



FY19 Title II, Part A Fall Budget Technical Assistance Webinar

Title II, Part A Education Program Specialists

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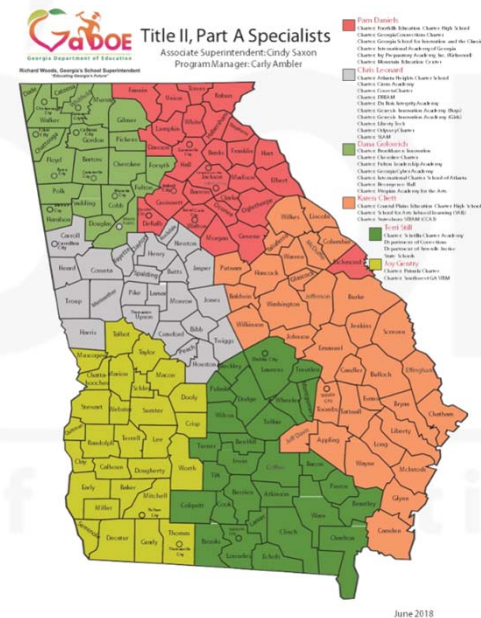
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Agenda



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Veteran and New Coordinators

Closing Out FY18

FY19 Budget Entry

Lessons Learned from FY18

Updates for FY19

New Coordinators

Overview of Fundamentals

Georgia Department of Education



Closing Out FY18

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Reminders



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Reminders Closing Out FY18 and Going Into FY19

- Review FY18 expenditures for allowability prior to closing out the year
 - Charges to the grant are allowable and align with the ESSA PL Definition.
 - Participants who receive professional learning are allowable under ESSA.
 - Charges that have been reclassified into Title II, Part A are supported by source documentation.
 - Drawdowns match expenditures and adjustments made if needed

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Reminders



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Reminders Closing Out FY18 and Going Into FY19

- If your LEA transferred funds, ensure your LEA has drawn down the total amount transferred
- Review the FY18 completion report prior to submission for accuracy. The FY18 completion report is due on or before October 31, 2018. New charters in FY18 requiring assistance should reach out early to Grants Accounting for support.
- Review FY18 source documentation to complete column 8 of the FY18 Title II, Part A Budget Attachment: Effectiveness for upload with the FY19 Budget

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FY18 Budget Attachment: Effectiveness



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Title II, Part A FY18 Budget Attachment: Effectiveness
Upload to Consolidated Application Attachments Tab
Due October 1, 2017 (required prior to Budget Approval)

Directions:

The Georgia Department of Education requires local education agencies (LEA) to determine the effectiveness of Title II, Part A funded activities (ESSA Section 2104(a)(1) and 2 CFR §200.301).

- The FY18 Title II, Part A Budget Attachment: Effectiveness below must be completed (Columns 1-7) for each Title II, Part A funded strategy/action step. The FY18 Title II, Part A Budget Attachment: Effectiveness must be uploaded to the Consolidated Application with the FY18 Title II, Part A Budget.
- Column 8, Effectiveness & Next Steps, is to be completed at the end of FY18. The completed FY18 Title II, Part A Budget Attachment: Effectiveness (Columns 1-8) must be uploaded to the Consolidated Application with the FY19 Title II, Part A Budget. The data and analysis of data supporting the effectiveness described in Column 8 must be maintained in the LEA files.

Fiscal Year	2018	LEA Name		LEA Coordinator			
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Goal/Need	Strategy/Action Step	Allowability	Evidence Based	Effectiveness Data	Administration	Timeline	Effectiveness & Next Steps
<ul style="list-style-type: none"> • Goal(s)-DIP • Equity Need(s) • Program Strength/Challenge-CNA 3.2.7 Being Addressed 	Title II, Part A Funded Strategies/Action Steps Selected to Achieve Goal [PL activities must align to ESSA Definition Sec. 8101(42) & SBOE Rule160-3-3-.04]	Under which local use of funds is the strategy/action step authorized? [Sec. 2103]	<ul style="list-style-type: none"> • Strong • Moderate • Promising [Sec. 8101(21)]	Data to be Collected to Monitor and Measure Effectiveness of Funded Strategies/Action Steps	Person(s) Responsible for Collecting, Coordinating and Analyzing Data	Timeline for Collecting Coordinating and Analyzing Data	Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step? If adjust, please explain



FY19 Budget Entry

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Budget Submission Resources



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Budget Guidance

- ESSA Title II, Part A Local Use of Funds & PL Quick Reference (06.2018)
 - LINK: USDE What Works Clearinghouse Webpage
 - LINK: Evidence for ESSA Webpage
 - LINK: National Clearinghouse for Educational Facilities
 - LINK: Educational Resources Information Center (ERIC)
 - LINK: Top Tier Evidence
- Title II, Part A Essential Questions for Determining Allowability (06.12.18)
- Title II, Part A Budget Function and Object Codes (05.03.18)
 - LINK: GaDOE LUA Chart of Accounts Webpage
- Title II, Part A Class Size Reduction Quick Guide (06.12.18)
- LINK: Consolidation Of Funds

FY19 Budget Review Checklist & Attachments

- Title II, Part A Budget Review Checklist - Word (06.12.18)
 - Title II Part A Budget Attachment: Assertions & Effectiveness (06.12.18)
 - Title II, Part A Budget Attachment: Class Size Reduction (04.06.18)
 - Title II, Part A Budget Attachment: Equitable Services (07.26.18)
 - Title II, Part A Budget Attachment: School Level Allocations (06.08.18)
 - Title II, Part A FY19 Budget Attachment Requirement Chart (06.22.18)

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Before You Budget



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Essential Questions for Identifying and Planning for Title II, Part A Funded Activities/ Strategies	
	Does the activity/ strategy meet the purpose of Title II?
	How is the activity/ strategy aligned to the District Comprehensive Needs Assessment and District Improvement Plan?
	Is the activity/ strategy one of the ESSA Title II, Part A Local Use of Funds Types of Activities? Is it a strategy recommended in the non-regulatory guidance Building Systems of Support for Excellent Teaching and Leading (2016)?
	Is the activity/ strategy evidence-based using the Title VIII definition?
	If professional development, does the PD align with the Title VIII definition?
	Will the LEA be able to determine and report how the chosen activity/ strategy improved teacher, principal or other school leader effectiveness? How will the activity/ strategy be documented?
	Is the activity/ strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under Title II?
	Does the activity/ strategy comply with the Code of Federal Regulations (2 CFR Part 200, 34 CFR Part 76, 34 CFR Part 81)?

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Writing Budget Descriptions



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What can I do to get my budget approved quickly?

- **USE THE BUDGET CHECKLIST**
- **WRITE AWESOME DESCRIPTIONS**
- Use the Georgia LUA Chart of Accounts and Title II, Part A Function and Object Code Quick Guide
- Only budget items allowable under the Title II, Part A local use of funds (including content/focus and intended participants of the PL or training – avoid acronyms)
- Align budget line items with goals, equity gaps, strengths, challenges and/or S-CLIP response

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Writing Budget Descriptions



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What can I do to get my budget approved quickly?

- Include evidence base for PL and CSR
- Ensure items are necessary, reasonable, allocable, and consistent with grant and CFR requirements (including supplement v supplant)
- If coordinating funds for purchase include the % funded by Title II (for example: contracts, personnel, equipment, and software)
- Name Attachments Consistently and Identify Grant
 - Example "IIA FY19 Budget Assertions & Effectiveness"

*While budget items may appear allowable based on provided budget descriptions, Title II, Part A expenditures continue to be subject to allowability tests during monitoring.

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Title II, Part A Budget Descriptions



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Well developed descriptions:

- Illustrate allowability
- Assert Alignment to DIP Needs/ Equity Gaps/IIA Strengths or Challenges/S-CLIP 4a or 4c for every line item except 2230 & 2300
- Address proration of jobs/ items
- Prioritize High Poverty CSI/ TSI Schools
- Prioritize Low Performing High Poverty and High Minority Schools
- Ensure correct indirect cost rate
- Include the evidence-base for PL activities & CSR

Well Developed

Description



DIP Need 1: Salary for Academic Coach (30% Title II, Part A, 70% Title I) (Strong EB) shared between CSI and high poverty schools for job-embedded PL on middle school math (high needs area)

<p>BUDGET ALIGNMENT TO NEEDS & PLANS Budget aligns with LEA goals/needs as outlined in:</p> <ul style="list-style-type: none"> • SLDS: CNA, District Improvement Plan with Embedded LEA Equity Action Plan OR • Amendment Overlay: CNA, District Improvement Plan with attached LEA Equity Action Plan OR • S-CLIP: 4.a/4.c Responses with attached LEA Equity Action Plan <p><u>Every budget line item (except Functions 2230 and 2300) directly asserts alignment with a Strength, Challenge, Goal, Gap or S-CLIP Response.</u></p> <p><i>Recommended format for budget descriptions:</i></p>	<p>Approved</p> <input checked="" type="checkbox"/>	<p>Edit Line Items for Alignment</p> <input type="checkbox"/>	<input type="checkbox"/> IIA Strengths <input type="checkbox"/> IIA Challenges <input type="checkbox"/> DIP Goal 1 <input type="checkbox"/> DIP Goal 2 <input type="checkbox"/> DIP Goal 3 <input type="checkbox"/> DIP Goal 4 <input type="checkbox"/> Equity Gap 1 <input type="checkbox"/> Equity Gap 2	
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Title II, Part A Budget Descriptions



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Well Developed

Description

DIP/Overarching Need 1 Literacy PD Training to support K-2 Title I elementary teachers' implementation of Fountas & Pinnell Leveled Literacy Intervention (Strong EB)

Well Developed

Description

IIA Challenge – Continue to improve middle school Math PD - Books for teachers and instructional coaches in Math PLC Lesson Study on Algebraic representations (Promising/Minimal EB)

Well Developed

Description

Equity Gap #2 Retention Stipends for Other Schools Leaders when providing job-embedded PD through mentoring, training and support to new (0-3yrs) principals/assistant principals. Program design aligns with Leadership Guidance from New Teacher Center (Demonstrates a Rationale)



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Title II, Part A Budget Code Quick Guide

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Title II, Part A Budget Function and Object Code Quick Guide
(For Strategies/Activities Commonly Funded by Title II, Part A)
Georgia Local Education Agencies (LEAs) are expected to complete budgets in the Consolidated Application using the LGA Chart of Accounts found on the Georgia Department of Education Website. The list of Function and Object Codes is NOT exhaustive. Please contact your LEA assigned Title II, Part A Program Specialist with any program specific coding questions.

