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ABSTRACT

The Title III program of the Elementary and Secondary Education Act called PACE (Projects to Advance Creativity in Education), is designed to encourage school districts to develop imaginative solutions to educational problems; to utilize research findings more effectively; and to create, design and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. This document presents a process by which improvement in the educational enterprise may be sought in a continuing and systematic fashion. Among the topics that are covered are the following: identifying critical needs, steps in applying for a grant, project development and preparation of project application, processes of administration, fiscal control and management, evaluation, dissemination, and final report. The heart of the PACE program is in its provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied. Since the innovative and exemplary programs supported by PACE are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promise of solving persistent problems, thereby advancing educational excellence. (Author/AM).

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Manual For Title III ESEA

PL 89-10 as amended
Guidelines for Proposal Development and Project Administration

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Georgia Department of Education
Atlanta, Georgia 30334
Jack P. Nix, State Superintendent of Schools

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PREFACE: The Educational Improvement Process

Most frequently the educational institutions which are in operation today have a tendency to manage by crisis. That is to say points of maximum irritation tend to get very specific attention. Educators under these circumstances wind up trying to remediate a series of symptoms and may very well bypass the basic problem which may be more serious and far reaching. Therefore, this document intends to offer a process through which improvement in the educational enterprise may be sought in a continuing and systematic fashion. The following steps should be addressed in sequence and depending upon the available time may be dealt with on various levels of sophistication.

1. Inventory - It is essential that this process start by making an inventory of certain conditions which exist so that we can go from the concrete toward the abstract
 - a. Student Needs Assessment - Since the students are the reason for the educational institution it follows that the institution must be able to identify what needs the students have. There are many possible needs assessment processes, however, most will follow in some way the discrepancy model. In essence, this would call for the establishment of educational goals followed by a status study to indicate student accomplishments with respect to the goals. The discrepancy or the difference between "what is" and "what ought to be" identifies student needs. While there are many possible ways of accomplishing this it is generally agreed that, whatever the process

involvement on the part of people is a primary ingredient. People's attitudes will be colored to a large extent by their normal place in the society, therefore, there seem to be four groups which have special interest with respect to students and their educational needs. These are:

- (1) Community - These persons would represent important agencies and organizations which are recognized as being concerned with the good of the entire community and its activities. Among these representatives might be persons from commerce, industry, government, civic organizations, the arts, and others.
- (2) Professionals - Teachers, administrators, and staff personnel of the community school are needed since the outcome of any deliberations will require the professional school people to carry out some kinds of activities.
- (3) Parents - Parents are included here even though they may fall into some other group, but the purpose here would be for the individual to represent parental views toward educational goals.
- (4) Students - All too frequently adults have tended to make determinations of what will happen to students with no concern for the students themselves. Whatever education is to be offered, the right of the student to make his view known should be respected, and to increase his cooperative involvement in programs resulting from this study, student input seems only logical.

b. Status Study of Resources - While local educators normally have a general idea of resources in their local system, a careful detailed study can be expected to reveal many details often overlooked. The following four resource areas are suggested for such a study:

- (1). Funds - The most important resource of any local school system in the area of funds provided is that from the MFPE (Minimum Foundation Program for Education) of after July 1, 1975, APECG (Adequate Program for Education in Georgia). While these funds are rather rigidly structured, e.g. teachers salaries may only be spent for teachers on the payroll, a substantial difference in the educational program can be made by assigning teaching personnel jobs which are quite different from those of the preceding year. It is important that administrators make some very objective examinations of on-going activities so that any relatively ineffective programs may be terminated and the resources applied in support of something likely to be more effective. In addition, most systems have varying amounts of locally derived funds which are extremely flexible. Of course, there are a large number of categorical funds both State and Federal to which systems are entitled under certain circumstances and in addition to these there are some competitive types of funds which may be secured through presenting a high quality proposal to some appropriate agency. An example of this is Title III, ESEA which can provide funds in support of a proposal designed to solve some persistent educational problem which plagues all or many systems in the state.

- (2) Personnel - While all personnel employed by any system have a set of qualifications for their assigned jobs, we frequently overlook the fact that most people have a number of additional skills and interests which may enrich the program to a substantial degree. Hence, there is a possibility that programs of education could be substantially improved simply by using more of the available expertise in some different way.
- (3) Facilities - Every system has facilities of one sort or another but we frequently overlook the fact that these facilities may be used in some way which is different from the traditional. For example, in many buildings classrooms may be separated by walls which are not load-bearing and hence could be removed inexpensively creating open space which might allow for some very different kinds of activity.
- (4) Community - It is not possible here to speculate on the kinds of resources which are available in every community. Even the smallest rural area has resources of business, natural history, and perhaps even acknowledge historical sites. The resources available to populous areas might even require an extensive long-range study to identify everything available.

2: Priority for addressing assessed student needs - When a student need assessment has been completed and a list of critical needs has been compiled, it is usually impossible for the local school system to attempt to meet all the identified needs at the same time. Therefore, it is essential that a priority for these needs be established. There are two factors which have a

decided bearing upon the priority to be given any need. First the relative importance of solving the condition caused by each need should be assessed. This is usually a staff function which can be handled through a committee, the second factor is the availability of resources with which to address any particular need. Thus, if one of the very critical needs cannot be addressed by any of the available resources, it is undesirable that it be placed in a high priority. Conversely, where less critical needs exist and there are resources available such a need automatically rises to a higher priority.

3. Making decisions on ways to address priority to identified needs

The process of making decisions should be a systematic one. The following paragraphs describe a systematic process which can be extremely useful in determining the best solutions to use in dealing with student needs.

a. State the identified need or the job to be done - The statement that should be made here should be a simple declarative sentence so that it may be clear what needs to be solved.

In the event that this process is being used to solve problems it is important that this statement be a problem per se and not one of the symptoms which might indicate the presence of a problem.

b. The situation in which the need exists should be set down

There are two matters which should be looked at in this instance, the first of these would be to identify pertinent facts which tend to prove the existence of the problem,

identified, need, or other matter for decision. Second the decision maker should recognize the degree to which decisions are influenced by one's biases and therefore, it is important to include as assumptions those beliefs or biases which one holds even though the conditions described could not be supported as facts. These assumptions should be limited to those which in the view of the decision maker would have the force and effect of facts.

- b. List the available alternatives - In addressing priority student needs the alternatives would be found through a systematic search of the existing literature concerning the subject. Among the resources from which such solutions might be identified are the published list of Validated Educational Practices published by the National Advisory Council for Supplementary Center and Service (Title III, ESEA). Another lucrative resource is the ERIC System (Education Resources Information Center). There are numerous places in the University system where ERIC material can be made available and in addition The Technical Information Center in the Georgia Department of Education may be called on.
- d. Analyze the merits and demerits of the alternatives - When an appropriate number of alternatives have been identified and stated as in the preceding section, each one now should be restated and a careful examination made which will show what the merits of this possibility are and second the demerits or facts which might mitigate against the use of this solution. When this process has been completed the decision maker should carefully study this entire section, the result of which should be a logical conclusion of what constitutes the most desirable decision.

- e. Based on the foregoing analysis set down the course of action considered most appropriate. It may be any one of the alternatives or any combination of two or more of the alternatives or portions of several alternatives in a different design.
4. Implementing the course of action - In implementing the course of action desired, it is necessary to organize a program which will meet the established needs. First the goal of such a program should be identified, second appropriate measurable objectives should be set up, third activities which should make possible the attainment of the objectives can there upon be designed, and fourth a design for evaluation of the established objectives should be prepared (see appendix H p. 95). When the program has been organized it is evident that there will be need for personnel to staff the program to be identified as one of the principal resources.
- Until all the foregoing has been accomplished it is inappropriate to consider the application of other resources. The organization of support for the program will at this point be displayed in a budget which attaches funds to line-items which are necessary to insure that the program will function properly. In developing this budget there are at least two resources to be considered:
- a. What resources which are presently available which can be redirected in support this new program.
 - b. What outside resources may be utilized.
5. Evaluate the program - Regardless of the sophistication of any program, the director should plan from the beginning to evaluate what occurs at least to the extent of providing for feed-back to use in refining the program for the future.

For the development of an innovative educational practice, evaluation may need to be complex sophisticated and expensive but for the adoption or adaptation of an already proven practice evaluation can be simple, not fancy, and inexpensive.

CHAPTER ONE: GENERAL INFORMATION

1. Introduction

a. Objectives

The Title III Program of the Elementary and Secondary Education Act, called PACE (Projects to Advance Creativity in Education), is designed to encourage school districts to develop imaginative solutions to educational problems; to utilize research findings more effectively; and to create, design and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated in school programs. Therefore, PACE seeks to

- (1) encourage the development of innovations,
- (2) demonstrate worthwhile innovations in educational practice through exemplary programs,
- (3) supplement existing programs and facilities.

The heart of the PACE program is in these provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied. Since the innovative and exemplary programs supported by PACE are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promise of solving persistent problems, thereby advancing educational excellence.

With the limited funds available under Title III, it is obvious that two or more proposals may be submitted of substantially the same high quality and that a priority for funding must be decided. The decision as to which of these proposals will be funded first will be made on the basis of the following two provisions:

(1) that the proposal be submitted from the area of the State which has persons with the greatest relative need, and

(2) that the proposal be submitted from a geographical area of the State which has not heretofore been awarded a project.

The length of a project period for any given Title III project will be determined with due consideration for the nature and scope of that project. Planning projects generally will be limited to time periods of one year or less depending upon the nature of the planning activities. Projects generally will be operational for a period of three years. However, if after extensive evaluation of a project, it becomes clear that the project requires extension in order that objectives be fully attained, the Advisory Council will review the application for extension and make recommendations.

It is obvious from the very limited funds allocated for Title III that monies received for projects must be considered "seed money". That is, any project funded for a normal period and designed to develop a creative solution to some persistent problem, is in reality a research agency for all educational systems. Thus, a project which demonstrates a practical solution for a problem common to many systems makes available information which may be adapted by other systems and incorporated into their educational activities.

In this regard, it is the duty of the Title III staff of the State Department of Education to insure the dissemination of the appropriate information and related data to all school systems.

In order that the school system which is operating a project may realize the full benefits to be secured after the project funds are exhausted, arrangements should be designed whereby the school system assumes an increasing percentage of the project's financial support each year during the project period.

Each project which is approved must incorporate in its basic plan projections for internal evaluation of the quality of the project and its success in attaining its objectives. Further, it is incumbent upon the State Department of Education and its Advisory Council to devise appropriate evaluative steps for on-site evaluations to be conducted periodically to ascertain success or failure of the project in attaining objectives. Where it is considered that attainment of objectives has not been accomplished, modification of the procedures may be attempted to correct the situation. However, where there is no satisfactory progress toward the attainment of objectives, the termination of the project will be considered. Where such action is to be considered, the Director of Title III, ESEA will work with the system superintendent and the project staff to pursue all possible alternatives prior to recommending termination to the Advisory Council for Title III. Projects clearly showing progress toward attaining objectives will be considered for continuation.

c. Information Services

Title III staff will conduct regional, statewide and local meetings for directors, instructional staff, and other service personnel involved in the operations of local Title III projects. These meetings will center around such topics as Title III federal and state policies, regulations and procedures, the innovative process, the critical needs of education in Georgia, reporting procedures, evaluation procedures, dissemination procedures, and other appropriate and necessary topics. At the request of the local superintendent a Title III project consultant will be assigned by the Director of Title III to assist in the preparation of the initial document and the formal project application; to assist in obtaining special consultants as needed in planning, implementing, and evaluating projects; to serve as on-going consultant to the local system on all matters relative to the approved project; to plan with the project director for on-site evaluations; and to coordinate work of the evaluation teams.

2. Identifying Critical Needs

The chief purpose expressed in the Title III State Plan will be to use the Title III resources to develop and demonstrate effective exemplary and innovative solutions to the state's critical education needs. Based on the following dimensions of the assessment of needs, the State Department of Education will, from time to time, circulate a list of the critical needs of education as determined by the process of needs assessment continually underway. At least five dimensions of the needs assessment are projected at this time. These include:

- a. obtaining the perceptions of the status of education held by various groups,
- b. objective measurements of pupil performance,
- c. evaluation of teaching practices,
- d. assessment of educational organizational structures and patterns, and,
- e. socio-economic studies.

After the assessment study of education in Georgia discussed above has been completed, the information obtained will be analyzed for the purpose of determining the educational needs of the state. This analysis will consider all possible dimensions of the total state educational program. Through the process of comparing the assessed educational needs with the current situation existing in education, the gap between reality and need will provide the criteria for determining the relative criticality in any area. The critical needs thus identified will become the primary targets for projects on which Title III funds will be expended.

These guidelines will contain no listing of critical needs in view of the fact that assessment will be a continuing process. However, projects which are submitted with a view toward reducing some defined problem will be evaluated by the professional readers and the State Title III Advisory Council with respect to the established critical needs existing at the time of submission.

