

DAY ONE
FY16 Title Programs
Georgia Department of Education
Fall Regional Workshops –
for

Title I, Part C – Migrant Education
Title X, Part C – McKinney Vento Education of Homeless Children and Youth
Title I, Part D – Programs for Neglected and Delinquent Program
Title I, Part A – Academic Achievement.

August 13-14, 2015 The Golden Isle Career Academy (GICA) Glynn County

August 18-19, 2015 Forsyth County ACE Cafeteria

September 3-4, 2015 Houston County Annex Auditorium, Suite A

SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS





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Expected Outcomes

Participants will:

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

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Title I, Part C Migrant Education Program (MEP)

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Title I, Part C Migrant Education Program



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The purpose of the MEP in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met.



Title I, Part C Migrant Education Program



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- Unique Federal Program
 - Funds allocated from U.S. ED to GaDOE
 - GaDOE manages the program and is deeply involved in all aspects of MEP implementation in direct funded LEAs and the consortium
 - GaDOE is held accountable for everything having to do with services to our participants (pre-school, K-12 enrolled, out-of-school youth and dropouts)



Migrant = Mobility



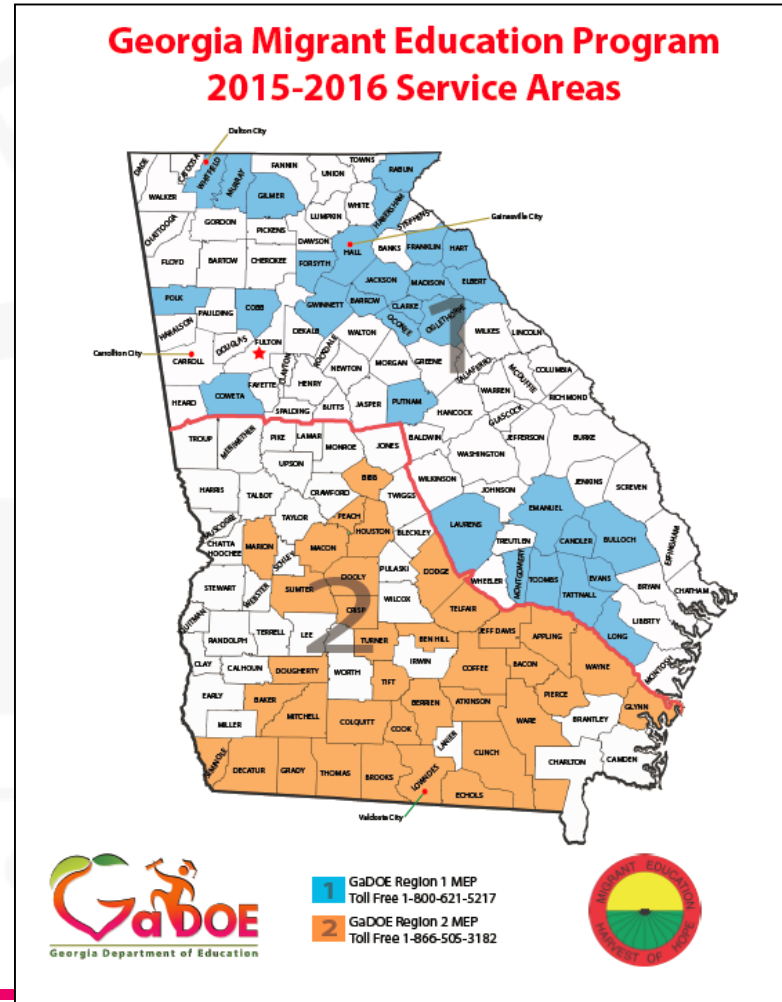
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MEP Funds

- Allocations for LEAs are formula based.
- LEAs with larger migrant participant counts and allocations receive funds directly.
- LEAs with smaller participant counts and allocations of less than \$15,000 are part of the MEP consortium.
- Abraham Baldwin Agricultural College (ABAC) is the MEP consortium fiscal agent.



MEP Budgets

- IPs are the driving force behind budgets
 - Implementation Plans (IPs) address educational projects for preschool children, K-12 students, and out-of-school youth (OSY) & drop outs (DO)
 - Local programs have to represent their local demographics. (Ex. If 70% of migrant participants are OSY, the LEA would plan for the bulk of their services and expenditures directed toward serving the needs of this group.)
- FY16 funding allocations showed all 3 categories to support planning.
- Budget requirements are the same as Title I, Part A.... with a few exceptions.



Budgeting Hints

1) Personnel

- List each MEP funded **employee** in a single line, specifying:
 - Position (SSP, recruiter, cert. teacher, contracted tutors)
 - Part-time or full-time and rate of pay
 - Location of services (school, homes, labor camps etc.)
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 110/140
- Don't forget to budget for each employee's **benefits** (combined line or separate)
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 210/220/230/260...290



Budgeting Hints

2) Identification and recruitment (ID&R) and tutorial travel

- Include a line for specific travel between schools:
 - to provide tutorial services, and
 - for ID&R activities, such as "travel for paraprofessionals to identify and recruit eligible participants and to travel between schools to provide migrant services"
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 580



Budgeting Hints

3) Supplies

- Include detail regarding type of educational supplies to be provided, words like "such as", "among others", "include," "etc." cannot be used. All supplies must be listed. Ex: *Instructional supplies: pens, pencils, markers, rulers, erasers, notebooks, crayons, glue, construction paper, index cards, scissors, file folders, labels, copy paper, and tape.*
- Fill out the "Reasonable and Necessary Form" before allocating funds for technology projects over \$5,000 and submit it to the regional coordinator for agreement.
 - Recommended Function Codes: 1000/2100
 - Recommended Object Codes: 610/612/615



Budgeting Hints

4) Parent Advisory Council (PAC) & Parental Engagement Activities

- Include funds for PAC and parental engagement activities, food (light refreshments preferred) when meeting spans meal times, and supplies (Specify all supplies needed).
 - **Recommended Function Codes: 2900**
 - **Recommended Object Codes: 595**
- Parental engagement activities are those which support parent involvement in their child's education.
- Transportation for parents or students to attend parent engagement activities, MEP programs and regional and state PAC meetings
 - **Recommended Function Codes: 2900**
 - **Recommended Object Codes: 300/580/595**
- Unless parents are also MEP participants, they are not permitted to receive MEP funded services (ex: EL classes).



Budgeting Hints

5) Professional Development

- Specify the names of professional workshops/conferences
 - Specific local professional learning and training opportunities should directly address migrant student/participant needs as well as provide training for SSPs in their instructional duties and responsibilities.
 - Registration costs should be addressed separately under object code 810. (Budget for travel fees associated with MEP funded staff attending the 2015 MEP State Conference on December 2-3, 2015 in Macon GA, ID&R trainings in August and May, and other MEP trainings during the year.)
 - **Recommended Function Codes: 2210**
 - **Recommended Object Codes: 580**



Budgeting Hints

6) Limited Emergency Medical, Dental, & Eye Services

- Some medical expenditures can be allowable expenditures based on reasonable & necessary circumstances when no other programs can help the child and the matter is directly related to the student's achievement or keeping him/her from attending school.
 - Recommended Function Codes: 2900
 - Recommended Object Codes: 595



Budgeting Hints

7) Summer Programs

- Plan for coordination with other programs or agencies; funds may be used for teachers/tutors, space (if needed), transportation, registration fees for other agency programs, and supplies (if needed)
 - School/facility based or home based programs or partner agencies

8) Services to Out-of-School Youth and Drop Outs

- Staff and travel expenses to provide services outside the regular school day and at various locations; services implemented when OSY/DO are working within the district
 - EL lessons: MP3 players, EL books, tutors/instructors
 - Health Education materials – educational component is required

9) Services to Preschool Children

- Staff and travel expenses to provide services outside the regular school day and at various locations
 - EXITO materials and other school readiness educational materials



Budgeting Hints



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10) Other Allowable Expenditures:

- After-school programs or Saturday programs
- Printing of Georgia MEP publications and materials
- Cell phones for 100% MEP funded recruiters/SSPs who travel outside the school building regularly for home visits and recruitment (LEA must have cell phone policy)
- Transportation to send selected migrant youth to summer camps at UGA, ABAC, and Georgia Southern
- Transportation to attend college day events (Georgia Southern, UNG, ABAC, Armstrong, Valdosta State University, Savannah Tech College, Wiregrass Tech College, Georgia Military College, Georgia State University, University of Georgia)
- Audit cost and indirect cost



MEP Funded Field Trips

- Connected to an Educational IP; Reasonable and Necessary; Rare
- Advanced Planning and Coordination
- Complete the MEP Field Trip form and upload it on the attachments tab on the portal for review by the regional coordinator.



Meals and Snacks

- Many programs available through Federal School Food Nutrition
- Link to website: <http://www.gadoe.org/Finance-and-Business-Operations/School-Nutrition/Pages/default.aspx>
- In general, Title I, Part C funds are not to be used for food for participants.
- There are rare exceptions and each case is addressed individually with the regional coordinator and program manager.
- Your school nutrition contact is well versed in all available programs and should be consulted well in advance if the need for food or snacks arises.



Expenses and Draw Downs

- LEA draw down amounts are monitored by the GaDOE MEP; regional coordinators request drawdown status reports from LEAs
- Carryover, if any, must be used before it expires.
- Due to population shifts, some LEAs no longer have the same MEP participant populations in the district and face spending challenges. Excess carryover funds will be held at the state to ensure they are spent before expiration.



MEP Forms

Available on the GaDOE MEP website

- Field Trip Approval
- Certified Staff Approval
- Identification and Recruitment Plan
- Occupational Survey
 - English, Spanish, Burmese, Nepali, Somali, Arabic, Amharic, Chinese, Korean, Vietnamese, French, Haitian Creole, Karen
- Other program specific documents
- Link to website:



<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Gamep-Forms-and-Documents.aspx>

MEP Program Updates

- Tracking of Services – MEP funded or other
- Portal Access – Migrant Data Transfer site
- Coordination with MEP consortium at ABAC
- Professional Development
 - Inclusion of MEP funded staff in local PD related to instructional duties
- Identification and Recruitment and Data Collections Handbook for FY16 is now available online.
- FY16 Title I Handbook – Title I C Migrant section has program implementation information
- MEP State Conference: December 2-3, 2015
Moving Migrant Students Forward





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Migrant Student Information Exchange (MSIX)

- Operated by the U.S. Department of Education
- Web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational records among the states.
- MEP staff, registrars, counselors and others who work with migrant children should request access.

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MSIX Consolidated Student Record



U.S. Department of Education
Promoting educational excellence for all Americans

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[Records Exchange Initiative](#)

External Links:

[Course Catalog](#)

[Standardized Tests](#)

[REACTS](#)

[RESULTS](#)

[NCES](#)

[State MEP Directors](#)



Consolidated Student Record View

[Back To Search Results](#)

Search Results for MSIX ID: 866339243962

Student Name: Sri Tangirala State ID: MD008 State: MD

[Historical Student Record View](#)

[Demographics](#) | [Enrollments](#) | [Assessments](#) | [Course History](#)

Printing Options:

Student Information

Name:	Sri Tangirala	Sex:	Male
Birth Date:	01/13/2001	Multiple Births:	No
Birth Location:	Philadelphia, Pennsylvania, United States	Birth Date Verification:	Other
Male Parent:			
Female Parent:	Lorena Tangirala		
Expiration Date:	07/19/2010	Continuing Service Reason:	

Most Recent Qualifying Arrival Information

Qualifying Arrival Date:

Qualifying Move From Location:	Little Creek, Maryland, United ...	Qualifying Move To Location:	Sequoia, GA
Expiration Date:	07/19/2010	Continuing Service Reason:	

[Flag Record for Merge](#) | [Flag Record for Split](#)

Send an MSIX user an email notification indicating that a student has arrived in your area [Send](#)
or has moved to their area [Notification](#)

[Export to File](#)

Send and Receive Email Notifications of Students Moving To or From Your State

State MEP Directors



Most Recent Qualifying Arrival Information

Qualifying Arrival Date:	07/25/2010
Qualifying Move From Location:	CLINTON, North Carolina, Unite ...
Expiration Date:	07/24/2013

Send an MSIX user an email notification indicating that a student has arrived in your area or has moved to their area [Send Notification](#)



Move Notifications

You must send a notification to a State that you have received a student from or to a State where you know a student is moving.

