



FEDERAL PROGRAMS ANNUAL CONFERENCE

# Creating Equitable Pathways

• FOR STUDENT SUCCESS •



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## Navigating Title IV, A: Tools Every Program Director Needs

New Directors' Workshop, Federal  
Programs Conference - June 12, 2018

Georgia Department of Education

Georgia International Convention Center

Atlanta Airport Marriott

# Georgia Systems of Continuous Improvement



- GaDOE Unified approach to improvement
  - Framework
  - Problem solving model
- Provides a structure to align GaDOE tools and resources
  - Creating aligned “Toolbox”
- Provides framework to support flexibility of funding streams
  - Structure to match district “Needs” to improvement actions



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# Student Support & Academic Enrichment (Title IV, Part A)

## A Brief History

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses.

Last year, the SSAE grant program received only \$400 million, or less than 25% of its \$1.65 billion ESSA authorized level.

In addition, FY17 appropriations authorized SEAs to distribute funds to LEAs through a competition or formula process.

## Intent of Student Support and Academic Enrichment

"The new law has a clear goal of ensuring our education system prepares every child to graduate from high school ready to thrive in college and careers"

The SSAE program is intended to help meet this goal by ***increasing the capacity of state educational agencies, local educational agencies, schools and local communities*** to:

# Student Support & Academic Enrichment (Title IV, Part A)



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## Authorizes Activities in Three Broad Areas:

1

Provide all students with access to a well-rounded education,

2

Support safe and healthy students

3

Support the effective use of technology to improve academic achievement and digital literacy for all students.

## SSAE Requirements – (1) Meaningful Consultation with Stakeholders

ESSA, Title IV-A, Section 4106 (e)

Each LEA must submit an application describing

–

- Any partnership with IHE, business, NPO, CBO, or other private or public entity in implementing activities
- How funds will be used for activities related to support well-rounded education
- How funds will be used for activities related to supporting safe and healthy students
- How funds will be used for activities related to supporting effective use of technology
- The program objectives and intended outcomes for activities and how the LEA will evaluate the effectiveness of the activities

## SSAE Requirements – (1) Meaningful Consultation with Stakeholders

ESSA, Title IV-A, Section 4106 (c)

LEA shall develop the application in coordination with –

- Parents, teachers, principals and other school leaders
- Community-based organizations, local government representatives (i.e. juvenile court, law enforcement, welfare agency, public housing)
- Indian tribes or tribal organizations
- Charter school leaders
- Others with relevant expertise in programs and activities designed to meet intent and purpose of SSAE

## SSAE Requirements – (1) Meaningful Consultation with Stakeholders

LEA shall engage in continued consultation with these entities in order to

- Improve the SSAE program activities
- Coordinate the implementation of SSAE activities with other related strategies, programs, and activities

ESSA, Title IV-A, Section 4106 (c)



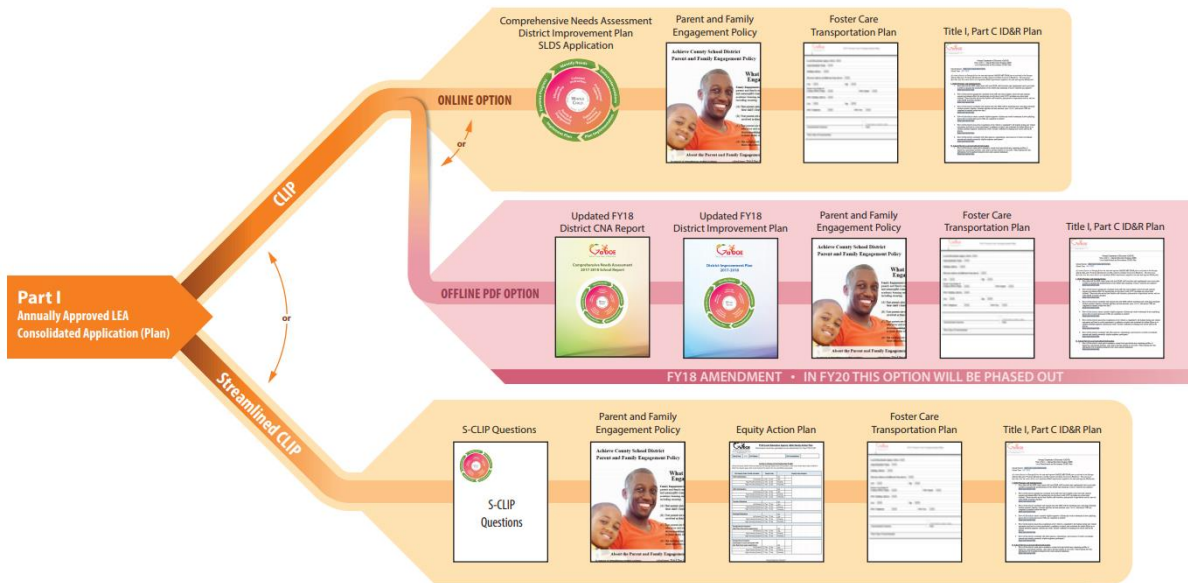
## SSAE Requirements – (2) Comprehensive Needs Assessment