Title II, Part A		Fund Code -- 414	Program Code - 1794
Function	Object	Application of LUA in Title II, Part A	
1000 Instruction	110	Class Size Reduction Teacher (CSR) - ESSA Sec. 2103 Local Uses of Funds (D)	
	113	Substitute for Class Size Reduction Teacher	
	199	Teacher Recruitment/Retention Incentive - ESSA Sec. 2103 Local Uses of Funds (B)(C)	
	210 - 290	CSR Benefits: State Health Insurance (210), FICA (220), Teachers Retirement System (230), Unemployment (250), Workman's Compensation (260), Benefit in Lieu of Soc. Sec. (280), Other Employee Benefits (290)	
	300	Contracted Services for CSR Teacher; Contracted Services for Substitute for CSR Teacher	
881	Transfer to Schoolwide Budget (Fund 400) or Schoolwide Consolidation (Fund 150)		
2100 Pupil Services	116	Stipends for Attending Professional Learning (PL): School Counselor/Psychologists/Social Workers/Nurses Attending in-service Training in Mental Illness, Safety, Peer Interaction, Drug & Alcohol Abuse, Chronic Absenteeism, and Child Sexual Abuse - ESSA Sec. 2103 Local Uses of Funds (I)(II)	
	210 - 290	Benefits for Stipends for Attending Professional Learning: State Health Insurance (210), FICA (220), Teachers Retirement System (230), Unemployment (250), Workman's Compensation (260), Benefit in Lieu of Soc. Sec. (280), Other Employee Benefits (290)	
2210 Guidance	If the LEA used 2210 for instructional staff development in the past (should use 2213 now). The general test is that if you previously used 2210 for professional development costs, those costs are now coded in 2213. 2210 should not, in general, have any professional development costs. 2210 was always only supposed to be for improvement of instructional services. (From Financial Review 12.22.2017)		
2213 Guidance	In Spring of 2017, HB139 modified O.C.G.A. 20-34-49.11 to require GaDOE to report at the school level, budget, and expenditure information. This includes "the cost of all professional development, including training, materials, and tuition provided for instructional staff on an annual basis." As a result, GaDOE Finance created an additional function code "2213" to meet this requirement. Function 2213 was created as a pull-out from 2210 in order to report professional development costs separately, which allows for one location for all professional development costs, including substitute costs. Function 2213 does not include any other Instructional Service Improvements such as technology, online learning programs for the students, etc. Any professional development costs for other personnel, such as business administration, should be coded in the function code categories that their salaries are coded. (From Financial Review 12.22.2017) - ESSA Sec 2103 Local Uses of Funds (D)(F)(G)(H)(I)(J)(K)(L)(M)(N) for allowable activities and participants		
2213 Instructional Staff Training	113	Substitute (Temporary Employee) for Teacher Participating in Allowable PL Activities	
	114	Substitute (Temporary Employee) for Paraprofessional Related to Allowable PL Activities	
	116	Professional Learning Stipend for Instructional Staff Attending PL Beyond Contract	
	190	Salary for Instructional Leader Providing PL to Instructional Staff -not students (Ex: PL Supervisory Positions)	
	191	Salary for Instructional Leader Providing PL to Instructional Staff -not students (Ex: Instructional Coaches)	
	199	Compensation for Instructional Staff Providing PL Beyond Contract to Instructional Staff; Compensation for Capacity Building of Title II, Part A Allowable Staff through Increased Leadership Roles/Responsibilities such as Mentoring.	
	210 - 290	Benefits for Instructional Staff Receiving or Providing PL: State Health Insurance (210), FICA (220), Teachers Retirement System (230), Unemployment (250), Workman's Compensation (260), Benefit in Lieu of Soc. Sec. (280), Other Employee Benefits (290)	
	300	Contracted Services for PL for Instructional Staff: Outside Consultants; Contracted Subs for Instruct. Staff	
	361-362	Per Diem for Consultants Providing PL Services to Instructional Staff	
	441-443	Not currently a supported Function-Object Code Configuration, Contact GaDOE Finance and Specialist	
	532	Annual or Short-Term Software Licensing or Subscriptions for Instructional Staff	
	580	PL - Travel for Instructional Staff Attending PL Training Outside LEA	
	595	Other Purchased Services (Consult Title II, Part A Specialist)	
	610	Supplies for Current Year PL Training Activities for Instructional Staff	
	611	Technology Supplies Used with Hardware/ Software for PL for Instructional Staff (flash drives, e-readers)	
612	Software Purchased by District for PL Training for Instructional Staff (may be subject to proration)		
615	Expendable Equipment for PL Training for Instructional Staff (Projector) (may be subject to proration)		
616	Expendable Computers (Laptops, Tablets) Equipment for PL Training (<\$5,000) (may be subject to proration)		
642	Books for PL Training for Instructional Staff		
810	Registration for Instructional Staff for Allowable PL Activities; Allowable PL Dues/ Fees; GAICE if Supplemental		
890	Reimbursement for College Courses for PL for Instructional Staff		
Other	Please contact your assigned Title II, Part A Specialist		

Revised 03.2018

UPDATED

for

FY19

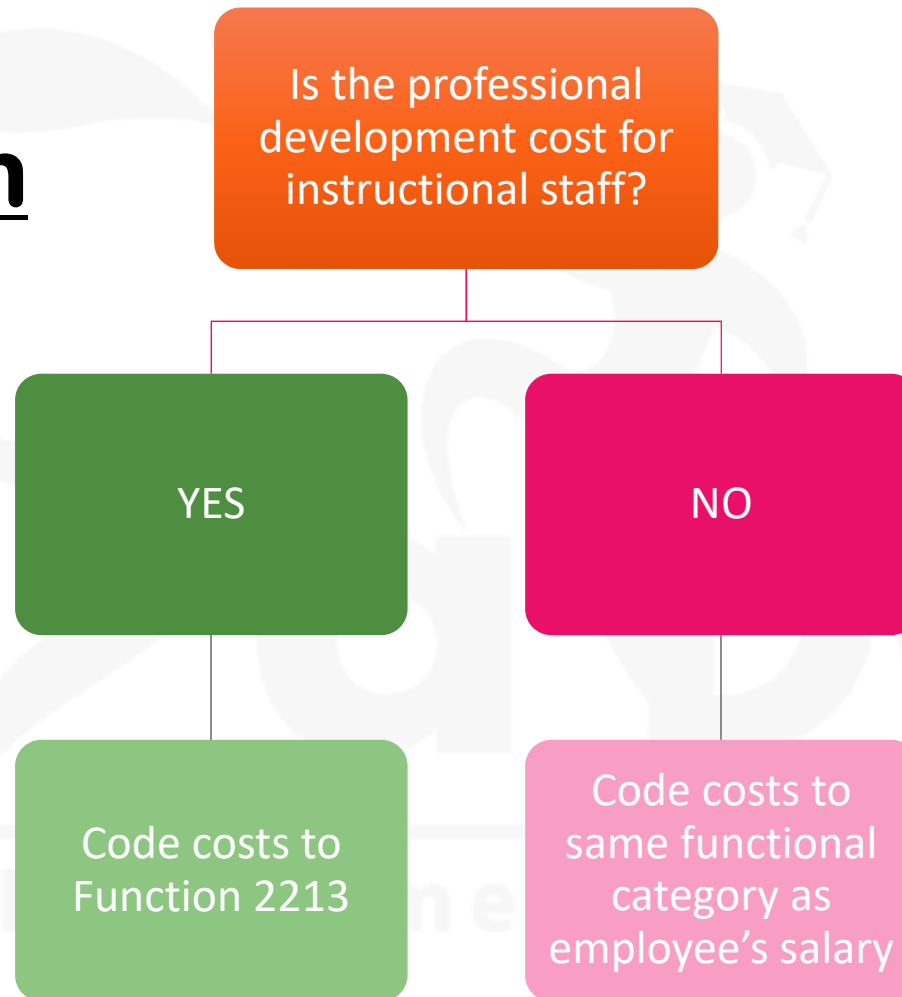
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Budget Code 2213



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Function 2213




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Budget Review Checklist



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TITLE II, PART A FY19 BUDGET REVIEW CHECKLIST

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LEA Name

	Requirement	Approve	Revise	N/A	Status	Original Budget Comments
Consolidation of Funds or Transfers	100% CONSOLIDATION (Fund 150, 1000 881) 100% CONSOLIDATION (Fund 400, 1000 881) 100% Funds used for consolidation – No private schools participate in equitable services. <u>Review:</u> Completed CAP, Prioritization of Funds, Intents and Purposes. For Fund 400, specialist must review unsubmitted schoolwide budget before approving Title II, Part A budget.	Intents & Purposes Uploaded <input type="checkbox"/>	Intents & Purposes Not Uploaded <input style="border: 1px solid red;" type="checkbox"/>	N/A <input type="checkbox"/>	Fund 150 <input type="checkbox"/>	
	PARTIAL CONSOLIDATION (Fund 150 or Fund 400) Funds used for consolidation and LEA initiatives. <u>Review:</u> All budget checklist items for LEA initiatives.	Schoolwide Budget Complete <input type="checkbox"/>	Schoolwide Budget Not Complete <input style="border: 1px solid red;" type="checkbox"/>		Fund 400 <input type="checkbox"/>	
	CONSOLIDATED ADMINISTRATION (2230 882) – Less than or equal to 10% for administrative activities for Title II, Part A, consolidated for administrative purposes. Costs must be reasonable, necessary, allocable under one or more of the contributing programs and 2 CFR Part 200. <u>Review:</u> (1) The Consolidation of ESSA Administrative Funds-LEA Level Form has been uploaded in the attachment tab of the Consolidated Application and (2) all	Document Uploaded <input type="checkbox"/>	Document Not Uploaded <input style="border: 1px solid red;" type="checkbox"/>	N/A <input type="checkbox"/>	Percent Consolidated YYY%	

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/IIA-Resources.aspx>

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Budget Requirement Chart

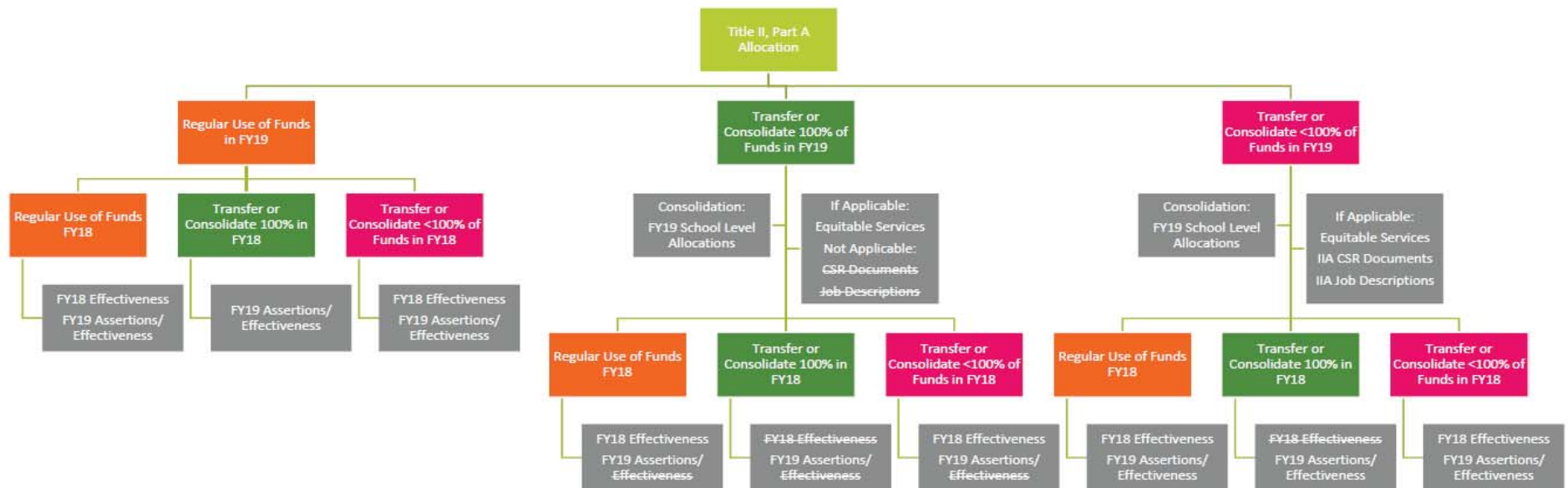


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Maximizing Title II, Part A Budget Flexibility Budget Requirement Chart






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Budget Attachment: Assertions and Effectiveness

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Title II, Part A FY19 Budget Attachment: Assertions and Effectiveness
Upload to FY19 Consolidated Application Attachments Tab
Due October 1, 2018 (required prior to Budget Approval)

School Year	2018-2019	LEA Name		LEA Coordinator	
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I assert for this fiscal year that:

#1 Prioritizing Funds to Schools (*ESSA Sec. 2102(b)(2)(C)*)

Title II, Part A funds remain at the **LEA LEVEL**

- The LEA budget prioritizes funds to schools identified by the GaDOE for Targeted or Comprehensive Support and which have the highest poverty rate.
- The LEA budget prioritizes funds to meet the purpose of Title II, Part A – support schools that have the highest poverty and minority rates and which struggle with academic achievement.

