



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START

Summer Transition Program 2020 Operating Guidelines

INTRODUCTION

This document outlines the requirements and regulations for operating a Summer Transition Program (STP). To ensure program compliance and quality service, all STP providers must be familiar with and implement these guidelines. This document is intended to provide clarity and to offer guidance to STP providers. Georgia Department of Early Care and Learning (DECAL) makes all funding decisions for the Summer Transition Program. Pre-K specialists will be available throughout the four-week (19 instructional days) program to review compliance and provide support. Providers who do not comply with the STP Guidelines will not be eligible to receive a STP grant during the 2020-2021 school year.

Please note that the guidelines address specific guidance regarding the current COVID-19 pandemic. Review guidelines carefully to ensure compliance.

TABLE OF CONTENTS

1.0 General Program Operations and Services Information

- 1.1 Purpose of the Summer Transition Program
- 1.2 Days of Service
- 1.3 Program Service Hours

2.0 Child/Family Eligibility

- 2.1 Age Requirement
- 2.2 Citizenship Requirement
- 2.3 Residency Requirement
- 2.4 Family Income Requirement
- 2.5 Family Participation Requirement

3.0 Enrollment

- 3.1 Open Enrollment
- 3.2 Children Who are Experiencing Homelessness
- 3.3 Children in Foster Care
- 3.4 Children in Military Families
- 3.5 Enrollment Priorities
- 3.6 Child Registration Forms
- 3.7 Student Social Security Numbers
- 3.8 Procedures for Student Attendance
- 3.9 Low Student Enrollment

4.0 Student Support

- 4.1 Children with Identified Disabilities
- 4.2 Children with Developmental Concerns
- 4.3 Children with Behavioral Concerns
- 4.4 Student Discipline
- 4.5 Immediate Suspension

5.0 Instruction

- 5.1 Approved Curricula
- 5.2 Lesson Plans
- 5.3 Small Group Instruction
- 5.4 Religious Instruction
- 5.5 Record Keeping

6.0 Materials and Supplies

- 6.1 STP Classroom Materials and Supplies

7.0 Delivery of Services

- 7.1 Program Administration and Supervision
- 7.2 Classroom Delivery
- 7.3 Program Delivery
- 7.4 Orientation
- 7.5 Licensing
- 7.6 Substitutes
- 7.7 Rest Time
- 7.8 Program/Staff Hours
- 7.9 Transportation
- 7.10 Extended Day (Before and After School Care)

8.0 Family Support Services

- 8.1 Objectives
- 8.2 Parent Participation
- 8.3 Family Engagement Activities
- 8.4 Health Services
- 8.5 Student Transition Materials

9.0 Program Fees

- 9.1 Instructional Fees
- 9.2 Field Trips/ Special Experiences for Students
- 9.3 Transportation Fees
- 9.4 Meals

10.0 DECAL Monitoring and Technical Assistance

- 10.1 Pre-K Specialist Support

11.0 General Personnel and Training Information

- 11.1 Criminal Background Checks
- 11.2 Employees

12.0 Lead Teachers

- 12.1 Days of Service
- 12.2 Age Requirement
- 12.3 Credential / Certification Requirements
- 12.4 Salaries – Lead Teachers

13.0 Assistant Teachers

- 13.1 Days of Service
- 13.2 Employment Requirements
- 13.3 Credential/Certification Requirements
- 13.4 Salaries – Assistant Teachers

14.0 Substitute Teachers

- 14.1 Substitute Teacher Employment Requirements

15.0 Transition Coaches

- 15.1 Days of Service
- 15.2 Credential Requirements
- 15.3 Salaries – Transition Coaches
- 15.4 Salary Chart

16.0 Professional Development

- 16.1 Georgia Professional Development System (GaPDS)
- 16.2 Importance of Training
- 16.3 Professional Development Registration
- 16.4 Professional Development/Training Reimbursement to Staff