From	
Name:	Training-15 Secondary
Phone Number:	8668789525
Email Address:	not_used@example.com
State:	Texas
User Role:	Secondary User
To	
State:	Florida ▼
District:	JACKSON ▼
School:	COTTONDALE HIGH SCHOOL ▼
Notification	
MSIX ID:	758799893312
Student Name:	RAMIREZ
Message:	This student is leaving our area and indicated that he/she is moving to your area. ▼
Comments:	<input type="text"/>
<small>To protect the student's privacy, do not include any sensitive information such as Social Security Numbers or other Personally Identifiable Information in the Comments field. Comments entered here will be shared unedited and in their entirety with other MSIX Users. If applicable, please include the city or town where the student is moving.</small>	

Two options: Leaving to another state; arriving in our state.



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Move Notifications

- Leaving GA: Include information that will help the receiving district/state locate the child or youth
 - City, town, school district
- Arriving in GA: Notify the sending district/state that the child has arrived
- Do not include sensitive information since these notifications are in the form of an E-MAIL
 - MSIX shows a warning when using this feature



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Migrant Student Information Exchange (MSIX)

- Account information is located on the GaDOE Migrant Education Program (MEP) website <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Migrant-Education-Program.asp>
 - Application
 - Online Training and Quiz
 - Submit to GaDOE MEP State Data Collections Office
- Questions? Yesica Ordonez (yordonez@doe.k12.ga.us)

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Georgia MEP on Twitter

DEPARTMENT OF GEORGIA EDUCATION
1776
Migrant Education Program
GEORGIA

Tweets >
Following >
Followers >
Favorites >
Lists >

Follow Georgia MEP
Full name
Email
Password
Sign up

Photos and videos >

Worldwide Trends · Change
#elsabado3ponzia
#Sombia&hrshanF3769C@mCTirica

Georgia MEP @Georgiamep
Federal funded program designed to support supplemental educational programs for migrant children to help reduce educational disruption due to repeated moves.
Atlanta, GA

210 TWEETS 61 FOLLOWING 109 FOLLOWERS **Follow**

Tweets

Georgia MEP @Georgiamep 9h
The buses will soon be rolling to pick up migrant students for school. #gadoe #migrated #k12 #farmworkers #nasdme pic.twitter.com/hGXKT1gAhL
[View photo](#)

Georgia MEP @Georgiamep 29 Jul
Migrant workers sorting peanuts in Bulloch County. #gadoe #migrated #farmworkers #teamgasocial pic.twitter.com/UBwHpJnvG3
[View photo](#)

Georgia MEP @Georgiamep 26 Jul
Consortium Coord. Jackie Rose & Recruiter Alicia Yanker Provide Migrant Info to Dr. Juanasha Watkins (Social Circle). pic.twitter.com/YPYIO0j84
[View photo](#)



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MEP Contact Information

John Wight, Program Manager

404-463-1857; jwight@doe.k12.ga.us

Margarita Munoz, Region 1 Coordinator

404-272-8762; mmunoz@doe.k12.ga.us

Israel Cortez, Region 2 Coordinator

404-272-8780; icortez@doe.k12.ga.us



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Title I, Part A Homeless Set-Aside and Title X, Part C McKinney-Vento Education for Homeless Children and Youth Program

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McKinney-Vento Homeless Program

Required District Set-Asides

- According to Title I, Part A, LEAs **must** reserve (set-aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools [20 USC6313(c)3]
- For homeless children and youth in non-Title I schools, LEAs must use one of four methods on the next slide to calculate the set-aside. Determining appropriate amount requires coordination between Title I and the Homeless Education Department

McKinney-Vento Homeless Program

Required District Set-Asides

- Four possible methods to calculate the homeless set-aside:
 - Identify homeless students needs and fund accordingly
 - Obtain a count of homeless students and multiply by the district's Title I, Part A per-pupil allocation (PPA)
 - Reserve an amount greater than or equal to the district's McKinney-Vento subgrant request
 - Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation

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Required District Set-Asides

- The GaDOE Homeless Coordinator must review the homeless set-aside prior to budget approval. LEA program managers should:
 - Explain the method used to determine the set-aside amount and show the calculation in the Consolidated Application set-aside description
 - Set-aside funds may be used to assist homeless students in Title I schools. List the homeless set-aside with a dollar amount of zero if all schools in the district are Title I and no additional services are necessary
 - If all schools in the LEA are Title I, the explanation must read: All schools in the LEA are Title I schools and the needs of the homeless are addressed in each school's Title I plan

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Required District Set-Asides

- In LEAs without a McKinney-Vento subgrant, LEAs have the discretion to use set-aside funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources
- In determining appropriate expenditures for the funds set-aside for homeless students, it is important to note that comparable services may not necessarily mean services that are identical to the services provided to non-homeless students (i.e. uniforms, expedited evaluations, eye glasses, transportation (other than to the school of origin))

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McKinney-Vento Homeless Program

New authority regarding the use of Title I, Part A funds in the Consolidated Appropriations Act

- Funds available under sections 1124, 1124A, 1125 and 1125A of the ESEA may be used to provide homeless children and youths with services not ordinarily provided to other students under those sections, including supporting the liaison designated pursuant to section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act, and providing transportation pursuant to section 722(g)(1)(J)(iii) of such Act.
- The appropriations act expands the use of Title I funds to support homeless children and youth for the following requirements under McKinney-Vento:
 - Local homeless liaison
 - Transportation to and from school of origin

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May Title I funds be used to support in full an LEA's homeless liaison?

- Yes, as authorized in the appropriations act.
- An LEA may reserve funds for this purpose under 34 C.F.R. § 200.77(g).
- Previously, a Title I coordinator paid with Title I funds could also be the homeless liaison if those duties were in addition to Title I duties.
- An LEA may now use Title I funds and Title I carryover funds to fund all or part of a homeless liaison's salary even if that person has no Title I duties.

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May Title I funds be used to transport homeless children and youth to their school of origin?

- Yes, as authorized in the appropriations act.
- An LEA may reserve Title I, Part A funds for this purpose under 34 C.F.R. § 200.77(g).
- Absent the appropriations language, the Title I supplement not supplant provisions prohibit an LEA from using Title I funds to pay the costs of transporting homeless children and youth to their school of origin because such services are required under McKinney-Vento.
- Costs that may be charged to Title I are the incremental costs to transport a homeless child or youth to his or her school of origin that are above what the LEA would otherwise provide to transport the student to his or her assigned school.

McKinney-Vento Homeless Program

McKinney-Vento Sub Grants

Title I, Part A
Set-Asides

General
Funds



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McKinney-Vento Homeless Program

Data Collection

- ENVIRONMENT CODE indicates the type of residential environment in which a student resides or the type of school the student attended at anytime during this school year at this school. Code only those students for whom one of the codes below apply. For students where codes do not apply, leave blank
- *** Used to apply only to Title I students – now applies to ALL students. ***
- Data Element ID: STU045
- Layout ID: C045

Environment Code	Description
1	Resides in a local institution for neglected
2	Resides in a local institution for delinquent
3	Homeless
4	Unaccompanied Homeless Youth

McKinney-Vento Homeless Program

Primary Nighttime Residence

- Shelters
 - Transitional housing, Awaiting Foster Care
- Doubled-up
 - Living with another family
- Unsheltered
 - Cars, Parks, Campgrounds, Abandoned buildings, Temporary trailer
- Hotels/Motels
- **There is no "Other" category**



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McKinney-Vento Homeless Program

Coordination Page:

All LEAs must appoint a McKinney-Vento homeless liaison

Comprehensive LEA Improvement Plan (CLIP):

- Descriptor #1: Homeless students should be included in the process to determine academic needs
- Descriptor #2: Homeless students should be included in the process to deliver high-quality assessments
- Descriptor #3: Homeless students should be included in the National Assessment of Educational Progress (NAEP) determination, if applicable
- Descriptor #9: The Homeless program will be included in coordination efforts
- Descriptor #14: **LEAs should describe the homeless programs

**Note: Primary place where the Homeless program is described

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Annual Homeless Survey Modifications

- The U. S. Department of Education (US ED) made a call for states to revise state plans with meaningful standards that can lead to quality services and increased academic achievement
- Met with US ED, National Center for Homeless Education (NCHE) and National Association for the Education of Homeless Children and Youth (NAEHCY) officials regarding Georgia
- 10 Recommended standards, each with multiple indicators (56 indicators total), considered and modified for Georgia

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NCHE Standards

- **STANDARD 1** - (2 INDICATORS): All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels
- **STANDARD 2** - (5 INDICATORS): All homeless students demonstrate academic progress
- **STANDARD 3** - (4 INDICATORS): All children in homeless situations are identified
- **STANDARD 4** - (3 INDICATORS): Within one day of an attempt to enroll in school, homeless students are in attendance
- **STANDARD 5** - (5 INDICATORS): All homeless students experience stability in school

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NCHE Standards

- **STANDARD 6** - (10 INDICATORS): All homeless students receive specialized and comparable services when eligible
- **STANDARD 7** - (4 INDICATORS): All preschool-aged homeless children enroll in and attend preschool programs
- **STANDARD 8** - (7 INDICATORS): All homeless unaccompanied youth enroll in and attend school
- **STANDARD 9** - (8 INDICATORS): All parents (or persons acting as parents) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education
- **Standard 10** - (8 INDICATORS): LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA

McKinney-Vento Homeless Program

Reaching Consensus

- After meeting with US ED, NCHE and NAEHCY officials, the Department met with a small group of LEA Liaisons and LEA transportation officials to discuss and modify proposed standards
- Also met with other divisions within the Department:
 - Counseling
 - Data Collections
 - School Improvement
 - Transportation
 - Consolidated Application Developers



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Development

- Survey will have 25 total indicators
- 15 indicators preloaded from SIS
- 10 indicators loaded by LEA
- The 25 indicators fall into 5 categories:
 - Activities and Services
 - Academics
 - Awareness
 - Discipline
 - Identification



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Program Monitoring Review

LEAs with and without sub grants are subject to SEA monitoring and evaluation:

- all EHCY grantees will be monitored annually
- non-grantees may be randomly selected
- LEAs scheduled for Title I cross-functional monitoring (FY15 schedule TBA)

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Program Monitoring Review

- Evidence of annual review and/or revision of policies
 - (§722(G)(2)(A) and (B))
- Evidence of technical assistance training for liaison, relevant staff, and community
 - (§722(e) and (g)(3)(a))
- Evidence of authorized use of funds/activities
- Evidence of fiscal management
 - (§722 (e)(1) and §723)
- Evidence of prompt resolution of disputes
 - (§722 (e)(1) and §723)



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Program Monitoring Review

- Updated Homeless Education Policy
- Title I Coordination
- Fiscal Management
- Professional Development (§722(g)(1)(J)(ii) Requires LEA liaison for homeless children and youth to have sufficient training, resources, and time to carry out the duties in the Act

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McKinney-Vento Homeless Program

For assistance in determining authorized uses of Title I, Part A Homeless set-aside funds, feel free to contact the Department Homeless Education Division

Eric McGhee
Grants Program Manager
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 651-7555 - Office

Erica Glenn
North Georgia
Grants Program Consultant
Homeless Education
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 295-4705 - Cell

Deirdre Lynch Smith
South Georgia
Grants Program Consultant
Homeless Education
Twin Towers East, Suite 1854
205 Jesse Hill Jr., Drive, SE
Atlanta, GA 30334
(404) 656-2004 - Office

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Title I, Part A Neglected Set-Aside and Title I, Part D, Subpart 2 Programs for Neglected and Delinquent Children

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Neglected and Delinquent

Required District Set-Asides Local Institutions

The amount of the set-aside must be equal to or greater than the amount listed on the Department's FY16 allocation sheet

- Services provided must be fully described
- Funds can support only those activities that lead to a Georgia high school diploma (not GED)
- Where appropriate, the set-aside is used to serve children in local institutions for delinquent children and to serve neglected or delinquent children in community day programs

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Neglected and Delinquent

Required District Set-Asides Local Institutions

- LEAs reporting neglected children on the annual N&D survey receive the Title I, Part A neglected reservation
- LEAs reporting delinquent children on the annual survey MAY receive the Title I, Part D, Subpart 2 allocation, if those LEAs reported delinquent numbers above the median of all reporting LEAs received the above allocation
- Those LEAs reporting delinquent numbers below the median are not eligible to receive the Title I, Part D, Subpart 2 allocation

Neglected and Delinquent

Required District Set-Asides Local Institutions

- The following LEA reported neglected and delinquent children. This LEA is eligible to receive the Title I, Part A neglected reservation AND the Title I, Part D, Subpart 2 allocation:
 - Troup County