Title II, Part A funds are allocated to the **SCHOOL LEVEL**

- The LEA budget prioritizes funds to schools identified by the GaDOE for Targeted or Comprehensive Support and which have the highest poverty rate.
- The LEA budget prioritizes funds to meet the purpose of Title II, Part A – support schools that have the highest poverty and minority rates and which struggle with academic achievement.

#2 Private Schools (*ESSA Sec. 2101(d)(2)(I) and Sec. 8548*)

No private schools are located in the district's geographic area.

No private schools have currently elected to participate in Title II, Part A.

Title II, Part A funds are budgeted to implement Title II, Part A activities. The Title II, Part A budget is uploaded to the Attachment Tab of the Consolidated Application.

#3 Class Size Reduction (*ESSA, Sec. 2103 (b)(3)(D)*)

Title II, Part A funds are not budgeted for class size reduction.

Title II, Part A funds are budgeted for reducing class size. The Title II, Part A budget is uploaded to the Attachment Tab of the Consolidated Application.

CSR Attachment 1 CSR Worksheet: A completed class size reduction worksheet for each school in which the LEA is funding CSR teachers. High school, middle school and departmentalized elementary

FY19 Budget Attachment: Assertions
Budgeted Funds: Prioritizing Funds to Schools
Budgeted Funds: Private Schools
Budgeted Funds: Class Size Reduction
Budgeted Funds: Audit Costs

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/IIA-Resources.aspx>

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Budget Attachment: Assertions and Effectiveness



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Title II, Part A FY19 Budget Attachment: Assertions and Effectiveness Upload to FY19 Consolidated Application Attachments Tab Due October 1, 2018 (required prior to Budget Approval)

Directions:

The Georgia Department of Education requires local education agencies (LEA) to determine the effectiveness of Title II, Part A funded activities (ESSA Section 2104(a)(1) and 2 CFR §200.301).

- The Title II, Part A Budget Attachment: Effectiveness below must be completed (Columns 1-6) for each Title II, Part A funded strategy/action step. The Title II, Part A Budget Attachment: Effectiveness must be uploaded to the Consolidated Application with the Title II, Part A Budget.
- Column 7, Effectiveness & Next Steps, is to be completed at the end of the fiscal year. The completed Title II, Part Budget Attachment: Effectiveness (Columns 1-7) must be uploaded to the Consolidated Application with the next year's Title II, Part A Budget. The data and analysis of data supporting the effectiveness described in Column 8 must be maintained in the LEA files.
- **This portion of the form does not need to be completed by LEAs consolidating or transferring 100% of Title II, Part A Funds.**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Goal/Need	Title II, Part A Funded Strategy	Allowability	Effectiveness Data	Administration	Timeline	Effectiveness & Next Steps
Select from the dropdown the need aligned to the Title II, Part A funded strategy in column 2.	Title II, Part A Funded Strategies <i>[PL activities must align to ESSA Definition Sec. 8101(42) & SBOE Rule160-3-3-.04]</i>	Select from the dropdown the ESSA local use of funds that most closely authorizes the strategy. <i>[Sec. 2103]</i>	List data to be collected to monitor and measure effectiveness of funded strategies.	List person(s) (by position) responsible for collecting, coordinating and analyzing data to measure effectiveness.	Timeline for collecting coordinating and analyzing data.	AT THE END OF FY19... Select from the dropdown to assert the level of effectiveness of the IIA funded strategy and LEA next steps. Provide an explanation if the strategy was not effective and the LEA plans to adjust implementation from FY19 to FY20.
1 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i> <i>Explanation:</i>
2 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i> <i>Explanation:</i>
3 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i> <i>Explanation:</i>
4 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i> <i>Explanation:</i>
5 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i> <i>Explanation:</i>
6 <i>Select a Need</i>		<i>Select Use of Funds</i>				<i>Select End of Year Effectiveness</i>



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Required Use of Funds

PRIORITIZING FUNDS – 2102 (b)(2)(C)

All LEAs must prioritize Title II, Part A funds to schools that are (1) state identified [comprehensive (CSI) and /or targeted (TSI)] AND (2) which have the highest poverty.

** Remember that expenditures must meet purpose of Title II grant.**

PRIVATE SCHOOLS – 2101(d)(2)(I) and Sec. 8501

The LEA must comply with providing equitable services to private schools located within the LEA's **geographic boundaries** for Title II, Part A.

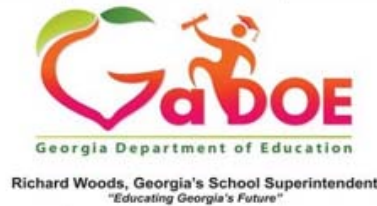
**LEAs may budget other funds to achieve these requirements, however this must be documented prior to budget approval.*

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Budget Attachment: School Allocations



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Title II, Part A Budget Attachment for LEAs Allocating Funds to the School Level

Under ESSA Section 2102 LEAs must describe how they will prioritize funds to schools served by the agency who are state identified as [Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI)] and which have the highest levels of poverty. LEAs without TSI/CPI schools who allocate to the school level must prioritize in accordance with Title II, Part A Intents and purposes. Specifically, LEAs should prioritize funds to increase student achievement and provide low-income and minority students greater access to effective teachers. In Georgia, LEAs who choose to allocate to the school level, must demonstrate this prioritization with budget submission. There is not one method for determining allocations. LEAs should choose a methodology that most closely aligns with the LEA's needs and resources and still in compliance with the law. Sample rationales are located on the next tab.


LEA Allocation					
Amount of Title II, Part A Funds Reserved at LEA Level					
Brief rationale for how the LEA allocated Title II, Part A funds					
LEA School Name	State Identified (CSI/TSI)	Title I Status	% Poverty	% Minority	Amount of Title II, Part A Funds Allocated to School

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Budget Attachment: Equitable Services



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 FY19 Title II, Part A Equitable Services Worksheet										
If the Local Education Agency has participating private schools, then this worksheet should be uploaded as an attachment to the My GaDOE consolidated application with the original budget submission. Form must be uploaded as an excel document. LEAs may enter information into white cells only. Light green cells contain formulas and should not be edited. Contact your Title II, Part A Specialists with questions.										
LEA Name	LEA Enrollment	Private School Enrollment	LEA and Private School Enrollment	¹ Original Allocation	Admin Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
		0	0			0	\$0	0	\$0	\$0
				² Reduction to Allocation	Admin Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
						0	\$0	0	\$0	\$0
				³ Addition to Allocation	Admin Reservation	% of Allocation Reserved	Remaining Allocation	PPA	Total allocated to Private school	Remaining for LEA
						0	\$0	0	\$0	\$0
Private School Name	Enrollment	Original Allocation	Reduced Allocation	Increased Allocation	Carryover	ESSA: Explanation must be attached if LEA makes carryover available to private schools. ¹ Original allocation is the initial grant award from the SEA. ² Reduction to allocation is a decrease in the grant award from the SEA. ³ Addition to allocation is an increase in the grant award from the SEA.				
		\$0	\$0	\$0		Justification if Administrative Costs Exceed 10%. How is this reasonable and necessary?				
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						
		\$0	\$0	\$0						



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Title II, Part A FY19 Fall Budget Webinar Budget Attachment: Class Size Reduction (CSR)

Using Title II, Part A to Support Class Size Reduction

- Class Size Reduction is one of many strategies an LEA might implement to address needs in student academic achievement.
- Class Size Reduction as a strategy has conflicting findings about effectiveness. LEAs must do their research to find a study consistent with their planned implementation.
- Title II, Part A funds used to implement CSR must supplement non-federal funds that would otherwise be used to reduce class size.

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Budget Attachment: Class Size Reduction (CSR)



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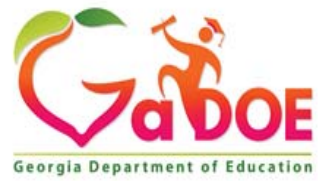
- CSR Teachers must be supplemental to those required by State Board rule 160-5-1-.08, Class Size, or class size maximum officially established by Charter LEAs or Strategic Waiver School Systems
- Documentation (submitted as attachments in the Consolidated Application) to verify Title II, Part A funds expended to reduce class size are supplementing non-federal funds
 - FY19 Class Size Reduction Workbook
 - Appropriate worksheet (Self-Contained Classes or Departmentalized Classes) completed for each school implementing CSR
 - Master schedule in *chart format* for schools implementing CSR
 - Title II, Part A – elementary, middle, and high schools
 - Official verification of LEA established class size maximums (2018-19) for Charter LEAs and Strategic School Waiver Systems

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Budget Attachment: Class Size Reduction (CSR)



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School District Name:		School Year:										
School Name:												
First Semester:		Second Semester:										
Grade	Course	LEA Maximum Class Size	Total Number of Students Enrolled in Course	Total Instructional Segments required to meet LEA Maximum Class Size	Instructional Segments Paid With State or Local funds	Average Instructional Segment Size before Reducing Class Size with Federal Funds	Number of non-Federally Funded Instructional Segments Meets Requirement to Reduce Class Size Using Federal Funds	Additional Instructional Segments Paid with Federal Funds	Total Number of Instructional Segments (State/Local Funded + Federal Funded)	Final Average Instructional Segment Size	Number of Instructional Segments Funded by Title I	1 L Seg by 1
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		
				#DIV/0!		#DIV/0!	#DIV/0!		0	#DIV/0!		