17.0 Grant Award Notification and Budgets

- 17.1 Awarding of Grant Agreements
- 17.2 Multi-County and Multi-Program STP Providers

18.0 Expenditure Requirements

- 18.1 Expenditure Guidelines
- 18.2 Record Keeping

19.0 Reimbursement Process

- 19.1 Automatic Deposit of Funds
- 19.2 Payments
- 19.3 Program Summary Charts
- 19.4 Rosters
- 19.5 Fraudulent Reporting on Rosters

20.0 Audit and Accounting Requirements

- 20.1 Reconciliation Report
- 20.2 Right to Audit/ Agreed Upon Procedures Review
- 20.3 Record Keeping Findings and Adverse Findings
- 20.4 Balances Due to DECAL
- 20.5 Audit Reconsideration
- 20.6 Random Reviews
- 20.7 Multi-County STP Provider Budgets
- 20.8 Tracking of STP Funds
- 20.9 Fraudulent/ Inappropriate Use of Funds

21.0 Reporting Requirements

- 21.1 Pre-K Application and Database Access (PANDA) Participation

22.0 Non-Compliance Funding Consideration

- 22.1 Non-Compliance

23.0 Guidance for COVID-19

- Appendix A - Coronavirus Disease 2019 (Covid-19) Guidance for Childcare Settings

1.0 General Program Operations and Services Information

1.1 Purpose of the Summer Transition Program (STP)

Rising Pre-K

The purpose of the Rising Pre-K program is to provide a summer intensive academic program to support children who are registered to attend Georgia's Pre-K or a Head Start Program for the 2020 - 2021 school year. Rising Pre-K is designed to support children whose home language is Spanish. A defining characteristic of the program is that at least one teacher must be bilingual, fluent in English and Spanish. The presence of the bilingual staff facilitates the strategic use of the home language to support young dual language learners' early language and literacy development in English.

Rising Kindergarten

The purpose of the Rising Kindergarten program is to provide a summer intensive academic program to support rising kindergarteners who either did not attend a Georgia's Pre-K or Head Start program or attended but need additional support before entering kindergarten.

1.2 Days of Service

Due to the current public health emergency, STP has been reduced from six weeks to four weeks (19 instructional days). STP providers are required to submit a calendar into the PANDA System for approval. The STP calendar must document a minimum of 19 instructional days for students and 5 professional development/planning days for lead and assistant teachers.

1.3 Program Service Hours

The program should provide 6.5 hours of instruction daily including a maximum of a one hour rest period for children.

2.0 Child/Family Eligibility

2.1 Age Requirement

All children must meet age eligibility for the STP. Acceptable documentation of proof of age includes birth certificates, certificates of live birth, passports, official medical documents, legal documents, or official documents from other countries. Proof of age eligibility must be on file the day the child begins the STP.

Rising Pre-K

Children must be four years of age on September 1, 2020. Only children whose birthdates are from September 2, 2015, through September 1, 2016, are eligible for participation in the Rising Pre-K program. Children should be age eligible to attend Georgia's Pre-K or Head Start for the 2020-2021 school year.

Rising Kindergarten

Children must be four years of age on September 1, 2019. Only children whose birthdates are from September 2, 2014, through September 1, 2015, are eligible for participation in the Rising

Kindergarten program. Children should be age eligible to attend kindergarten for the 2020-2021 school year.

2.2 Citizenship Requirement

The child must be a U.S. citizen or have established status as a lawfully admitted qualified alien to participate in the Summer Transition Program. **Only the child must have their citizenship or alien status verified.**

2.3 Residency Requirement

The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. Proof of residency should be part of a child's on-site file prior to or on the first day of the program. When documenting residency, Pre-K providers should refer to the policy of the local school system regarding appropriate documentation. Examples of proof of residency include the following: current lease, property tax notice, homeowner's insurance bill, mortgage statement, current vehicle registration form, letter from shelter, letter from employer if employer provides housing, and any utility bill listing the residence as the service address. A cell phone bill or a driver's license is not an acceptable proof of residency. If a student's family is living with someone else, parents should provide a notarized affidavit from the property owner stating where the child's family is residing, plus a copy of the property owner's proof of residency (any items listed above). Active duty military families can support Georgia residency with a copy of official military orders verifying Georgia residency during the school year.