3. Steps in Applying for a Grant

- a. When a school system feels that a problem has been identified which may be overcome through a project funded from Title III, the system superintendent should write to:

Director of Title III, ESEA
Division of Program and Staff Development
State Department of Education
Atlanta, Georgia 30334

This letter should specify the nature of the problem which concerns the superintendent and his request for project and specialist consultant assistance to aid in the development of a project.

- b. The Title III project consultant will make an appointment with the local superintendent to discuss the proposed project and will include, if needed, a special consultant to be of technical assistance. For example, if the LEA proposes a project for blind students, the Title III project consultant will request assistance from a consultant in the area of education of the blind in planning project activities with the LEA.
- c. The LEA will submit a Project Abstract to the Title III office.
- d. The LEA will prepare the formal application with assistance of the Title III project consultant and appropriate special consultants. The application will be submitted to the Director of Title III.
- e. The application will be reviewed by the Title III consultants and submitted to appropriate professional readers for review.
- f. Application will be presented to the State Advisory Council for Title III for their approval or disapproval.

g. The Advisory Council may

a. recommend the application for funding;

b. not approve the application for funding; or

c. recommend the application be resubmitted if the proposal has merit but all Title III funds have been committed.

CHAPTER TWO: PROJECT DEVELOPMENT AND PREPARATION OF PROJECT APPLICATION

1. Project Abstract

In order to avoid much of the complication of preparing a formal application for a project, the initial step in describing the problem and potential solution should be submitted in the following form:

- (1) Definition of the problem--Delineate the problem and include specific limitations. Be careful to differentiate between the problem and a symptom.
- (2) Describe the situation which supports the existence of the problem.
 - (a) Assumptions - Those beliefs or biases which while not truly facts still may have the force and effect of facts.
 - (b) Facts - Matters of record which support the existence of the defined problem.
- (3) Possible Solutions - List the alternatives - those modes of attack considered to be possible ways of solving the defined problem.
- (4) Analysis - Analyze and compare the relative merits and demerits of the possible modes of attack listed in paragraph (3).
- (5) Proposed solution - Specify the solution preferred as a result of the analysis in paragraph (4) and outline the project which the system proposes. The outline should incorporate objectives, methods, estimate of staff required, a proposal for desired type of facility, and a suggested list of major equipment considered necessary. These estimates should be presented in the form of budgetary requirements for an initial year of operation.

* See Appendix H, p. 95

2. Preparation of Project Application

a. Agencies Authorized to Submit Projects

A project proposal may be submitted only by a local educational agency. The local educational agency in Georgia is a local board of education. This includes any other public institution or agency which has administrative control or direction of public elementary or secondary schools.

Georgia's 16 Cooperative Educational Service Agencies (CESA) are included in this definition.

b. Procedures

Each of the following application and reporting procedures is designed to facilitate effective storage and retrieval of project data and to omit unnecessary overlapping in reporting requirements. Each procedure involves the submission of a set of forms and a narrative report. Official State Department of Education forms and instructions will be supplied, some of which are multi-purpose and used for application as well as reporting procedures. For example, the ESEA Title III Statistical Data form, DE Form 0542 or DE Form 0415, is Part I in every case, but specific instructions in Appendix A, Page 37, designate which sections or blocks are to be completed for each purpose.

c. Preparation of Project Application

The applicant will provide for the entire project period an estimate of financial requirements for the support of the project by budget period. The total estimate will be the general level of financial participation. The amount of the initial grant will not exceed the

negotiated cost of all activities projected for the first budget period.

Applications and reports are submitted to the State Department of Education as follows:

Director of Title III
Division of Program and Staff Development
State Department of Education
State Office Building
Atlanta, Georgia 30334

d. Initial Application or Resubmission.

Part I Statistical: ESEA Title III Statistical Data,
Form DE Form 0542, p. 37

Part II Narrative: Instructions for Initial Application, p. 48

Part II (A) Narrative: Application for Facilities Grant, p. 53

Part III Financial: Proposed Budget Summary/Expenditure Report
of Federal Funds, Form DE 0515, p. 60
submitted as proposed budget summary

Part IV Assurances: Initial Application, p. 55

Part IV (A) Assurances: Application for Facilities Grant, p. 57

All initial applications or resubmissions will contain the above four main parts. Those which include the lease and/or remodeling of facilities will contain two additional parts: II(A) and IV(A).

Applications may include as exhibits supporting documents such as letters of endorsement and statistical information.

Twenty copies of the completed application or resubmission must be received by the Director of Title III. Proposals may be submitted on any workday of the year, but will not be processed until the first day of the next fiscal quarter. It takes approximately 90 days to process an application. The application should be submitted on standard 8-1/2 x 11 inch paper

e. Application for Continuation Grant

Sixty days before the completion of the first or second project year; projects which in the view of the school system are making progress toward announced objectives should have an application submitted for continuation. It should include:

Part I Statistical: ESEA Title III Statistical Data
DE Form 0542, p. 37

Part II Narrative Report: Application for Continuation Grant or
End of Budget Period Report
DE Form 0543, p. 71

Part III Projected Activities: Application for Continuation Grant
DE Form 0544, p. 72

Part IV Financial: Proposed Budget Summary/Expenditure Report of
Federal Funds Form DE 0515, p. 60
Submitted as Estimated Expenditure Report,
AND as Proposed Budget Summary.

Subject to satisfactory progress toward the achievement of project goals, continuation grants will be negotiated prior to the expiration of each budget period to provide whatever additional funds are needed (i.e., the difference between unexpended funds from the previous budget period and estimated costs of the succeeding period) for projected activities of subsequent budget periods. Whenever funds granted for one budget period are available to support activities of a succeeding period, grantees will be required to expend these funds before expending new funds.

When appropriate, the application must be submitted 60 days prior to the current budget expiration date. Twenty copies of the completed application are submitted to the State Department of Education.

f. End of Budget Period Report

After the conclusion of each budget period, a final report should be submitted. This report should be made up of the following:

Part I Statistical: ESEA Title III Statistical Data
DE Form 0542, p. 37

Part II Narrative Report: Application for Continuation Grant or
End of Budget Period Report
DE Form 0543, p. 71

Part III Financial: Proposed Budget Summary/Expenditure Report of
Federal Funds DE Form 0515, p. 60
Submitted as Final Expenditure Report.

This report should be submitted 90 days after the current budget expiration date. Five copies of the complete report are submitted to the State Department of Education.

3. Criteria for Evaluation of Project Proposals,

The following criteria will be utilized in evaluating project applications received from local educational agencies:

- a. Extent to which proposed project is designed to meet the most critical educational needs in the various areas of the state to be served by the project
- b. Adequacy of evidence that the proposed project will supplement the existing school program
- c. Extent to which the project would contribute to the solution of important educational problems
- d. Extent to which procedures to be used in achieving objectives are appropriate, adequate, and efficient
- e. (1) Innovative (a new or improved educational idea, practice, or technique), OR
(2) Exemplary (an activity designed to serve as a model for regular school programs)

- f. Adequacy of documentation showing the extent to which the following groups were involved in planning and implementing project activities: teachers, students, or other school personnel; others, including those with low income, broadly representative of the cultural and educational resources and of the public in the area to be served
- g. Adequacy of planning for the proposed project
- h. Degree of awareness of similar programs, research findings, or the knowledge of recognized experts
- i. Economic feasibility and efficiency of the proposed project
- j. Whether the proposed project makes provision for the participation of children enrolled in non-profit private schools in the area to be served (provided their educational needs are of the type provided by the program or project).
- k. Extent to which provisions for evaluating the proposed project are appropriate and adequate and provide for a reasonable degree of objectivity
- l. Extent to which provisions for dissemination of information about the proposed program are appropriate and adequate for the area to be served
- m. Suitability of the size of the staff
- n. Suitability of the qualifications of the staff
- o. Adequacy and appropriateness of the facilities, equipment, and materials to be used for the proposed project
- p. Extent to which the best available talents and resources will be utilized to increase substantially the educational opportunities of children to be served by the project

Quarterly requests are broken down by individual months inasmuch as monies dispensed to school systems from the State Department of Education are released only on a monthly basis.

3. Procedures for Amending Approved Projects

a. If an amendment to the project budget does not exceed 20 percent, in any budget category the amendment may be accomplished at the local system level provided there is no modification of the established program. Budget categories are defined as the negotiated budget figures for Columns 3-9 on Line 15 of the Form SDE 1400-004 or DE Form 0515, July 1974 Proposed Budget Summary/Expenditure of Federal Funds.*

b. If the amendment does alter the established program or if it exceeds 20 percent of any budget category the following procedures will be followed:

The superintendent of the school system will write a letter explaining and justifying the proposed amendment. This letter will be submitted to the Director of Title III. Supporting documents will include a revised budget estimate (DE Form 0515) and detailed addendum sheets, DE Form 0519.

4. Fiscal Control and Management

a. General Information

Title III projects must make provision for all fiscal considerations specified in Title III of the Act and in Title 45, Chapter 1, Part 118 of the Code of Federal Regulations, hereinafter referred to as the regulations.

* Such transfers of funds may not exceed 20% of either the giving or receiving column. See Alterations of Approved Projects - Transfers of Funds, P. 83.

(1) Availability of Funds for Approved Projects

Federal appropriations made available for grants to local educational agencies are obligated at the time the grant is issued. Federal appropriations so obligated remain available for expenditure by such local educational agencies during the period for which the grant was awarded.

(2) Effective Date of Approved Project

The effective date of any approved project will be specified in the grant. Upon acceptance of the grant the applicant is authorized to request funds consistent with the negotiated budget and the terms and conditions of the grant. (See subparagraph (9) below for payment procedures for requesting funds.)

(3) Expenditure of Grant Funds

With the exception of commitments for personal services, for services performed by public utilities, for travel, and for rental of facilities, funds are considered expended by a local educational agency when binding commitments are made. Funds for personal services, public utility services, travel, and rental of facilities are considered expended when the services are rendered, the travel performed and the rented facilities used, rather than the date funds are committed.

(4) Accounting Basis

All grantees must use the obligation basis of accounting in maintaining fiscal records and reporting expenditure of grant funds, except for expenditures for personal services, for services performed by public utilities, for travel, and for rental facilities as noted in (3) above.

(5) Eligible Expenditures

To be eligible for federal financial participation, an expenditure must:

- (a) have been incurred during the period for which the expenditure was authorized by the Notification of Grant Award;
- (b) if an obligation, be liquidated within 90 days after the end of a project period, and be adjusted to the amount finally paid;
- (c) conform to the terms and conditions of the grant;
- (d) be incurred for activities in addition to those that had been provided previously for public and nonprofit private school students and teachers;
- (e) be clearly identifiable as additional expenditures incurred as a result of the Title III program.

It is expected that the cost of operation and maintenance of facilities, as well as all other indirect costs, will ordinarily be borne by the applicant from non-federal sources. However, where a project results in added costs for operation and maintenance of facilities which are clearly allocable to the project, these may be eligible for federal reimbursement.

Costs of maintaining and repairing equipment purchased under grants pursuant to Title III of the Act are eligible for federal financial participation during the project period.

(6) Acquisition of Equipment.

Equipment needed for the project will be acquired either by purchase or rental, whichever represents the more economical use of federal funds for the project period. If equipment is rented, the applicant should consider securing a rental-purchase agreement to cover the possibility of eventual purchase.

To permit maximum use, equipment and materials should be ordered promptly after receipt of the award. They must not be ordered if the scheduled delivery date falls within 60 days of the grant's expiration date.

(7) Bidding Procedures

(a) Equipment

Bidding for the purchase of equipment and materials will be conducted according to applicable state and local rules. In the absence of such rules, procedures established for purchases amounting to more than \$500 should require (1) at least three quotations and (2) award to the lowest bidder or to the bidder with the most suitable equipment and materials.

(b) Construction

All contracts for construction shall be let in accordance with Regulations, Section 118.41, and shall be awarded to the lowest qualified bidder on the basis of open competitive bidding. However, one or more items of construction may be covered by an established alternative procedure if it is consistent with and local laws and regulations and

is approved by the state agency as designed to assure construction in an economical manner consistent with sound business practice.

Construction contractor(s) will be required to furnish performance and payment bonds in partial sums of not less than 50 percent of the contract price. Until further notice construction is limited to alterations of existing structures.

(8) Subcontracting

An applicant may enter into a cooperative agreement or contract to provide services under a project if the services as well as the cooperating institution, organization, or agency are acceptable to the State Superintendent of Schools. Such a cooperative agreement or contract will be acceptable only if the State Superintendent of Schools is assured that the applicant will retain the responsibility for supervision of the project. All contracts must be forwarded to the Title III office to secure signature for approval. The proposed terms of the agreement may be submitted in the initial project proposal or as a project alteration. Services which may be subcontracted are those which the applicant's continuing staff cannot provide and which are not deemed appropriate as a continuing staff function. Under no circumstances may the entire project be subcontracted.

A contract between the grantee and another organization to perform a portion of the project or to share in its operation generally will provide, among other things, for:

- (a) maintenance of separate accounts and records
- (b) adherence to Public Law 89-10, as amended, Title III Regulations, grant terms and conditions, and instructions in this manual;

(c) submission of expenditure reports to the local educational agency;

(d) availability of records to representatives of the U. S. Office of Education and the state agency.