Neglected and Delinquent

Required District Set-Asides Local Institutions

- This district should receive the required set-aside from Title I, Part A and will also receive the Title I, Part D, Subpart 2 allocation
- The Title I, Part D Subpart 2 allocation will show on the Consolidated Application (ConApp) as a separate grant and will have a separate budget

Neglected and Delinquent

Required District Set-Asides Local Institutions

- The following LEAs reported delinquent children and are eligible to receive the Title I, Part D, Subpart 2 allocation only:
 - Dublin City
 - Taylor County
- These LEAs are not required to have a neglected set-aside from Title I, Part A



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Neglected and Delinquent

Required District Set-Asides Local Institutions

- LEAs that reported delinquent children but did not receive a Title I, Part A neglected reservation AND they are not eligible to receive the Title I, Part D, Subpart 2 allocation may use a portion of their regular Title I, Part A allocation to support delinquent children in Residential Treatment Facilities (RTFs), previously 618 schools
- Please note that LEAs who did not receive a Title I, Part A neglected reservation or Title I, Part D, Subpart 2 allocation are not required to reserve a certain amount or percentage

Georgia Department of Education

Neglected and Delinquent

Required District Set-Asides Local Institutions

- However, the LEAs are still required to consult with RTFs to determine their educational needs. When setting aside regular Title I, Part A monies to serve these children the LEA must use a **Custom Delinquent Set-Aside**
- Set-aside amounts need to be reasonable to address the educational needs of these children. Consultation must be documented

Neglected and Delinquent

Comprehensive LEA Improvement Plan (CLIP):

- Descriptor #13: LEAs should describe the instructional program for children living in residential facilities for neglected or delinquent youth
 - LEAs should describe the instructional program for children living in residential facilities for neglected or delinquent youth. LEAs should include all licensed facilities located in the LEA
 - If the LEA does not currently have any residential facilities for neglected or delinquent youth, the LEA should include a statement to this effect in this descriptor



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Neglected and Delinquent

For assistance in determining authorized uses of Title I, Part A neglected set-aside funds or Title I, Part D, Subpart 2, feel free to contact:

Sonya Davis

Grants Program Consultant

Title I, Part D Programs for Neglected & Delinquent Children

Twin Towers East, Suite 1854

205 Jesse Hill Jr., Drive, SE

Atlanta, GA 30334

(404) 656-4148

Questions? Concerns?



Thank you!
Congratulations – You are Trained!



Title VI, Part B Rural Education Achievement Program (REAP)

Georgia Department of Education

Title VI, Part B (REAP)

Allowable Activities

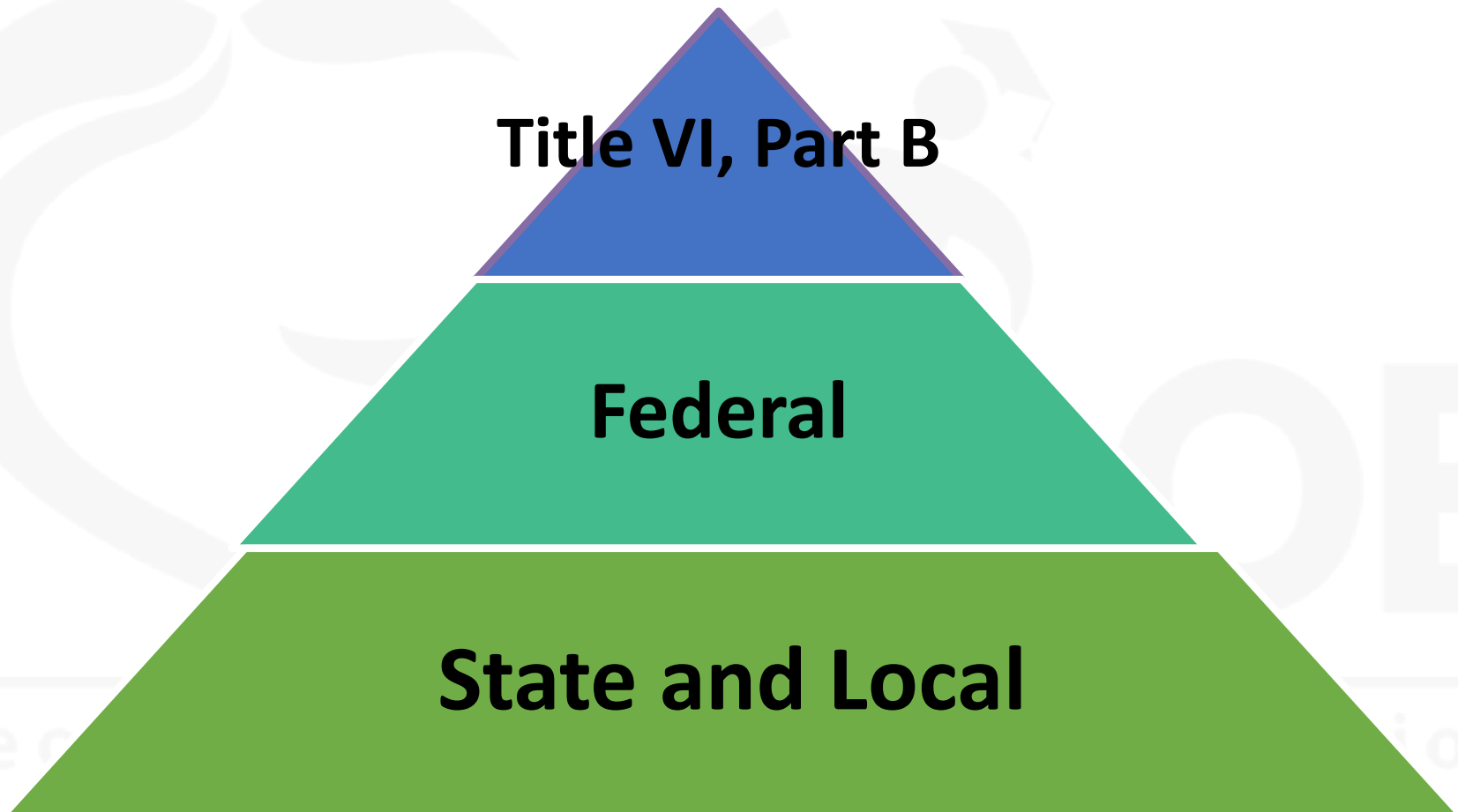
- Title II, Part A (Teacher Quality)
- Title II, Part D (Enhancing Education Through Technology)
- Title V, Part A (Innovative Programs - Parental Involvement activities)
- Title IV, Part A (Safe and-Drug Free Schools and Communities)
- Title I, Part A (Improving the Academic Achievement of the Disadvantaged)
- Title III, Part A (Language Instruction for Limited English Proficient and Immigration Students)

Title VI, Part B (REAP)

Supplement Not Supplant

- Title VI, Part B funds must supplement other local, state AND federal dollars
- Title VI, Part B cannot fund an activity or budget item previously funded by another federal program if the other federal funds are still available
- Title VI, Part B provides resources above all other resources

Title VI, Part B (REAP)



Title VI, Part B (REAP)

Budget Items and Descriptions

- Budgeted items must be addressed in CLIP
- Budgeted items must be reasonable and necessary
- Expenditures must have a direct link to increasing student academic achievement
- Detailed, specific but concise, budget descriptions

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Title VI, Part B (REAP)

Budget Items and Descriptions

- Descriptions cannot be general in nature so that it is unclear how the funds will be used
- Open-ended statements or the words "such as" or "etc." are not allowable
- Quantity and cost per unit needed for all equipment items
- Budget for audit costs if applicable

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Title VI, Part B (REAP)

Rural Education Initiative

- Rural Education Initiative tab must be completed with budget
- The figures on this page must align with the budget and represent the LEA's anticipated expenditures for FY15
- Enter the anticipated expenditures for each activity the LEA will implement
- This page must be updated with each amendment

Title VI, Part B (REAP)

Annual Evaluation Report—Due October 30

- Complete via Data Collection tab within Program Information tab
- Must reflect FY15 actual expenditures as reported on Program Completion Report
- Select “Yes” or “No” for each of the seven activities
- Report actual expenditures for each program activity the LEA participated in and for which “Yes” was chosen

Title VI, Part B (REAP)

Annual Evaluation Report

- Round expenditures, based on the Program Completion Report, to whole dollars
- Performance data will be uploaded by the Department
- Requires Coordinator and Superintendent submit
- Status can be viewed under Audit Trail by selecting Data Collection Audit Trail tab

Title VI, Part B (REAP)

Program Monitoring and Implementation

- Program Activities
 - Implement program activities in timely manner
 - Funds should be expended to benefit students in current fiscal year
 - LEA Coordinator is responsible for oversight of all program activities and expenditures

Title VI, Part B (REAP)

Program Monitoring and Implementation

- Expenditures
 - Approved budget must be entered into local operating budget software
 - Program Coordinator has responsibility to monitor expenditures throughout year
 - Expenditures occur AFTER budget approval
 - Communication with Finance Director is essential to properly and accurately monitor the budget throughout the year

Title VI, Part B (REAP)

Program Monitoring and Implementation

- Federal Requirements
 - Education Department General Administrative Regulations (EDGAR)
 - Establishes cross cutting rules that apply to all federal programs unless exempted by its own statute
 - Establishes government-wide standards for such issues as allowable costs
 - Rules cover over arching issues such as:
 - Application procedures
 - Financial administration
 - Property management
 - Record retention



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Title VI, Part B (REAP)

Cathy Buescher

Education Program Specialist

**Title VI, Part B Rural Education Achievement
Program**

(229) 561-4499

cbuesche@doe.k12.ga.us

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Title I, Part A Parental Involvement



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Required District Set-Asides Parental Involvement

- A district with a Title I, Part A allocation greater than \$500,000 must reserve at least one percent of its allocation for parental involvement activities
- 95 percent of the required one percent set-aside must be distributed among the district's Title I schools unless a school or all schools in the district decide to use their share of the reservation to support a district-level activity for parents
- The Districtwide Parent Activity-Project Assurance form, signed by each participating principal, must be attached to the attachments tab of the Consolidated Application



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Required District Set-Asides Parental Involvement

- If 95 percent of the total one percent required set-aside is being distributed among Title I schools, the amount distributed for each school should be indicated in the Parental Involvement column on the School Allocation-Public School page
- This column should only include parental involvement funds that are distributed from the required one percent set-aside, not the parental involvement funds that schools use as part of their school allocation

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Required District Set-Asides Parental Involvement

- The portion of the one percent required set-aside for parental involvement, Title I, Part A, not used at the end of the previous year (FY15) must be carried over to the present fiscal year (FY16) and added to the required set-asides in the category the funds were originally reserved

Required District Set-Asides Parental Involvement

- A custom set-aside entitled, FY15 Parental Involvement Carryover, must be created. The amount and description must reflect one of the following situations:
 - 100% of FY15 required parental involvement set-aside was expended with zero dollars budgeted
 - The FY15 parental involvement carryover of \$_____ will be budgeted as a carryover amendment with zero dollars budgeted at this time
 - FY15 parental involvement carryover with a description and the appropriate amount budgeted
 - Keep documentation of the calculation for carryover on file for monitoring



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Required District Set-Asides Parental Involvement

- If the LEA sets aside more than the required one percent for parental involvement, the additional funds must be listed as a separate set-aside with an explanation
- Parental involvement expenditures must be budgeted in function code 2900. Parental involvement set-aside expenditures must be budgeted in 2900 and expended at the district level (8010)

Reminder: Parental involvement funds being budgeted as a part of the school's allocation must be budgeted in 2900, but charged to school's facility code



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Budget Considerations

Parental Involvement

- Funds to support Title I parent(s) and/or Title I educator(s) attendance at the 2016 Family Engagement Conference (registration, travel, and other associated costs)
- Funds for materials or consultant costs to educate teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school as it relates to increasing student academic achievement



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Budget Considerations Parental Involvement

- Funds for transportation and childcare to enable Title I parents to participate in Title I school-related meetings and training sessions
- Funds for family literacy services to assist parents who do not have a high school diploma or who have low literacy levels improve their own reading skills in order to be better equipped to support their children's learning (other reasonably available sources of funding for such services being exhausted). GED preparatory classes may be funded out of Title I, Part A funds

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Budget Considerations Parental Involvement



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Don't forget that the Department's Parent Engagement Unit is continuing to contract with Dr. Maria Paredes at WestEd, the developer of Academic Parent-Teacher Teams (APTT), to deliver APTT training for parental involvement statewide in Georgia. Here are facts to consider when a district decides whether or not they would like to participate:

- An interested district may select one Title I elementary or middle school to initiate development of the program beginning in the 2015-2016 school year. The staff at the school must then commit to train at least one other Title I elementary or middle school in that district the following year, while also maintaining the APTT model in their school for year two

Budget Considerations Parental Involvement



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- The district-identified Title I school must have available to budget \$5,500 in its FY16 Title I school allocation for the training and an additional amount for associated in-state travel to training meetings (estimated to be no more than \$2,000 to \$3,000 for three school-level staff)
- Also, the district must budget approximately \$1,000 in its FY16 Title I district budget for one district-level team member's associated in-state travel to training meetings
- If the school is selected to participate and use FY16 Title I funds, the district must ensure that all currently approved Title I plans (CLIP and schoolwide) and budgets, either already reflect an initiative of this nature or are amended and approved to reflect this initiative



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Budget Considerations Parental Involvement

- The state will cover the remaining \$4,500 for the school's participation (total fee for the training is \$10,000 per school), as well as the meeting space and working meals during the training days
- Selected schools must be able to send a team of four to the Macon City Center Marriott for a three-day training in May 2016. The dates for the training are May 2-4, 2016. The team members must consist of 1) Principal, 2) School Parent Involvement Coordinator, 3) District Administrator who will ensure capacity building of the APTT model throughout the district, and 4) Academic Coach/Instructional Coordinator or someone at the school level responsible for professional learning for teachers. All team members must be present at all training dates.