ESSA, Title IV-A, Section 4106 (d)

LEAs that receive \$30,000 or more, must conduct a comprehensive needs assessment in order to examine needs for improvement –

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning in order to create a healthy and safe school environment;
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

# How does the Comprehensive LEA Improvement Plan (CLIP) align with Title IV-A requirements?



- LEAs submit CLIP to meet application and needs assessment requirements
- FY19 CLIP Submission either amends FY18 plans and needs assessment – or – utilizes SLDS to conduct new needs assessment to develop plans for the use of SSAE funds

## SSAE Requirements

## SSAE Requirements – (3) Distribution of Funds Across Content Areas

ESSA, Title IV-A, Section 4106 (e)(1)(B-D)

LEA receives \$30,000 or more, must address all three content areas as follows –

- Not less than 20 percent of funds to support access to, and opportunities for, a well-rounded education for all students;
- Not less than 20 percent of funds to support school conditions for student learning in order to create a healthy and safe school environment;
- A portion of funds to support access to personalized learning experiences supported by technology and professional development for the effective use of data and technology

## SSAE Requirements – (3) Distribution of Funds Across Content Areas

ESSA, Title IV-A, Section 4106 (f)

- An LEA receiving an allocation of less than \$30,000 is not required to conduct a comprehensive needs assessment for SSAE
- An LEA receiving an allocation of less than \$30,000 is required to use funds to support only one of the three SSAE content areas (WR, SH or ET).
  - ( $\leq 15\%$  on technology infrastructure rule still applies)

In FY19, there are 22 LEAs projected to receive an allocation less than \$30,000

## SSAE Requirements – (4) Prioritization of Funds

ESSA, Title IV-A, Section 4106 (e)(2)

The LEA will prioritize the distribution of funds to schools that –

- 1) Are among those with the greatest needs, as determined by the LEA
- 2) Have the highest numbers of students from low-income families
- 3) Are identified for comprehensive support and improvement
- 4) Are implementing a targeted support and improvement plan
- 5) Are identified as persistently dangerous schools



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## SSAE Requirements – (5) Equitable Services

ESSA, Title IV-A, Section 4106 (e)(2)(B)

Under Section 8501 of ESSA, LEAs receiving funds under Title IV, Part A, must provide for the equitable participation of private school students, teachers and other educational personnel in private schools located in the district, including by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

## SSAE Requirements – (5) Equitable Services

ESSA, Title IV-A, Section 4106 (e)(2)(B)

Activities and services for equitable participation of private school students, teachers and other educational personnel must be consistent with one of the three focus areas of the SSAE grant program

## SSAE Requirements – (6) Supplement Not Supplant

ESSA, Title IV-A, Section 4110

Under Title IV, Part A, supplanting is presumed when:

an LEA uses SSAE funds to pay for an activity that is required by federal, state or local law,

*or*

an LEA uses SSAE funds to pay for an activity it supported with state or local funds the prior year.

An LEA may overcome a presumption of supplanting if it has written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.



