES
220 – FICA	890 – OTHER EXPENDITURES
230 – Teachers Retirement System	

Configured Function 2400 – SCHOOL ADMINISTRATION (Configured Objects below)

190 – OTHER MANAGEMENT PERSONNEL	220 – FICA
191 – OTHER ADMINISTRATIVE PERSONNEL	230 – Teachers Retirement System
199 – Other Salaries and Compensation	240 – Employees Retirement System
200 – EMPLOYEE BENEFITS	260 – Workmen's Compensation
210 – State Health Insurance	290 – Other Employee Benefits

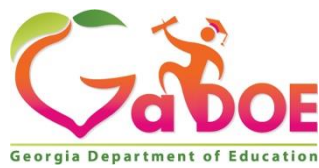
Configured Function 2700 – STUDENT TRANSPORTATION SERVICE (Configured Objects below)

180 – BUS DRIVERS	260 – Workmen Compensation
190 – OTHER MANAGEMENT PERSONNEL	280 – Benefit in Lieu of Social Security
200 – EMPLOYEE BENEFITS	290 – Other Employee Benefits
210 – State Health Insurance	519 – Student Transportation Purchased from Other Sources
220 – FICA	595 – OTHER PURCHASED SERVICES
230 – Teachers Retirement System	620 – ENERGY
250 – Unemployment Compensation	890 – OTHER EXPENDITURES

Configured Function 2900 – OTHER SUPPORT SERVICES (Configured Objects below)

177 – Family Services/Parent Coordinator	300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
191 – OTHER ADMINISTRATIVE PERSONNEL	530 – COMMUNICATION
199 – OTHER SALARIES AND COMPENSATION	580 – TRAVEL - EMPLOYEES
200 – EMPLOYEE BENEFITS	595 – OTHER PURCHASED SERVICES
210 – State Health Insurance	610 – SUPPLIES
220 – FICA	642 – BOOKS (OTHER THAN TEXT) AND PERIODICALS
230 – Teachers Retirement System	810 – DUES AND FEES
250 – Unemployment Compensation	890 – OTHER EXPENDITURES
260 – Workmen Compensation	
280 – Benefit in Lieu of Social Security	
290 – Other Employee Benefits	





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