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Budget Considerations Parental Involvement

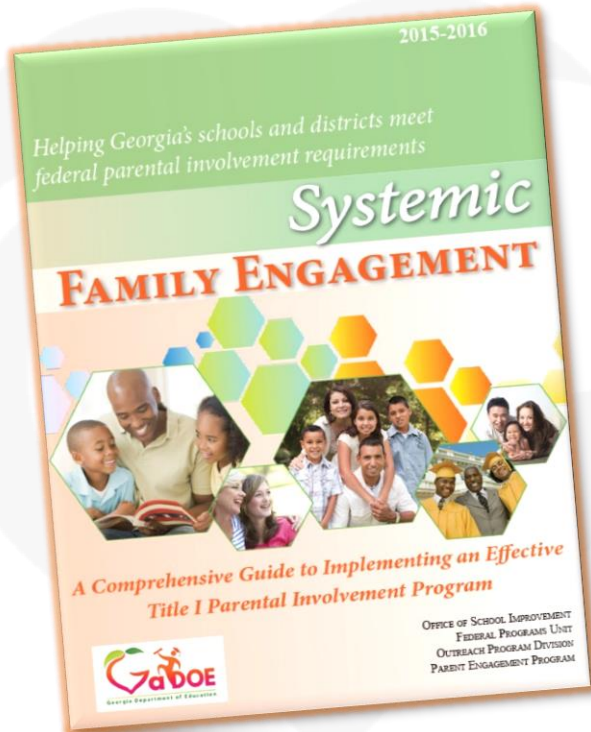
- Funds for technology training to assist parents in learning how to use the Internet to communicate with the school, access the parent portal, or use other on-line student academic achievement resources
- Funds for technology resources or software used to assist schools in better communicating with parents regarding Title I information
- Funds for translation of Title I specific parent notifications

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Parental Involvement Program Updates



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- Annual PIC 101 Training, September 2-3, 2015 at GaDOE in Atlanta
- Compliance Items Prior to November 1:
 - School-Parent Compacts
 - District Parental Involvement Policy
 - School Parental Involvement Policy
 - Annual Title I Meeting
- Superintendent's Parent Advisory Council Applications
- Family-Friendly Partnership School Applications
- Parent Leadership Award Nominations

Staff Contacts

Parental Involvement



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For assistance in determining authorized uses of Title I, Part A
Parental Involvement funds, feel free to contact:

Amy Park

Program Manager
Parent Engagement Program
404-463-1956
apark@doe.k12.ga.us

Deana Bearden

Specialist
Parent Engagement Program
404-232-1148
dbearden@doe.k12.ga.us

What Questions Do You Have?



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FY16 Consolidated Application Budget Training and Federal Programs Updates

Regional Training Workshops August - September 2015

Presenters

Staff From

- Title I, Part A Academic Achievement
- Title I, Part A Parental Involvement
- Title I, Part A School Improvement 1003(a)
- Title I, Part C Migrant Education Program
- Title I, Part D Programs for Neglected and Delinquent Children
- Title II, Part A Teacher Quality
- Title III, Language Instruction for Limited Proficient and Immigrant Students
- Title VI, Part B Rural Education Achievement Programs (REAP)
- Title X, Part C McKinney-Vento Education for Homeless Children and Youth

SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS





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Expected Outcomes

Participants will:

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

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Title I, Part A

Academic Achievement

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Navigating the Consolidated Application Web Site

- Site Navigation Bar (reports)
- Navigating the Application (tabs)
- Programs
- Planning
- Attachments
- Reports/Queries
- Audit Trail
 - Planning
 - Budget
- Coordination tab
- Flexible Learning Program (FLP) Plan tab

Coordination and Participation Requirements

- Status boxes should be checked if there are students identified for the category
- Using the most current data, enter number of students identified for each category:
 - **Homeless** - this is the number of homeless children and youth who are enrolled in the district
 - **Migrant, Limited English Proficient, Immigrant, and Neglected and Delinquent students** – each has a predetermined method of identification
 - **Youth At-Risk** - the district must define youth at-risk. Definition for youth at-risk could be alternative school students who are placed there due to discipline problems; students being served by a graduation coach, etc.
 - **Early Childhood** - pre-kindergarten programs and/or Head Start programs (critical to special education)



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Coordination and Participation Requirements

- A Homeless Liaison must be identified
- Must address the process for identifying and serving each of the subgroups listed
- If the district shows a category with zero children, the district must describe what will be done in the event children from the category are identified
- Provide information as a clearly labeled attachment if additional space is needed (file name limited to 20 characters)

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Coordination and Participation Requirements

Consolidated Application - Windows Internet Explorer

https://portal.doe.k12.ga.us/ConsolidatedApp.aspx?page=inboxTitle&ProgCat=TITLE&oid=46034

File Edit View Favorites Tools Help

Google

Go Bookmarks 0 blocked Check AutoFill Send to Settings

Consolidated Application

Site Navigation

- Home
- Logout
- Title I
 - Administration
 - Application
 - Reports
 - Online Help
- Account Information
 - Add to Favorites
 - Help - Dticket

Hide Navigation

Consolidated Application

Fiscal Year : 2009

Programs Planning Prayer Certification Attachments Audit Trail Coordination

Print Save

Coordination and Participation Requirements

LEA's must ensure that minimum program consultation and participation requirements have been met for each of the NCLB programs. LEAs must coordinate NCLB programs with other educational services.

Status	Description	Number Identified
<input type="checkbox"/>	Migrant and formerly migrant (Part C)	<input type="text"/>
<input type="checkbox"/>	Homeless	<input type="text"/>
<input type="checkbox"/>	Immigrant	<input type="text"/>
<input type="checkbox"/>	Limited English Proficient	<input type="text"/>
<input type="checkbox"/>	Neglected or Delinquent	<input type="text"/>
<input type="checkbox"/>	Youth At Risk	<input type="text"/>
<input type="checkbox"/>	Early Childhood	<input type="text"/>

LEA's Liaison for homeless youth

Section 722(6)(1)(J)(ii)

Name :

Address :

Phone :

E-mail :

Identification Procedure

Describe system process for identifying and serving all subgroups on the above list. Include subgroups in the description even if zero is indicated in the number identified box.

Done Internet 100%

Source of Budgeted Funds by Fiscal Year

- The FY16 official allocation for the LEA will appear in the ConApp when each program is added
- The FY16 allocation this year is made up from:
 - FY16 Title I, Part A Allocation
 - FY15 Amended, Title I, Part Allocation (amendment is due to recalculation by US ED directives)
 - FY15 Title I, Part A Carryover Amounts



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Carryover

- FY15 carryover for Title I, Part A will be posted to the ConApp after the original FY16 budget is approved and the LEA has submitted the required completion report (after September 30th but no later than October 31st.)
- For LEAs that have exceeded the 15-percent carryover limit and have not requested a carryover waiver within the last three years, a carryover waiver request must be completed, submitted, and approved by the Department
- Carryover waiver worksheet is located on the Federal Programs Web site

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Program Information - Fiscal Effort



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- Grade Span Grouping – Check the box if applicable
- Maintenance of Effort (MOE)
 - Aggregate MOE for each fiscal year (FY14 and FY15) has been pre-populated
 - Amount for the fiscal year ending June 30, 2015, must be 90-percent of amount for fiscal year ending June 30, 2014
 - LEAs that did not meet MOE— the Department will request a waiver from US ED on each district's behalf (**Note:** All LEAs met MOE in FY16)
 - A waiver is provided for charter schools that were not existence during the comparison years

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Program Information - Fiscal Effort

- Poverty Determination
 - Check the box that applies
 - School Lunch box
 - Temporary Assistance to Needy Families (TANF) box
 - Other box
 - If the LEA is using the Community Eligibility Provision (CEP) option and/or free and reduced meal (FRM), select the School Lunch box

Required District Set-Asides

- **Set-asides are for district level activities only.** Activities that are included in the set-asides should not be charged to the local school's facility code. They must be charged to the district's facility code - 8010
 - Providing additional school level staff, technology, materials, and/or supplies to Title I schools through districtwide set-asides is not an allowable activity. (NCLB Financial Compliance Insider, Volume 9, Issue 3, July 2011) Doing this would cause a school to be served out of rank order.
- The set-asides page and the school allocation page link to one another, but they do not link to the budget detail pages



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Required District Set-Asides

- [Consolidated Application--Set-Asides Tab](#)

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Required District Set-Asides

- Funds are reserved for required set-asides before monies are allocated to schools
- The total amount of the set-asides plus the total amount allocated to schools from the public school allocation tab should equal the district's FY16 allocation
- There should be no unallocated funds
- If a **required set-aside is not applicable**, the set-aside **must be listed**, with **zero dollars**, and a **statement** must be included indicating why a set-aside is not applicable
 - Example: Homeless - All schools are served as Title I schools

Required District Set-Asides

- **See Specific Program information for the following required set-asides**
 - Homeless Children and Youth
 - For homeless children and youth in non-Title I schools, LEAs must use one of four methods explained in the Homeless Section. If all schools in the LEA are Title I, the explanation must read: All schools in the LEA are Title I schools and the needs of the homeless are addressed in each school's Title I plan
 - Neglected and Delinquent Children
 - The amount of the set-aside must be equal to or greater than the amount listed on the Department's FY16 allocation sheet
 - Parental Involvement
 - A district with a Title I, Part A allocation greater than \$500,000 must reserve at least one-percent of its allocation for parental involvement activities



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Required District Set-Asides Flexible Learning Program (FLP)

- An amount equal to 5-percent of the district's allocation for the ESEA Flexibility Wavier for a FLP must be set-aside for Title I Priority and Focus Schools
- This set-aside would not be subject to the requirement to provide equitable services to eligible private school children, their teachers, and their families because public Title I school students, as a whole, do not benefit from those services
- The FLP set-aside is charged to appropriate function and object code using the central office facility code (8010)



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Required District Set-Asides Flexible Learning Program (FLP)

- Reminder: SIG 1003(g) schools do not have to meet this requirement for Title I, part A since the plans for this program already has additional extended learning time as part of these schools' approved application

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Required District Set-Asides Flexible Learning Program (FLP)

- A custom set-aside entitled, FY15 FLP Carryover, must be created. The amount and description must reflect one of the following situations:
 - 100% of FY15 required FLP set-aside was expended with zero dollars budgeted **or** the district received an approval for the Department to set-aside a lesser amount. The district must attach the approval email from the Department to the Attachments tab in the ConApp
 - The FY15 FLP carryover of \$_____ will be budgeted as a carryover amendment with zero dollars budgeted at this time
 - Attach the carryover calculation worksheet to show how the amount of carryover was determined
 - Keep expenditure detail source data to match the carryover calculation worksheet for carryover on file for monitoring



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Required District Set-Asides Flexible Learning Program (FLP)

- If the LEA no longer has a Priority or Focus school in FY16 any carryover funds from the FY15 FLP set-aside will become part of the regular carryover. Therefore, there will not be a custom set-aside for FY15 FLP Carryover
- If the LEA had schools that offered an FLP in FY15 that were removed, but new schools were identified for FLP in FY16 the LEA must carryover over any unspent FY15 FLP funds

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Required District Set-Asides Flexible Learning Program (FLP)

- To spend less than the amount needed to meet its 5-percent obligation for FLP and to use the unexpended amount for other allowable activities in a given school year, an LEA must meet, at a minimum, all of the following criteria [34 C.F.R. §200.48(d)(2)(i)]:
 - Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to receive FLP services