2.4 Family Income Requirement

A child's family must meet income requirements to be eligible for participation in the STP (85% of the state median income).

All families should complete the **Eligibility Information Form**. If the child and/or family participates in one of the following programs and participation is verified, the family automatically meets the state median income requirement: Child Care and Parent Services (CAPS), Medicaid, Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF). Verification of current participation must be kept in the student's file.

If current participation in one of the aforementioned programs cannot be verified, the STP provider must complete the **Income Eligibility Worksheet** to determine eligibility prior to enrolling the child in the program. Appropriate documentation of income eligibility must be collected and kept in the student's file. All forms for eligibility verification can be found under the Summer Transition Program tab on the DECAL website at <http://www.dec.state.ga.us/PreK/SummerTransitionProgram.aspx>

If the **Income Eligibility Worksheet** is used, STP providers should use the State Median Income (SMI) chart to determine income eligibility by family size. The following individuals living in the household shall be included in the family unit:

- Biological, adopted, or step children 17 years of age or younger
- Children under legal or physical guardianship of the parental authority
- Spouse/parent residing in the home

- Unmarried adults living together with a mutual biological or legal child(ren) residing in the same household
- Spouse/parent temporarily absent from the household due to employment, military deployment, training, or education
- It does NOT include other adults in the household (such as a grandparent, an uncle or a family friend) or the children of other adults in the household

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State Median Income (SMI)

****Covers the period of October 1, 2019 through September 30, 2020**

Family Unit Size	Federal Limit - 85% SMI
1	\$33,684
2	\$44,048
3	\$54,412
4	\$64,776
5	\$75,140
6	\$85,504
7	\$87,447
8	\$89,390
9	\$91,333
10	\$93,277
11	\$95,220
12	\$97,163

2.5 Family Participation Requirement

The *Summer Transition Program Parent Agreement* form must be completed by each participating family. A parent must agree to send the child to the Summer Transition Program for 6.5 hours of instructional time for the full four weeks.

3.0 Enrollment

3.1 Open Enrollment

Enrollment for the program must be open and nondiscriminatory. Children cannot be denied participation in educational programs on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990).

3.2 Children Who are Experiencing Homelessness

DECAL recognizes that children and their families who experience homelessness deal with many challenges. Pre-K providers are encouraged to examine their existing enrollment policies to address families experiencing homelessness who are seeking to enroll a child in a Summer Transition Program. Providers choosing to give priority to eligible children experiencing homelessness should clearly define this practice in their written enrollment policies. Providers should contact their Pre-K specialist if guidance is needed for families who do not have access to enrollment and eligibility documentation.

Children who are experiencing homelessness are defined as individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in emergency or transitional shelters, motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations. This also applies to those that have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; like cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. This also applies to migratory children living in circumstances described in the above situations.

3.3 Children in Foster Care

STP providers are encouraged to examine their existing enrollment policies to address families seeking to enroll a child, who is in foster care, in a Summer Transition Program. Providers choosing to give priority to eligible foster children should clearly define this practice in their written enrollment policies. Providers should contact their Pre-K specialist if guidance is needed for families who do not have access to enrollment and eligibility documentation.