## SSAE Requirements – (6) Supplement Not Supplant

ESSA, Title IV-A, Section 4110

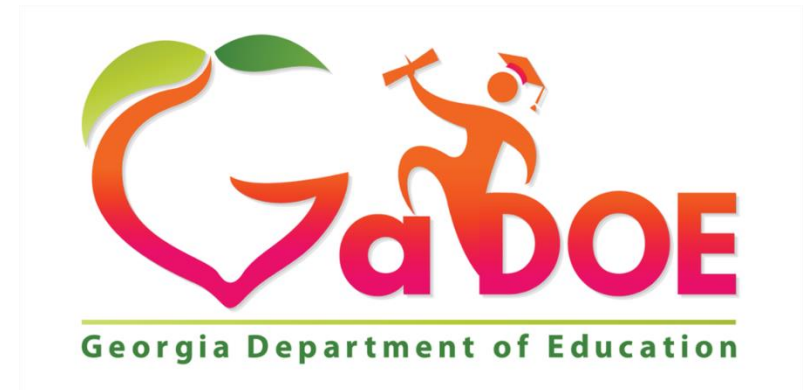
### Guiding Principles –

- 1) Are the expenditures or activities required by other Federal, State or local laws?
- 2) Were the expenditures or activities funded in previous years by non-Federal funds?
- 3) Would the expenditures or activities happen in the absence of Federal funds?

## SSAE Requirements – (7) Reporting Requirements

ESSA, Title IV-A, Section 4106 (e)(2)(F)

LEAs must annually report to the State how Title IV-A funds were used and to what extent they accomplished annual goals

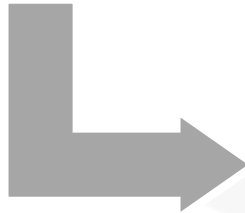


# How are funds awarded?

# Funding History

## Federal Appropriation

- FY18 - \$400,000,000
- FY19 - \$1,100,000,000



## Georgia Allocation to LEAs

- FY18 - \$13,085,283
- FY19 - \$35,542,634



## LEA Average Allocation

- FY18 - \$60,024
- FY19 - \$163,040

FY18 to FY19 - LEA  
award increased by  
an average of 152%

# Funding Determinations

- LEAs earn FY19 funding if they received a Title I, Part A allocation in FY18
- The formula awards SSAE subgrants to LEAs in the same proportion as the LEA's prior year's Title I, Part A allocation
- Adjustments have been made to ensure that no LEA receives less than \$10,000
- LEAs may form consortia
- FY19 Grant Award Notices (GANs) will be sent in July following State Board of Education approval

How can we  
use our SSAE  
funds?



# Allowable Activities



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## Authorizes Activities in Three Broad Areas:

1

Provide all students with access to a well-rounded education,

2

Support safe and healthy students

3

Support the effective use of technology to improve academic achievement and digital literacy for all students.

# Allowable Activities

- Is the proposed activity part of the locally developed plan based on results of need assessment? ✓
- Is the proposed activity consistent with the purposes of one of the three content areas? ✓
- Is the proposed activity reasonable and necessary for performance of the grant? (Allowability in accordance with 2 CFR Part 200) ✓
- Is the proposed activity supplemental? ✓



# Well-Rounded Education

The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. Programs and activities carried out under this section must be coordinated with other schools and community-based services and may be conducted in partnership with institutions of higher education (IHEs) and other entities.

Programs and activities that support a well-rounded education may include, but are not limited to, the following examples that are adapted from US ED Non-Regulatory Guidance on the SSAE Grants.

# Well-Rounded Education

## Science, Technology, Engineering, and Mathematics (STEM)

Programming and activities to improve instruction and student engagement in STEM subjects. In a high-quality STEM opportunity, STEM skills and content knowledge are integrated and learned through exploration, inquiry, problem solving, and often involve real-world contexts or applications. STEM activities may include:

- increasing access for groups of underrepresented students to high-quality courses
- supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming)
- providing students hands-on learning and exposure to STEM, including through field-based and service learning
- supporting the creation and enhancement of STEM-focused specialty schools
- facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM instruction in those programs
- integrating other academic subjects such as the arts into STEM curricula

# Well-Rounded Education

## Arts

Programs and activities that use music and the arts, which may include dance, media arts, theater, and visual arts, as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution.

## Foreign Language Instruction

Instruction in foreign languages, which is essential for students to fully participate in today's global economy and increasingly diverse communities.