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Required District Set-Asides Flexible Learning Program (FLP)

- Ensure that eligible students and their parents have a genuine opportunity to sign up for FLP, including by: (a) providing timely, accurate notice to parents; (b) ensuring that sign-up forms for FLP are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families and (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting FLP
- The district has made an offer of and provided FLP services to students in all ranks of the FLP Federal Rank order



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Required District Set-Asides Flexible Learning Program (FLP)

- If a district can support that it has met the all requirements of 34 C.F.R. §200.48(d)(2)(i), then the district may request to set aside a lesser amount for a FLP set-aside, the district must complete the tab labeled *District Req Lesser Amount* found as a sub tab of the FLP Plan tab. All requests for a lesser amount require approval by the Department and all approvals/denials will come through the FLP Plan tab
 - Each request to set-aside a lesser amount will be evaluated and approved on a case-by-case basis
 - Districts should not request for a lesser until after the first semester of the current fiscal year. Any exceptions must be approved by the Department's Title I, Part A Program Manager

District Request for FLP Lesser Amount Tab



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To spend less than the amount needed to meet its 5 percent obligation for FLP and to use the unexpended amount for other allowable activities in a given school year, an LEA must meet, at a minimum , all of the following criteria [34 C.F.R. §200.48(d)(2)(i)]:

1. Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to receive FLP services.
2. Ensure that eligible students and their parents have a genuine opportunity to sign up for FLP, including by:
 - (a) providing timely, accurate notice to parents;
 - (b) ensuring that sign-up forms for FLP are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families and
 - (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting FLP.
3. The district has made an offer of and provided FLP services to students in all ranks of the federal rank order.
The district must provide: (1) a detailed explanation as to the reasons the District is requesting to set-aside less than 5% of its allocation for FLP and (2) a detailed description related to how each Title I Priority, Focus, and Alert School, if applicable, in the district will maximize its 1003(a) school improvement funding to address the academic needs of the most at-risk students in the school in the text box below. All requests to set-aside a lesser amount will be considered on an individual district basis.

Please provide a detailed explanation, in the text box field below, of the request for the lesser amount for FLP and how the district has met all the criteria of [34 C.F.R. §200.48(d)(2)(i)].

- Approved by GaDOE
- Not Approved by GaDOE
- Request Revision



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Required District Set-Asides Professional Development

- **NEW** A new requirement related to districtwide professional learning has been added with the approval of the ESEA Flexibility Waiver Renewal Amendment
- LEAs with low category performance scores on the College and Career Ready Performance Index (CCRPI) that are identified as outliers will be required to spend not less than 5-percent of the Title I, Part A allocation for professional learning
- This required set-aside excludes funds reserved for professional development under ESEA Section 1119



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Required District Set-Asides Professional Development

- This determination is made annually by utilizing weighted category performance by grade span for LEAs
- Funding under this set-aside must be used to address identified academic deficiencies in the LEA for the content areas of reading, English/Language Arts, mathematics, science and/or social studies (page 57 of Georgia's ESEA Flexibility Waiver as renewed June 12, 2015)
- To support improved instruction and increased student achievement in all schools within the LEA
- The Title Programs Division of the Department will notify LEAs impacted by this new requirement

Required District Set-Asides Professional Development



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- Required District Set-Aside
 - Local educational agencies (LEAs) with low category performance scores on the College and Career Ready Performance Index (CCRPI) that are identified as outliers will be required to spend not less than 5-percent of the LEA's Title I allocation for professional development. This required set-aside excludes funds reserved for professional development under section 1119 of the Elementary and Secondary Education Act of 1965 (ESEA). This determination will be made annually by utilizing weighted category performance by grade span for LEAs. Funding under this set-aside must be used to address identified academic deficiencies in the LEA for the content areas of reading, English/language arts, mathematics, science and/or social studies (page 57 of Georgia's ESEA Flexibility Waiver as renewed June 12, 2015)

Required District Set-Asides Professional Development



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- Required District Set-Aside

- LEAs identified as outliers with a total FY16 allocation of less than \$500,000, although **not exempt** from this requirement, will utilize a portion of the required Flexible Learning Program (FLP) district set-aside to provide professional learning to teachers in the district.
- Districts affected by this requirement follow:
 - State Schools (FY16 Allocation--\$134,528). Three schools in the LEA—Two are Priority
 - State Charter Schools-Graduation Achievement Center Charter High School, formerly Provost (FY16 Allocation--\$492,260). A Priority School
 - Taliaferro County (FY16 Allocation--\$124,277). One school in the LEA—a Priority School
 - Randolph County* (FY16 Allocation--\$560,759). Three schools in the LEA—HS (Priority School) and ES (Focus School)
 - Talbot County (FY16 Allocation--\$372,535). One school in the LEA—a Priority School
 - Hancock County* (FY16 Allocation--\$617,839). Three schools in the LEA—HS (Priority School) and MS (Focus School)

Required District Set-Asides Professional Development

- If the district has the need, 5-percent of the district allocation must be set-aside to ensure that teachers are highly qualified
 - If a lesser amount is needed to ensure that teachers are highly qualified, the Highly Qualified for Lesser Amount worksheet located on the Data Collection tab within the ConApp must be completed for Title I, Part A
 - Both the Title I director and the superintendent must sign off on the Data Collection tab in order for the data collection information to roll over to the amendment
- If other funds, such as Title II, Part A, are used to satisfy this requirement, they should be listed on the Other Funds tab

Required District Set-Asides Professional Development

Reminder:

- **All Priority Schools** will be required to set-aside a minimum of 3- to 5-percent of **their school's Title I allocation** for professional development. This will be checked in the budget detail, it is not shown on the Set-Asides tab
- This professional development must include training for the instructors working in the school's FLP program
- Focus Schools are not required to set-aside part of the school's Title I, Part A allocation for professional development

Note: The FLP set-aside funds may **not** be used to send teachers to conferences



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Required District Set-Asides Private Schools

Private School Participation

- LEAs are required by ESEA to provide equitable services to eligible students of participating private schools
- If the LEA serves eligible private school students there must be two separate private school set-asides:
 - Private School Per Pupil Amount (PPA)
 - Private School Equitable Services
- Services to eligible Title I students attending private schools must begin at the same time eligible Title I students in a district begin to receive Title I services

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Required District Set-Asides Private Schools

Per Pupil Amount (PPA)

- PPA is determined by the number of private school students from low-income families who reside in Title I participating public school attendance areas
- Districts with participating private schools should complete the embedded Per Pupil Allocation worksheet
- The description on the set-aside page should include each participating private schools with the appropriate amount earned from PPA for each school
 - For example: Private School PPA to include Heritage Academy, \$33,580; Pinewood, \$22,450

Required District Set-Asides Private Schools

Equitable Participation

- If the LEA reserves funds to provide instructional and related activities for public school students at the LEA level, the LEA must also provide from those funds, as applicable, equitable services to eligible private school students
- Equitable services fall into three categories:
 - Parental Involvement
 - Instruction
 - Professional Learning



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Required District Set-Asides Private Schools

Equitable Participation

- LEAs with participating private schools must complete the embedded Equitable Participation of Services worksheet found within Data Collections Tab
- The description detail on the set-aside page must include the **name of the private school**, the **amount of funds** available for instruction, professional learning and parental involvement. For example: Parental Involvement total \$6,643: Pinewood \$2,262; St. Johns \$1,482; St Mary's \$2,057; Grace Academy \$842

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Required District Set-Asides Private Schools

Equitable Participation

- An equitable proportional amount goes to private schools if districtwide activities are set-aside for the following:
 - Summer School
 - After-school
 - Instruction (Math, Reading) Coaches
 - Parental Involvement
 - Professional Development (including professional development for Hi-Q)
 - Other districtwide activities

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Required District Set-Asides Private Schools

Equitable Participation

- The following district set-asides are not subject to equitable services:
 - FLP set-asides
 - Professional Learning for District Effectiveness
 - Professional Learning for the identified LEAs with a low category performance score on the College and Career Ready Performance Index (CCRPI) identified as outliers
 - Pre-k set asides

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Required District Set-Asides Private Schools

Equitable Services:

- Services to eligible Title I students attending private schools must begin at the same time eligible Title I students in a district begin to receive Title I services
- LEAs must carryover any funds not expended by category, unless private school officials sign a Private School Affirmation of Equitable Services statement

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Required District Set-Asides Private Schools

- A custom set-aside entitled, FY15 Private School Carryover, must be created. The amount and description must reflect one of the following situations:
 - Affirmation statement that FY15 equitable services were provided with zero dollars budgeted. Attach the affirmation statement to the Attachments tab in the ConApp
 - The FY15 private school equitable services carryover of \$_____ will be budgeted with carryover amendment with zero dollars budgeted at this time
 - Attach the Carryover Calculation worksheet to show how the amount of carryover was determined
 - Keep expenditure detail source data to match the Carryover Calculation worksheet for carryover on file for monitoring

Calculation of District's Distribution of Funds to Schools for Parental Involvement Activities



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FY16 Method for Calculation

District's total Title I Allocation	\$6,000,000
Parental Involvement Reservation (1%)	\$60,000
<u>Private School</u> set-aside for parental involvement (5% = percentage of private school children) x \$60,000	\$3,000
Amount remaining (\$60,000 - \$3,000) \$57,000	
<u>Public School</u> distribution (95% = required minimum distribution percentage) x \$57,000	\$54,150
Balance available for LEA-level parental involvement activities (\$57,000- \$54,150)	\$2,850

Optional Districtwide Set-Asides

Reminder

- Set-asides are for district level activities only. Activities that are included in the set-asides should not be charged to the local school's facility code, but rather the district's facility code-8010
 - Providing additional school level staff, technology, materials, and/or supplies to Title I schools through districtwide set-asides is not an allowable activity (NCLB Financial Compliance Insider, Volume 9, Issue 3, July 2011)
- The set-asides page and the school allocation page link to one another but they do not link to the budget detail pages

Optional Districtwide Set-Asides



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- Administration
 - All administrative expenditures should be charged to function code 2230 in the budget detail, excluding audit and restricted indirect costs, which should continue to be charged to 2300 (the audit and indirect cost should be separate set-asides)
- Indirect Costs
 - Must use the approved restricted indirect cost rate for the district
 - Use embedded worksheet for Title I, Part A on the Data Collection tab
 - Should be charged to function code 2300, object code 880 in the budget detail
 - ***May only be taken on actual expenditures***
 - Both the Title I director and the superintendent must sign off on the Data Collection tab

Optional Districtwide Set-Asides

- Summer School, Before/After School Tutoring, not for FLP
 - The description for these set-asides must specifically state that the set-aside is a districtwide or grade span supplemental initiative, not an activity for a selected number of schools. The district must indicate that summer school activities are beyond those that are required by local boards of education and/or the state
 - When budgeting these activities, break down the expenditures by summer school, before/after school tutoring, not for FLP, etc.
 - Charge a district employee to function code 1000, object code 199 in the budget detail
 - Charge a contracted person to function code 1000, object code 300 in the budget detail
 - Charges should be made to facility code 8010
 - Maintain appropriate documentation of time and service provided



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Optional Districtwide Set-Asides

- Professional Development and/or School Improvement
 - The description should specifically describe any districtwide supplemental initiative

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Other Funding Sources

- Enter funding sources and amounts other than Title I that are used for FLP and professional development. The area for which the funds are designated should be indicated.
- For example, Title II, Part A - For Hi-Q \$5,000

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Eligible Attendance Area – Embedded Worksheet



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- Purpose is to determine the rank order of schools
- Enrollment and poverty data is pre-populated into an embedded Eligible Attendance Area worksheet within the ConApp
- Pre-kindergarten enrollment and poverty data will need to be entered on the embedded worksheet
- Adjustments can be made to the pre-populated enrollment and poverty numbers for districts that have rezoned, added, or closed schools and for CEP

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Eligible Attendance Area – Embedded Worksheet

- Community Eligibility Provision (CEP) School: Enter Y for participating schools; Enter N for non-participating schools
- Grade Span: Enter actual grades in the school (Do Not include pre-kindergarten)

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Eligible Attendance Area – Embedded Worksheet

- Districts must attach supporting documentation for such enrollment number changes
 - Narrative of rezoning and Eligible Attendance Area worksheet indicating changes
 - Worksheet used to document the changes
- Data needed for Attendance Area Worksheet
 - List of all schools to include district charter schools, residential treatment facilities and **virtual** schools
 - Enrollment numbers
 - Poverty numbers
 - Household Application/Free or Reduced Meal data
 - Directly Certified Data