3.4 Children in Military Families

A child whose parent or guardian is on active duty in the United States armed forces and has received official military orders to transfer into or within this state shall be eligible for enrollment, in the same manner and time as for students residing within the local school system, in the public school of the attendance zone in which he or she will be residing. This can occur prior to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

3.5 Enrollment Priorities

All students enrolled in the STP program (Rising Pre-K or Rising Kindergarten) **MUST meet the income eligibility requirement to be eligible to participate.** Additional eligibility requirements include the following:

Rising Pre-K (Child must meet both eligibility requirements)
Child is registered to attend a Georgia's Pre-K or Head Start Program in the 2020-2021 school year.
Spanish is the child's home language.

Rising Kindergarten (Child must meet ONE of the eligibility requirements)
Child did not attend a Georgia's Pre-K Program or Head Start program during the 2019-2020 school year.
Child attended a Georgia's Pre-K or Head Start program but did not attend for 6 months or longer.
Child whose family is part of the Essential Services Workforce to include: <ul style="list-style-type: none">• Medical personnel• First responders• Childcare personnel• Food Supply chain workers (grocery stores, farming, food delivery and pick up)
Child attended a Georgia's Pre-K or Head Start program from August – March but meets one of the categories listed below: <ul style="list-style-type: none">• Dual Language Learner (home language is a language other than English)• Child's family is without permanent housing (homeless as defined by McKinney-Vento Homeless Assistant Act)• Child has an Individual Education Program (IEP)• Foster Care Placement• Child has been identified as needing additional academic support from a teacher recommendation or WSO data (supporting documentation required)

3.6 Child Registration Forms

The Summer Transition Program – Child Registration Form must be used when registering a child for the Summer Transition Program. Forms are available at <http://www.decal.ga.gov/Prek/SummerTransitionProgram.aspx>. A parent or guardian must complete and sign a registration form for each child registering in the program. The complete child registration form must be filed in each child's file and kept on-site for review.

3.7 Student Social Security Numbers

Social security numbers are used to help identify students on rosters. Providers should request a copy of each enrolled student's social security card; however, parents cannot be required to submit the information. If a parent chooses not to submit the social security card, providers should ask the parent to complete the *Student Social Security Number Information Form* which can be found at www.decal.ga.gov under the 2019-2020 Pre-K Providers' Operating Guidelines as Appendix B. If

the provider has a similar form or SSN waiver, they may choose to use that form. A copy of each student's social security card or completed *Student Social Security Number Information Form* (or similar form) should be kept on-site for review by the Pre-K specialist.

3.8 Procedures for Student Attendance

Daily attendance records must be maintained on site and include the dates when a child is absent and the dates/times when a child arrives late or leaves early. STP providers should formulate written procedures for addressing issues regarding attendance and tardiness. The attendance procedures should specify actions to be taken by the STP provider if attendance issues become problematic. For the Summer Transition Program, it is expected that attendance issues be followed up on each day the child is absent or tardy by the transition coach. Home visits, parent meetings or phone conferences should be conducted to address attendance issues. Documentation of each attempt to follow-up with families should be maintained on site. Written notification to families can be used to document follow-up but cannot be used as the sole follow-up activity. The goal of follow-up is to determine the reason(s) for the problem and identify ways to resolve the problem. The goal of the attendance policy is to assist families in establishing and maintaining regular school attendance patterns which will ensure success in kindergarten and future educational activities.

A child who is chronically tardy or absent can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the STP day on a regular basis can be disenrolled.

3.9 Low Student Enrollment

DECAL will review roster reports throughout the STP; contact providers directly concerning classes that are not full; and make a final determination about continuation of funding.

4.0 Student Support

Children grow and develop at their own rate. Although there is a general predictable sequence of milestones, they may not proceed through these stages in the same way or at the same time. A child's development is influenced by many factors including the child's environment and experiences. Once children have had the opportunity to acclimate to the STP classroom environment, differences in skills and behavior may become apparent. A child may exhibit significant developmental, behavioral, or health concerns that require special considerations. Providers should work with their Pre-K specialist to ensure that support services are provided to children and their families. Programs may also contact the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@decals.ga.gov) for assistance with referrals to services.