(9) Payment procedures

To obtain Title III funds, grantee must submit form DE 0541, Quarterly Request for Funds, (See Page 79). These forms are sent with the Notification of Grant Award. The report of cash disbursements is to be submitted as a quarterly report and is due by the 10th day of the month following the end of a calendar quarter. The forms are sent to the Director of Title III.

(10) Reduction in Grants

Toward the end of each fiscal year, grantees whose projects will terminate on or before June 30 will be asked to review their needs for Title III funds and to report any amount which will not be needed for the successful completion of the project. Upon notice to the grantee, the amount of the grant will be reduced to an amount consistent with the grantee's needs.

(11) Services Available in the Area of Fiscal Control

The State Department of Education includes a Financial Review Section incorporating administrative personnel who may be made available to local agencies for technical advice in areas of fiscal control and accounting. After the establishment of an approved accounting system, the Financial Review Section of the State Department of Education will perform periodic financial reviews.

b. Records

(1) Grant Transactions

The grantee must assure proper disbursement of and accounting for Title III funds through careful fiscal control and funds accounting procedures.

It is required that local school systems maintain a separate bank account for Title III funds to assure their separate identity as required by the Regulations.

The grantee shall maintain some type of record of transactions for each approved grant. The Record of Grant Transactions (see page 81,) is a sample form which could be used in establishing and maintaining such records and in preparing the necessary expenditure reports.

Use of this form permits the local educational agency to know exactly what purchases were made, when the purchase orders were issued, when they were paid and the exact amount of the final payment. The form eliminates the problem of generalizations or summaries which cannot be supported by specific detail. Each entry can be easily related to the basic document, which should be readily available for review at the local level.

Important items to remember are:

- a. Entries must be made daily as the transactions occur.
- b. A separate record should be maintained for each grant.
- c. Grantees must maintain separate ledger accounts (see page 82 for Subsidiary Ledger Account, a sample form which could be used in recording and summarizing expenses for each functional account.)

(2) Supporting Documentation

Files of supporting documents, including purchase orders, work orders, contracts, itemized invoices, and correspondence relating to the use of grant funds, should also be maintained separately or otherwise identified so that all costs under the project may be related immediately to the approved project and grant document during auditing.

Since only those costs directly related to the project are allowed, complete records and documentation are required to identify them clearly and to show how they were derived. For example, if the project employs persons also involved in some other position apart from the project, salaries must be prorated according to the amount of time each individual actually devotes to the approved project.

A before-the-fact statement must estimate the time that such person will devote to the program, and an after-the-fact statement of the time he actually devoted to the program must be signed by the responsible official. These documents must be available at the time of audit to support salary claims.

Receipt of materials and equipment purchased must be documented. In many cases, receiving reports will be used. A notation on the invoice, signed by an appropriate official, should state that the goods were received in good condition and in the quantities indicated on the invoice.

(3) Title to Equipment and Maintenance of Inventory

Title to property acquired under this program shall be vested in and retained by a public agency. The public agency must make reasonable provision for the maintenance and repair of equipment. Inventories shall be maintained on all items costing \$100 or more per unit. Such equipment may not be sold or exchanged for a different type of equipment before the expiration of its useful life or the end of the project period and its extensions, whichever occurs first. OE-31019, Property Guide - Property Accounting for Local and State School Systems is a guide to property accounting for local school agencies.

(4) Disposal of Records

Records shall be retained by the grantee as required by law.

c. Financial Reports

For each budget period of project activity two reports of expenditures are required:

- (1) Sixty days prior to the expiration of a budget period showing actual expenditure from the beginning of the budget period to the date of submission plus an estimate of expenditures to the end of the period (Estimated Expenditure Report DE Form 0515)
- (2) Ninety days after the end of the budget period or when all obligations have been liquidated, whichever occurs first, showing all disbursements during the budget period plus obligations liquidated after the end of the budget period (Final Expenditure Report DE Form 0515, July 1974).

Where a subcontractor is involved (see paragraph 12.a.(8)) two Final Expenditure Reports are required:

- (1) A report prepared by the grantee showing all expenditures related to the negotiated budget;
- (2) A report prepared by the contractor showing all costs under the contract, by expense class and functional category, where applicable, in a format consistent with the Expenditure Report of Federal Funds.

d. Auditing

(1) Audit of Project Activity Records

The accounting and auditing procedures required in accounting for Title III project funds will be designed to insure that Title III funds will not be comingled with state and local funds so as to lose their identity as federal funds.

Each grantee shall make appropriate provisions for the auditing of project expenditure records, and such records as well as the audit reports shall be made available to federal auditors.

Auditing may be done either by the state or by appropriate auditors of the local educational agency. Where normal audit procedures and schedules are in effect, the audit of Title III projects should be conducted simultaneously with other audit programs.

e. Audit Reports

The audit report must include separate financial schedules or statements identifying receipts and expenditures applicable to Title III, including most of the following items:

(1) Background

- (a) Grant award number, period, total amount authorized for expenditure, and location
- (b) Statement on any contract with other organizations to perform components of project work
- (c) Scope of audit
- (d) References to state regulations, minutes of board of education or board of directors, or other directives pertinent to the audit findings

(2) Statement on grant funds, including receipts, disbursements, and balance on hand for the period under audit

(3) Auditor's statement of project expenditures, including appropriate comments on any deviations from negotiated budget, and grantee's expenditure report to the State Department of Education

(4) Summary of audit findings, including audit exceptions and disposition, a statement on adequacy or inadequacy of system and procedures, and comments of project officials

(5) Names and titles of project representatives, board of education or board of directors, and contractor representatives, contacted by the auditor.

(6) Auditor's certification

Copies of that section of the audit report pertinent to ESEA Title III projects must be transmitted to the state educational agency, in accordance with established state practice for the submission of audit reports, where they will be available for review by federal auditors.

Audit programs should be developed in accordance with generally accepted auditing standards, and with regard to federal policies as well as state or local policies and procedures governing the use of grant funds. In addition to the usual accounting records and documents, the local educational agency must make available to the auditor the following information, applicable to Title III, which is necessary to determine the eligibility of expenditures:

- (1) Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended
- (2) Regulations
- (3) Manual for Title III, ESEA
- (4) Approved Title III ESEA Project Application
- (5) Grant Award, Negotiated Budget, and Grant Terms and Conditions
- (6) Expenditure Reports of Federal Funds

f. Financial Review

The official accounts showing receipts and expenditures of funds for Title III projects will be maintained by the office of the superintendent of the local school system.

The Financial Review Section of the Financial Services Division of the State Department of Education will review the accounting procedures of a local educational agency and provide advice and guidance in the accounting of Title III funds received and disbursed.

Audit programs and workpapers should be available for review by representatives of the U. S. Office of Education who may wish to determine the method and extent of tests, examinations, and other techniques used in conducting the audit. Copies of local audit reports must be available at the project site.

g. Specific Audit Considerations

For audits of local agencies, it is essential that specific procedures be developed to verify that:

- (1) Funds received and disbursed by the local agency were properly accounted for;
- (2) Payments reported by the local agency were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procedure requirements;
- (3) Refunds, discounts, etc., were properly credited to the specific programs as reductions of the gross expenditures;
- (4) Payments are supported by adequate evidence of the delivery of goods or performance of services;
- (5) Obligations included in the report of expenditures were actually incurred in accordance with Regulations during the budget period for which the expenditure was claimed and, upon liquidation, were adjusted properly for any differences;
- (6) Expenditures for personal services, for services performed by public utilities, for travel, and for rental of facilities included in the report of expenditures were actually incurred in accordance with regulations during the budget period for which the expenditure was claimed;
- (7) The same item is not reported as an expenditure for two or more budget periods, e.g., obligation in one period and payment in another;
- (8) Adequate equipment records and controls are maintained.

- (9) Prorated expenditures, such as salaries, travel, etc., are divided correctly between two or more programs administered by an agency, and that the basis of such division is reasonable, equitable, and substantiated;
- (10) Title III funds from one program are not used for matching purposes under another federal program, except as specifically authorized, and that the same expenditures are not claimed for matching purposes under more than one federal program;
- (11) Unexpended Title III funds advanced or overpaid are properly accounted for in accordance with instructions from the State Department of Education.

h. Audit Exceptions

An audit exception is a determination by an appropriate authority that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. The U. S. Commissioner of Education determines the allowance or disallowance of items in the U. S. Office of Education programs which are questioned by the auditor. With regard to exceptions identified by the Financial Review Section of the State Department of Education, the State Superintendent of Schools will determine the allowance or disallowance of the item.

CHAPTER FOUR: EVALUATION, DISSEMINATION AND FINAL REPORT

1. Project Evaluation

When projects are prepared initially, it is incumbent upon the applicant to design, as part of the project, an internal evaluation process which will permit a determination of the project's success or failure in reaching stated objectives. A suggested format for presenting objectives and to facilitate evaluation is proposed in Appendix H. p. 96. In addition to this self-evaluation, it is the duty of the State Department of Education and the State Title III Advisory Council to establish a means of annual on-site evaluation of the project by persons not directly connected with the project or the system.

2. Dissemination of Project Results

In the initial design of each project, a basic plan for dissemination of project results must be included. Provisions must be made in the budget estimate for the appropriate amount of funds (approximately five percent) to cover the cost of dissemination called for in the dissemination plan. The responsibility for this dissemination at project level is restricted to the project itself. Dissemination beyond the project area and within the state is the responsibility of the State Department of Education. Where dissemination will be of value outside the State of Georgia, this responsibility for dissemination has been assumed by the U. S. Office of Education. Project directors are encouraged to disseminate information as soon as it has been developed and validated.

3. Compilation of Project Final Report

The compilation of project final report will be accomplished in the third End of Budget Period Report. At this time the report for the total project period will be included in the statistical and narrative portion. However,

Part III Financial will be prepared both for the final year and for the entire three-year period.

A P P E N D I C E S

Administrative Forms and Instructions

Appendix A

1. Instructions for Use of ESEA Title III Statistical Data - Form SDE 1400-003 or DE Form 0415,
2. Instructions for Application for Continuation Grant and End of Budget Period Report
3. Initial Application or Resubmission
4. Application for a Facilities Grant, P. L. 89-10, Title III Leasing, Remodeling, or Renovation of Facilities Part II A
5. Assurances for Initial Application
6. Assurances for Leasing, Remodeling, or Renovation of Facilities
7. Proposed Budget Summary/Expenditure Report of Federal Funds
8. Sample Form - Proposed Budget Summary/Expenditure Report of Federal Funds
9. Narrative Report Application for Continuation Grant or End of Budget Period Report - Sample Form
10. Project Activities--Application for Continuation Grant

1. INSTRUCTIONS FOR USE OF ESEA TITLE III STATISTICAL DATA FORM SDE 1400-003
or DE Form 0542, Feb. 1974

a. General

The Data Form is an essential part of several application and reporting procedures required of ESEA Title III applicants and grantees. It must be submitted as Part I of the following: Initial Application or Resubmission; End of Budget Period Report; and Application for Continuation Grant.

These instructions refer only to the use of the data form in each case. For complete reporting requirements, see the Manual of Guidelines for Project Applicants.

b. Initial Application or Resubmission

Complete entire form.

- (1) Section A - Check item 1(a). If this is a resubmission of a disapproved proposal give the State Department of Education assigned project number in item 2.

Item 3: Check the one descriptor which shows the main emphasis of proposed activity:

- (a) Innovative - Invention of a creative solution to an educational problem and/or its arrangement into an organized activity which can be demonstrated.
- (b) Exemplary - Demonstration of a model program of the highest quality, to test the feasibility of large-scale adaptation.
- (c) Adaptive - Adaption of an exemplary program to local requirements.

Item 4: Check those activities that are included in your proposal.

Item 5: Give a concise project title. (5 words or less).

Item 6: Give a brief summary (50 words or less) of the purpose of the proposed project, and select one number from the following list (quoted from Section 303, P. L. 89-10) that most nearly describes the major activity of your proposed project.

"(1) comprehensive guidance and counseling, remedial instruction, and school health, physical education, recreation, psychological, and social work services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;

"(2) comprehensive academic services and, where appropriate, vocational guidance and counseling, for continuing adult education;

"(3) developing and conducting exemplary educational programs, including dual-enrollment programs, for the purpose of stimulating the adoption of improved or new educational programs including those programs described in section 503(a)(4) in the schools of the State;

"(4) specialized instruction and equipment for students interested in studying advanced scientific subjects, foreign languages, and other academic subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis, or for persons who are handicapped or of a preschool age;

"(5) making available modern educational equipment and specially qualified personnel, including artists and musicians, on a temporary basis to public and other nonprofit schools, organizations, and institutions;

"(6) developing, producing, and transmitting radio and television programs for classroom and other educational use;

"(7) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, and home-bound teachers' programs and;

"(8) other specially designed educational programs which meet the purposes of this title."