# Well-Rounded Education

## Accelerated Learning Programs

Raise student academic achievement through accelerated learning programs, including by:

- Reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program examinations, who are enrolled in the course.
- Increasing the availability of, and enrollment in, AP or IB programs, dual or concurrent enrollment programs, early college high schools, and other accelerated learning options.

Dual or concurrent enrollment programs and early college high school programs enable students to prepare for college rigor and, through college course enrollment opportunities, graduate from high school with college credits and vocational certificates.

Counseling, mentoring, or programs that develop study skills and critical thinking are also important components of accelerated learning programs.

# Well-Rounded Education

## Social Emotional Learning

Activities in social emotional learning, include interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills.

***School-based SEL programs play an important role in fostering healthy relationships and increasing academic and career success.***



# Well-Rounded Education

## Civics Instruction

Develop, implement, and strengthen instructional programs in civics. Civics is generally understood to mean the content of what citizens should know about politics and government, including the foundations of the American political system. Schools can provide civics instruction through both formal and informal education beginning in the early years of education



# Well-Rounded Education

## Expanded Learning Opportunities

Expanded learning opportunities occur before school, after school, during breaks, or over the summer. Providing activities that are aligned with core learning that occurs during the school day, and that are interactive and engaging can increase student engagement, support academic improvement, and contribute to a well-rounded education. During the planning process, LEAs should consider both academic and social emotional learning outcomes for students.

# Well-Rounded Education

## College and Career Counseling

These programs and services are designed to help students make informed and better educational and career choices as they develop personal, social, educational, and career skills. To help prepare students to transition to college, assistance is provided on identifying postsecondary opportunities that are associated with students' interests, applying for college admissions and obtaining financial aid, and preparing for college aptitude tests (e.g. SAT and ACT).

Programs often offer students information about how to:

- Prepare for college, including the importance of choosing rigorous high school course offerings.
  - Choose from among career options.
  - Enroll in and receive federal financial aid through the FAFSA.
- Pursue academic and occupational training needed to succeed in the workplace.



# Well-Rounded Education

## Environmental Education

Activities in environmental education, which is generally understood as instruction that encourages students to develop knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions. Environmental education is generally understood to be a multi-disciplinary field that integrates disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography.

# Well-Rounded Education

Programs and activities that promote volunteerism and community involvement

Develop programs and activities focused on how youth can get involved in causes they care about while improving their communities, countering negative influences, and empowering students.



# Safe and Healthy Students

The second purpose of the SSAE program is to improve school conditions for student learning.

When students are healthy and feel safe and supported, they are more likely to succeed in school. Generally, the SSAE program funds may be used for any program or activity that fosters safe, healthy, supportive, and drug-free school environments, including direct student services and professional development and training for school staff.



# Safe and Healthy Students

Funds may be used to develop, implement, and evaluate comprehensive programs and activities that:

- Are coordinated with other schools and community-based services and programs
- Foster safe, healthy, supportive, and drug-free environments that support student academic achievement
- Promote the involvement of parents in the activity or program
- May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities



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# Safe and Healthy Students

## Safe and Supportive Learning Environments

Options for enhancing their efforts to provide students and school staff with a positive school climate, which in turn can promote student academic achievement, include, but are not limited to, the following examples.

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# Safe and Healthy Students

## Safe and Supportive Learning Environments

- Multi-Tiered System of Supports
- Schoolwide Positive Behavioral Interventions
- Preventing Bullying and Harassment

### Relationship-Building Skills

- School Dropout Prevention
- Re-Entry Programs and Transition Services for Justice Involved Youth

- School Readiness and Academic Success

# Safe and Healthy Students

## Safe and Supportive Learning Environments

- Child Sexual Abuse Awareness and Prevention
- Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline
- Suicide Prevention
- Violence Prevention, Crisis Management and Conflict Resolution
- Preventing Human Trafficking
- Building School and Community Relationships
- Culturally Responsive Teaching and Professional Development of Implicit Bias

# Safe and Healthy Students

## Student physical and mental health, including substance abuse prevention

Schools that support the physical and mental health of their students increase the likelihood of students' academic success. Examples in this area include, but are not limited to, the following examples.