4.1 Children with Identified Disabilities

A child who is age-eligible for the STP and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the STP program.

4.2 Children with Developmental Concerns

Providers with concerns about a child's development should contact their Pre-K specialist for support and guidance. Providers should ensure that appropriate instructional activities are planned to meet the needs of the individual children. The specialist may recommend contacting the local school system's special education services department or the Inclusion and Behavior Support

Unit at DECAL (1-833-354-HELP or inclusion@decals.ga.gov) for information regarding the referral process.

4.3 Children with Behavior Concerns

Providers with concerns about a child's behavior should contact the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@decals.ga.gov) for support and guidance as soon as possible. A multi-tiered system of supports should be implemented within the program to help the child be successful before requesting more intensive interventions, such as modified day or extended suspension. An effective multi-tier system of supports includes the child, family, and teacher. Building supports at every level is beneficial to the child's success.

4.4 Student Discipline

Georgia's Pre-K is a division within Georgia Department of Early Care and Learning (DECAL). Georgia's Pre-K Program's policy regarding discipline is consistent with the Core Rules in the Rules for Child Care Learning Centers, Chapter 591-1-1-.11 (discipline) as follows:

Disciplinary actions used to correct a child's behavior, guidance techniques and any activities in which the children participate or observe shall not be detrimental to the physical or mental health of any child in the STP. Personnel shall not: physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in their program; inflict corporal/physical punishment upon a child; shake, jerk, pinch or handle a child roughly; verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family; isolate a child in a dark room, closet or unsupervised area; use mechanical or physical restraints or devices to discipline children; use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's consent; restrict unreasonably a child from going to the bathroom; punish toileting accidents; force feed a child or withhold feeding a child regularly scheduled meals and/or snacks; force or withhold naps; allow children to discipline or humiliate other children; confine a child for disciplinary purposes; commit any criminal act, as defined under Georgia law which is set forth in O.C.G.A. Sec 16-1-1 et seq., in the presence of any child enrolled in the program.

4.5 Immediate Suspension

An immediate suspension for up to two days can be made at any time the STP provider determines a child is causing an immediate danger to himself/herself or others. The use of suspension is discouraged. However, if a child is suspended, the purpose of immediate suspension is to allow the program an opportunity to plan for the child's successful participation in the STP and should not be used as punishment. Programs should contact the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@decals.ga.gov) if they need assistance with developing a plan to support a child's successful participation in the STP classroom. Programs can implement immediate suspension up to two days at a time (**no more than five total days during the STP**) per child. No DECAL prior approval is needed; however, the program's Pre-K specialist must be notified, using the **Suspension Notification Form (Appendix E)**, that such action has been taken within 24 hours.

If both immediate suspension days have been used and a child is a danger to self, peers, or staff, the child may be sent home for the day while developing a plan for the child's successful return.

Programs should use the following procedure:

- Contact the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@decals.ga.gov) and notify their Pre-K specialist immediately.
- Prepare all documentation of behaviors and intervention strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
- Documentation should also include support provided to the teacher to help the teacher address concerns (Inclusion and Behavioral Support Specialists, resources, professional development, etc.).
- Schedule a conference with the child's family to discuss strategies and options. Document the conference including next steps and follow up as agreed upon by all parties.

5.0 Instruction

5.1 Approved Curricula

All instruction during the STP should be based on the OWL curriculum and the Georgia Early Learning and Development Standards (GELDS). Teachers should individualize instruction for STP classes and introduce the curriculum based on the needs of their students in their class. Programs should inventory their curriculum supplies and materials and purchase any items that are missing.

5.2 Lesson Plans

STP teachers are required to write their own lesson plans. Prior to instructional planning, teachers should assess the needs of the students in their class and plan activities based on what they know. Teachers may use the OWL curriculum as a supplemental resource as they develop their plans. DECAL provides lesson plan templates, and sample copies of lesson plans which are located at <http://www.decals.ga.gov/Prek/Planning.aspx>.