Items 7 - 15: Complete these items as indicated.

Sign at the bottom of page 1 and enter the date of submission. Unsigned proposals cannot be accepted.

Item 16: Give the congressional district numbers of all districts in which services will be provided

Item 17A: Give the total number of counties in which services will be provided.

Item 17B: Give the total number of Local Education Agencies (LEA's) in which services will be provided.

Item 17C: Complete as indicated:

Item 18: Average daily attendance (ADA) should be used to figure the average per pupil expenditure. If more than one local agency is served, use a weighted average. This would give more weight to the per pupil expenditure (PPE) of a large district than to a small one, thereby yielding a more accurate average PPE. For example, District A, with 4000 pupils ADA, has a PPE of \$300, while District B, with 1000 pupils ADA, has a PPE of \$600. Simply averaging the two PPE figures would suggest an average PPE of \$450, which would not be accurate relative to the number of children involved. Since District A has 4 times as many children as District B, to get an accurate average the PPE of District A should be multiplied by 4, thus:

<u>District</u>	<u>ADA</u>	<u>PPE</u>	<u>Weighting Factor</u>	<u>Weighted Figure</u>	<u>Weighted Average PPE</u>
A	4000	\$300	4	1200	
B	1000	\$600	$\frac{1}{5}$	$\frac{600}{5}$	
				1800	1800/5 \$360

- (2) Section B - Item 1A: Give the approximate beginning and ending dates, and the amount of Title III funds requested for the first budget period.

Items 1B and C: For project periods of two or three years, enter the approximate beginning and ending dates of subsequent budget periods and amount of funds requested for each period in lines 1B and C. The total project period may not exceed three years.

Item 1D: Enter the total Title III funds requested in items 1A plus B plus C.

Item 1E: Leave blank if submitted as Initial Application or Resubmission.

Item 2: Leave blank if not appropriate.

Item 2A: Check those which are appropriate.

Item 2B: Complete as indicated.

Item 2C: Any amount entered in Item C should be included in Item 1 in the appropriate budget period(s) in (1A, 1B, 1C) and Total Title III Funds (1D) in the Column "FUNDS REQUESTED".

- (3) Section C - Note: Adult means those persons 21-years of age or older; Other means those persons under 21 years of age enrolled in special programs outside of the usual grade program.

Not enrolled means all persons who are served (or needing services) by the project but who are not included in the regular student enrollment of the elementary/secondary education system(s).

Item 1A: Enter the current total school enrollment (public and non-public) by grade level or category, for the geographic area included in the proposed project.

Items 1B and 1C: Enter the number of persons expected to be served by the project during the forthcoming budget period (exclude projections which would be affected by continuation grants). In Item 1C, enter estimates of additional persons who need the service.

In the Column headed "Staff Members", enter the number of staff members who will receive service from the project during this period, and the additional numbers who will need such service.

Item 2: The total of entries in this item should equal the totals of entries in Sec. C. Item 1B(1) plus (2) plus (3).

Item 3: Rural farm means that segment of the population living on farms; rural non-farm refers to places of less than 2,500 inhabitants; metropolitan area--central city includes cities of 50,000 inhabitants or more; metropolitan area--non-central city means urban areas contiguous to a central city; other urban means places with less than 50,000 but more than 2,500 inhabitants. The total percentage distribution must total 100%.

- (4) Section D - Item 1: Give the number of persons to be paid by Title III funds in the various categories indicated. Pupil personnel services should also include guidance personnel, social workers, health service personnel, and psychologists. Regular staff refers to personnel who were employed by the school system prior to Title III. Full or part time refers to time spent on Title III project.

Col's. 1 and 2: Give the number of regular staff assigned to project. Personnel can be duplicated since assignments can be in more than one area.

Col.3: To compute full-time equivalent (FTE), add the total number of hours worked per week by personnel and divide by the number of hours in your regular full-time work week. For example: If each of 4 staff members works 20 hours per week, each of 2 staff members works 10 hours per week, and each of 10 staff members works full-time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. Five hundred hours divided by 40 yields an FTE figure of 12.5.

Col's. 4 and 5: Same as 1 and 2, only, for new staff to be hired for Title III project.

Col. 6: Same method as Column 3.

Item 2: Complete the applicable items as in Item 1. Use only for those persons not to be paid by Title III funds.

- (5) Section E - Give as accurate an estimate as possible of the services to be provided by the project. The totals of columns 1 through 7 need not balance, since the same persons may receive services in more than one program or service area. Columns 1 through 6 are to include non-public as well as public school participants, and column 7 should list the number of non-public school participants thus included. All figures are for the forthcoming budget period only. When totaled, column 8 should equal the corresponding amount in Section B, Item 1A; that is, only Title III funds should be included, and an estimated distribution of all Title III expenditures should be given.

2. INSTRUCTIONS FOR APPLICATION FOR CONTINUATION GRANT AND
END OF BUDGET PERIOD REPORT

a. Application for Continuation Grant
Complete sections indicated.

(1) Section A - Item 1. Check B.

Item 2: Give the S.D.E. Project No. previously assigned.

Item 3: Check the one descriptor which shows the main emphasis of the project.

Item 4: Check the type(s) of activity involved in the forthcoming budget period.

Unless a change has occurred since the last report, no entries are required except for Items 13-15, the date and signature. There should be no change in Items 5 and 6 for a continuation.

Item 16: No entries are required unless a change is involved between the budget period about to terminate and forthcoming period.

(2) Section B - Items 1A and 1E: Leave blank.

Item 1B or Item 1C, as appropriate, for the forthcoming budget period. The funds requested should include the amount listed in Item 2C, if any.

Item 1D: Enter the total Title III funds requested (Items B or C).

Item 2: Complete only if appropriate to the forthcoming budget period.

Item 2A: Check as many categories as are appropriate.

Items 2B and C: Complete as indicated. Any amount entered in Item C should be included in Section B, Items 1B or 1C, and 1D.

(3) Sections C, D, and E - Refer to instructions under INITIAL APPLICATION for general definitions and instructions. Figures must apply to the forthcoming budget period.

(4) Section E - The estimated cost (col. 8) should equal the corresponding amount in Section B, items 1B or 1C.

b. End of Budget Period Report.
Complete sections indicated.

(1) Section A - Item 1: Check (C).

Item 2: Give the S.D.E. Project No. previously assigned.

Items 3 & 4: Omit.

Items 5 & 6: Omit. There should be no change since last application.

Items 7-12: Complete only if a change has occurred since application.

Items 13-15: Complete these items, with date and signature.

Items 16: Give this information for the period just ended.

(2) Section B - Complete Item 1E only. Enter the grant number for the budget period just ended.

Item 2: Complete only if appropriate to this budget period.

(3) Sections C, D, & E - Refer to instructions under INITIAL APPLICATION for general definitions and instructions.

(4) Section E - The estimated cost (col. 8) should equal the corresponding amount in Section B; that is, Item 1A if this report covers the first budget period (Initial Application); Item 1B if this report covers the second budget period (1st Continuation Grant); Item 1C if this report covers the third budget period (2nd Continuation Grant).



**STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334**

**ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)**

THIS SPACE FOR S.D.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one) A <input type="checkbox"/> INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION B <input type="checkbox"/> APPLICATION FOR CONTINUATION GRANT C <input type="checkbox"/> END OF BUDGET PERIOD REPORT		2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER _____
3. MAJOR DESCRIPTION OF PROJECT: (Check one only) A <input type="checkbox"/> INNOVATIVE C <input type="checkbox"/> ADAPTIVE B <input type="checkbox"/> EXEMPLARY	4. TYPE(S) OF ACTIVITY (Check one or more) A <input type="checkbox"/> PLANNING OF PROGRAM B <input type="checkbox"/> PLANNING OF CONSTRUCTION C <input type="checkbox"/> CONDUCTING PILOT ACTIVITIES D <input type="checkbox"/> OPERATION OF PROGRAM E <input type="checkbox"/> CONSTRUCTING F <input type="checkbox"/> REMODELING	
5. PROJECT TITLE (5 Words or Less) _____		

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

7. NAME OF APPLICANT (Local Education Agency) _____		8. ADDRESS (Number, Street, City, State, Zip Code) _____		ITEM NUMBER _____
9. NAME OF COUNTY _____		10. CONGRESSIONAL DISTRICT _____		
11. NAME OF PROJECT DIRECTOR _____	12. ADDRESS (Number, Street, City, State, Zip Code) _____		PHONE NUMBER _____ AREA CODE _____	
13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type) _____	14. ADDRESS (Number, Street, City, State, Zip Code) _____		PHONE NUMBER _____ AREA CODE _____	
15. POSITION OR TITLE _____				
SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT _____			DATE SUBMITTED _____	



SECTION A - Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
	B. TOTAL NUMBER OF LEA'S SERVED	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission				\$
B. Application for First Continuation Grant				\$
C. Application for Second Continuation Grant				\$
D. Total Title III Funds				\$
E. End of Budget Period Report				\$

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1 REMODELING OF FACILITIES 2 LEASING OF FACILITIES 3 ACQUISITION OF FACILITIES

4 CONSTRUCTION OF FACILITIES 5 ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY 2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

		PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A. School Enrollment in Geographic Area Served	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
B. Persons Served by Project	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
C. Additional Persons Needing Service	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)		WHITE	NEGRO	AMERICAN INDIAN	OTHER	NON-WHITE	TOTAL		

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED					

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
	PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1. EVALUATIVE PROGRAMS								
A Deficiency Survey (Area Needs)	9							
B Curriculum Requirements Study (Including Planning for Future Need)								
C Resource Availability and Utilization Studies								
2. INSTRUCTION AND/OR ENRICHMENT								
A Arts (Music, Theater, Graphics, Etc.)								
B Foreign Languages								
C Language Arts (English Improvement)								
D Remedial Reading								
E Mathematics								
F Science								
G Social Studies/Humanities								
H Physical Fitness/Recreation								
I Vocational/Industrial Arts								
J Special-Physically Handicapped								
K Special-Mentally Retarded								
L Special-Disturbed (Incl. Delinquent)								
M Special-Dropout								
N Special-Minority Groups								
3. INSTRUCTION ADDENDA								
A Educational TV/Radio								
B Audio-Visual Aids								
C Demonstration/Learning Centers								
D Library Facilities								
E Material and/or Service Centers								
F Data Processing								
4. PERSONAL SERVICES								
A Medical/Dental								
B Social/Psychological								
5. OTHER								

3. INITIAL APPLICATION OR RESUBMISSION, PART II - NARRATIVE

a. Abstract

Include approved abstract developed in accordance with guidelines on Page 12.

b. The Community

- (1) Give the estimated population of the area to be served and indicate the area's population distribution in relation to that of the State.
- (2) Attach a State map (8-1/2" x 11") showing the location of the area to be served by the project. Also provide a list of local educational agencies and counties to be served.

c. Statement of Need

- (1) Describe the educational and cultural facilities and resources available in the geographic area to be served by the proposed program.
- (2) List and describe how the general needs of persons in the area were determined and why the needs for the proposed program were assigned priority. Discuss other high priority needs.
- (3) Describe the extent of financial inadequacy of local (area) resources for providing the proposed program as compared to the resources available in other areas in the State for similar purposes.

d. Objectives

List and describe in detail each of the objectives of the proposed program. Each of these objectives must be related to the needs previously listed.

e. Procedures

- (1) State in sequence the activities and procedures to be used in meeting stated objectives.
- (2) Explain why these procedures are considered the best method for achieving these objectives.

f. Emphasis

Describe how:

- (1) The program would present a new solution to an educational problem (is innovative);

OR

- (2) Major features of the program have been proven to be of the highest quality, and would serve as a model for the educational community (is exemplary);

OR

- (3) The program would provide vitally needed services adapted to local requirements from model programs of the highest quality (is adaptive).

g. Planning

- (1) Describe participation by representatives of other resources in the planning as follows:

- a. Identify and describe how the educational and cultural agencies have participated or will participate in planning and carrying out the proposed program. Include the names and titles of persons representing those agencies. Attach copies of letters of commitment from each agency involved.
- b. Indicate how teachers and other school personnel have participated or will participate in planning and carrying out the proposed program.

- (2) Describe the planning that took place or will take place in designing the proposed program, including a description of the methods and procedures used. Refer to successful models, research findings, expert knowledge, and study and visitation incorporated in the planning.

- (3) Describe the assistance given by the State agency in planning the proposed exemplary program.

- (4) If the planning of the proposed program was financed by an ESEA, Title III grant, state the amount of the Title III grant and the applicant agency's name and address.

- (5) Describe what the funds are expected to provide for the individuals or groups to be served while the program is in operation.