- Mentoring and School Counseling
- Drug and Violence Prevention
- Health and Safety Practices in School or Athletic Programs





# Safe and Healthy Students

## Student physical and mental health, including substance abuse prevention

- School-Based Health and Mental Health Services
- Healthy, Active Lifestyle, Nutritional Education
- Physical Activities
- Trauma-Informed Classroom Management
- Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes
- Chronic Disease Management

# Effective Use of Technology

When carefully designed and thoughtfully applied, technology can accelerate, amplify, and expand the impact of effective practices that support student learning, increase community engagement, foster safe and healthy environments, and enable well-rounded educational opportunities.

Program examples related to the Effective Use of Technology include, but are not limited to, the following examples.



# Effective Use of Technology

## Developing and implementing blended learning strategies

These strategies include a formal education program that leverages both technology-based and face-to-face instructional approaches that include an element of online or digital learning, combined with supervised learning time, and student-led learning, in which the elements are connected to provide an integrated learning experience, and in which students are provided some control over time, path, or pace.



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# Effective Use of Technology

## Discovering, adapting, and sharing openly licensed high-quality resources

Openly licensed educational resources are teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others. Open resources may include full online courses, curated digital collections, or more granular resources such as images, videos, and assessment items.



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# Effective Use of Technology

## Delivering courses through technology

Develop effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.

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# Effective Use of Technology

## Collaboration enabled by technology

Technology allows educators and community partners to work collaboratively to improve instruction and extend learning beyond the classroom. Educators can create learning communities composed of students, fellow educators (including those in museums, libraries, and after-school programs), experts in various disciplines around the world, members of community organizations and/or families.



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# Effective Use of Technology

## Supporting professional learning for STEM, including computer science

Provide funding for teachers to participate in virtual, blended, or face-to-face courses and workshops designed to increase their capacity to offer high-quality STEM courses, such as computer science, engineering, game design and/or other STEM-related courses. Opportunities to learn how to embed STEM elements, such as engineering design principles, computational thinking, and app design, within other learning experiences could also be included.



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# Effective Use of Technology

## Providing Access for Students in Rural, Remote and Underserved Areas

Provide students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

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# Unallowable Activities

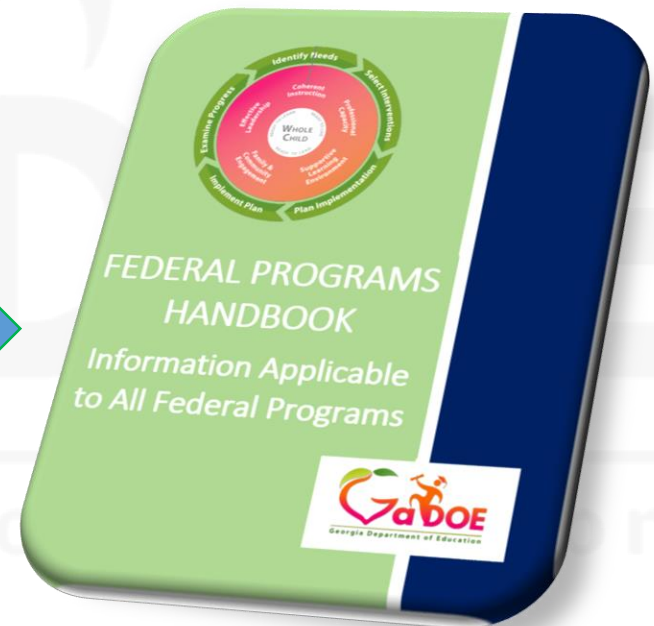
- Cannot be construed to authorize activities or programming that encourage teenage sexual activity
- Prohibit effective activities or programming that meet requirements of ESSA section 8526 –
  - (1) for construction, renovation, or repair of any school facility unless otherwise authorized under this Act;
  - (2) for transportation unless otherwise authorized under this Act;
  - (3) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
  - (4) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;
  - (5) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
  - (6) to operate a program of contraceptive distribution in schools.
- Federal funds cannot be used to provide student rewards, incentives

# Evidence-Based Interventions

The ESSA and U.S. Department of Education (ED) regulations require districts and schools to spend federal funds in support of evidence-based interventions

LEA Guidance –  
"Selecting  
Evidenced-Based  
Interventions"