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Budget Attachment: Class Size Reduction (CSR)



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Master schedule in *chart format** must include :

- Daily schedule - Grouped
- Teacher name/ classes highlighted
- For each class
 - Grade Level/ Subject
 - # of Students Enrolled
 - Total
 - Total By Delivery Model
 - Regular
 - Gifted
 - Special Education
 - EIP
 - REP

Teacher A	HR	SS All students 17 Reg 11 SpEd 6	Reading All students 18 Reg 10 SpEd 6 EIP 2	Reading All students 17 Reg 10 EIP 7	SS Reg 18	Lunch	SS Reg 18	Reading All students 17 Reg 10 EIP 7
Teacher B	HR	Math All students 17 Reg 11 EIP 6		Math All students 17 Reg 16 EIP 3		Lunch	Math All students 20 Reg 12 SpEd 4 EIP 4	
Teacher C	HR	Math All students 17 Reg 11 EIP 2 SpEd 4		Math All students 18 Reg 15 EIP 3		Lunch	Math All students 18 Reg 15 EIP 3	
Teacher D	HR	SS Reg 18	Reading All students 18 Reg 12 EIP 6	Reading All students 19 Reg 15 SpEd 4	SS All students 19 Reg 15 SpEd 4	Lunch	SS Reg 18	Reading All students 18 Reg 12 EIP 6
Teacher E	HR	Math All students 17 Reg 10 EIP 7		Math All students 17 Reg 9 EIP 3 SpEd 5		Lunch	Math All students 20 Reg 16 EIP 4	
Teacher F	HR	SS Reg 16	Reading All students 16 Reg 8 EIP 8	Reading All students 19 Reg 11 EIP 3 SpEd 5	SS All students 19 Reg 14 SpEd 5	Lunch	SS Reg 19	Reading All students 19 Reg 14 EIP 5
Teacher G	HR	Science All students 18 Reg 12 SpEd 6	ELA All students 18 Reg 12 SpEd 6	ELA Reg 18	Science Reg 18	Lunch	Science Reg 18	ELA Reg 18
Teacher H	HR	Science Reg 18	ELA Reg 18	Science All students 19 Reg 15 SpEd 4	ELA All students 19 Reg 15 SpEd 4	Lunch	Science Reg 18	ELA Reg 18
Teacher I	HR	Science Reg 16	ELA Reg 16	Science All students 19 Reg 14 SpEd 5	ELA All Students 19 Reg 14 SpEd 5	Lunch	Science Reg 19	ELA Reg 19

EIP Reduced Class Model – class size reduced to serve EIP students

CSR Instructional segments paid with federal funds

Title II, Part A FY19 Fall Budget Webinar

Title II, Part A Funded Job Descriptions



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4	<p>ATTACHMENT(S): FY19 Title II, Part A FUNDED POSITIONS If applicable, job descriptions for all FY19 Title II, Part A funded positions (except CSR teachers) are uploaded in the attachment tab of the Consolidated Application prior to budget approval. The percent of the position funded is included in the budget description. (See Job Description Checklist below for criteria.)</p>			No Jobs Funded <input type="checkbox"/>		
---	---	--	--	--	--	--


FY19 Title II, Part A Funded Positions	Job 1 Title		Job 2 Title		Job 3 Title		Job 4 Title		Job 5 Title	
Title of Position										
Status	Percent Funded		Percent Funded		Percent Funded		Percent Funded		Percent Funded	
	Description Attached	<input type="checkbox"/>	Description Attached	<input type="checkbox"/>	Description Attached	<input type="checkbox"/>	Description Attached	<input type="checkbox"/>	Description Attached	<input type="checkbox"/>
	Position Approved	<input checked="" type="checkbox"/>	Position Approved	<input checked="" type="checkbox"/>	Position Approved	<input checked="" type="checkbox"/>	Position Approved	<input checked="" type="checkbox"/>	Position Approved	<input checked="" type="checkbox"/>
	Revision Required	<input type="checkbox"/>	Revision Required	<input type="checkbox"/>	Revision Required	<input type="checkbox"/>	Revision Required	<input type="checkbox"/>	Revision Required	<input type="checkbox"/>

Title II, Part A FY19 Fall Budget Webinar

Administrative Costs



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 Georgia Department of Education Richard Woods, Georgia's School Superintendent "Educating Georgia's Future"						
TITLE II, PART A FY19 BUDGET REVIEW CHECKLIST						
	Requirement	Approve	Revise	N/A	Status	Original Budget Comments
8	ADMINISTRATIVE COSTS If budgeted, LEA-budgeted amounts for administrative costs do not exceed 10% of the original grant amount. If costs exceed 10%, the LEA has uploaded a justification for why the amount is reasonable and necessary in the Attachments Tab of ConApp. Administrative costs include all costs in function codes 2230 and 2300 and should not be charged to other function codes.	Less than 10% <input type="checkbox"/>	Revise amount reserved or upload justification <input type="checkbox"/>	Not Budgeted or Not Applied <input type="checkbox"/>		

Administrative costs for Title II, Part A include ALL costs in function codes 2230 and 2300.

Title II, Part A FY19 Fall Budget Webinar

Budget Data Collection Forms



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Program Information Tab – completed with the *original budget* and *updated* anytime personnel funded by the grant are added or reduced. Data is collected for (1) fiscal year - Budgeted Funds/Anticipated Expenditures and (2) Program Implementation and Effectiveness.

Consolidated Application

Budget

District Name : [REDACTED] District Code : [REDACTED]
 Fiscal Year : 2018 Program : Title II-A, Improving Teacher Quality - Original
 Status : Superintendent Signed Off (Date: 08/18/2017 14:57:25) Superintendent Sign off date : 08/18/2017 14:57:26

Program : Title II-A, Improving Teacher Quality

Current FY Allocation :	\$282,360.00	
Additional Allocation :	\$0.00	
Carry Over :	\$0.00	
Total Grant Award :	\$282,360.00	
Transfer Amount :	\$0.00	
Total Amount to be Budgeted :	\$282,360.00	Not Budgeted Funds :

Budget Detail

Fiscal Year	From Program	School	To Sub-Grant	To Program	Function	Object	Units	Price
-------------	--------------	--------	--------------	------------	----------	--------	-------	-------

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Budget Data Collection Forms



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Data Collection Form– Budgeted Funds/Anticipated Expenditures (top)

Program Component	Total Amount Budgeted
Recruitment	
Recruitment Activities (Recruiting Events, Advertising, etc.)	<input type="text"/>
Salaries and Benefits for Title II, Part A Funded Staff Supporting Recruitment	<input type="text"/>
Recruitment & Retention	
Financial Incentives (Recruitment: Signing Bonus, Relocation, etc.) (Retention: Contract Renewal Based on Performance)	\$6000.00
Professional Learning (includes Retention, HiQ)	
Private School PL Allocation	\$0.00
Stipends for Staff Completing PL	<input type="text"/>
Stipends for Staff Providing PL (Includes Mentors)	<input type="text"/>
LEA Staff Salaries	<input type="text"/>
LEA Substitutes	<input type="text"/>
Benefits for Subs, Stipends and Salaries (Private and LEA)	<input type="text"/>
PL Expenditures (Contracts, PL and GACE Registration, Tuition, Travel)	<input type="text"/>
PL Expenditures (Software, Supplies, Equipment, Books)	\$23110.00
Class Size Reduction	

This form has not been updated for equitable services and Chart of Accounts Function Code 2213. Please disregard the top and focus on the bottom.

Amounts are populated from the submitted budget.



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Budget Data Collection Forms

Data Collection Form– Budgeted Funds/Anticipated Expenditures (Bottom)

Breakdown of Title II, Part A Funded Staff	
Professional Learning	
# LEA Staff Split Funded	<input type="text"/>
# LEA Staff Fully Funded	<input type="text"/>
Program Administration	
# LEA Staff Split Funded	<input type="text"/>
# LEA Staff Fully Funded	<input type="text"/>
Class Size Reduction	
Total Number of CSR Teachers (Split Funded and Fully Funded)	<input type="text"/>
# Elementary School CSR Teachers (K-5) (Split Funded and Fully Funded)	<input type="text"/>
# Middle School CSR Teachers (6-8) (Split Funded and Fully Funded)	<input type="text"/>
# High School CSR Teachers (9-12) (Split Funded and Fully Funded)	<input type="text"/>
Core Content Area(s) Served (Please select all that apply.)	<input type="radio"/> ELA/Reading <input type="radio"/> Math <input type="radio"/> Science <input type="radio"/> Soc. Stud. <input type="radio"/> Other
Other (Specify / Fill-In)	<input type="text"/>
Other	
# LEA Staff Split Funded	<input type="text"/>
# LEA Staff Fully Funded	<input type="text"/>

You must add this data

3

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Budget Data Collection Forms



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Data Collection Form – Program Implementation and Effectiveness (top)

Data Collection Print | Save | Submit

Select Data Collection Form:

Program Implementation and Effectiveness

Current FY LEA Prioritized Needs | Rank LEA Priorities with Priority 1 serving as the top priority.

Priority 1	<input type="text" value="Recruitment"/>
Priority 2	<input type="text" value="Retention"/>
Priority 3	<input type="text" value="Professional Learning (Including Equity: Diverse Learners)"/>
Priority 4	<input type="text" value="Equity: Class Size Reduction"/>

Is this a New LEA?

Previous Fiscal Year

	Previous Fiscal Year	Previous Fiscal Year (-1 Year)	Previous Fiscal Year (-2 Years)
% System	<input type="text"/>	<input type="text"/>	<input type="text"/>
% Attrition	<input type="text"/>	<input type="text"/>	<input type="text"/>
% of Previous FY PL Opportunities that were High Quality and Scientifically-Based	<input type="text"/>		
% of Teachers Involved in at Least 1 High Quality PL Activity in Previous FY (From Any Funding Source)	<input type="text"/>		

IGNORE THIS SECTION

Rank all in order of priority

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Budget Data Collection Forms



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Data Collection Form – Program Implementation and Effectiveness (middle)

Consolidated Application

Public School Professional Learning Previous Fiscal Year

To whom did the LEA provide PL (Select all that Apply) Teachers Principals Assistant Principals Superintendent Paraprofessionals


Please indicate all PL Topics Funded by Title II, Part A

- All
- Classroom Practices (instructional strategies and state standards) (TAPS Standard 2: Instructional Planning, TAPS Standard 3: Instructional Strategies)
- Content Knowledge (one or more core academic area) (TAPS Standard 1: Professional Knowledge)
- Innovative Programs: Technology Literacy
- Leadership Development: Educational Leader (LAPS Standard 1: Instructional Leadership, LAPS Standard 2: School Climate, LAPS Standard 6: Teacher/Staff Evaluation, LAPS Standard 7: Professionalism, LAPS Standard 8: Communication and Community Relations)
- Leadership Development: School/System Management (LAPS Standard 3: Planning and Assessment, LAPS Standard 4: Organizational Management, LAPS Standard 5: Human Resources Management)
- Instructional Practices: Collaborative Groups (TAPS Standard 9: Professionalism)
- Instructional Practices: Data and Assessments (TAPS Standard 5: Assessment Strategies, TAPS Standard 6: Assessment Uses)
- Instructional Practices: Different Learning Styles (TAPS Standard 4: Differentiation)
- Instructional Practices: Parent Involvement (TAPS Standard 10: Communication)
- Instructional Practices: Student Behavior (TAPS Standard 7: Positive Learning Environment)

Please indicate all delivery methods LEA uses for Title II, Part A Funded PL

- All
- District & School Level Led PL (Not including PLCs)
- External Conferences & Courses
- External Consultants
- Job Embedded – Coaches, Professional Learning Communities
- Virtual Training

Complete check boxes as appropriate.