- (6) Indicate how Federal support will be phased out over the period of proposed operation.
- (7) Describe any services and activities related to the proposed program which existed during the past three years, in the geographic area to be served. Describe the extent to which such existing services and activities have been supported with funds derived from public sources. State how the applicant agency will assure that such related services and funds from Federal sources will supplement rather than supplant the financial support already available.

h. Participation of Nonpublic School Children

- (1) Show how the project will benefit children and teachers in private nonprofit schools. Plans for participation should be documented by letters or other evidence.
- (2) If participation involves the loan of equipment, explain fully the basis and terms for such loans.

i. Evaluation

- (1) Where applicable, describe the methods, techniques, and procedures which will be used to determine the degree to which the objectives of the proposed program are achieved.
- (2) Describe the instruments to be used to conduct the evaluation.
- (3) Provide a separate estimate of costs for evaluation purposes. This amount should be included in the proposal budget summary.

j. Dissemination

Describe the provisions for observation, publications, conferences, or other means of disseminating information about the proposed program. Attach a separate estimate of costs for dissemination purposes. This amount also should be included in the proposed budget summary.

h. Qualifications of Professional Personnel

- (1) List the positions of professional personnel needed to carry out the proposed program. Include the program director and all supervisory teachers, consultants (including those on contract basis), and other professional personnel. Include salaries and comparability to salaries of positions in the area requiring similar responsibilities; indicate intended length of service and percent of full-time involvement in the program.

- (2) Give a brief description of the responsibilities of each position and minimum acceptable qualifications, including educational background and experience.
- (3) Give a brief description of the qualifications and experience of professional personnel, if they are presently known in relation to the factors in the position description. Indicate whether such personnel are currently employed or have made a tentative commitment pending approval of the project.

1. Facilities, Equipment, and Materials

- (1) Describe the location and nature of facilities to be used for the program. If facilities are to be leased, indicate the ownership of the facilities and terms of the lease.
- (2) Justify the need for new equipment and materials to carry out the proposed program.
- (3) Give the evidence of efforts to use funds from other sources to provide needed facilities and equipment.

m. Subcontracting*

If any services in connection with the proposed project are to be subcontracted, provide the following information in each case:

- (1) Name and kind of agency with which the contract will be made;
- (2) Dates of contract (expiration date must not be later than that of Title III grant);
- (3) Type of contract, e.g. fixed price, cost reimbursement, cost sharing;
- (4) Funds to be paid under the contract;
- (5) Services to be provided;
- (6) Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

n. Tax Effort

This section should be completed only if the applicant wishes to receive special consideration because the school district is unable to meet critical educational needs although it is making a reasonable tax effort.

*See paragraph 4.a.(8), p. 23, for subcontracting considerations.

(1) Degree of Tax Effort

- a. What percent of the legal maximum tax rate is the current school tax levy in your district?
- b. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
- c. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
- d. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

(2) Ability to Meet Critical Educational Needs

- a. What percent of the 4 and 5 year old children in your district participate in kindergarten and/or other pre-school programs? By whom are these programs supported?
- b. What is the ratio of classroom teachers to pupils in the elementary schools in your district? In the secondary schools?
- c. What is the ratio of total professional staff to pupils in the elementary schools in your district? In the secondary schools?
- d. What has been the total enrollment in your school district for each of the last five years?
- e. If sudden changes in enrollment have occurred, what are the reasons for them?
- f. Do you consider your school facilities to be seriously overcrowded? If so, describe the situation.
- g. Have any of your buildings been declared unsafe? If so, explain why.

4. APPLICATION FOR A FACILITIES GRANT, P.L. 89-10, TITLE III
LEASING, REMODELING, OR RENOVATION OF FACILITIES, PART II (A)

a. Statement of Justification

Any request involving the use of Title III funds for the leasing or remodeling of facilities must be accompanied by the following:

- (1) A complete description of the program or service to be conducted in this facility. (Where this has already been covered in the main body of this application, so indicate.)
- (2) A statement that explains why the proposed project cannot be provided in existing facilities.

b. Specific Information for Review and Approval

Provide the following details about facilities to be covered by this grant:

- (1) For facilities to be remodeled, altered, converted, or improved, describe for each structure the type of construction, age of the structure, and the structural and physical condition.
- (2) For all requests, provide the following:
 - a. Either certification of title or copy of the lease agreement, as evidence of control of the structure and site.
 - b. A topographical plot plan of the site showing dimensions of the site; existing structure; proposed location of facility; and location of utility service lines, sewerage connections, access roads and parking areas.
 - c. A brief statement of educational specifications, including instructional and administrative activities to be accommodated, the number of students and other personnel to be accommodated, and space requirements.
 - d. A complete set of preliminary architectural drawings to a 1/16" = 1'0" scale on a 30" by 42" sheet. Show floor plans for existing structures to be remodeled or renovated.
 - e. A statement for each structure giving a general indication of the type of mechanical and electrical service systems in use and the equipment to be installed by the construction contractor.

(After a project is approved, any appreciable changes in the plans for construction must be submitted to the State Department of Education for approval.)

c. Estimated Project Time Schedule Following Approval of This Application

Elapsed time from date
of project approval

- | | |
|---|--------------|
| (1) Completion of working drawings and specifications | _____ months |
| (2) Beginning of construction | _____ months |
| (3) Completion of construction | _____ months |

5. ASSURANCES

-(SAMPLE FORM)

ASSURANCES FOR INITIAL APPLICATION

PART IV

THE APPLICANT HEREBY GIVES ASSURANCE TO THE STATE SUPERINTENDENT OF SCHOOLS THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;
3. In planning the program proposed in the application, there has been and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;
4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner and the State Superintendent of Schools, including submission of such reports as may be required;
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s).)

I, _____, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: _____
(Legal name of applicant)

BY _____
(Signature of authorized representative)

(Representative's title)

NOTARY PUBLIC: Subscribed to before me this _____
(City) (State)

NOTARY
PUBLIC
SEAL

SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____



(SAMPLE FORM)

6.

ASSURANCES FOR LEASING, REMODELING, OR

RENOVATION OF FACILITIES

PART IV (A)

The Applicant, _____

Address: _____

hereby applies to the State Superintendent of Schools for financial assistance) for leasing, remodeling or renovation of facilities to be used as supplementary educational center(s) for services or activities described in this application, pursuant to the provisions of Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

THE APPLICANT HEREBY GIVES ASSURANCE TO THE STATE SUPERINTENDENT OF SCHOOLS THAT:

1. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies as issued by the Superintendent.
2. Construction approved pursuant to the project proposal will be undertaken promptly, and in an economical manner;
3. Contracts for construction approved pursuant to the project proposal will provide that all laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a--276a-5), that such contractors and subcontractors will comply with the regulations in 29 CFR 5.5 (a) and (c) (see 29 F.R. 100,101, 13463, and 29 CFR Part 3, Subpart B--Interpretation of the Fringe Benefits Provisions of the Davis-Bacon Act--published at 29 F.R. 13465), and that the nondiscrimination in employment clause prescribed by Executive Order No. 11246 of September 24, 1965 (30 F.R.12319) will be incorporated in any contract for construction work or modification thereof as defined in said Executive Order;
4. Representatives of the State Department of Education and such other persons as the Superintendent may designate will have the opportunity at all reasonable times to inspect construction at any stage, and the contractor shall provide proper facilities for such inspection;

5. The final working drawings and specifications will be submitted to the State Superintendent of Schools for his approval before the construction approved pursuant to the project is advertised or placed on the market for bidding;
6. Construction work shall be contracted for, and performed, according to applicable State and local rules;
7. The grantee shall furnish progress reports and such other information relating to the proposed construction and the grant as the Superintendent may require;
8. Architectural or engineering supervision and inspection will be provided at the construction site to insure that the completed work conforms to the approved plans and specification;
9. In developing the plans for the construction the applicant has given due consideration to excellence of the architecture and design and to the inclusion of works for which funds under Title III of the Act will be available not in excess of 1 per cent of the cost of the project;
10. In planning the construction of the facilities each applicant shall, in accordance with the provisions of Executive Order No. 11296 of August 10, 1966, (31 F.R. 10633) and such rules and regulations as may be issued by the State Department of Education to carry out those provisions, evaluate flood hazards in connection with such facilities and, as far as practicable, avoid the uneconomic, hazardous, or unnecessary use of flood plains in connection with such construction;
11. In developing plans for facilities, provision shall be made in order to insure that such facilities shall be, to the extent appropriate in view of the uses to be made of the facilities, accessible to and usable by handicapped persons in developing such plans there will be compliance with the minimum standards contained in "American Standards Specifications for Making Buildings and Facilities Accessible to, and Usable By, the Physically Handicapped" approved by the American Standards Association, Inc., October 31, 1961, with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide Requirement of Veterans Benefits, Regional Officers, Veterans Administration", and with such other standards as the Secretary may prescribe or approve;
12. The applicant will comply with all local and State codes and regulations applicable to construction;

13. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for, and in behalf of, said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application (attach copy of authorizing document(s)).

DATED: _____ (Legal name of applicant)

By _____ (Signature of authorized representative)

_____ (Representative's title)

NOTARY PUBLIC: Subscribed to before me this

NOTARY PUBLIC SEAL _____ (City) _____ (State)
SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____

7. PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS DE 0515

a. INSTRUCTIONS

This form has been designed to serve two major purposes--to summarize proposed budgets and to report estimated or actual expenditures. As a budget summary, the form is submitted with initial applications and with each continuation grant application. As an expenditure report, the form is submitted as part of continuation grant applications and end of budget period reports. Because of the dual nature of the form, it is very important that the purpose of the entries be identified in the boxes provided in Parts I, II, and III. Detailed instructions re the completion of the form are presented below.

b. PROPOSED BUDGET SUMMARY (See other instructions for EXPENDITURE REPORT)

(1) General

- a. Initial Application - For project periods exceeding 12 months, a budget summary must be prepared for each budget period of project activity. A project proposed for the maximum project period (three years) thus requires at least three budget summaries.

The dates of each budget period and the totals of the amounts shown in Part I, Column 10, line 14 and Part II, Column 3, line 5 for each period must also be recorded in Section B of Form SDE 1400-003 or DE 0415, ESEA, Title III, Statistical Data.

- b. Continuation Application - For continuation grant applications, a proposed budget summary for only the next phase of project activity will be prepared. This will serve to update budget information furnished with the initial application. Entries in Section B, Form SDE 1400-003, or DE Form 0415, ESEA Title III Statistical Data for (a) beginning and ending data, and (b) funds requested must correspond, respectively, with (a) the budget period beginning and ending date of the budget summary, and (b) the totals of line 14, Column 10 of Part I and line 5, Column 3 of Part II. These entries will be made in Items 1B or 1C of Section B depending on whether the application is for the first or second continuation grant.

(2) How to Complete the Form

a. Project Number

Leave blank if initial application. If continuation grant application, report the number of the project as shown on the Notification of Grant Award.

b. Grant Number

Leave blank.

c. State

Enter the name of the state.

c. Part I EXPENDITURES (other than construction)

Check the box "Proposed Budget Summary" and show the beginning and ending date of the period for which the budgeted expenditures summarized in Part I are proposed.

Proposed ESEA Title III expenditures must be categorized in accordance with the functional classification of standard expenditure accounts in OE-22017, "Functional Accounting for Local and State School Systems" (lines 1 through 13). The total dollar amounts (no cents) for each classification are to be recorded in column 10, with subtotals indicated in appropriate expense classification columns (columns 3 through 9): Proposed expenditures for purchase of equipment will be shown in expense classification column 8, functional account 1230. Record equipment rental expenditures in expense classification column 9 of the appropriate functional account. No entries should be made in line 15 or column 11.

(1) Detailed Expenditure Schedules, DE Form 0519 (See p. 63-64)

Prepare a supplementary schedule for each functional expenditure account (i.e. 100, 200, 300, etc.) for which expenditures are budgeted. The purpose of these schedules is to show what estimated costs were included in each entry, and the basis for each cost estimate. Examples of these schedules are shown on the following pages. Please note the following in preparing these schedules:

- a. **Salaries** - Proposed expenditures for salaries of project personnel must detail the names of professionals and basis for the cost (annual, monthly, or hourly rate; amount of time to be devoted to the project). The detail of fringe benefit amounts is to be entered in the schedule for Expenditure Account Number 800.
- b. **Consultants** - Proposed expenditures for consultants must show the number of days, the daily fee, and per diem estimates. List names of consultants whenever possible. In a footnote state whether rates are in accordance with generally accepted schedules and justify any material difference.

- 3
- c. Travel - List local travel and basis for calculation separately from special trips. The number, destination, and average cost must be specified for special trips.
 - d. Equipment - Include in the schedule of proposed equipment purchases a rental cost comparison based on the anticipated project period.