5.3 Small Group Instruction

STP teachers are required to use the DECAL provided Small Group Lesson Planning Templates. Small group time should reflect differentiated instruction based on the individual needs of all of the children in the class, including any children with disabilities. Goals for each child should be established at the beginning of the STP. Small Group Lesson Planning Templates are located at <http://decals.ga.gov/Prek/Planning.aspx>

5.4 Religious Instruction

No part of the STP instructional day may be religious in nature. Programs may choose to offer religious instruction outside of the STP instructional day. No STP funding may be utilized for religious instruction.

5.5 Record Keeping

Current year records must be maintained at the STP site. The STP provider must retain the following records for a minimum of **three** years as specified in their grant agreement for STP services:

- STP Child Registration form
- STP Student Roster Information form
- Eligibility Information Form and supporting documentation
- Family income verification documentation

- STP Roster Form
- Daily child attendance records
- Class enrollment rosters
- Age documentation
- Residency documentation
- Citizenship documentation
- Documentation related to suspension and/or disenrollment
- Parent orientation documentation
- Receipts and other financial records supporting expenses charged to the STP program

6.0 Materials and Supplies

6.1 STP Classroom Materials and Supplies

STP providers must maintain adequate and appropriate equipment, materials, and supplies for each STP classroom. All equipment must be in good repair. Providers should refer to the STP materials list located under the Teachers Tab at <http://dec.al.ga.gov/Prek/SummerTransitionProgram.aspx> as well as the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* for recommendations for the STP classrooms.

Rising Pre-K

Books, toys, CDs, environmental print, display and other materials in the classroom should be bilingual and reflect the children's home language, Spanish.

7.0 Delivery of Services

7.1 Program Administration and Supervision

Each STP grantee must designate an administrator to oversee the program. Each separate site housing STP classes must have an individual designated to serve as Site Director. The Site Director should be located on site at the STP facility during the 6.5-hour instructional day. The designated Site Director can have other duties but should be able to focus on the operation of the program during the 6.5-hour day. Persons with other responsibilities such as teaching in another classroom or preparing meals do not meet the requirements to serve as a Site Director. A STP Lead Teacher, Assistant Teacher or Transition Coach may not also serve as Project Director or Site Director.

7.2 Classroom Delivery

Each STP classroom must have the following (Rising Pre-K and Rising kindergarten):

- Two adults (lead teacher, assistant teacher, and/or substitute) must be present and actively involved with children during the entire 6.5 hours of instructional time each day of operation, with the exception of nap time.
- Transition coach
- Approved equipment, materials, and supplies

Rising Kindergarten

- Maximum class size is 16 students

Rising Pre-K

- Maximum class size is 14 students
- At least one of the teachers (lead or assistant) must be bilingual and biliterate in English and Spanish. The teacher must be able to speak, read, and write fluently in Spanish (failure to meet this requirement could impact future funding.)
- Transition coach who is bilingual and biliterate in English and Spanish. The Transition Coach must be able to speak, read, and write fluently in Spanish (failure to meet this requirement could impact future funding.)

7.3 Program Delivery

The program will provide 6.5 hours of instructional time, a minimum of 19 days for eligible children. STP instruction must begin June 15, 2020 or later and end on or before July 31, 2020. STP providers are required to prepare and provide a program calendar which includes a minimum of 19 days of instruction to children and 5 days of STP related activities/duties for teachers (pre- and post-planning, staff development, in-service days).

7.4 Orientation

Programs are required to provide orientation prior to the beginning of the STP; one for teaching and administrative staff and one for families.

Individual and/or group orientation for families should be provided prior to the beginning of the STP. Orientation can be conducted via a web-based platform (i.e. Skype, Zoom etc.) or by phone. If face to face orientation is held, it should be conducted with each family individually while practicing social distancing. During family orientation, parents should receive an overview of the program including any required parent involvement. Documentation of these orientation sessions should be available in program files.