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Budget Data Collection Form

Data Collection Form– Program Implementation and Effectiveness (bottom)

Consolidated Application

Determining Title II, Part A Funding Effectiveness for July-June of Previous Fiscal Year

Recruitment

For Recruitment Activities and Incentives funded from July-June of the previous fiscal year, was this funding effective? Yes No Not Applicable

How many core academic content vacancies/ new positions did the LEA have from July-June of the previous fiscal year?

How many core academic content teachers were hired as a result of Title II, Part A Funded LEA recruiting activities and/ or recruiting incentives during July-June of the previous fiscal year?

Professional Learning

If the LEA funded Public School Professional Learning, was this funding effective? Yes No Not Applicable

(Stipends, internal and external facilitators, materials, software, technology, travel, dues/fees/tuition)

What data did the LEA use to determine this?

Teacher Observation
 Additional Perception Data
 Student Achievement Data
 Other Data

If the LEA funded staff to provide professional learning, was this strategy effective? Yes No Not Applicable

What data do the LEA use to determine this?

Teacher Observation
 Additional Perception Data
 Student Achievement Data
 Other Data

Class Size Reduction

Did student achievement increase in the grade level content course(s) or high school content course(s) in which CSR was funded? Yes No Not Applicable

Did cohort achievement increase? Yes No Not Applicable

Program Administration

If monitored by the Georgia Department of Education in the previous fiscal year, select all areas in which there were findings as a result of Title II, Part A monitoring. Needs Assessment & Planning

Program Administration, Implementation of Program Plan, Research-Based Professional Development, Monitoring High Quality Data, and Monitoring

Complete check boxes and radio buttons as appropriate.





Lessons Learned from FY18

Title II, Part A FY19 Fall Budget Webinar

Lessons from FY18 Title II, Part A Monitoring



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- Lack of appropriate Source Documentation
 - PL (sign-in sheets, agendas, certificate of completion, etc.)
 - Travel (hotel receipts, meeting agendas, per diem, etc.)
- Travel Allowability – State and LEA Policies/Procedures
- Unallowable Title II, Part A expenses (participants)
- Mismatch between expenditure detail reports, drawdown submissions and completion reports
- Internal Controls
 - Partial, unorganized written procedures
 - Written procedures not being followed
 - Lack of communication about written procedures
- Clear connection between needs, budget, expenditures



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Coordination of Funds

- **Consolidation -Fund 400 (ESSA Section 8203)**
 - **2 LEAs**
- **Consolidation -GaDOE Pilot – Fund 150**
 - **9 LEAs**
- **Transfer of Funds (ESSA Section 5103)**
 - **Transfer In – 5 LEAs**
 - **Transfer Out – 20 LEAs**

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Coordination of Funds

- **Before transferring...**
 - **Ensure that the LEA can spend 100% of transferred funds**
 - Funds transferred to another program cannot be transferred back
 - Funds transferred to another program are subject to the set-asides of the program into which the funds are transferred
 - Funds transferred to another program are subject to the carryover limitations of the program into which the funds are transferred

SCENARIO	ALLOCATION	REMAINING	CARRYOVER
Funds Remain in IIA	\$25,000	\$5,000	\$5,000
Funds Transferred to Title I	\$75,000 T1 (\$25,000 from IIA)	\$15,000	Title I C/O 15% \$11,250 T1 \$0- T2
Funds Consolidated No Transfer	\$50,000 T1 50% \$25,000 T2 25% \$25,000 T4 25%	\$20,000 \$10,000 - T1 50% \$5,000 - T2 25% \$5,000 - T4 25%	Title I 15% Limit \$7,500 - T1 \$5,000 - T2 \$5,000 - T4
Funds Consolidated After Transfer (IIA to IA)	\$75,000 T1 75% \$25,000 T4 25%	\$20,000 \$15,000 - T1 75% \$5,000 - T4 25%	Title I 15% Limit \$11,250 - T1 \$0- T2 \$5,000 - T4



Updates for FY19

Title II, Part A FY19 Fall Budget Webinar

New Overarching & Program Guidance



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The diagram is a circular flowchart with 'WHOLE CHILD' at the center. It is surrounded by six interconnected components: 'Effective Leadership', 'Coherent Instruction', 'Professional Capacity', 'Supportive Learning Environment', 'Family & Community Engagement', and 'READY TO LEARN'. The outer ring consists of four stages: 'Identify Needs', 'Select Interventions', 'Plan Implementation', and 'Examine Progress'.

FEDERAL PROGRAMS HANDBOOK

Information Applicable to All Federal Programs

The GaDOE logo is positioned at the bottom right of the slide.

GEORGIA DEPARTMENT OF EDUCATION

TITLE II, PART A LEA HANDBOOK

The diagram is a circular flowchart with 'WHOLE CHILD' at the center. It is surrounded by six interconnected components: 'Effective Leadership', 'Coherent Instruction', 'Professional Capacity', 'Supportive Learning Environment', 'Family & Community Engagement', and 'READY TO LEARN'. The outer ring consists of four stages: 'Identify Needs', 'Select Interventions', 'Plan Implementation', and 'Examine Progress'.

A Guide for Using Title II, Part A to Support Effective Instruction in Georgia

Georgia Department of Education

Created 06.11.18

The contents of this handbook were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement.

Title II, Part A FY19 Fall Budget Webinar

New Publication on Evidence-Based Strategies



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Selecting Evidenced-Based Interventions
Local Educational Agency (LEA) Guidance



Also available in Chapter 9 of the
Federal Programs Handbook

Sample Logic Model LEA Name: _____

Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the LEA's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year

Title II, Part A FY19 Fall Budget Webinar

Working with Private Schools



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- More private schools than ever are joining the program and, while they are able to participate in more Use of Funds, all expenditures must meet Use of Funds, PL Definition and be based on Student Needs.
- Sharing required information
- Online Forms
- Change in Submission Dates
- *Non-Profit Status* - Can be searched online
- *Enrollment* - as of October 2, 2018
- *Geographic Location*

Title II, Part A FY19 Fall Budget Webinar

Determining Private School Participation



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Equitable Services and Private School, Nonprofit Status

Private schools must demonstrate non-profit status in order to participate in equitable services under Title IA and Title VIII (IC, IIA, IIIA, IVA, IVB)

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), does not provide any definition or requirements for documenting nonprofit status. The appropriate proof of nonprofit status should be determined at the local level (SEA or LEA).

Nonprofit, as defined by 34 Code of Federal Regulations (CFR) Part 77.1, means an "agency, organization, or institution, that is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity."

How to Demonstrate Nonprofit Status

Nonprofit status may be demonstrated by any of the following means:

- Proof that the Internal Revenue Service currently recognizes the entity as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code.
- A statement from a State taxing body or the State attorney general certifying that:
 - i. The organization is a nonprofit organization operating within the state; and
 - ii. No part of its net earnings may lawfully benefit any private shareholder or individual;
- A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or

Any item described above if that item applies to parent organization, together with a statement by the parent organization that the entity is a local nonprofit affiliate.

E. ELIGIBILITY

E-1. Which private school students are eligible to receive benefits?

Private school students who are enrolled in nonprofit private elementary and secondary schools, including those in religiously affiliated schools, located in the LEA generally are eligible to receive services. Some ESEA programs restrict eligibility or participation to a particular group of students, such as LEP students, in which case the eligibility or participation of private school students likewise is restricted. See the Department's guidance on individual programs for specific eligibility requirements. See also J-1: *Federal Resources and Guidance*.

E-2. Does the law require an LEA to provide equitable services to students and teachers in private for-profit schools?

No. Section 9501(a) of ESEA requires an LEA to provide equitable services to teachers and students in "private elementary and secondary schools." Section 9101(18) and (38) of ESEA defines "elementary schools" and "secondary schools" to mean "nonprofit institutional day or residential school[s]" that provide elementary and secondary education, respectively.

TITLE IX, PART E, UNIFORM PROVISIONS, SUBPART 1—PRIVATE SCHOOLS, Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel Non-Regulatory Guidance 2009

The screenshot shows the IRS Charities and Nonprofits search interface. The search criteria include:

- Select Database: Search All
- Search By: Organization Name
- Search Term: Atlanta International School
- City: Enter City
- State: GA
- Country: United States

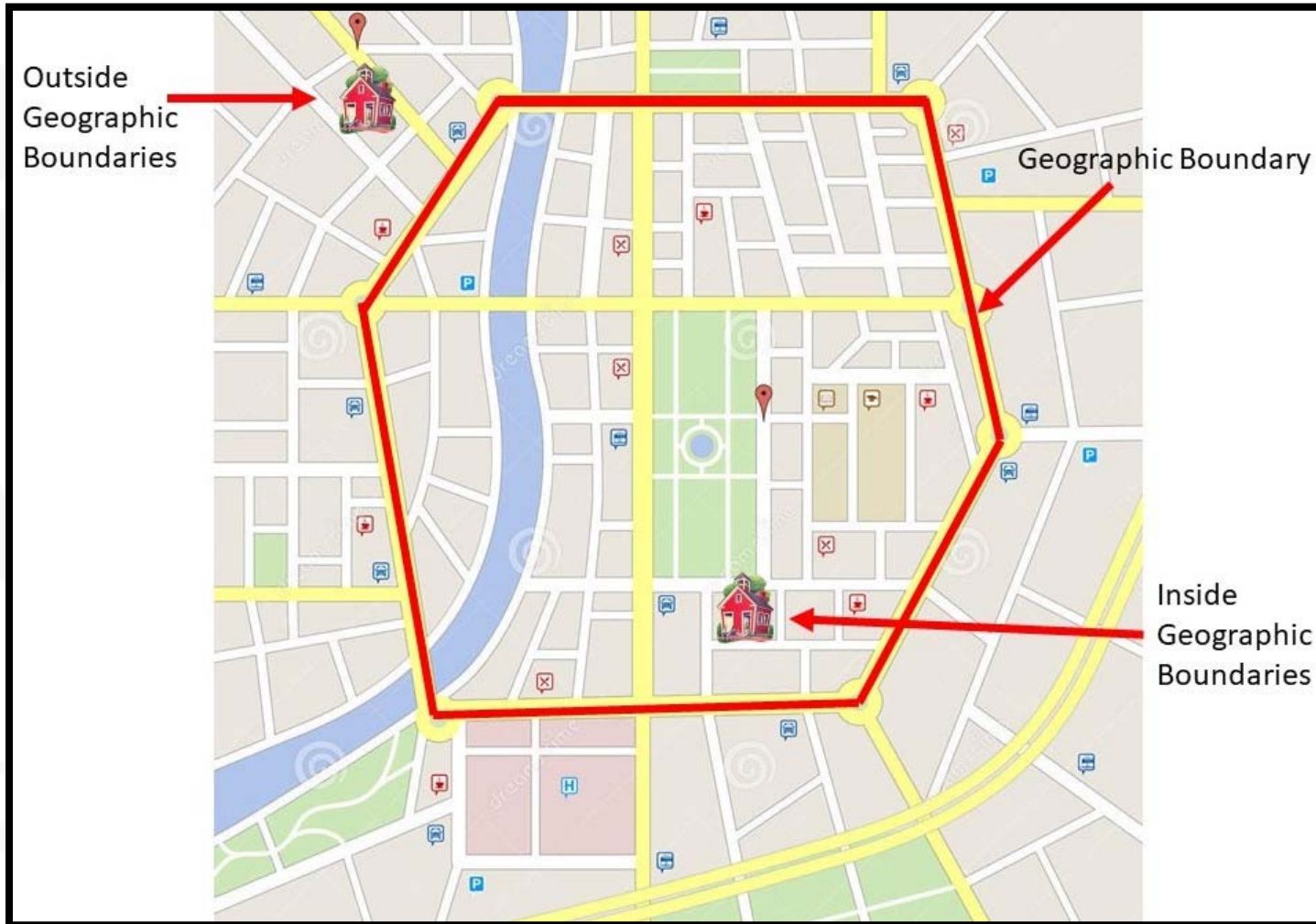
 The search results show 1-4 results of 4, sorted by Name A-Z. The first result is Atlanta International School Inc. with EIN: 58-1581116, located in Atlanta, GA, United States. Additional information links include: Frequently asked questions, Exempt Organizations Select Check, Revocations of 501(c)(3) Determinations, Suspensions Pursuant to Code Section 501(p), and Exempt Organizations Business.