Expenditure Account # 200-Instruction

State Department of Education
 State Office Building
 Atlanta, Georgia 30334

TITLE III, ESEA
 DETAILED EXPENDITURE SCHEDULE

10-1-74
 Date Submitted

801-1-74-175
 Project Number

Blank County
 Board of Education

From 10-1-74 To 6-30-75
 Project Period

Expense Class	Project Time-%	No.	Unit Salary or Cost	Total Budgeted Amount	Contributing Agencies		Federal Programs	Other
					L.E.A.	State		
Roe, George Humanities Area Supervisor	50%		5,500	5,500			5,500	
Smith, Joe Curriculum Supervisor	100%		11,000	11,000			11,000	
Stenographer Bell, Ann	100%		5,000	5,000			5,000	
Reproduction of Curriculum materials				1,000	1,000			
Paraprofessionals Mead, Janet Rabun, Scott			4,000 4,000	4,000 4,000		4,000 4,000		
Travel Local-1500mi. @10¢/ mi. ASCD Conf. Dallas Perdiem 4 Days				150 200 100			150 200 100	
Consultants				500			500	
Travel Perdiem		10 days	50/day 25	1000 250			1,000 250	
Field Trips 500 miles School Bus @ 40¢ Permite				200	200			

SAMPLE



10-1-74

Date Submitted

TITLE III, ESEA
 DETAILED EXPENDITURE SCHEDULE

801-1-74-175

Blank County

From 10-1-74

To 6-30-75

Project Number

Board of Education

Project Period

Expense Class	Project Time-%	No. of Salary or Cost	Total Budgeted Amount	Contributing Agencies		Title III	Federal Programs	Oct
				L.E.A.	State			
Materials and Supplies			1,500	500		1,000		
			34,400	1700		23,800		
TOTALS								

SAMPLE



Expenditure Account # 800-Fixed Charges

State Department of Education
 State Office Building
 Atlanta, Georgia 30334

10-1-74

Date Submitted

DETAILED EXPENDITURE SCHEDULE

801-74-175

Project Number

Blank County

Board of Education

From 10-1-74

To 6-30-75

Project Period

Expense Class	Project Time-%	No.	Unit Salary or Cost	Total Budgeted Amount	Contributing Agencies		Federal Programs		Oct
					L.E.A.	State	Title III		
Benefits-Prof. FICA @ 5.85%				1667.25			1667.25		
Retirement @ 8% Medical Insurance @ 3%				2280.00			2280.00		
Benefits-Non-Prof. FICA @ 5.85%				855.00			855.00		
Retirement @ 8% Medical Insurance @ 3%				643.50			643.50		
				880.00			880.00		
				330.00			330.00		
TOTALS				6655.75			6655.75		

SAMPLE



DE FORM 0519, August, 1974
 Expenditure Account # 1230-Capital Outlay

State Department of Education
 State Office Building
 Atlanta, Georgia 30334

TITLE III, ESEA
 DETAILED EXPENDITURE SCHEDULE

10-1-74
 Date Submitted

801-1-74-175
 Project Number

Blank County
 Board of Education

From 10-1-74 To 6-30-75
 Project Period

Expense Class	Project Time-%	No.	Unit Salary or Cost	Total Budgeted Amount	Contributing Agencies		Federal Programs	OEI
					L.E.A.	State		
Camera-35 mm. Mnolta		1	163	163			163	
Slide Projector Bell and Howell		1	130	130			130	
16 mm. projector Bell and Howell		1	450	450				
Typewriter IBM Selective		1	647	647				
Executive desks Executive Chairs		3	250	750			750	
Secretarial desks Secretarial chairs		2	300	600			600	
Conference Table Chairs		1	250	250	250			
File Cabinets 4-drawer		6	80	480	480			
TOTALS		2	95	190	190			
GRAND TOTALS				4,458	2,017		2,441	
				68,363.75	6,567		52,896.75	

SAMPLE



d. PART II CONSTRUCTION EXPENDITURES

Check the box for Proposed Budget Summary. Enter the beginning and ending dates of the period for which information is being provided.

Record the dollar amounts of proposed ESEA Title III expenditures in lines 1 through 4, where applicable. Refer to OE-22017 for information re classification of expenditure accounts. Entries in line 3 should reflect only administrative costs attributable to the construction proposed in this Part, and only those costs for persons not regularly employed by the applicant. No entries should be made in column 4.

(1) Supplementary Schedules

Expenditure Accounts 1210a and 1220a require Supplementary Schedules.

Identify the Architect and Engineering (A and E) Fee, if any, separately in those schedules. In a footnote to the Schedule indicate the prevailing local A and E fee for new construction or remodeling.

e. PART III SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III, ESEA FUNDS and PART IV CUMULATIVE TOTALS - GRANT AWARDS, AND CASH RECEIVED SINCE INCEPTION OF PROJECT

No entries should be made in these Parts.

f. EXPENDITURE REPORT OF FEDERAL FUNDS

(1) General

a. Estimated Expenditure Report - A report of estimated expenditures of funds authorized for the current budget period is required as part of an application for funding of a succeeding budget period. Continuation applications with Estimated Expenditure Report must be submitted to arrive 60 days prior to the end of the budget period.

b. Final Expenditure Reports - A final report of expenditures of funds authorized for expenditure during a budget period must be filed within 90 days after the end of each budget period. To qualify for Federal participation, all obligations must be liquidated within 90 days after the ending date of the period specified in the grant award document. Reported expenditures must be recorded on the official accounting records maintained for the project grant.

(2) How to Complete the Form

Enter the Project Number, Grant Number, and the name of the State.

g. PART I EXPENDITURES (other than construction)

Check the appropriate box to indicate whether the report is Estimated or Final and show the beginning and ending date of the budget period for which a report of expenditures is being made. The dates entered for the budget period should agree with the dates shown on the Notification of Grant Award.

Expenditures should be classified according to function, as specified in OE-22017, "Financial Accounting for Local and State School Systems" (lines 1 through 13), and entered in the appropriate expense classification column. For Estimated Expenditure Report, entries should include actual expenditures (disbursements and unliquidated obligations) from the beginning date of the budget period to the date the continuation application is submitted plus your best estimate of expenditures that will be incurred from the date of the request to the end of the budget period. For Final Expenditure Report include disbursements during the budget period plus obligations incurred during the period and liquidated within 90 days after the end of the budget period.

Enter totals of expenditure accounts in column 10, and in line 14. Complete line 15 and column 11 using information from negotiated grant budget.

h. PART II CONSTRUCTION EXPENDITURES

Identify (1) the type of report and (2) the beginning and ending dates of the budget period for which expenditures are being reported. The dates entered for the budget period should agree with the dates shown on the grant award.

Expenditures for categories included in the approved construction budget will be reflected in this report. For Estimated Expenditure Report enter actual expenditures (disbursements and unliquidated obligations) from the beginning date of the budget period to the date the continuation request is submitted, plus your best estimate of expenditures that will be incurred from the date of the request to the end of the budget period. For Final Expenditure Report include disbursements during the budget period plus obligations incurred during the period and liquidated within 90 days after the end of the budget period.

i. PART III SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III, ESEA FUNDS

Show dates of budget period for which report is being made and indicate whether the report is Estimated or Final by checkmark in the appropriate box.

- (1) Amount Authorized for Expenditure - Record in columns 2 and 3 respectively the amounts authorized for Expenditures (other than construction) and Construction expenditures, as shown in the negotiated budget for the period and recorded on line 15, column 11 of PART I and line 5, column 4 of Part II. Show in column 4 the total of these two entries. Note: The amount shown in column 4 must agree with the total amount authorized for expenditure in the Notification of Grant Award for this budget period.

Complete lines 1A, 1B, and 1C from information contained in the Notification of Grant Award for this budget period. For periods subsequent to the initial budget period, entries in these lines should reflect adjusted amounts. (See 3 below)

- (2) Expenditures During Budget Period - Indicate in columns 2 and 3, respectively, the total expenditures reported on line 14, column 10 of PART I and on line 5, column 3 of PART II. Column 4 will reflect the total expenditures for the budget period.

- (3) Unexpended Balance of Funds - The differences between amounts authorized for expenditure and (a) estimated expenditures (Estimated Expenditure Report), or (b) final expenditures (Final Expenditure Report) will be shown on this line. Unexpended balances of funds will be disposed of as follows:

- a. Continuation Grants: If satisfactory progress is being made toward the accomplishment of project goals, authorization will be given to utilize the unexpended balance of grant awarded for the prior budget period for activities of the succeeding budget period. The amount awarded for the succeeding period will be the difference between the total negotiated cost of activities for the period and the estimated unexpended balance of funds remaining from the prior period. Upon receipt of the final report of expenditures for a budget period, the award for the succeeding period will be adjusted in accordance with any difference between estimated and actual expenditures.
- b. Termination of Project: Upon completion of a project, any unexpended balance of Title III ESEA funds shall be returned to the State Department of Education. (In the event Federal cash received for the final period does not equal the amount authorized for expenditure, the amount refunded should be the difference between Federal cash received and expended for the final period.) Make checks payable to the State Department of Education, and identify program and grant number.

j. PART IV CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

Complete only for Final Expenditure Report for budget period. Enter on line 1 the cumulative total of amounts awarded (as distinguished from amounts authorized for expenditure) for the project. Show in line 2 the cumulative total of cash received from the State Department of Education for the project.

-
- (1) Signatures of Project Fiscal Officer and Project Director - Proposed Budget Summaries and Estimated/Final Expenditure Reports must be signed by both officials before they can be accepted by the State Department of Education.
 - (2) Submitting Completed Forms - See State Guidelines for instructions re the submission of Proposed Budget Summaries and Expenditure Reports, (Chapter Two, Paragraph 2.(f), p. 16 .

STATE DEPARTMENT OF EDUCATION
 STATE OFFICE BUILDING
 ATLANTA, GEORGIA 30334

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
 Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

NAME AND ADDRESS OF AGENCY

PROJECT NUMBER GRANT NUMBER

STATE

PART I - EXPENDITURES (enter item description)

(Card On) PROPOSED BUDGET SUMMARY
 ATTACH DETAIL SCHEDULES

ESTIMATED EXPENDITURE REPORT
 FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR)
 BEG. END.

FUNCTIONAL CLASSIFICATION	ACCT NO.	EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	NEGOTIATED BUDGET
		SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
		PROFESSIONAL	NON-PROFESSIONAL							
1 ADMINISTRATION	100									
2 INSTRUCTION	200									
3 ATTENDANCE SERVICES	300									
4 HEALTH SERVICES	400									
5 PUBLIC TRANSPORTATION SERVICES	500									
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700									
8 FIXED CHARGES	800									
9 FOOD SERVICES	900									
10 STUDENT BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100									
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200									
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300									
14 TOTAL										
15 NEGOTIATED BUDGET										XXXXXXXXXX

DE FORM OS15, JULY 1974

PART II - CONSTRUCTION EXPENDITURES

(Line-Item)
 APPROVED BUDGET SUMMARY
 ESTIMATED EXPENDITURE REPORT
 FINAL EXPENDITURE REPORT

BUDGET PERIOD (Month, Day, & Year)
 BEGINNING: _____ ENDING: _____
 BUDGET PERIOD (Month, Day, and Year)
 BEGINNING: _____ ENDING: _____

EXPENDITURE ACCOUNTS	BUDGET NUMBER	AMOUNT	NEGOTIATED BUDGET
1 SITES			
A PROFESSIONAL SERVICES	12100		
B IMPROVEMENT TO SITES	12102		
2 BUILDINGS			
A PROFESSIONAL SERVICES	12200		
B NEW BUILDINGS AND BUILDING ADDITIONS	12205		
C REMODELING UP TO \$2,000 OR LESS ENTER IN PART II	12206		
3 ADMINISTRATIVE EXPENSES (Specify below)	12300		
4 LEASING OF FACILITIES			
5 TOTAL			

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD (Month, Day, and Year)
 BEGINNING: _____ ENDING: _____
 ESTIMATED EXPENDITURE REPORT
 FINAL EXPENDITURE REPORT

ITEMS	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD	APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE	TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 01)	EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE	UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)	PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II - CONSTRUCTION EXPENDITURES	TOTAL
1 GRANT AWARDS									
2 CASH RECEIVED									
PART IV - CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT									
ITEM:							CUMULATIVE TOTAL TO DATE		

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

SIGNATURE OF PROJECT FISCAL OFFICER _____ DATE _____
 SIGNATURE OF PROJECT DIRECTOR _____ DATE _____



STATE DEPARTMENT OF EDUCATION

State Office Building

Atlanta, 30334

PART II - NARRATIVE REPORT

Application For Continuation Grant

OR

End of Budget Period Report

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10, as amended

INSTRUCTIONS - Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget period (month, day, year).

1. (a) For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved. PACE project applicants are required to provide project evaluations. Please attach one copy of the results of this evaluation with supporting materials. Estimate the cost of the evaluation.

(b) For planning activities, attach one copy of the results of the planning.
2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.
3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.
4. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that co-operated in the project; (2) discussing the results of such co-operation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.
5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.
6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.
7. List costs for budget period this narrative report covers:

\$ _____ Total cost.

\$ _____ Total non-Federal support.

\$ _____ Total Federal support under Title III, P.L. 89-10.

\$ _____ Total Federal support other than Title III, P.L. 89-10.

STATE DEPARTMENT OF EDUCATION

State Office Building
Atlanta, 30334

PART III-PROJECTED ACTIVITIES

Application for Continuation Grant

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10, as amended

INSTRUCTIONS - Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget Period (month, day, year).

Briefly discuss the projected activities for the next budget period using the following outline: (If projected activities do not differ greatly from those given in the original proposal, state "No change.")