Eligible Attendance Area

- To Locate Enrollment Data for All Districts (FRM and CEP)
 - Go to https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form
 - From the pull down menu, choose October 7, 2014 (FTE 2015-1)
 - Select your district from the drop down box, then select By District
 - This report shows the district enrollment by school and grade for the 2014-2015 school year
 - Verify the enrollment data for each grade with the pre-populated data on the embedded Eligible Attendance Area worksheet within the ConApp
 - Be sure to subtract the Pre-K enrollment numbers

Eligible Attendance Area

- To Locate Free or Reduced Meals (FRM) Data for Districts using only FRM Data
 - Go to https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form
 - Choose October 7, 2014 (FTE 2015-1)
 - Choose your district from the drop down box
 - Click the By District button
 - This report shows the school nutrition report as of October 2014
 - Verify the total number qualifying for FRM at each school on the embedded on the Eligible Attendance Area worksheet
 - Be sure to subtract the Pre-K poverty numbers

Eligible Attendance Areas

- To Locate Free or Reduced Meals (FRM) Data for Districts using only FRM Data
 - This official school nutrition report document, including student names must be on file at the district office
 - The number of Pre-K students qualifying for FRMs at each school is entered on the Eligible Attendance Area worksheet and is automatically subtracted from the total number of students eligible for FRMs at the school



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Eligible Attendance Area

- [Eligible Attendance Area Worksheet--CEP](#)

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Eligible Attendance Area

- To Locate Direct Certification Poverty Data for Districts using Community Eligibility Provision (CEP)
 - The district Title I Coordinator must secure the count of direct certified (SNAP or TANF) students for each participating CEP school in the district
 - Directly Certified numbers can be used for four years. Therefore, districts participating last year can use the same directly certified numbers from October 2012
 - The district can use the directly certified data information from October 2014 for each participating CEP school in the district
 - The district Title I Coordinator must also secure the October 2014 count of direct certified Pre-K students

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Eligible Attendance Area

- **Worksheet for Districts using CEP in any or all schools**
 - Must complete a CEP Eligible Attendance Area worksheet and attach it to the ConApp. A copy of the worksheet is found on the Federal Program Web site
 - This data is used to update the embedded Eligible Attendance Area worksheet
 - List all schools to include district charter schools, residential treatment facilities and virtual schools
 - CEP School: Enter Y for participating schools; Enter N for non-participating schools
 - Grade Span: Enter actual grades in the school (Do not include pre-kindergarten)
 - Column 9 on the worksheet indicates the economically disadvantaged students identified by data for school lunch program minus Pre-K using CEP or household applications

Eligible Attendance Area

- **Worksheet for Districts using CEP in any or all schools**
 - Column 11 on the worksheet indicates the number of economically disadvantaged multiplied by the 1.6 multiplier for CEP schools
 - Column 12 on the worksheet indicates the number used to determine percentage of meals paid by USDA
 - Column 13 on the worksheet indicates percentage of economically disadvantaged students for Title I allocation based on a districts using the 1.6 multiplier for CEP school
 - Column 14 on this worksheet indicates the percentage Economically Disadvantaged Students Identified by Data for School Lunch Program minus Pre-K using either CEO or household applications
 - Using Data from column 14 is particularly helpful when ranking CEP schools and there are 2 or more schools with 100% poverty after using the 1.6 multiplier

Eligible Attendance Area

Rezoning

- When re-zoning or the opening of a new school occurs in an LEA, the LEA must track the data enrollment and poverty data (FRM or directly certified) of the student to the student's new location
- Attach supporting documentation for such changes:
 - Narrative explaining the re-zoning process
 - Eligible Attendance Area worksheet indicating changes must be attached to the ConApp

Eligible Attendance Area

Rezoning and CEP

- As with schools using FRM data, when rezoning or the opening of a new school occurs in an LEA, the LEA must ensure that the direct certified FRM data reported for the schools is accurate
- The School Nutrition Office at the Department has developed a mechanism to assist LEAs who are rezoning schools or opening new schools. LEA school food nutrition staff were trained by the Department's School Nutrition Office in February 2015. LEAs who are rezoning schools or opening new schools should consult with their LEA School Nutrition Office to receive updated data for CEP

Eligible Attendance Area Worksheet

Rezoning and CEP

- Attach supporting documentation for such changes:
 - Narrative explaining the re-zoning process
 - Eligible Attendance Area worksheet indicating changes must be attached to the ConApp
 - CEP Date Form for Title I

Eligible Attendance Areas - Worksheet for Districts with the CEP Option



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- The CEP Data Form for Title I is used by the LEA's School Nutrition Office for reporting all direct certified data to the LEA's Title I Office
- [CEP Data Form for TITLE I](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx)
(<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>)

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Public School Allocations



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- Must list all schools, public, district charter schools, N&D programs, residential treatment facilities and virtual schools operating as a school
- Managing Public Schools page

The screenshot shows the Georgia Department of Education's website interface. The browser window is titled "Welcome to the Georgia Department of Education - Windows Internet Explorer". The address bar contains the URL: https://portal.doe.k12.ga.us/index.aspx?oid=46032&p_UserCode=33039F95-395B-4760-918F-BDE6FC5D933C. The page header includes a search bar and a "Welcome to MyGaDOE" banner. The left sidebar contains a "Site Navigation" menu with options like Home, Logout, Office of Teacher and Student Support, View Alerts, View Calendar, Consolidated Application, Change Manager, View Documents, GAORS, View News, Title I LEA, Message Center, Grants Application, Request Approval, and ITSET Survey. A blue arrow points to the "Manage Public Schools" link in the "View News" section. The main content area features a "Headline News" section with a pencil icon, a "Site News" section with "No News", a "My Favorites" section with "No Favorites", and a "Surveys" section at the bottom.

Public School Allocations

Per-Pupil Amount (PPA)

- Must allocate funds to schools in rank order or rank order by grade span grouping
- Schools above 75-percent poverty must be ranked and served first, even if grade span grouping
- All attendance areas with 35-percent or greater poverty or which are above the average poverty for the district may be served
- Must indicate amount allocated per poverty child
- Re-check the poverty percentage and rank order to verify that no schools were skipped

125-Percent Rule

If schools with less than 35-percent poverty are served, calculate participating school allocation:

District allocation divided by number of low-income children in the district times 125-percent. The district must allocate at least this amount per low-income child in **every** school being served.

Formula

$$\begin{aligned} & \text{District Allocation} \div \text{Total District Free/Reduced Count} \\ & = \\ & \text{Per Pupil Amount} \times 1.25 = \text{Minimum Per Pupil Amount} \end{aligned}$$



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US ED Policy Letter Grandfather Rule

- If an LEA is using the Grandfather rule to serve a school out of rank order and explanation/narrative should be attached to the ConApp

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Public School Allocations

- If the 95-percent of the one-percent required for the parental involvement set-aside is being distributed among Title I schools, the amount distributed for each school should be indicated in the Parental Involvement column on the School Allocation page
- This column should only include parental involvement funds that are distributed from the required set-aside, **not** any additional set-aside parental involvement funds not the funds that schools may use as part of their school allocation or custom set-aside



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Public School Allocations

- Type: List schools as Schoolwide Program (SWP) or Targeted Assistance Program (TAP) if receiving Title I funds, or N&D programs. All non-Title I schools in the district are listed as None (accuracy is very important)
- Schools listed as SWP must have been SWP prior to FY16 or have an approval letter from the Title Programs Division on file at the district
- Staff: The number of staff paid with Title I funds (reported in whole numbers, not fractions or FTE) should match budget detail. The Other staff column are school-level staff other than teachers or paraprofessionals. Other positions must be defined in the budget. Job descriptions may be requested to be attached to the ConApp for clarification

Public School Allocations

Estimated Participants

- TA – estimated number served in reading and/or mathematics
- SWP – must serve both reading and mathematics; number of participants must equal **total school enrollment minus pre-kindergarten**
- N&D programs – estimated number served in reading and/or mathematics



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Application Tools

- May sort all column headings within the application. Click once to sort in ascending order, click twice to sort in descending order
- Sort order cannot be saved or printed in that format. The program returns to the default sort order when you leave the school allocations tab
- School Allocation pages can be exported to Excel allowing for filters and/or sorting

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Private School Allocations

- The PPA allocated to eligible private school students is determined by the number of private school students from low-income families who reside in Title I participating public school attendance areas

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Private School Allocations

Private School Tab

- Private Schools: List all the participating private schools
- Public Schools: List each public school for each private school with number of participating students
- PPA: Private schools receive the same allocation for each low-income private school student that would have been earned by the student if the private school student attended the public school within the attendance area in which he/she resides

Private School Allocations

Private School Tab

- Number of Poverty Children: The number of poverty students residing in each participating public school attendance area.
 - If available an LEA should use the same measure of poverty used to count public school children. If not available poverty may be determined by one of the following methods: comparable poverty survey, comparable poverty different source data and proportionality
- Dollar Amount Earned for Instructional Service: This amount is automatically calculated by multiplying the PPA by the number of poverty students in the private school residing in each participating public school attendance area

Private School Allocations

Private School Tab

- Number of Eligible Students: Enter the total number of students that are eligible for services **based on the objective, educationally related multiple selection criteria**
- Reading and Mathematics Participants: Enter the number of students actually receiving services
- Staff: Enter the number of teachers and paraprofessionals employed by the LEA to provide services to private school children

Private School Allocations

Private School Proportionality

- LEAs using proportionality to determine poverty of private schools must complete the following information on the Private School Proportionality tab:
 - List the Private / Public School for each participating private school
 - Number of Private School Students in Attendance Area: The number of students residing in each public school attendance area
 - Percent of Public School Poverty: This percentage is taken from the public school eligible attendance area worksheet
 - Number of Proportionate Poverty Student: The number is automatically calculated
 - Number of Eligible Students: The number of students eligible for services based on the objective, educationally related multiple selection criteria



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Budget Details

- All budgeted items must be based on needs assessment and addressed in the CLIP, SWP, TAP, and/or FLP
 - The plan drives the budget
 - LEAs should be able to justify that all expenditures are directly related to the needs assessment
 - The plans/budget must include a **viable** program for each Title I school being served school
 - The **viable** academic program must cover **all the required components** for a targeted assistance or schoolwide program.

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Budget Details

- All costs must be:
 - Supplemental
 - Allowable under grant requirements
 - Necessary & Reasonable
 - Allocable (proportionate to program)
 - Legal under state and local law

Uniform Administrative Regulations, Cost Principals, and Audits for Federal Awards



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Financial Management Rules 200.302(b)

Prior Rule 80.20(b)

1. Financial Reporting
2. Accounting Records
3. Internal Control
4. Budget Control
5. Allowable Cost
6. Source Documentation
7. Cash Management

2 CFR 200.302 (b)

1. Identification of Awards (New)
2. Financial Reporting
3. Accounting Records (Source Docs)
4. Internal Control
5. Budget Control
6. Written Cash Management Procedures (New)
7. Written Allowability Procedures (New)

Budget Details

- Federal funds must be used to supplement, not supplant services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases, other federal funds)
- Questions that should always be asked:
 - What would have happened in the absence of federal funds
 - Did the school provide the program with Title I funds in prior years
 - Is the district providing the program for non-Title I children with other funds

Budget Details – Class Size Reduction



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- Any teachers hired with federal funds must be highly qualified for each segment of their teaching assignment
- Class Size Reduction (CSR) flexibility allows a local educational agency (LEA) to use federal funds to reduce class size
- Research has found that small classes can have a positive influence on student achievement, all other factors being equal *Finn (1998); Nye (1995)*
- Class size is only one factor educators must consider when allocating resources to improve student achievement



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Budget Details – Class Size Reduction

- **Strategic Waivers School System (Old IE²)**
 - The Charter LEA may request and be approved for a class size waiver from the Department
 - If so, this is the number that would be used in the Title I, Part A class size reduction worksheet
 - If no waiver has been requested then the number to use would be:
 - The number approved in the Charter LEA's application (approved Charter Performance Contract) to the Department, or
 - The state class size number calculated through the state's established class size as mandated by State Board rule 160-5-1-.08 QBE



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Budget Details – Class Size Reduction

- **Title 20/No Waivers System (old Status Quo)**
 - These LEAs cannot seek a waiver for class size from the Department
 - Therefore, the LEA would use the state class size number calculated through the state's established class size as mandated by State Board rule 160-5-1-.08 QBE

Budget Details – Class Size Reduction

- **Considerations for Class Size Reduction Teachers**
 - Several questions must be answered in determining when federal funds may be used to reduce class size:
 - What strategies will be more effectively implemented with small classes?
 - If federal funds have been used in prior years to reduce class size, does documentation support the effectiveness of the strategies being used?
 - How many state or locally paid teachers are required to meet maximum class size requirements? Are the classes core academic content?
 - Are the classes self-contained OR departmentalized ?
 - Are the classes designed for at-risk children?