Title II, Part A FY19 Fall Budget Webinar

Determining Private School Participation



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Working with Private Schools



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- Equitable Services Meetings in Fall (9:00-3:00)
 - October 25 – Fulton County
 - October 26 – Walton County
 - October 31 – Archdiocese of Atlanta
 - November 1 – Cherokee County
 - November 6 – Mitchell County
 - November 7 – Coffee County
 - November 8 – Houston County
 - November 9 – Savannah-Chatham
 - November 16 – CSRA RESA

Title II, Part A FY19 Fall Budget Webinar

Updates to Internal Controls



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Procurement Level Updates for FY19

Methods of Procurement	Thresholds
Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)	Up to \$10,000
Small Purchase (2 CFR §200.320)	\$10,001 to \$250,000
Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)	\$250,000+

**48 CFR, Volume 1, Chapter 1, Subpart 2.1 (Definitions) – Updated periodically for inflation*

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Procurement – Chapter 4 of FP Handbook



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UPDATES

- GaDOE has clarified with the US Office of Management and Budget that 'aggregate', as it applies to micro-purchases, means aggregate in a single purchase.

REMINDERS

- To the extent practicable, the non-Federal entity must distribute micro-purchases equitably among qualified suppliers.
- FY18 Controls will apply to FY18 Expenditures;
FY19 Controls will apply to FY19 Expenditures

Title II, Part A FY19 Fall Budget Webinar

FY19 Monitoring Updates



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UPDATES

- Monitoring Cycle was updated to reflect districts in the Consolidation of Funds Pilot
- Superintendents have been notified of FY19 Monitoring
- FY19 Monitoring Document is available online – It may still be subject to minor updates
- FY19 Federal Programs Monitoring Webinar – Aug. 21.
- FY19 Title II, Part A Monitoring Trainings have been scheduled for the week of August 27.

Title II, Part A FY19 Fall Budget Webinar

Title II, Part A Training Sessions



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Monitoring and New Coordinators

- Tuesday, August 28, 2018 - Regional
 - GaDOE – Atlanta
 - Pioneer RESA – Cleveland
 - Liberty County Performing Arts Center – Hinesville
 - Dougherty County Schools Board Room- Albany
- Wednesday, August 29, 2018 - Regional
 - Twiggs County BOE – Jeffersonville
 - Dalton Public School Annex at City Park – Dalton
- Regional Registration: <https://goo.gl/forms/Xadf3eY6ADqIm6022>





Overview of Fundamentals

Title II, Part A FY19 Fall Budget Webinar

Fiscal Topics



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- Purpose
- GAN/Allocations
- Internal Controls
 - Procurement
 - Sole Source
 - Suspension and Debarment
 - Drawdowns
 - Supplement not Supplant
 - Period of Performance
 - Time and Effort
- Source documentation
- Private Schools
- Flexibility
- Definitions
- Program Allowability
- Items of Cost

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ESSA GAN/ Allocations



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1 RECIPIENT NAME		2 AWARD INFORMATION		
Wilkinson County School District, 758 P.O. Box 206 Irwinton, GA 31042		<u>PR/AWARD NUMBER/FAIN</u> S367A180001 <u>ACTION NUMBER</u> 1 <u>ACTION TYPE</u> New <u>AWARD TYPE</u> Formula		
3 PROJECT STAFF		4 PROJECT DESCRIPTION		
<u>RECIPIENT LEA TITLE II PART A COORDINATOR(S)</u> Virginia Rozier <u>GaDOE TITLE II PART A PROGRAM CONTACT</u> Karen Chiett kchiett@doe.k12.ga.us <u>GaDOE GRANTS ACCOUNTING CONTACT</u> Kamaka Morris (404) 656-5553 kmorris@doe.k12.ga.us		84.367A Supporting Effective Instruction		
5 AWARD PERIOD				
<u>FY19 BUDGET PERIOD</u> 07/01/2018 – 09/30/2019		<u>FY18 CARRYOVER PERIOD</u>		
<u>FEDERAL FUNDING PERIOD</u> 07/01/2018 – 09/30/2019		10/01/2018 – 09/30/2019		
6 AUTHORIZED FUNDING				
<u>FEDERAL GRANT</u> Title II, Part A		<u>CURRENT AWARD SUMMARY</u>		
<u>RESTRICTED INDIRECT COST RATE</u> Questions about rates should be directed to GaDOE Financial Review FY18: 0.8% FY19: 1.56%		FY19 Original Allocation \$66,342 FY18 Original Allocation 07.2017 \$57,209 FY18 Adjusted Allocation 10.2017 \$56,773 FY18 Adjusted Allocation 07.2018 \$57,210		
7 ADMINISTRATIVE INFORMATION				
<u>DUNS</u> 100014711				
<u>REGULATIONS</u> EDGAR AS APPLICABLE, 2 C.F.R. AS APPLICABLE, TERMS ATTACHED				
<u>ATTACHMENTS</u> 3, 8, 10, 11, 12, 13, 14, E-3, ESEA Section 8546				
8 LEGISLATIVE AND FISCAL DATA				
<u>AUTHORITY</u> PL 114-95 II ESEA AS AMENDED BY ESSA				
<u>PROGRAM TITLE</u> TITLE II, PART A, TEACHER & PRINCIPAL TRAINING & RECRUITING FUND				
<u>CFDA/SUBPROGRAM #</u> 84.367A				
<u>ATTACHMENTS</u>				
<u>FUND CODE</u>	<u>FUNDING YEAR</u>	<u>AWARD YEAR</u>	<u>CFDA</u>	<u>FY19 ALLOCATION</u>
1000M	2019	2019	84.367	\$66,342
9 PR/AWARD NUMBER/FAIN				
S367A180001				
RECIPIENT NAME				
Virginia Rozier				
TERMS AND CONDITIONS				
(1) The Office of Management and Budget requires all federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in block 2 is the FAIN for this award.				
(2) The negotiated indirect cost rate approved for the entity identified in block 6 of the Grant Award Notification (GAN) applies to this grant award.				

Georgia Department of Education
July 19, 2018 • Page 1 of 3

Budget & Effectiveness

- LINK: [GaDOE Portal Login](#) (Login/ Password Required)

FY18 Title II, Part A Allocation

- FY18 Title II, Part A Budget Allocations - Original/Original Data (08.16.2017)
- FY18 Title II, Part A Budget Allocations -Reduction/Updated Data (10.16.2017)
- FY18 Title II, Part A Budget Allocations -Adjusted (07.27.18)
- FY18 Indirect Cost Rates (06.2017)

FY19 Title II, Part A Allocation

- FY19 Title II, Part A Budget Allocations- Projections (06.08.18)
- FY19 Title II, Part A Budget Allocations - Original (08.01.18)
- FY19 Indirect Cost Rates (03.2018)



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Internal Controls – Chapter 4 of FP Handbook

- §200.61-62 Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award.
- Internal control is “a process, effected by a LEA’s management personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:
 - Effectiveness and efficiency of operations
 - Reliability of financial reporting
 - Compliance with applicable laws and regulations”

Standards for Internal Control in the Federal Government, GAO-14-794G - 09.10.2014



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2 CFR Part 200 Required Procedures – Chapter 4 of FP Handbook



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Which internal controls need to be in writing?

Written policies and procedures:

- Cash Management Procedures - §200.302(b)(6) and §200.305
- Allowability Procedures - §200.302(b)(7)
- Equipment Management Procedures § 200.313(d)
- Conflict of Interest Policy - §200.318(c)
- Procurement Procedures (specific levels) - §200.319(c)
- Procurement: Competitive Proposals - Method for Conducting Technical Evaluations of Proposals and Selecting Recipients - §200.320(d)(3)
- Compensation – Personal Services (Time and Effort) §200.430
- Travel Policy - §200.474(b)
- Segregation of Duties §200.303(a)

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Internal Controls Quick Guide



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Title II, Part A Internal Controls Quick Guide

Internal Controls for Program Implementation and Compliance

Recommended & Required Internal Controls for LEA

*** The controls/ procedures referenced here are not all inclusive of all federal, state, and/or local requirements and were compiled based on OMB Uniform Administrative Requirements and corrective action as the result of state program monitoring. The best LEA procedures will govern federal and non-federal funds in a common manner to reduce the risk of noncompliance. The use of this document should be considered supplemental and does not supersede original federal, state or local laws, policies and guidance.*

Cost Principles

Allowability	2 CFR §§200.302(b)(7), 200.403(a) The LEA must have written procedures to review any expenditures charged to the grant to ensure they are necessary, reasonable and allocable.
Supplemental Use of Funds	ESEA Sec. 2123(b) The LEA must ensure all expenditures are supplemental in nature.
Source Documentation	2 CFR §§200.302(b)(3), 200.403(g) The LEA must collect and maintain enough supporting documentation for each Title II, Part A expenditure to determine allowability.

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Procurement - FP Handbook Chapter 4



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Are you familiar with procurement levels?

Methods of Procurement	Thresholds	Requirements
Micro-purchase* (2 CFR §200.67, 48 CFR Subpart 2.1)	Up to \$10,000	
Small Purchase (2 CFR §200.320)	\$10,001 to \$250,000	2 price or rate quotations
Simplified Acquisition Threshold* (2 CFR §200.88, 48 CFR Subpart 2.1)	\$250,000+	RFP – sealed bids

**48 CFR, Volume 1, Chapter 1, Subpart 2.1 (Definitions) – Updated periodically for inflation*

- If a micro-purchase is questioned, a review of websites would be sufficient to establish the cost as reasonable. (USDE FAQs on 2 CFR Part 200, Subpart D Question 19, March 17, 2016)
- USDE FAQs on 2 CFR Part 200, Subpart D Question 10, March 17, 2016 states that including vendors who are contractors in writing RFPs limits competition.

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Procurement – Sole Source - FP Handbook Chapter 4



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Did you know that it is not uncommon for a LEA to Sole Source a purchase when they shouldn't?

Noncompetitive Proposals (2 CFR 200.320(f))

Procurement through solicitation of a proposal from only one source and may be used ONLY when one or more of the following circumstances apply:

1. The item is available only from a single source;
2. The public emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requests from nonfederal entity; or
4. After soliciting a number of sources, competition is determined inadequate.