The STP calendar should be shared with STP staff and with families during orientation meetings.

7.5 Licensing

The facility must meet the licensing requirements of the appropriate licensing agencies where applicable. At a minimum, the license must cover the 6.5-hour instructional program.

7.6 Substitutes

The STP provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the STP classroom for each day that a lead teacher and/or assistant teacher is absent due to illness, required training, personal leave, etc.

7.7 Rest Time

To maximize instructional activities, rest time cannot exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest shall be given quiet activities such as books and puzzles. All children must have a covering (sheet) on their individual rest equipment (mat or cot) and a covering (blanket or sheet) for themselves. These items may be purchased with STP funds or families may choose to supply them. During the scheduled rest period, a ratio of one adult providing direct supervision to the maximum number of students in the STP class is acceptable.

7.8 Program/Staff Hours

The 6.5 hours of instructional time should begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining working hours of the lead teacher and assistant teacher must be used for STP program activities such as parent conferences, meetings, instructional planning, preparing for the next instructional day, etc. Inappropriate duties for STP teachers (lead and assistant) during the workday include bus driver, office manager, cook, and receptionist. Inappropriate use of STP staff is unacceptable and will make the grantee ineligible for future funding. This includes using staff during the STP day to supervise children not enrolled in the program.

7.9 Transportation

Transportation services may be provided for enrolled STP children at the discretion of the program. Transportation should only be provided for transporting children between their place of residence and the child care facility/school. To the greatest extent possible, all permissible transports shall be conducted in such a way that maintains social distancing. STP funds can be used to cover the cost of transportation services. Parents cannot be charged any fees for transportation services.

7.10 Extended Day (Before and After School Care)

DECAL does not require STP providers to offer extended day services; however, providers are required to work with families needing extended day services to ensure the needs of the family are met. Families may receive services through the Childcare and Parent Services (CAPS) program if they meet eligibility requirements.

- **If a family is not already receiving CAPS**, the Transition Coach should assist the family in completing the CAPS application using Georgia Gateway (<https://gateway.ga.gov/>). After the family completes the application, the Transition Coach must obtain the following information from the parent:
 - Date of application submission
 - Tracking number

The Transition Coach must notify the CAPS program that the family has submitted an application by emailing caps.stp@decals.ga.gov. If the family is eligible, CAPS will create the appropriate childcare certificates to subsidize before and after child care services.

- **If the family already has a CAPS case**, the Transition Coach will instruct the family to submit a request to add the child transitioning off STP to their current CAPS case. The family must make the request by selecting "Contact Us" in the upper right-hand corner on the CAPS website (<http://www.caps.decals.ga.gov/>), select and complete the necessary fields. A Family Support Consultant will contact the family to process the request.

8.0 Family Support Services

8.1 Objectives

Support services are a vital component to the success of the Summer Transition Program. Project directors are responsible for ensuring that transition coaches carry out the objectives (either directly or indirectly). The following objectives should serve as a guide for activities STP providers should provide to the children and their families:

Overall Objectives:

- Health – No child should exit the STP with an undetected condition that could hinder his/her ability to learn. Any child with identified needs should be referred to the proper resource or agency for access to and coordination of services. Documentation of referrals should be kept on-site.
- Child Development – Family knowledge of the child’s development and involvement in their child’s educational experience should be enhanced through informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families should be encouraged to read to their children daily and complete activities with their children.
- Community Resources – *Upon request*, families should be provided information about community resources such as GED, TANF, PeachCare for Kids, help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative (Rising Kindergarten STP)– Assistance should be provided to obtain all necessary documentation and health related requirements for kindergarten registration prior to the end of the Summer Transition Program.

8.2 Parent Participation

Due to the current COVID-19 pandemic, programs must restrict families’ access to parts of the program. Specifically, access must be limited to the front door of the facility/school or the door of the child’s classroom.