1. Describe the additional educational needs to be met with the proposed program.
2. Describe in detail the additional objectives of the proposed program as related to the needs described above.
3. State in sequence the activities to be carried out in achieving these objectives.
4. Describe the method and procedures for evaluating these objectives.

APPENDIX B

APPENDIX B

USES OF FEDERAL FUNDS

SEC. 303. Grants under this title may be used, in accordance with applications approved under section 304(b), for --

- (1) planning for and taking other steps leading to the development of programs designed to provide supplementary educational activities and services described in paragraph (b), including pilot projects designed to test the effectiveness of plans so developed; and
- (2) the establishment, maintenance and operation of programs, including the lease or remodeling of necessary facilities and the acquisition of necessary equipment, designed to enrich the programs of local elementary and secondary schools and to offer a diverse range of educational experience to persons of varying talents and needs by providing supplementary educational services and activities such as --
- (3) comprehensive guidance and counseling, remedial instruction, and school health, physical education, recreation, psychological, and social work services designed to enable and encourage persons to enter, remain in, or reenter educational programs, including the provision of special educational programs and study areas during periods when schools are not regularly in session;
- (4) comprehensive academic services and, where appropriate, vocational guidance and counseling, for continuing adult education;
- (5) developing and conducting exemplary educational programs, including dual-enrollment programs, for the purpose of stimulating the adoption of improved or new educational programs (including those programs described in section 503(a)(4)) in the schools of the State.
- (6) specialized instruction and equipment for students interested in studying advanced scientific subjects which are not taught in the local schools or which can be provided more effectively on a centralized basis to public and other nonprofit schools, organizations, and institutions;
- (7) developing, producing, and transmitting radio and television programs for classroom and other educational use;
- (8) providing special educational and related services for persons who are in or from rural areas or who are or have been otherwise isolated from normal educational opportunities, including, where appropriate, the provision of mobile educational services and equipment, special home study courses, radio, television, and related forms of instruction, and homebound teachers' programs; and
- (9) other specially designed educational programs which meet the purposes of this title.

APPENDIX C

1. POSSIBLE PROGRAMS FOR COOPERATIVE FUNDING

- a. Other titles of the Elementary and Secondary Education Act of 1965
- b. National Defense Education Act of 1958 (P.L. 89-864)
- c. Vocational Education Act of 1963 (P.L. 88-210)
- d. Economic Opportunity Act of 1964 (P.L. 88-452)
- e. Educational Television Facilities Program (P.L. 87-447)
- f. The Federal Property and Administrative Services Act of 1949 (P.L. 81-152)
- g. Library Services and Construction Act (P.L. 84-597)
- h. Manpower Development and Training Act of 1962 (P.L. 87-415)
- i. School Assistance to Federally Affected Areas (P.L. 81-815 and 81-874)
- j. Higher Education Facilities Act of 1963 (P.L. 88-20)
- k. National Foundation on the Arts and the Humanities Act of 1965 (P.L. 89-209)
- l. Higher Education Act of 1965 (P.L. 89-239)

APPENDIX D

How to Use Your Title III Checking Account

The issue of a Grant Award Contract has the same effect as opening a checking account. This DE Form 0541, is used to "write monthly checks" against your account. To secure your monthly checks fill out this form in the following manner:

SECTION I

- Item I (b) See Box #4 Grant Award Contract
- Item I (d) See Box #3 Grant Award Contract
- Item I (e) See Line C, Box #7 Grant Award Contract

SECTION II

DO NOT FILL OUT THIS SECTION FOR THE FIRST REQUEST AGAINST ANY NEW GRANT.

For later requests:

- Item II (a) Enter terminal date of this calendar quarter.
- Item II (b) Enter the total of all checks from this grant.
- Item II (c) Enter the total of actual expenses to this date plus projected expenditures through the end of the quarter.
e.g. payroll, phone bill, known obligations, etc.
- Item II (d) Subtract II (c) from II (b) also enter this figure in Section III Line (b), Column (g).

SECTION III

- Item III (a) Enter the terminal date of the NEXT calendar quarter.
- Item III (b), (c) and (d) On the left of each line enter the month and year e.g. 1/75, 2/75 etc.
Under Column (f) enter funds needed for that month.
Under Column (h) enter the amount in Column (f) less the amount in Column (g).

SECTIONS IV, V, AND VI Are Self-Evident.

In order to insure that your checks arrive on time this form should be submitted so as to arrive on or before the 15th of Sept., December, March and June. Special requests to meet emergency situations may be submitted at other times, but full justification must be included in Section IV REMARKS.

Completed original forms along with two copies should be mailed to

Director of Title III, ESEA
Room 255, State Office Building
Atlanta, Georgia 30334

GEORGIA DEPARTMENT OF EDUCATION

QUARTERLY REQUEST FOR FUNDS

TITLE III, ESEA

I. PROJECT IDENTIFICATION

(a) LOCAL SCHOOL SYSTEM AND ADDRESS

(b) GRANT NUMBER

(c) PROGRAM NAME

(d) STATE PROJECT NUMBER

(e) Amount of Current Grant \$

(f) Grant Period TO

II. REPORT OF EXPENDITURES

(a) Report of Expenditures Through Quarter Ending
(b) Federal Funds Received To Date from this Grant
(c) Estimated Expenditures To End of Current Quarter
(d) Estimated Balance of Funds At End of Current Quarter

III. REQUEST FOR FUNDS

(a) Request Funds for Quarter Ending
(f) Estimated Requirements
(g) Less Estimated Cash Balance
(h) Requested Amount
(b) Month / Year
(c) Month / Year
(d) Month / Year
(e) TOTALS

IV. REMARKS: (Please explain any request for unusually large amounts of cash)

V. SUBMITTED BY:

(a) Signature
(b) Date
(c) Name and Title of Person Legally Authorized to Request Funds

(FOR STATE DEPARTMENT USE ONLY)

APPROVED BY:

Signature Date



APPENDIX E

RECORD OF GRANT TRANSACTIONS

Local agency _____ State _____
 Federal program _____ Project No. _____ Date approved _____ Amount approved \$5,000
 Grant No. _____

OBLIGATIONS

Obligation reference		Item or Name of Vendor (3)	Account No. 1 (4)	Unpaid (5)	Paid (6)	Date paid or cancelled (7)	Check No. (8)	Available balance (9)
Date (1)	Number (2)							
Sept. 3, 1965	497	Standard School Supply	230c	\$647.50				\$4,352.50
Sept. 15, 1965	736	School Equipment Co.	1230c	2,500.00				1,852.50
Sept. 30, 1965		September payroll	213		\$300	Sept. 30, 1965	355	1,552.50
Oct. 15, 1965	740	Standard school supply	230c	150.00				1,402.50
Oct. 18, 1965	497	do	230c	(647.50)	640	Oct. 18, 1965	749	1,410.00
Oct. 30, 1965		October payroll	213		450	Oct. 31, 1965	738-40	960.00
Oct. 31, 1965	736	School Equipment Co.	1230c	(2,500.00)				3,460.00
Totals				150.00	1,390			3,460.00

The available balance (col. 9) will be the amount of the previous balance minus the net amount obligated as shown in column 5 and minus the amount paid in column 6. The amount liquidated should be entered in column 5 as a negative figure (item No. 497). To record and report cancellation of a purchase order, the amount originally recorded as an obligation will be reversed by a negative entry in column 5 with a new date entered in column 1, which shows the date of the cancellation. The effect of this will be to increase the available balance.
 See project budget, account numbers, item 10, pt. II.

NOTE
 This report shows that the total disbursements to date were \$1,390. Unpaid obligations, for 1 outstanding purchase order, 160.
 Total funds used or obligated 1,540
 Balance still available for new payrolls or purchase order 3,460
 Total originally approved 5,000

SUBSIDIARY LEDGER ACCOUNT OF EXPENSES

Federal Program _____

Project No. _____

Grant No. _____

Account No. _____

Obligation Reference Date	No.	Salaries		Contracted Services	Materials & Supplies	Travel	Other Expenses
		Professional	Non-professional				
September 3, 1965		\$ 250.00	\$ 50.00				
September 30, 1965	497						
October 15, 1965	740				\$ 647.50		
October 18, 1965	497				150.00		
October 30, 1965					(7.50)		
Totals		\$ 650.00	\$ 50.00		\$ 790.00		

NOTE
This account shows that the total expenses to date for reporting were:

Salaries	
Professional	\$ 650.00
Non-professional	100.00
Materials & Supplies	790.00
Total Expenses	<u>\$1540.00</u>



ALLOCATION OF APPROVED PROJECTS - TRANSFERS OF FUNDS

The total amount negotiated for each expense classification of expenditure accounts (expense account), except equipment, may be increased or decreased by transfers of funds from other accounts by an amount not exceeding 20 percent of the total without prior approval. Prior approval is required for:

- Increase or decrease of more than 20 percent of the total amount budgeted for each expense account.
- Alterations in approved construction.

To comply with this limitation, the total amount budgeted for each expenditure account and the allowable deviation should be recorded. As expenditures are entered and summarized in the accounts, the summary should be compared with the budget amounts. When a deviation in excess of the allowable limit is anticipated, a request for transfer of funds must be submitted. The application of this limitation is illustrated below:

State Department of Education
 State Office Building
 Atlanta, 30334

PROPOSED BUDGET SUMMARY / EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

NOTE: Please read the attached instructions before completing this form.

NAME AND ADDRESS OF AGENCY

PROJECT NUMBER

STATE

FY

DATE

EXPENDITURE ACCOUNTS	ACCT NO.	SALARIES		EXPENSE CLASSIFICATION						ACCOMPLISHED EXPENDITURES TO DATE	NEGOTIATED BUDGET	
		PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES				
1	ADMISSION	100	1,542.06	518.34		46.22		99.88		25.00	2,231.50	
2	INSTRUCTION	200	12,561.86			1,924.94		906.06		135.25	15,558.91	
3	ATTENDANCE SERVICES	300										
4	HEALTH SERVICES	400										
5	PUBLIC TRANSPORTATION SERVICES	500										
6	OPERATION OF PLANT	600										
7	MAINTENANCE OF PLANT	700										
8	FIXED CHARGES	800										
9	FOOD SERVICES	900	417.91								486.16	
10	STUDENT BODY ACTIVITIES	1000										
11	COMMUNITY SERVICES	1100										
12	REPAIRS AND MAINTENANCE OF EQUIPMENT	1200										
13	CAPITAL OUTLAY	1300										
14	RESERVE	1400										
15	NEGOTIATED BUDGET		21,500.00	1,600.00		2,600.00		2,900.00		1,250.00	350.00	30,200.00

Expense account the additions (line 16) may not deviate from expense account budgeted amounts (line 15) by more than 20 percent without prior approval. E.g. Funds in excess of \$4,500.00 may not be transferred in to or out of professional salaries without prior approval.

Request to transfer funds from one expense account to another must identify the expense accounts listed in the negotiated budget for each account, and the amount as they would be listed if the proposed transfer was approved. As an illustration, using the budget figures above, a transfer of funds from Travel and Materials and Supplies to Non-Professional Salaries would require the following:

Account	Budget	Request	Proposed Budget
Non-Profess. Salaries	\$1,600	+900*	\$2,500
Materials & Supplies	2,600	-300	2,300
Travel	2,900	-600*	2,300

*More than 20 percent deviation.

An explanation of the need or justification for the change in the budget must also be included, together with a statement that the total amount of the negotiated budget will not be affected by the proposed change.

No funds may be transferred into or out of the equipment account without prior approval.



APPENDIX F

95

84

1. GRANT TERMS AND CONDITIONS (GENERAL)

a. Definitions

As used in this document the following terms shall have the meaning set forth below:

- (1) "Grantee" means the institution, organization, or individual named in the Grant as the recipient of the Grant Award.
- (2) "Associate Director for Title III" means the employee of the State Department of Education who has been delegated responsibility for administrative control of matters concerning Title III projects and funds.
- (3) "Project period" means the period of time from the opening date of the grant through the terminal date of the grant award contract.
- (4) "Continuation grant" means any grant subsequent to the initial grant for any project.

b. Scope of the Work

The work and/or services which the Grantee shall perform shall be consistent with the proposal as approved for support by the State Superintendent of Schools and referred to in the Notification of Grant Award and shall be performed in accordance with this document.

c. Limitations on Costs

- (1) The total cost to the State for the performance of the Grant will not exceed the amount set forth in the Notification of Grant Award or any appropriate modification thereof. If at any time the Grantee has reason to believe that the total cost to the State for the performance of the Grant will be greater or less than estimated, the Grantee shall notify the Associate Director of Title III in writing to that effect and submit a revised estimate of the total cost for the performance of such work.

When and to the extent that the estimated cost set forth in the Grant has been increased, any cost incurred by the Grantee in excess of the estimated cost prior to the increase in estimated cost shall be allowable to the same extent as if such costs had been incurred after such increase in estimated cost.