Sole Sourcing Should Be Limited!

Sole source letters from vendors are problematic.

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Suspension and Debarment - FP Handbook Chapter 4



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Are you keeping track of suspension and debarment verification from sam.gov?

2 CFR §200.213

- Non-federal entities are subject to the non-procurement debarment and suspension regulations implementing 2 CFR part 180 and Executive Orders 12549 and 12689.
- These regulations restrict awards, sub-awards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

2 CFR 180.220 Procurement contracts included as covered transactions:

- Any contract or subcontract expected to equal or exceed \$25,000 must be checked against the System for Award Management (SAM) for suspension or debarment (includes contracted tutors)

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GaDOE Guidance on Drawdown of Federal Funds

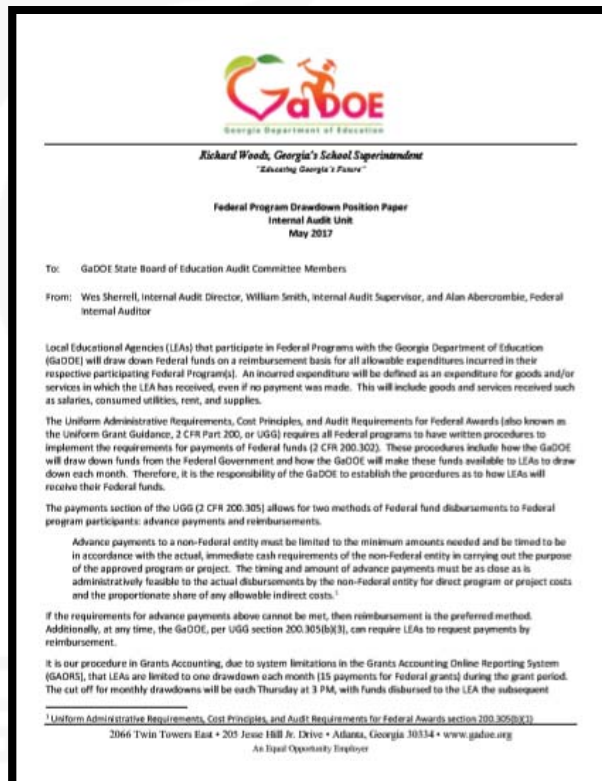
§200.305(b) - FP Handbook Chapter 4



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What is your role in requesting Grant Drawdowns?



- Read the GaDOE Position Paper.
- Review LEA internal controls.
- Review and authorize grant drawdowns prior to the LEA finance officer request for funds.
- Make appropriate adjustments during each drawdown.

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Supplement Not Supplant - FP Handbook Chapter 4



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How do you know when you are supplanting?

- Funds made available under Title II, Part A shall be used to supplement and not supplant non-Federal funds that would otherwise be used for activities authorized under Title II, Part A (Sec. 2301)
- When determining whether or not an expenditure would create a presumption of supplanting, the LEA should consider these questions:
 - Is the program or activity that the LEA wants to fund required under state, local, or another federal law? If it is, then it is supplanting.
 - Were state or local funds used in the past year to pay for the program or activity? If they were, it is supplanting.

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Period of Performance - FP Handbook Chapter 4



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How does the period of performance relate to purchases?

- Period of Performance
 - Original - July 1, 2018-September 30, 2019 (15 months)
 - Carryover – October 1, 2019-September 30, 2020 (12 months)
- Reminders:
 - Contracts/ licenses must benefit the current fiscal year.
 - Multi-year contracts/ licenses that extend beyond the period of performance are allowable.
 - Multi-year contracts and licenses should include language clarifying "pending funding availability".
 - LEAs must continue to receive contract deliverables prior to payment.
 - It is a best practice to align contracts/ licenses to period of performance.

See the Federal Programs Handbook for more information

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Period of Performance Flexibility - FP Handbook Chapter 4

(2 CFR §200.77, 200.309, 200.403(g); 34 CFR §76.707)



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The intent of federal funds is to benefit students, teachers and school leaders in that fiscal year through the grant period as indicated on the Grant Award Notice (GAN). Regarding purchases that cross grant periods (software, computers, equipment), GaDOE is providing flexibility as follows:

- Purchases may extend beyond one year to take advantage of cost reductions, IF the students, teachers and school leaders in the current fiscal year receive benefit from the purchase.
- Leases and licenses – If instructional software subscriptions are purchased after January, the LEA will need to provide explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase. Professional Learning and/ or recruitment software and/or licensing do not require an explanation within the budget description.
- PL Registration – To maximize cost efficiency, LEAs may take advantage of early bird professional development registration where early bird registration occurs in the original grant period and the actual professional development occurs in the carryover period. Supporting documentation should be kept on file.

In general and to reduce risk of non-compliance, GaDOE strongly advises that LEAs align all purchases to the original grant period as much as possible. GaDOE recognizes that each purchase is circumstantial and encourages LEAs to carefully plan purchases weighing all options and maximizing benefits to LEA students and staffs as good stewards of taxpayer dollars.

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Time and Effort Updates – Chapter 4 of FP Handbook



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Do staff have to fill something out at the end of the year?

- All Federal Programs are following Education Law Firm Brustein and Manasevit's recommendations for easing the burden of reporting while staying in compliance.
 - Periodic Certification – Single Cost Objective
LEA staff/ supervisors may complete annually
 - Personnel Activity Report (PAR) – Multiple Cost Objectives
LEA staff/ supervisors may complete quarterly

LEAs must follow their existing internal controls or modify internal controls to new guidance.

- **Title II, Part A Only** – Teachers who also serve as mentors may complete work during the school day. The submission of a mentor job description should illustrate that the work is above and beyond what is required of the contracted position. (Periodic Certification)


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Time and Effort Quick Guide



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How do I know which time and effort forms staff should use?



Title II, Part A Time and Effort Quick Guide
Documenting Personnel Expenses
Funded by Title II, Part A
Based on §200.430

This quick guide is not intended to replace the Title II, Part A LEA Handbook or Federal Law or Guidance

The guidance below is intended to assist LEAs in appropriately documenting personnel expenses for individuals for whom any part of their salary and wages is charged to Title II, Part A. Charges to Title II, Part A for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated
- Be incorporated into the official records of the non-Federal entity
- Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities
- Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal activity

EDGAR, 2 C.F.R. Part 200 – Uniform Administrative Requirements, Principles and General Standards of Federal Awards

Important Definitions
(excerpted from Actions to Ease the Burden of Time and Effort Reporting)

- **Periodic/Semiannual Certification** – completed to verify that the employee is working on a single cost objective. Complete at least annually.
- **Personnel Activity Reports (PARs)** – completed to support the distribution of an employee's salary and wages. Complete at least annually.
- **Single Cost Objective** – A function, activity, or project that is supported by a single cost objective even if an employee is working on a single cost objective full, from each of the funding sources.
- **Multiple Cost Objectives** – Multiple activities or projects supported by multiple funding sources.

SAMPLE SCENARIOS TO ASSIST TITLE II, PART A LEA COORDINATORS IN DETERMINING DOCUMENTATION FOR PERSONNEL EXPENSES	
Personnel Expenditure	Funding Source(s)
Salary for Class Size Reduction Teacher (1000 110)	Wholly or Partially Funded by Title II, Part A

(CSR teacher must be included in approved budget; and, corresponding required documents must be on file.)

(School Master Schedule that aligns with the class size reduction worksheet designating segments reduced.)


Personnel Expenditure	Funding Source(s)	Job Description	Sample Records
Salary for Class Size Reduction Teacher (1000 110)	Wholly or Partially Funded by Title II, Part A	Title II, Part A class size reduction (CSR) teacher reducing class size in a course allowable under all funding sources (single cost objective). <i>(CSR teacher must be included in approved budget; and, corresponding required documents must be on file.)</i>	<ul style="list-style-type: none"> • <u>Periodic Certification</u> identifying the teacher name, school, fund source and authorizing signature. • <u>School Master Schedule</u> that aligns with the class size reduction worksheet designating segments reduced.

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Expenditure Source Documentation Quick Guide



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 Title II, Part A Expenditure Source Documentation Quick Guide	
Expenditure/ Entry	Suggested Source Documentation (If prorated, full breakdown of associated expenses)
1000 113 2213 113 Substitutes	<ul style="list-style-type: none"> • Substitute Name, Date of Service • Teacher Name, Grade, Content, Activity Attended • Documentation to Verify Attendance and Determine Allowability of Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
1000 199	<ul style="list-style-type: none"> • Documentation of Teacher Recruitment/Retention Incentive
2100 116 2213 116 2220 116 Stipends to Attend PL	<ul style="list-style-type: none"> • Teacher Name, Grade, Content, Activity Attended • Documentation to Verify Attendance and Determine Allowability of Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Evidence of compliance with Stipend Policy • Time and Effort Documentation
2213 199 Additional Compensation to Provide PL	<ul style="list-style-type: none"> • Documentation of Providing PL: Sign-in with Teacher Name, Grade, Content • Documentation to Determine Allowability of PL Activity (Agenda, PPT, etc.) • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
2213 199 Additional Compensation to Mentor	<ul style="list-style-type: none"> • Documentation of Mentoring: Mentor/ Mentee Assignments w/ Teacher Name, Grade, Content • Documentation of Mentoring Activities (Log, Feedback, etc.) • Approved Mentor Job Description • Proof of Title II, Part A Coordinator Authorization • Time and Effort Documentation
2400 199	<ul style="list-style-type: none"> • Documentation of Recruitment/Financial Incentives for Principals and Assistant Principals
2213 300 Contracted/ Purchased Services	<ul style="list-style-type: none"> • Detailed Purchase Order and/ or Invoice and Check • Contract/ Agreement with deliverables, timeline, etc. • Documentation of Compliance with Federal Purchasing Requirements (UAR § 200.320(b-c)) <ul style="list-style-type: none"> ○ For purchases whose aggregate FY cost is over \$3,500 a copy of the 2 or more price/ rate quotations ○ For purchases whose aggregate FY cost is over \$150,000 a copy of formal advertising for bid or copy of competitive proposals

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FY19 Title II, Part A Private School Allocations

– Chapter 5 of FP Handbook



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What do I need to know about private schools?

- All information about LEA allocations and budget should be made available to private schools upon request.
- In Georgia, Title II, Part A asks that LEAs limit the use of administrative funds to 10%. Any LEAs wishing to use more than 10% must submit documentation describing how the funds will be used with a justification for how this amount is reasonable and necessary.
- **LEAs with participating private schools MUST upload a budget attachment** showing the totals allocated to private schools. This required template can be found on the Title II, Part A webpage.
- Someone in the LEA will use the Private School application in the MyGaDOE portal to update private school information. You should have access.

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Private Schools – Chapter 5 of FP Handbook



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What are examples of administrative activities?

- A portion of Title II, Part A allocations for the private school may be directed to the LEA for administrative services.
- Title II, Part A limits administrative costs to 10% of the grant (**includes any budgeted items in Functions 2230 and 2300 for Title II, Part A**). Administrative costs over 10% require justification.
- LEAs and private schools must consult and agree on administrative costs.

Possible Administrative Activities

- Grant management
- Processing purchase orders
- Conference registrations
- Negotiating contracts – 3rd party
- Conducting meetings
- Accounting activities
- Collecting travel documentation
- Processing reimbursements
- File maintenance
- Onsite inventory of equipment
- Program implementation and monitoring

How can my budget impact private schools?