**NEW!**





# Budget Guidance

# Budget Guidance

LEA receives **\$30,000 or more**, must budget –

- ≥ 20% for activities to support **well-rounded educational opportunities**
- ≥ 20% for activities to support **safe and healthy students**
- A portion of funds for activities to support **effective use of technology** (≤15% on technology infrastructure as described in ESSA section 4109(b))

# Budget Guidance

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## Budget Items and Descriptions

Proposed activities and budgets will be reviewed following overarching fiscal and programmatic requirements, including, but not limited to:

- Standard Function and Object code applicability
- Meeting purposes of at least one of the three focus areas
- Allowable in accordance with cost principles in the UGG, CFR Part 200, i.e., allowable, reasonable, necessary, allocable, supplemental, etc.
- Not prohibited under section 4001(b) or 8526 of the ESEA, as amended by ESSA.

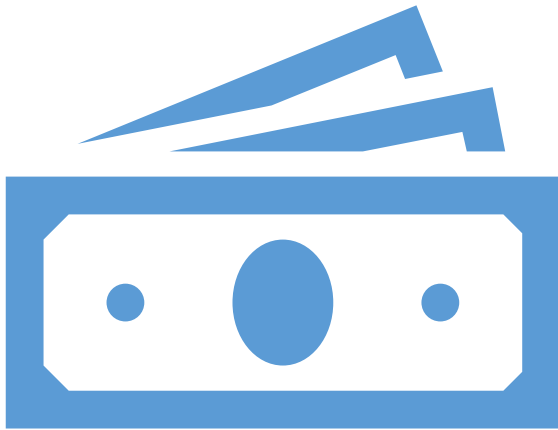
# Budget Guidance

## Documenting Required Focus Areas in Budget

At the beginning of each budgeted line item, add the following to denote the line item focus area usage(s):

- **(WR) Well-rounded educational opportunities**
- **(SH) Safe and healthy students**
- **(ET) Effective use of technology**

When the budget is finalized, the LEA must ensure that it meets the focus area spending requirements – confirmation to the GaDOE is documented through the signed assurances

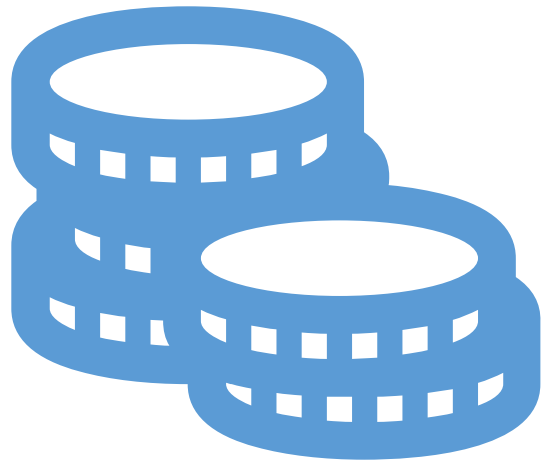


# Budget Guidance

## Administrative Funds

Districts have a 2% cap for administration

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



# Budget Guidance

## Indirect Cost Rate

- Title IV, A utilizes the restricted indirect cost rate
- Indirect cost rate will be included on FY19 Grant Award Notice
- Indirect cost rate should be listed as separate line item
- *Cannot be costs already directly charged to the grant (i.e. administrative expenses)*

## Audit Costs

- Reasonable proportionate share of the costs of audits required by 2 CFR Part 200 (§200.501 and §200.425)



# Budget Guidance



KEY BUDGET REMINDER –

## 15% Special Rule

NO MORE THAN 15% of the portion used for *Effective Use of Technology* may be spent on **INFRASTRUCTURE** - devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases

# 15% Special Rule

At least 85 percent of funds under Effective Use of Technology may be used to support a variety of

## **PROFESSIONAL DEVELOPMENT**

- Improving use of technology
- Accessing needed technology
- Learning how to use technology effectively
- Providing professional learning tools, resources, and content to implement activities under Effective Use of Technology



## If Allocation is greater than \$30,000:

## If below \$30,000:

Schools or districts that receive an allocation **above** \$30,000 must do a needs assessment and spend:

Schools or districts that receive an allocation **below** \$30,000

20%

**Well rounded education**

STEM

Music

Art

Physical Education

20%

**Safe schools**

Healthy students

Violence prevention

School counselors

Mental health

60%

**Technology\***

Materials/Prof Dev

Equipment/Devices

Digital Content

\*some funding must go towards tech, with a 15% cap on infrastructure

The remaining 60% of funds can be spent on all 3 priorities, including technology



Spend money on activities in at least one of the three categories

**No less than 20% for this category**

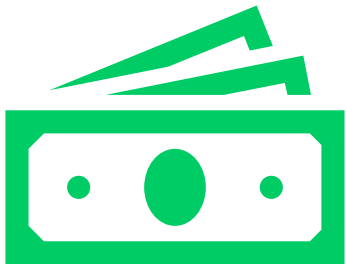
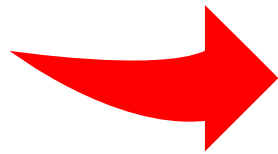
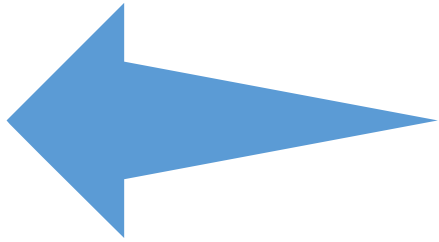
**No less than 20% for this category**

**No More than 60% in this category**

**No More than 15% of the portion used for this category for these activities**



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# Transferability

Transferability 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

# Which Programs are Allowed in Federal Transferability?

- LEAs may transfer funds FROM:

- Title II, Part A – Supporting Effective Instruction State Grants
- Title IV, Part A – Student Support and Academic Enrichment (SSAE) Grants

A large red arrow pointing to the right, containing the text "TRANSFER OUT PROGRAMS" in white, bold, uppercase letters.

TRANSFER OUT PROGRAMS

# Which Programs are Allowed in Federal Transferability?

- LEAs may transfer **TO** any of these programs:
  - Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
  - Title I, Part C – Education of Migratory Children
  - Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
  - Title II, Part A – Supporting Effective Instruction State Grants
  - Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement
  - Title IV, Part A – Student Support and Academic Enrichment (SSAE) Grants
  - Title V, Part B – Rural Education Achievement Program (REAP)



TRANSFER IN PROGRAMS



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# Facts About Transferability

- Transferred funds become funds of the program to which they are transferred. They are subject to all the rules and requirements of the programs to which the funds are transferred, **including statutory set-asides**.
- The LEA must notify GaDOE of its intent to transfer funds at least 30 days before each transfer occurs. The notification process involves emailing the certain staff/department about the LEA's intent to transfer funds prior to submitting the associated Consolidated Application (Con App) budgets for approval.
- For further programmatic requirements, guidance, and restrictions, please contact the Georgia Department of Education's Federal Programs Division at the following website:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>



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# Facts About Transferability

- Before an LEA may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials.
- An LEA may not transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, an SEA or LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer
- The LEA must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer





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## Carryover

LEAs are encouraged to spend all of their funds during the period of performance

LEAs may carryover up to 100% of their SSAE funds from FY18 to FY19

When funds are carried over, LEAs must ensure that they have a process and internal controls in place to track unspent "required" funds from the prior year, in addition to the current year requirement, and be able to show those funds were spent according to the content area

Safe and Healthy Students

Effective Use of Technology

# SSAE Resources and Training Opportunities

## Community Site

We want to hear from you. Ask a question. Share your thoughts. Get answers or help others.

- **Resources**

- WR/SH/ET and Budget Resource Guides

- FY19 Title IV A Budget Checklist

- Budget Summary Worksheet

- **SSAE Title IV, A Community - Collaboration forums**

- Registration via JotForm



Safe and Healthy  
Students



Effective Use of  
Technology



General SSAE Topics



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[gaDOE.org](http://gaDOE.org)

Check the conference schedule!