Budget Details – Class Size Reduction



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- **EIP, REP, Gifted, Special Education Considerations:**
 - Federal funds may be used to reduce the overall class size of regular education classes where an inclusion/augmented model is used to serve students in the EIP, REP, Gifted Program, or Special Education Program
 - Augmented or inclusion models for special populations or programs require ***additional teaching staff***, who will be paid by with funds generated by the higher FTE weight assigned to the special population

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Budget Details – Class Size Reduction Documentation



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- The following must be maintained and attached to Consolidated Application:
 - Description of strategies that will be more effectively implemented with Class Size Reduction (CSR)
 - FY16 Class Size Reduction Worksheet
 - School master schedule in chart format for each school and grade implementing CSR
 - Daily schedule for teachers in the grade level or content area where the CSR teacher is placed, grouped by grade level or content area (i.e., all first grade teachers followed by all second grade teachers, or math teachers followed by science teachers, etc.)

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Budget Details – Class Size Reduction Documentation



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Refer to the “***Using Federal Funds to Reduce Class Size***” PowerPoint, CSR Quick Guide and Sample Worksheets on Website for specific guidance

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Budget Details



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- LEAs must verify that budget items are reflected in the Planning, Descriptors, CLIP plan, FLP plan, as well as, individual school level TA and SWP plans (Plans drive the budget.)
- Questionable expenditures may need to be verified during the approval process

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Budget Details



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- LEAs requesting to use Title I funds for field trips must submit an Educational Field Trip Budget Approval form to the LEA's Title I Educational Program Specialist for approval prior to budgeting the field trip. The approval form must be attached to the ConApp
- There should be no un-budgeted funds
- The Budget Detail pages are not linked back to the either the Set-Asides tab or the School Allocations tab



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Budget Details

- Be sure the correct amount for each set-aside appears and is clearly labeled in the budget along with the appropriate function and object codes
- Do not budget items for capital expense (object code 700) unless prior approval has been obtained from the Department
- A copy of the prior approval communication from the Department must be attached to the ConApp

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Budget Details

- All explanations must be clear and specific. There must be enough description to explain how the funds will be used
- Do not use these words: such as; will include; including, but not being limited to; and etc.
- Do not use acronyms and/or abbreviations that may be unfamiliar and may lead to not knowing the intent of the budgeted item

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Budget Details

- Districts have the option to budget expenditures by individual schools or combined schools together for one line item. However, it should be evident in the budget detail how the funds are to be used
- 3-5 percent of the school's Title I allocation must be budgeted and clearly identified for FLP professional development if a school is a Priority School

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Budget Details

- Must clearly identify each set-side at the beginning of the description in the budget detail (N&D, Homeless, PL, PI, PS, FLP, Administration)
 - Adequate example: **N&D SET-ASIDE**: After school tutoring for the children at Flowering Branch Children's Shelter
 - Inadequate example: After school tutoring
 - Adequate example: **PROFESSIONAL DEVELOPMENT SET-ASIDE**: Differentiated Instruction training for all of the Title I district's schools
 - Adequate example: **FLP**: Tutors during the school day
 - Adequate example: **PRIVATE SCHOOL** St. James: After school tutoring

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Budget Details



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Note: All explanations must be clear and specific
Refer to "Helpful Budgeting Tips Handout"

Adequate Examples	Inadequate Examples
Supplies: writing utensils, notebooks, poster board, staples, markers, and tape	Supplies: writing utensils, staples, etc. or Supplies such as writing utensils and staples.
Salaries for 10 teachers at 5 Title I schools: 2 reading teachers at AES, 1 reading and 1 math at EES, 1 third grade teacher (self contained) at ALES, 3 math intervention teachers at CMS, and 2 at DES (second and third)	Salaries for 10 teachers at 5 Title I schools. or \$30,000 for salary for 10 teachers
\$30,000 for salary for school level parental involvement coordinator (parental involvement)	Parental involvement coordinator.
\$20,000 for computers: 5 at HES for Math Lab, 5 at MES classrooms, and 10 at CES for Literacy Lab	\$20,000 for computers

Budget Details

Red Flags

- Instructional coaches - how have these positions been funded in the past and how were they budgeted (set-aside vs. school allocation)
- Instructional coaches used in TA programs must be necessary and reasonable. Must also be able to document that the coach works only with those teachers who teach Title I served students
- Leases - may only obligate funds for **one year and within the grant period**

Budget Details

Red Flags

- Class size reduction teachers (CSR)- Local Educational Agency (LEA) must provide justification. And, when a LEA uses federal funds to reduce class size, the CSR teacher must be placed in the grade or subject in which the LEA is reducing class size
- Data administrators
- Attendance clerks/data clerks
- Stipends for cell phones



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Budget Details

Red Flags

- Field trips without supporting needs assessment data
- Gifted or Advanced Placement training
- Split-funded Instructional Coaches (or any other position) with Assistant Principals or Counselors
- Rental of facilities - is it reasonable and/or necessary
- Servers, software packages, Student Information Systems

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Budget Details

- **“Hot spots”**--budgeted or expenditure items that seemed to come up or require further clarification to determine if allowable during budgeting and monitoring this past year
 - Youth At-Risk Conference (National At-Risk Conference held in Savannah, Ga. Is allowable)
 - Items purchased for parental involvement trainings must support an academic program
 - Supplemental counselors and job expectations
 - Helping LEAs and schools understand that they must gather supporting documentation at the time of requisition or purchase. Example: magnets used to build capacity in parents
 - Have internal controls or process in place to insure all items are include in the budgets/plans
 - Internal controls must require prior approval of any purchase or expenditure



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Unallowable Costs Expenditures

- **FY16 Title I Unallowable Expenditures**

- The following are examples of unallowable expenditures and **CANNOT** be included in the FY16 Title I school budget. Your Title I Education Program Specialist will contact the district Title I director and disallow the unallowable items. Monies spent on any unallowable items must be removed from the Title I budget. If you have questions, please contact your Title I Education Program Specialist.
 - School resource officer, security guard (exceptions may be allowable for specific Title I events conducted outside normal school hours)
 - Clinic aide, school nurse, clinic supplies
 - Custodian, custodial supplies (exceptions may be allowable for specific Title I events conducted outside normal school hours)
 - Cafeteria worker, cafeteria supplies



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Unallowable Costs Expenditures

- FY16 Title I Unallowable Expenditures Con't
 - ELL coordinators, ELL required forms and tests
 - Behavioral intervention positions
 - Incentives, rewards, certificates, door prizes, raffle items, etc.
 - Marketing items such as brochures, banners, and flags (unless Title I Reward Schools, National Title I Distinguished Schools or Reward District)
 - Memberships for professional organizations not related to Title I

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Title I Budget Codes

- Before/after school tutoring by employee - 1000-199
- Before/after school contracted tutoring - 1000-300
- FLP Services - 1000-XXX (the object code is determined by the method of service)
- FLP Coordinator 2230-191
- Software license leases - 1000-612
- Web site license - 1000-612
- Schoolwide consolidation of funds - 1000-881
- Academic Coach - 2210-191
- Title I Director - 2230-190

Title I Budget Codes

- Homeless Liaison - 2230-191
- Administrative travel - 2230-580
- Indirect cost - 2300-880
- Audit cost - 2300-300
- Bus transportation (energy) - 2700-620
- Bus transportation (driver) - 2700-180
- Parental Involvement Coordinator - 2900-177
- Parent notification letters - 2900-530
- Child care for parent meetings (non-employee) - 2900-595

Title I Budget Codes

- Child care for parent meetings (employees) - 2900-199
- Light snacks for parent meeting from a vendor - 2900-595
- Light snacks for parent meeting purchased from a corner grocery store - 2900-610
- Professional Learning for teachers regarding effective parental involvement practices - 2210-595
- Costs for parents to attend Department sponsored Parent Institute - 2900-595

Budget Summary/Budget Report Features on Con App

- The Budget Summary may be printed for both Title I, Part A, and Schoolwide Consolidation of Funds from the reports area of the ConApp.
Use this format to:
 - Check the total expenditures by function and/or object code
 - Verify that the total amount in function codes 2230 match the amounts set-aside for administration, and 2300 for audit and indirect costs
 - Verify that there is budget detail under function code 2900 (parental involvement)
- The Budget Report feature may be used to download an Excel budget report. Use this format to:
 - Verify budget matches school allocations and set asides.

Prior to Budget Approval

- The State Homeless Coordinator must review the homeless set-aside to ensure compliance
- All outstanding audit and monitoring findings must be cleared. This includes any audit findings for school nutrition program (SNP)
- The budget may be held if there are unresolved complaints about the LEA
- Approval of CLIP and FLP plan
- Attach the following private school forms from previous year:
 - Program Evaluation
 - Affirmation of Equitable Services
 - Affirmation of Consultation

Attachments

The following is a list of attachments for Title I, Part A:

- Districtwide Parent Activity-Project Assurance form signed by each participating principal - required for districts where schools have returned their parent involvement allocations to the district for districtwide parent activities/projects
- Eligible Attendance Area worksheet if applicable - **for districts that have rezoned, added or closed schools or use CEP**
- **School Nutrition CEP Data Form**
- Narrative and Supporting documentation for adjustments made to enrollment and poverty numbers for districts that have rezoned, added or closed schools

Attachments

The following is a list of attachments for Title I, Part A

- Educational Field Trip Request Approval form, if funds are budgeted for educationally related fieldtrips
- Carryover Calculation worksheet for parental involvement and FLP
- Carryover Calculation worksheet for private schools for PPA and equitable participation, if equitable participation is not provided
- Justification narrative for class size reduction teachers
- Class Size Reduction worksheet
- School master schedule and individual CSR teacher schedules

Attachments



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The following is a list of attachments for Title I, Part A

- Statement of Class Size and Method being used (Title 20/No Waivers System, Charter system, or Strategic Waivers School System)
- Grandfather Rule explanation if LEA is using it to serve a school
- Capital Outlay Approval for expenditures in object code 700
- Transferability Notification letter if LEA is transferring funds into Title I, Part A

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Attachments

The following is a list of attachments for Title I, Part A For Reporting Annual Private School Progress:

- The final evaluation of the **FY15** private school program must be attached to the FY16 Consolidated Application Attachment tab upon completion of the private school program, but no later than August 30, 2015
- Affirmation of Equitable Services for **FY15** must be attached to the FY16 Consolidated Application Attachments tab no later than August 30, 2015
- Affirmation of Consultation Forms for **FY15** must be attached to the FY16 Consolidated Application Attachment tab upon completion of the private school program, but no later than August 30, 2015

Attachments

The following is a list of attachments for Title I, Part A For Reporting Annual Private School Progress:

- There should be one attachment for each private school that includes all required documentation
- The district may create their own evaluation instrument for the private school program. A sample can be found on the Federal Programs Web site
- The final evaluation must include the dates of the consultation meetings
- The final evaluation must include the dated final narrative reviewing the effectiveness of the private school program, modifications for the upcoming school year, and the signatures of the Title I Director and the Private School Administrator



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Schoolwide Consolidation of Funds

- Attach the Schoolwide Consolidation of Funds worksheet to the Program Information tab within the schoolwide application. (**Please note:** You are not required to consolidate funds in schoolwide)
- Object code 881 must be used with any function code for moving funds to Schoolwide Consolidation of Funds
- Be sure the budget **From Program and To Program** columns indicate that the funds have been moved **from Title I, Part A to Schoolwide Consolidations of Funds**. If this has not been done the funds will **not** move to the Schoolwide Consolidation of Funds budget



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Schoolwide Consolidation of Funds Budget Details

- The total amount of funds moved to Schoolwide Consolidation of Funds must equal the total allocation of the schoolwide schools
- Parental involvement funds distributed to Title I schools from the district set-aside are not consolidated in Schoolwide Consolidation of Funds

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Transferability

- Transferability is a flexibility authority that permits local educational agencies (LEAs) to transfer a portion of the funding they receive by formula under certain federal programs to their allocations under other programs
- Transferability provides LEAs with unprecedented flexibility in targeting federal resources to meet the needs of all children
- Transferability does not affect the overall amount of funds an LEA receives