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Private Schools - Scenario



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FY19 Allocation: \$1,000,000, 7 Participating Schools (4,000), Total Pop. 40,000

FY19 Administrative Costs	Scenario A	Scenario B	Scenario C	Scenario D
IIA Funded Admin Staff (2230)	.5	.75	1	1.25
2230 100/200 Salaries/ Benefits	35,000	75,000	100,000	125,000
2230 Postage (Consultation)	0	0	50	100
2230 580 Travel (FPC, GCEL, Regional)	250	500	1,000	2,000
2230 610 Supplies	0	100	500	2,000
2230 810 Registration	0	0	50	150
2300 300 Audit Costs	0	0	500	1,000
2300 880 Indirect Costs	0	20,000	20,000	20,000
Total FY19 Admin	35,250	75,600	102,100	130,250
% of Total Allocation	3.5%	7.5%	10%	12.5%
Remainder Subject to PPA	964,750	924,400	897,900	869,750
Per Pupil	24.12	23.11	22.45	21.74
Private School Allocation	96,480	92,440	89,800	86,960
Public School Allocation	868,270	831,960	808,100	782,790

Title II, Part A FY19 Fall Budget Webinar

Coordination of Funds - FP Handbook Chapter 4



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My allocation is small and my plans are big;
what are my options?

It is the goal of the GaDOE to ensure LEAs have the ability to maximize the use of their funds to meet the needs of the students being served.

- **Consolidation of Funds - Fund 400 (ESSA Section 8203)**

This is the traditional schoolwide use of funds. LEAs that follow proper methodologies to allocate funds to the school level, may consolidate school level funds in order to meet the needs of the school/ district. Only schoolwide Title I schools are eligible to do this. The intents and purposes of the law must still be met.

- **Consolidation of Funds - GaDOE Pilot – Fund 150**

An increasing number of school districts are working with the GaDOE Director overseeing the pilot to consolidate both federal and local funds. For more information, please reach out to Director Shaun Owen.



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Coordination of Funds - FP Handbook Chapter 4

- **Braiding/ Coordination of Funds**

Financial resources from several individual funding streams coordinated by all stakeholders to support a single initiative, so each individual award maintains its specific identity. While braiding is encouraged, the funds still have to meet the intent and purpose of each individual funding stream.

- **Transfer/ Coordination of Funds (ESSA Section 5103)**

LEAs may transfer up to 100% of funds from Title II, Part A and Title IV to Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A; Title IV, Part A; and Title V, Part B. Funds that are transferred must follow the statutes and guidance of the program to which they are transferred (set-asides and equitable services).



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Coordination of Funds- FP Handbook Chapter 4

- Consolidation of Funds - Fund 400 (ESSA Section 8203)
 - 2 LEAs
- Consolidation of Funds - GaDOE Pilot – Fund 150
 - 9 LEAs
- Transfer of Funds (ESSA Section 5103)
 - Transfer In – 5 LEAs
 - Transfer Out – 20 LEAs

Transfer all or any portion of funds (ESEA Section 5103(b))

From	To
Title II, Part A	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title III, Part A
	Title IV, Part A
	Title V, Part B

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Consolidation of Administrative Costs – FP Handbook Chapter 4



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How can I make administering the grant easier?

ESSA Program	Maximum Percentage for Administration
Title I, Part A - Basic Programs	≤10%
Title I, Part C - Migrant	≤2%
Title I, Part D - Subpart 2, Neglected & Delinquent (N&D)	≤2%
Title II, Part A - Supporting Effective Instruction	≤10%
Title III, Part A – Language Instruction for English Learners (EL)	≤2%
Title III, Part A – Immigrant Students	≤2%
Title IV, Part A – Student Support and Academic Enrichment (SSAE)	≤2%
Title IV, Part B - 21 st Century Community Learning Centers (CCLC)	≤10%
Title V, Part B – Rural and Low Income Schools (RLIS)	≤2%

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Local Uses of Funds



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Everyone wants Title II, Part A money – what's allowable?



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Every Student Succeeds Act Title II, Part A Quick Reference Section 2103 [20 USC 6613] Local Uses of Funds

Authorized Use of Funds #1

- (A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that
- (i) is based in part on evidence of student achievement, which may include student growth; and
 - (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

Authorized Use of Funds #2

- (B) Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide
- (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject


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Evidence-Based – Chapter 9 of FP Handbook



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Can I only fund strategies/ interventions with Strong evidence?



Every Student Succeeds Act
Title II, Part A
Section 8101 [20 USC 7801] Definitions

(21) EVIDENCE-BASED. —

(A) IN GENERAL. — Except as provided in s

State, local educational agency, or school

(i) demonstrates a statistically significant

on—

- (I) strong evidence from a
- (II) moderate evidence from
- (III) promising evidence from

statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes;

- Reducing class size to a level that is **evidence-based** to improve student achievement through the recruiting and hiring of additional effective teachers
- Providing high-quality, personalized professional development that is **evidence-based**

Sec 2103(b)(3)(D&E)

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Professional Development Definition



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Are conferences still okay to fund?

(42) PROFESSIONAL DEVELOPMENT. —

The term "professional development" means activities that

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State

(B) are sustained (not stand-alone, 1-day, or one-time), data-driven, and classroom-focused, and may include

- (i) improve and increase teachers' —
 - (I) knowledge of the academic content standards;
 - (II) understanding of how students learn;
 - (III) ability to analyze student work;

instructional strategies, assessments, and materials based on such analysis;

- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
- (iv) improve classroom management skills;

ESSA states explicitly that professional development is not stand-alone, one day or short-term workshops. Professional Learning must be sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

Title II, Part A FY19 Fall Budget Webinar

PL Allowable Participants



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Our central office team provides all our schools PD;
can Title II, pay for their training?

- **Participation in Most Title II, Part A PL/ Training Activities:** All Teachers (including CTAE, PE/Health, Pre-K), Principals/ Assistant Principals and Other School Leaders
 - *other school leaders – individuals responsible for the daily instructional leadership and managerial operations in a school building*
 - *ESSA seems to consider Instructional Coaches to be teachers*
- **Participation in Specific Title II, Part A PL/ Training Activities:** Paraprofessionals, Counselors, Media Specialists, etc.

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Local Use of Funds/ Types of Activities	Participants (Please reference ESSA Section 2103)
A. Evaluation System	System is to support Teachers, Principals, Other School Leaders
B. Teacher Recruitment & Retention	R & R Activities for Teachers, Principals, Other School Leaders, Paraprofessionals, Coaches, Mentors, Evaluators
C. Recruitment from Other Fields	To become Teachers, Principals, Other School Leaders
D. Evidence – Based Class Size Reduction	Teachers
E. High Quality, Evidence-Based Personalized Professional Development	Teachers, Instructional Leadership teams, Principals, or Other School Leaders
F. Programs/ Activities to Increase Ability of Teachers to Teach SWD & EL	LEA/ School staff that will support teachers or direct support for teachers
G. Programs/ Activities to Increase Knowledge and Ability to Support Educators in Early Learning (through age 8) which may include PL and transition planning to Elem.	Knowledge - Teachers, Principals, Other School Leaders; Principal Support - Teachers, Teacher Leaders, Early Childhood Educators, school staff (paraprofessionals) and Other Professionals

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Local Use of Funds/ Types of Activities	Participants (Please reference ESSA Section 2103)
H. Training, TA, Capacity Building	LEA/ School Staff that will Support Teachers, Principals and Other School Leaders or Direct Support for Teachers, Principals and Other School Leaders
I. In-Service Training for School Personnel on Specific Topics	School Personnel
J. Training to Support the Identification of Gifted and Talented and High Ability	Recipients Not Specified
K. Supporting School Library Program' Instructional Services	Recipients Not Specified
L. Training for All School Personnel on Child Sexual Abuse	All School Personnel, including Teachers, Principals, Other School Leaders, Specialized Instructional Support Personnel, and Paraprofessionals

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Local Use of Funds/ Types of Activities	Participants (Please reference ESSA Section 2103)
M. Developing and Providing PD and Systems of Support Related to STEM and Computer Science	LEA/ School Staff that will Support Teachers, Principals and Other School Leaders or Direct Support for Teachers, Principals and Other School Leaders
N. Developing Feedback Mechanisms to Improve School Working Conditions	Recipients Not Specified
O. High Quality PD on Effective Strategies to Integrate Specific Topics to Help Prepare Students for Postsecondary and Workforce	Teachers, Principals, Other School Leaders
P. Other Evidence-Based Activities that Meet the Purpose of the Title *Requires State Consultation	Recipients Not Specified

Title II, Part A FY19 Fall Budget Webinar

Alternative Certification Programs



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HR just called; Can Title II, Part A pay for GaTAPP?



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Title II, Part A Guidance:

Using Title II, Part A to Fund Alternative Certification Programs

Developed by the Georgia Department of Education February 2018

ESEA was reauthorized by ESSA in December 2015 with full implementation beginning July 2017. Part of this reauthorization included the removal of HiQ requirements and replaced it with a required assurance for SEAs and LEAs to ensure teachers meet state certification requirements, including requirements set forth in charter law [ESEA Sections 1111(g)(2)(J) and 1111(h)(2)(B)]. LEAs and teachers, the role of LEAs is to support teachers in meeting certification requirements. Educators themselves are responsible for obtaining the credentials they need for the jobs for which they are applying or are assigned. LEAs may support LEAs in obtaining these credentials. Because meeting state/LEA certification requirements is a teacher responsibility, LEAs may use Title II, Part A funds to support alternative certification programs for teachers as aligned with LEA needs, particularly in high needs areas and high needs schools. LEAs must ensure that they do not use Title II, Part A funds when local funds have been used in prior years. If the LEA has supported alternative certification locally, however has experienced precipitous decline in funding, the LEA should contact Title II, Part A program staff. As a reminder, it is important that the LEA keep detailed documentation regarding any expenditure where there may be a presumption of supplanting to ensure that its auditors have appropriate source documentation to review to support an allowable cost.

In support of local education agencies, the State Board of Education has adopted strategic waiver laws and State Board of Education board rules, allowing LEAs to waive certification in content

Title II, Part A FY19 Fall Budget Webinar

Funding the GACE



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In reviewing ESSA, it appears that a LEA could develop/ implement an initiative to recruit/ hire/ retain staff that could include the reimbursement for staff to take the GACE program admission assessment under 2103(b)(3)(B)(iii)

- *(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—
(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;*

While the law does not explicitly discuss test reimbursement, the Non-Regulatory guidance describes an example of career advancement opportunities by helping paraprofessionals to gain requisite credentials.

- *PG18 of the Title II, Part A Non-Regulatory Guidance – Building Systems of Support for Excellent Teaching and Leading says that under 2103(b)(3)(B) LEAs may offer “career advancement opportunities for current staff members, such as paraprofessionals, who have worked in the community for an extended period of time, to support their efforts to gain the requisite credentials to become classroom instructors;”*

Title II, Part A FY19 Fall Budget Webinar Budget Planning



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FY19 Title II, Part A Fall Budget Technical Assistance Webinar

Title II, Part A Education Program Specialists

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