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

Division of School and District Effectiveness
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.

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


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 leaning 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

<table>
<thead>
<tr>
<th>DATE</th>
<th>Timeline/1003(a) Drawdown Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18, 2020</td>
<td>LEA Allocations approved by the State BOE</td>
</tr>
<tr>
<td>July 31, 2020</td>
<td>• School improvement plan(s) for identified schools due</td>
</tr>
<tr>
<td></td>
<td>• District plan of support due</td>
</tr>
<tr>
<td>October 30, 2020</td>
<td>Justification of expenses due</td>
</tr>
<tr>
<td>November 30, 2020</td>
<td>Budgets imported into the Consolidated Application</td>
</tr>
<tr>
<td>March 31, 2021</td>
<td>50% of FY21 1003a funds expended</td>
</tr>
<tr>
<td>June 30, 2021</td>
<td>75% of FY21 1003a funds expended</td>
</tr>
<tr>
<td>Sept. 30, 2021</td>
<td>100% of FY21 1003a funds expended</td>
</tr>
</tbody>
</table>
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](https://www.georgiainsights.com/) 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/](https://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](https://whatworksclearinghouse.net/), 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](https://www.pathtosharedsuccess.org/results-f1st/), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
  - [Best Evidence Encyclopedia](https://bestevidenceencyclopedia.com/), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
  - [Evidence for ESSA](https://www.ed.gov/ess/), available February/March 2017 (categorized in ESSA evidence tiers)
  - [RAND report on school leadership interventions under ESSA](https://www.rand.org/content/dam/rand/pubs/research_reports/RR499.pdf) (categorized in ESSA evidence tiers)
  - [Using Evidence to Create Next Generation High Schools](https://www2.ed.gov/dates/2015/03/rgcns-46/index.html), 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](https://www.everystudentsgraduates.org/), developed by the Every Student Graduates Center at Johns Hopkins University
  - [Effective Practices Research Briefs](https://www.everystudentsgraduates.org/), 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.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments/Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the school and district staff collaborate with SDE staff to develop the justification of expenses (JoE)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all elements of the JoE complete?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the plan of support outline what the district is doing above and beyond what it does for other schools?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expenses evidence-based?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expenses aligned to the school’s needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is proper documentation provided?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The expenses clearly support the school’s improvement plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expenses reasonable/appropriate? *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expenses necessary? *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expenses justified?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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
113 – SUBSTITUTE/TIMORARY EMPLOYEE
115 – EXTENDED DAY – TEACHERS
116 – PROFESSIONAL DEVELOPMENT STIPENDS
117 – EXTENDED YEAR
140 – AIDES AND PARAPROFESSIONALS
161 – TECHNOLOGY SPECIALIST
162 – PLANNING & EVALUATION PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
240 – Teachers Retirement System
250 – Unemployment Compensation
260 – Workmen’s Compensation
290 – Other Employee Benefits

300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
321 – Contracted Service – Teachers
432 – Repair and Maintenance Services – Technology Related
530 – COMMUNICATION
580 – TRAVEL – EMPLOYEES
595 – OTHER PURCHASED SERVICES
610 – SUPPLIES
611 – Supplies – Technology Related
612 – COMPUTER SOFTWARE
615 – EXPENDABLE EQUIPMENT
616 – EXPENDABLE COMPUTER EQUIPMENT
641 – TEXTBOOKS - Printed
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
734 – PURCHASE OR LEASE-PURCHASE OF EQUIPMENT – TECHNOLOGY RELATED
810 – DUES AND FEES
890 – OTHER EXPENDITURES

Configured Function 2100 – PUPIL SERVICES
172 – ELEMETARY COUNSELOR
173 – SECONDARY COUNSELOR
176 – SCHOOL SOCIAL WORKER
178 – Graduation Coach
191 – OTHER ADMINISTRATIVE PERSONNEL
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
240 – Employees Retirement System
250 – Unemployment Compensation
260 – Workmen Compensation

270 – On Behalf Payments
280 – Benefit in Lieu of Social Security
290 – Other Employee Benefits
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
530 – COMMUNICATION
532 – Communications – Web-based Subscriptions and Licenses
595 – OTHER PURCHASED SERVICES
610 – Supplies
612 – COMPUTER SOFTWARE
616 – EXPENDABLE COMPUTER EQUIPMENT
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS

Configured Function 2210 – IMPROVEMENT OF INSTRUCTIONAL SERVICES
110 – TEACHERS
113 – SUBSTITUTE/TIMORARY EMPLOYEE
114 – SUBSTITUTE/TIMORARY EMPLOYEE
115 – EXTENDED DAY – TEACHERS
116 – PROFESSIONAL DEVELOPMENT STIPENDS
117 – EXTENDED YEAR
140 – AIDES AND PARAPROFESSIONALS
161 – TECHNOLOGY SPECIALIST
172 – ELEMETARY COUNSELOR
173 – SECONDARY COUNSELOR
176 – SCHOOL SOCIAL WORKER
178 – Graduation Coach
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
240 – Employees Retirement System
250 – Unemployment Compensation

260 – Workmen’s Compensation
280 – Benefit in Lieu of Social Security
290 – Other Employee Benefits
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
321 – Contracted Service - Teachers
432 – Repair and Maintenance Services – Technology Related
532 – Communications – Web-based Subscriptions and Licenses
580 – TRAVEL – EMPLOYEES
595 – OTHER PURCHASED SERVICES
610 – SUPPLIES
611 – Supplies – Technology Related
612 – COMPUTER SOFTWARE
615 – EXPENDABLE EQUIPMENT
616 – EXPENDABLE COMPUTER EQUIPMENT
641 – TEXTBOOKS - Printed
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
810 – DUES AND FEES
890 – OTHER EXPENDITURES
Configured Function 2213 – INSTRUCTIONAL STAFF TRAINING (Configured Objects below)

110 – TEACHERS
113 – SUBSTITUTE/TEMPORARY EMPLOYEE
115 – EXTENDED DAY – TEACHERS
116 – PROFESSIONAL DEVELOPMENT STIPENDS
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
220 – FICA
260 – Workmen’s Compensation
290 – Other Employee Benefits
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
321 – Contracted Service - Teachers
580 – TRAVEL – EMPLOYEES

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

532 – Communications – Web-based Subscriptions and Licenses
610 – SUPPLIES
615 – COMPUTER SOFTWARE
640 – Digital/Electronic Textbooks
641 – TEXTBOOKS - Printed
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
810 – DUES AND FEES
890 – OTHER EXPENDITURES

Configured Function 2300 – GENERAL ADMINISTRATION (Configured Objects below)

190 – OTHER MANAGEMENT PERSONNEL
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System

Configured Function 2400 – SCHOOL ADMINISTRATION (Configured Objects below)

190 – OTHER MANAGEMENT PERSONNEL
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance

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

180 – BUS DRIVERS
190 – OTHER MANAGEMENT PERSONNEL
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
250 – Unemployment Compensation

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

177 – Family Services/Parent Coordinator
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – OTHER SALARIES AND COMPENSATION
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
250 – Unemployment Compensation
260 – Workmen Compensation
280 – Benefit in Lieu of Social Security
290 – Other Employee Benefits