- (2) The limitation on costs stated in Paragraph (1) shall automatically be increased to cover the cost of allowance for additional dependents not specified in the Notification of Grant Award.

d. Reports

- (1) The Grantee shall submit such reports as may be required by the State Department of Education pursuant to statute.
- (2) A final report of expenditures under this Grant must be submitted within 120 days after the termination of the Grant unless otherwise specified.

e. Rights to Copyrightable Material

Title III regulations with respect to copyrightable material have now been amended to permit LEA's operating Title III projects to secure a limited copyright for copyrightable material which includes documents, materials, pamphlets, booklets, curriculum material, photograph, motion pictures, audio tapes, video tapes, and other products which might be designed to record and/or communicate Title III project outcomes.

- (1) To secure a copyright the LEA should publish the document or other item with the Title Page claiming the copyright e.g., "Copyright for the Blue Ridge Mountain Board of Education 1974".
- (2) To register copyright, two copies are sent to Library of Congress, Washington, D. C. 20540 together with a check for \$6.
- (3) The publication of any copyrightable material without the copyright claim would place that item in the public domain and therefore permanently prohibit the originator from securing a copyright.

Before attempting this copyright procedure for any product other than printing material, contact the Director of Title III, State Department of Education, Atlanta, Georgia 30334. Forms for registering copyright may be secured from the Title III office.

f. Publications and Presentations

Any publication or presentation resulting from or primarily related to the work and/or services being performed hereunder shall contain the following acknowledgement:

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare through the Georgia State Department of Education, However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Georgia State Department of Education, and no official endorsement by the U.S. Office of Education or the Georgia State Department of Education should be inferred.

g. Patent Clause

(1) As used in this clause, the term

- a. "Invention" or "Invention or Discovery" includes any art, machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is, or may be patentable under the Patent Laws of the United States of America or any foreign country.
- b. "Made" when used in relation to any invention or discovery means the conception or first actual or constructive reduction to practice of such Invention in the course of or under the grant.

(2) a. Determination of Rights to Inventions made by the Grantee shall be made by:

- (1) the Assistant Secretary (Health and Scientific Affairs) who shall have the sole and exclusive power to determine whether or not and where a patent application shall be filed, and to determine the disposition of all rights in such Invention, including title to and rights under any patent application or patent which may issue thereon. The determination of the Assistant Secretary (Health and Scientific Affairs) on all these matters shall be accepted as final;
 - (2) The Assistant Secretary (Health and Scientific Affairs) who may, upon the request of the Grantee, determine to exercise his option to waive rights to the Invention in foreign countries.
- b. The following Invention disclosures and reports shall be furnished by the Grantee to the Associate Director for Title III:
- (1) A complete written disclosure of each such Invention promptly after conception or first actual or constructive reduction to practice, whichever occurs first under the Grant.
 - (2) Information in writing, as soon as practicable, concerning the date and identity of any public use, sale, or publication of such Invention made by or known to the Grantee or of any contemplated publication by the Grantee.

(2)b. Cont'd)

- (3) Upon request, such duly executed instruments (prepared by the Government) and such other papers as are deemed necessary to vest in the Government the rights granted it under this clause and to enable the Government to apply for and prosecute any patent application, in any country, covering each Invention where the Government has the right under this clause to file such application.
 - (4) Interim reports shall be submitted annually, beginning one year after the commencement date of the project as specified in the Notification of Grant Award, listing all Inventions made during the period (whether or not previously reported) or certifying that no Inventions were made during the applicable period.
 - (5) Prior to final settlement of the Grant, a final report listing all such Inventions including all those previously listed in interim reports, or certifying that there are no such unreported Inventions.
- (3) Patent Agreements shall be obtained by:
- a. The Grantee to effectuate the provisions of this clause from all persons who perform any part of the work under the Grant, except such clerical and manual labor personnel as will have no access to technical data, and except as otherwise authorized in writing by the Associate Director of Title III.
 - b. The Grantee will insert in each contract or agreement having experimental, developmental, or research work as one of its purposes, a provision making this clause applicable to the contractor and its employees, except as otherwise authorized in writing by the Associate Director for Title III.
- (4) Payment may be withheld either in the amount of ten per cent (10%) of the amount of the Grant or ten thousand dollars (\$10,000), whichever is less, if the Grantee fails to furnish the written disclosures for all Inventions as required by b.2(a), or fails to deliver to the Associate Director for Title III the interim reports as required by b.2(d) of this clause, or fails to furnish the final report as required by b.2(e), until the Grantee shall have corrected such failure(s). The withholding of any amount or subsequent payment thereof to the Grantee shall not be construed as a waiver of any rights accruing to the Government under the Grant. This paragraph shall not be construed as requiring the Grantee to withhold any amounts from a contractor to enforce compliance with the patent provisions of a contract.

- (5) In the event the Grantee files a patent application on any invention made in the course of, or under, the Grant, it shall include the following statement in the first paragraph of the specification and in any patent issued thereon:

"The Invention described herein was made in the course of, or under, a Grant from the Department of Health, Education, and Welfare."

h. Civil Rights

The Grantee shall administer the Grant in conformity with the regulation in 45 CFR Part 80, issued by the Secretary of Health, Education, and Welfare and approved by the President to effectuate the provisions of Section 601 of the Civil Rights Act of 1964 (P.L. 88-352).

i. Labor Standards

To the extent that Grant funds will be used for construction, alteration and repair of facilities, the Grantee agrees to furnish the Associate Director for Title III the following:

A description of the construction, alteration or repair work;

The proposed advertising and bid opening dates for the work;

The city, county, and State at which the work will be performed;

The name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in construction contracts and subcontracts,

not later than six weeks prior to the advertisement for bids for the construction, alteration or repair work to be performed. The Grantee also agrees to include or have included in all such construction, alteration or repair contracts and subcontracts for construction, the cumulative costs of which will exceed \$2,000, the wage determination and labor standards provisions that are provided and required by the Secretary of Labor under 29 CFR Parts 3 and 5.

j. Equal Employment Opportunity

The Grantee agrees to comply with and to provide for Contractor and Subcontractor compliance with the requirements of Executive Order 11246 as implemented by 41 CFR Part 60. The terms required by Executive Order 11246 will be included in any contract for construction work, or modification thereof, as defined in said Executive Order.

k. Disputes

Any dispute concerning a question of fact arising under the Grant shall be submitted to the Associate Director of Title III, who will send a written decision to the Grantee.

l. Termination and Revocation

Grants may be revoked or terminated in whole or in part at any time by the State Superintendent of Schools. Revocation or termination will be effective upon receipt of notification thereof. Financial obligations incurred by the Grantee prior to the effective date of the revocation or termination will be allowable to the extent they would have been allowable had the Grant not been revoked or terminated. The Grantee agrees to furnish the Director of Title III within 120 days of the effective date of revocation or termination an itemized accounting of funds expended, obligated, and remaining under the Grant. The Grantee also agrees to remit within 30 days of the receipt of a written request there for any amounts found due.

m. Grantee Contribution Records

In the case of Grants requiring Grantee contributions, the Grantee shall maintain records to demonstrate that such contributions are not less, in proportion to the charges against the Grant, than the total amount proposed in the application, or any subsequent revision thereof. The amount of the Grantee contributions is subject to audit.

n. Fiscal and Auditing Procedures

Each project proposal shall designate the officer who will receive and have custody of project funds.

Each grantee receiving Title III funds for an approved project shall provide for such fiscal control and fund accounting procedures as are necessary to assure proper disbursement of, and accounting for, the Title III funds paid to it. Accounts and supporting documents relating to project expenditures shall be adequate to permit an accurate and expeditious audit.

o. Disposal of Records

(1) General Rule

Unless otherwise provided in the applicable regulations, each Grantee shall provide for keeping accessible and intact all records pertaining to the Grant.

(2) Questioned Expenditures

In any event the records pertaining to any claim or expenditures under a Grant which has been questioned at the time of audit shall be maintained until necessary adjustments have been made.

P. Federal Regulations

All projects under the Grant shall be conducted in accordance with, and subject to, the applicable statutes and regulations under which the Grant is made.

q. Purchase and/or Rentals

Contracts for the purchase of supplies, materials, services and/or equipment, and the rental of equipment and/or space under the Grant shall be made in accordance with State, local, and institutional laws, regulations, and practices that would in the absence of Title III funds have been applicable to such contracts.

r. Cooperative Agreements

A Grantee may enter into a cooperative agreement or contract to provide services under the Grant if the services to be so provided, as well as the cooperating institution, organization, or agency, are specified in the project proposal and if the agreement or contract has been approved in writing by the Director of Title III. Such a cooperative agreement or contract will be acceptable only if the Director of Title III is assured that the Grantee will retain the responsibility for supervision of the project.

s. Travel

(1) Travel allowances shall be paid in accordance with State and local laws and regulations and institutional practices.

(2) No foreign travel is authorized under the Grant unless prior approval is received from the Director of Title III.

t. Report of Time Served in Support of Project

The Grantee shall maintain quarterly "Time Served in Support of Project Reports" for all professional staff rendering services under the Grant. Such reports shall be prepared on an EX POST FACTO basis not later than one month following the quarter within which the services were rendered. The report will be based on actual hours. The report may be prepared by either the professional staff member himself or his supervisor and retained by the Grantee. The "Time Served in Support of Project Reports" should be available for inspection at any time.

u. Grant Period

The period stated in the Grant instrument is approximate. When progress under the Grant is delayed and circumstances make it necessary to request an extension of the Grant period without additional funds, written requests should be submitted to the Director of Title III.

v. Health and Safety Standards

Whenever the Grantee, acting under the terms of the Grant, shall rent, lease, construct, purchase, or otherwise obtain classroom facilities (or any other structure) which will be used by students and faculty, the Grantee shall comply with all health and safety regulations and laws applicable to similar facilities being used in that locality for such a purpose.

APPENDIX G

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334.

GRANT AWARD CONTRACT

1. NAME AND ADDRESS OF GRANTEE (No. and Street, City, State, & Zip Code)	3. PROJECT NO.
	4. GRANT NO.
	5. PERIOD OF GRANT (Mo., Day, Year) A. From B. To
	6. APPROVED BUDGET FOR GRANT PERIOD: \$ _____

2. PROJECT TITLE:	7. SOURCE OF FUNDS: A. From Preceding Grant \$ _____ B. New Allotment \$ _____ C. Total Grant \$ _____
	8. GRANT AWARD IS: A. <input type="checkbox"/> New B. <input type="checkbox"/> Revised

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS:

10. GRANT AWARD CONTRACT PREPARED BY:

Signature	Date
Name and Official Title	

11. APPROVAL OF CONTRACT:

Signature	Date
Name and Title of State Official	

12. ACCEPTANCE OF CONTRACT:

Signature	Date
Name and Title of Official Authorized to Accept Contract	

APPENDIX H

RELATING GOALS, OBJECTIVES, ACTIVITIES AND EVALUATION

1. General

In the continuing effort to improve our educational enterprise there is an ever present need to identify problems which then must be solved. It is important that educators develop skill in identifying and stating problems in clear and unambiguous language. Probably the single most important step is learning to discriminate between the real problem and the observable symptoms which indicate that a problem does exist.

2. Goals

When a problem has been defined it is desirable to formulate a goal or goals which are broad global statements of purpose and intent to guide the problem-solver in his systematic process of decision making.

3. Objectives

Once a decision on a course of action has been reached, specific objectives need to be set in order that all participants clearly understand what outcome is expected. Further, in stating the objectives, it is mandatory that they be expressed in measurable terms. Implicit in this is the definition of the target group, the specification of the intended outcome or behavior and the accepted level of evidence which will prove that the objective has been attained.

4. Activities

When the objectives have been delineated, it is possible to design appropriate activities which will lead to this attainment. Consideration must be given to certain factors such as the amount of time required, the sequence of the included events, the personnel resources required and the physical facilities, equipment, supplies and other resources appropriate to the planned process.

5. Evaluation

In designing an evaluation, consideration must be given to the degree of sophistication needed which will vary depending on the intent of the program being evaluated. If the program is simply implementing an already validated successful educational practice, objectives would be set to determine if the expected outcome did, in fact, occur. Evaluation for this circumstance can be very simple since the program operators need to know only if they are successfully recreating what was originally demonstrated. On the other hand, if a project is seeking to find a new and different way to address an identified educational problem, the objectives set and the evaluation designed must insure beyond any doubt that this new practice actually accomplishes what is intended as well as the degree to which it is better than the existing practice. At the same time, consideration should be given to outcomes in the cognitive, affective and psychomotor domains. In addition, the more complex designs should be summative as well as formative i.e. evaluate the product as well as the process.

PROBLEM

GOAL (s)

OBJECTIVE (s)

ACTIVITIES

EVALUATION

(It is essential to discriminate between the actual problem and observable symptoms showing the existence of a problem.)

(Global Statement of Purpose and Intent
Addresses Itself to a Problem, Not Just a Symptom)

(Measurable-Define:
Target Group
Post-Instructional
Behavior Accepted Level
Of Evidence)

(Time Required
Sequence
Human and Physical
Resources Needed)

(Product and Process
Domains:
Cognitive
Affective
Psychomotor
Related to Objectives
Not Just Activities