## SSAE Resources and Training Opportunities

### Workshops at the Federal Programs Conference

- Coordinating with Private Schools
- Is this an Evidence Based Strategy or Intervention?
- Fine Arts, CTAE, STEM, and STEAM: Unlocking Imagination, Creativity and Ingenuity Through Title IV, A
- Title IV, A and Safe & Drug Free Schools – A Perfect Match
- Show Me the Money
- Digital Literacy: Building Technology Sustainability with Title IV, A

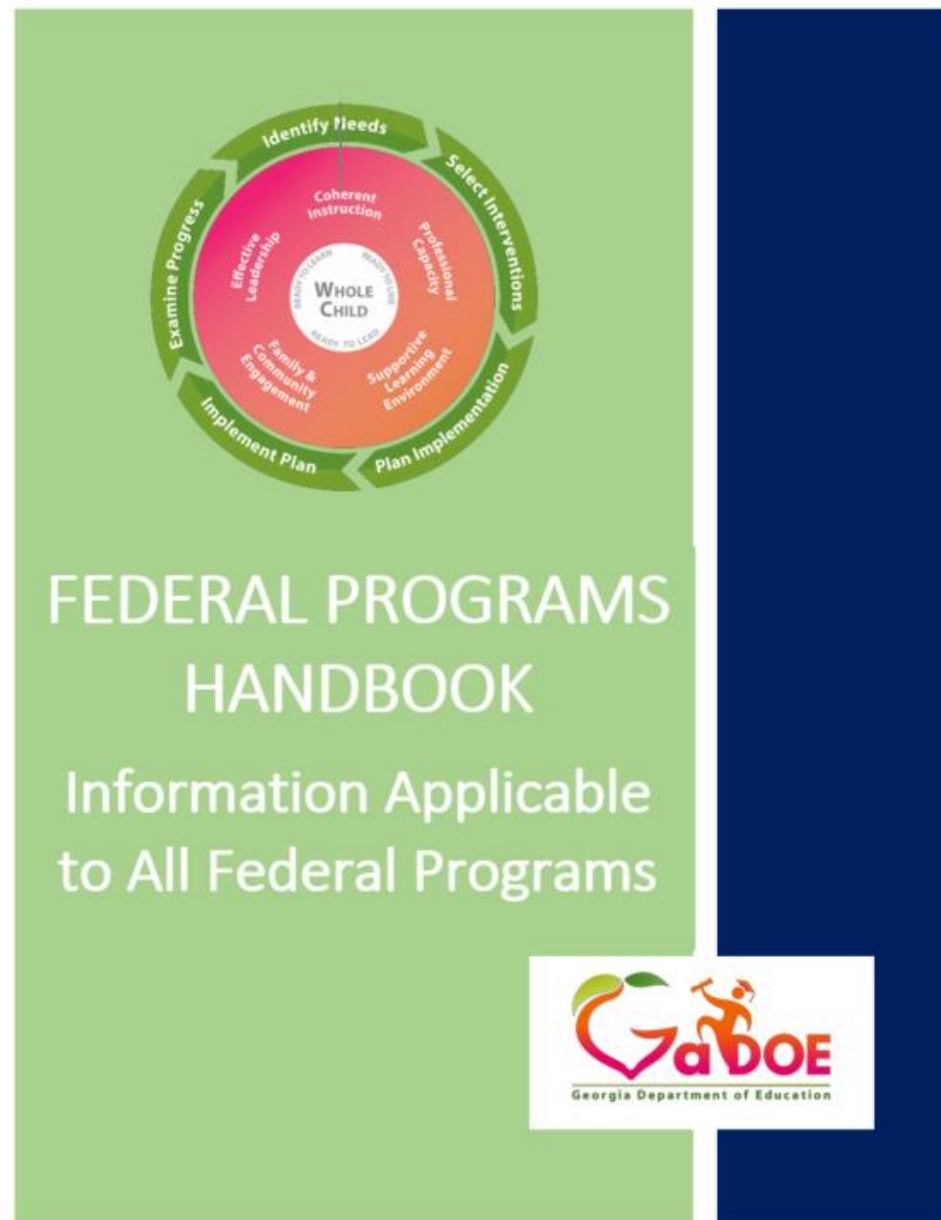
GaDOE Budget Training for LEAs - *TBD*

GaDOE Cross-Functional Monitoring Training for LEAs - *TBD*

# Resources - Federal Programs Handbook

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8/20/2018



# Questions...

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# ...Thank You!