Transferability Step by Step

- An LEA does not have to apply for transferability authority; it already has that authority. However, the LEA must notify its SEA of its intent to transfer funds at least 30 days before each transfer occurs
- Notify the Title I, Part A Area Specialist of the LEA's intent to transfer Title II, Part A funds to Title I prior to submitting the Title I, Part A budget for approval
- The Title II, Part A consultant/specialist who works with the district must be notified in writing (email) about the district's intent to transfer Title II, Part A funds to Title I prior to submitting the Title II, Part A budget for approval
 - Even though funds from Title II, Part A may be transferred into Title I, Part A, districts must still meet the requirements of Title II, Part A

Transferability Step by Step

- The district must notify in writing (email) the Department's Grants Accounting Department about the district's intent to transfer Title II, Part A funds to Title I, Part A prior to the transfer. The emails should be directed to Regina Hailey (RHailey@doe.k12.ga.us) and Phyllis Raines (praines@doe.k12.ga.us) in Grants Accounting
- The district superintendent must write a letter to the, Title Programs Director at the Department, stating the district's intent to transfer Title II, Part A funds into Title I, Part A, sign the letter, scan the letter to a pdf file, and
- Attach the letter to the Attachment tab in the ConApp prior to signing off on the Title I, Part A budget. (The letter is not mailed...just attached)

Transfer Codes for Transferability of Funds

- Must have an approved budget for Title I and Title II before creating an amendment to transfer funds
- In the Title II, Part A Budget:
 - From Program Title II, Part A
 - To Program Title I, Part A
- Function 5000
- Object 930
- Amount
- Transferred Funds
 - The transferred amount will be displayed on the completion report
 - The completion report will show from where the transferred amount originated (Original, Carryover, Additional)



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Transferability and Expenditures

Expenditures of Transferred Funds

- The entire amount transferred into Title I, Part A will show on the completion report
- Expenditures with money transferred into Title I, Part A are to be expended and tracked through Title I, Part A

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Transferability and Drawdowns

Drawdowns of Transferred Funds

- Since the transferred amount is not brought into the Grants Accounting Online Report System (GAORS), the amount transferred into Title I, Part A will have to be drawn down from Title II, Part A
- The district will track the drawdowns at the local level

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Flexible Learning Program (FLP) Plan for FY16

- Georgia's ESEA Flexibility Waiver renewal amendment was submitted to US ED for approval and was approved in June 2015
- The ESEA Flexibility Waiver Renewal Amendment requires LEAs in Georgia receiving a Title I, Part A allocation to implement specific program requirements:
 - Georgia will continue to identify Priority and Focus Schools
 - There will no longer be identification of Alert Schools
 - The list of identified Priority and Focus Schools is being updated. It is anticipated that the updated list will be released Friday, July 24, 2015



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Flexible Learning Program (FLP) Plan for FY16

- FLP plans may begin to be submitted once the official list of Priority or Focus Schools is released the week of July 6, 2015
- If an LEA has a Priority or Focus School that has been re-identified as such for FY16, the LEA will follow the current deadline dates of August 31st for the submission of its FLP through the ConApp
- FLP original budgets will be due no later than October 1st

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Flexible Learning Program (FLP) Plan for FY16

- Required District Set-Aside
 - Local educational agencies (LEAs) with low category performance scores on the College and Career Ready Performance Index (CCRPI) that are identified as outliers will be required to spend not less than 5-percent of the LEA's Title I allocation for professional development. This required set-aside excludes funds reserved for professional development under section 1119 of the Elementary and Secondary Education Act of 1965 (ESEA). This determination will be made annually by utilizing weighted category performance by grade span for LEAs. Funding under this set-aside must be used to address identified academic deficiencies in the LEA for the content areas of reading, English/language arts, mathematics, science and/or social studies (page 57 of Georgia's ESEA Flexibility Waiver as renewed June 12, 2015)



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Flexible Learning Program (FLP) Plan for FY16

School Improvement Grants 1003(g) Cohorts Fiscal Year 2016 School Year 2015-16

Cohort 3 (<i>July 1, 2013 - September 30, 2016</i>)	
System	School
Bibb County	Westside High School
Bibb County	Matilda Hartley Elementary School
Fulton County	Frank McClarin High School
Gwinnett County	Meadowcreek High School
Quitman County	Quitman County High School
Twiggs County	Twiggs County High School
Wilkinson County	Wilkinson County High School



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Flexible Learning Program (FLP) Plan for FY16

School Improvement Grants 1003(g) Cohorts Fiscal Year 2016 School Year 2015-16

Cohort 4 (<i>July 1, 2014 - September 30, 2017</i>)	
System	School
Atlanta Public Schools	Frederick Douglass High School
Bibb County	Southwest Magnet High School & Law Academy
Dougherty County	Dougherty Comprehensive High School
Dougherty County	Monroe Comprehensive High School
Muscogee County	Fox Elementary School
Muscogee County	Jordan Vocational High School
Muscogee County	William H. Spencer High School



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Flexible Learning Program (FLP) Plan for FY16

- LEAs implementing a FLP will be required to submit a written plan for their FLP and a budget for approval by the Department Title Programs Division FLP staff
- The written plan outlines how the Title I Priority and Focus Schools will implement a FLP
- The FLP plan must be submitted and approved through the ConApp by Department's Title I, Part A Division. The Department will allow schools to begin implementing their FLP plan prior to approval. However, if the Department finds that an activity in the FLP is not allowable, the LEA will be required to make correction immediately

Flexible Learning Program (FLP) Plan for FY16

Federal Rank Order

- While students in Priority Schools or Focus Schools will be eligible to receive FLP based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to these students across the LEA based on the following federal rank order:
 - **Federal Rank Order 1:** Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities, English Learners, or free- or reduced price meal (FRM) subgroups; and, if funding levels allow
 - **Federal Rank Order 2:** All other students that are not meeting standards as identified by state assessment results; and, if funding levels allow
 - **Federal Rank Order 3:** Students who are meeting standards, as identified by state assessment results



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Required District Set-Asides Flexible Learning Program (FLP) Plan for FY16

Mandatory Documentation for LEAs

- Districts that request and are approved to set-aside less than the 5-percent obligation for FLP must maintain the approved Request for Lesser Amount form with the LEAs FLP documentation
- Districts must provide evidence that the LEA has partnered, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to review, have input into the FLP plan



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Flexible Learning Program (FLP) Plan for FY16

Mandatory Documentation for LEAS

- Districts must ensure that eligible students and their parents have a genuine opportunity to review, have input into the FLP plan
- Districts must ensure that eligible students and their parents have a genuine opportunity to receive FLP services including:
 - Providing timely, accurate notice to parents, as required in 34 C.F.R. §§200.36 and 200.37 and Section 1116 (b)(6) and Section 1116(e)(2)(A) of ESEA



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Flexible Learning Program (FLP) Plan for FY16

- Documentation that ensures information about locating FLP information and that are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families; Section 1116(e)(2)(A) of ESEA

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Title I, Part A Program Updates

Monitoring

- FY15 Self-Monitoring
- FY16 Monitoring
 - Cross Functional Monitoring Team Visit
 - Four Year Cycle
 - Two Parts: Compliance and Results Based
 - On-site Physical Inventory Monitoring (Monitored by Area Specialist)
 - On-site Flexible Learning Program Monitoring (Monitored by Area Specialist)



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Title I, Part A Program Updates

Comparability

- All districts with overlapping grade spans **must demonstrate comparability by July 1, but absolutely no later than December 15th or districts will be subject to a financial corrective action**
- Because demonstrating comparability is a prerequisite for receiving Title I, Part A funds, there is **no waiver** for the comparability requirement
- Data is collected from two reports from October
 - Certified/Classified Personnel Information (CPI) codes
 - FTE Enrollment data
- To avoid any surprises or the requirement to refund money to the Department, **consider a "trial run" early in the school year using old Excel spreadsheet to identify possible problem areas**



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Title I, Part A Program Updates

Uniform Grant Guidance

- Time and Effort
 - Time and Effort reporting is required when any part of an individual's salary is charged to a federal program
 - Single Cost objective = semi annual certification
 - After the fact record (dated)
 - Signed by employee or in the absence of the employee a supervisor having direct knowledge of the employee's work
 - Accounts for the total activity for which employee is compensated
 - Coincides with one or more pay periods (source data - sign-in sheets for payroll)
 - Includes substitutes, part-time employees, stipends, bus drivers

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Title I, Part A Program Updates

Uniform Grant Guidance Time and Effort Documentation

- Keep careful documentation that proves time was spend in accordance with the grant
- Permanent schedule – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week
- Periodic Certification – Districts who have fully funded federal personnel or those that are partially funded with federal funds and who work solely on one cost objective must have individuals submit an assurance every six months (at a minimum) documenting that the amount of time they worked for each particular federal program
- Daily time log – Individuals who work less than 100-percent for a particular federal program and whose schedule changes from day to day have the option of logging their time



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Important Resources Related to Budget Approval

- Handbooks/Manuals

- Budget Approval Process Guide for Federal Programs - Title I, Part A and Schoolwide Consolidation of Funds Budgets, June 2015
- Implementing Title I in Georgia Schools - FY16 Handbook for Title I Directors,
- Georgia Department of Education ESEA Flexibility Waiver and Georgia Department of Education ESEA Flexibility Waiver Extension - Title Programs Division guidance and Frequently Asked Questions
- Integration and Use of Funds Manual-GADOE, June 2015
- The Administrator's Handbook on EDGAR 2nd Edition—Brunstein & Manasevit, PLCC, January 2015 Title I, Part A Inventory Review Guidelines
- Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Title I Parental Involvement Program



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Important Resources Related to Budget Approval

- PowerPoints

- Preparing Your Title I Budget – A Guide to Avoid Rejection
- Determining Your Eligible Attendance Areas and Ensuring Correct Rank Order of Schools (CEP, FLP, Title I) and worksheet
- Using Federal Funds to Reduce Class Size and Worksheets
- Allowable and Unallowable Costs
- Using Multiple Selection Criteria to Successfully Rank Students being Served in Title I Flexible Learning Programs or Targeted Assistance Programs and Worksheets
- The Overview of Title I Budgets and Plans and companion worksheets
- Community Eligibility (CEP) and worksheet
- Integration of Federal Funds to Support and Single Project

Important Resources Related to Updates

- PowerPoints
 - Supplement Not Supplant
 - The New Face of Cross-Functional Monitoring in FY16
 - Determining Comparability
 - Title I, Part A Inventory Review Guidelines
 - New Title I Directors Workshop 13th Annual Title I Conference
 - Private Schools- Part 1
 - Guidance, Planning, Implementation and Evaluation
 - Part 2 Timeline for Private School Consultation
 - Tiffany Winters GDE EDGAR Overview 2015
 - Tiffany Winters GDE Time and Effort 2015
 - Tiffany Winters GDE Policies Presentation 2015



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REMEMBER!

All Title I, Part A expenditures and services must:

- Be based on **core academic needs** and be addressed in the school/district **comprehensive needs assessment**, CLIP and applicable Title I plan(s)
- Provide a **viable program** for each school being served
- Address the academic needs of **the most at-risk** (of failing state academic assessments) students in the school/district
- Be **supplemental, allowable and allocable** to Title I, Part A
- Be **reasonable and necessary**

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What Questions Do You Have?





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Title I, Part A Program Specialists' Contact Information

Area	Name	Office Telephone	Email
1	Robyn Planchard	(404) 985-3808	rplanchard@doe.k12.ga.us
2	Randy Phillips	(770) 221-5232	rphillips@doe.k12.ga.us
3	Anthony Threat	(706) 615-0367	anthony.threat@doe.k12.ga.us
4	Evelyn Maddox	(404) 975-3145	emaddox@doe.k12.ga.us
5	Judy Alger	(229) 321-9305	jualger@doe.k12.ga.us
6	Grace McElveen	(912) 334-0802	gmcelveen@doe.k12.ga.us
7	JaBra Harden Fuller	TBA	TBA

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Title I, Part A Program Specialists' Contact Information

Area	Name	Office Telephone	Email
8	Marijo Pitts-Sheffield	(912) 269-1216	mpitts@doe.k12.ga.us
9	Kathy Pruett	(706) 540-8959	kpruett@doe.k12.ga.us
10	Elaine Dawsey	(478) 971-0114	edawsey@doe.k12.ga.us
11	Olufunke Osunkoya	(678) 704-3557	oosunkoya@doe.k12.ga.us
12	Bobby Trawick	(229) 246-1976	btrawick@doe.k12.ga.us
13	Ken Banter	(478) 960-2255	kbanter@doe.k12.ga.us
14	Tammy Wilkes	(478) 237-2873	twilkes@doe.k12.ga.us

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