8.3 Family Engagement Activities

The STP Transition Coach should conduct a **minimum of one individual or virtual** family workshop/engagement activity per week. It is also appropriate to provide take home family engagement activities. Documentation of each activity should be kept on file for review. Topics for adult activities could focus on engaging fathers; understanding the COVID-19 crisis; potential impact on children and strategies for supporting children; promoting family conversations; community resources; children with challenging behaviors; language and literacy and other topics of interest to promote learning; and time management. Topics for adult/child activities could include kindergarten transition, school readiness activities, cooking activities, exploring nature, dinner discussions, literacy learning, and science experiments. Documentation should include the agenda from the activity. To plan additional activities, providers should survey families to identify topics of interest and need as well as preferred delivery (e. g., virtual, phone, individual, take home packets). Transition Coaches should develop a variety of delivery methods to engage families based on their needs and preferences. An example of a family survey is located on the STP website at <http://www.decal.ga.gov/Prek/SummerTransitionProgram.aspx>

8.4 Health Services

Health screenings are necessary for STP students so that any problems that might interfere with the child's ability to learn can be identified and addressed as soon as possible. All programs should ask parents the date of their child's last health exam and provide a referral if an additional health screening is needed.

STP providers should ensure that all children have a current Certificate of Vision, Hearing, Dental, and Nutrition Screening (Georgia Department of Human Services Form 3300) and a DHS Certificate of Immunization (Form 3231). Form 3231 must have either the *date of expiration* or *school attendance* block checked. Children must be up-to-date on all immunizations required for school entry. **If children are missing forms, STP providers should help families work on obtaining the required screenings prior to going to Georgia's Pre-K or kindergarten.**

Children may register and begin attending before completion of these examinations and certificates. However, the DHS Certificate of Immunization and the Certificate of Vision, Hearing, Dental, and Nutrition Screening must be on file prior to the child completing the Summer Transition Program.

Expired certificates must be updated within 30 calendar days of the expiration date. An updated certificate, letter from a physician about continued treatment, or another appointment card should be included in the child's documentation as follow-up for children attending Georgia's Pre-K or kindergarten.

If a box on Form 3300 is marked Needs Further Evaluation, the transition coach must follow up on any "needs further examination" results and support families in identifying and receiving additional screenings, examinations, or treatments. Families should be asked to bring updated and completed certificates after each appointment and follow-up visit. The STP site should have documentation of the follow-up (i.e., doctor's notes, scheduled appointments, information from parents, etc.).

8.5 Student Transition Materials

Student transition materials are items that help support or prepare students for their transition to Georgia's Pre-K or kindergarten. Programs will receive an additional \$800 per class in their STP payment to pay for these materials. Examples of student transition materials include: blanket for nap time, clothing or shoes for school, school supplies, spirit wear from an elementary school, backpacks/book bags, water bottles, lunch boxes, etc. No prior approval is needed to purchase student transition materials.

9.0 Program Fees

9.1 Instructional Fees

Fees such as registration, curriculum fees, field trips, classroom supplies, etc. cannot be charged to any child/family for services needed to operate the instructional program.

9.2 Field Trips/ Special Experiences for Students

Due to the COVID-19 crisis, field trips off-site or on-site are not permitted this summer. It would be

appropriate to have virtual field trips to give students educational experiences that are different from their regular classroom environment. They broaden instructional activities and make a teaching topic more relevant. Ideas for acceptable virtual field trips could include the zoo, aquarium, museum, farm, children's theater, or animal shelter.

9.3 Transportation Fees

Providers may not charge fees for transportation services provided during the Summer Transition Program.

9.4 Meals

Providers should restrict eating to the classrooms instead of congregate/communal settings. Based on the CDC recommendations for group settings, programs should provide meals and snacks in the classroom. Family style dining should be suspended until further notice.

Summer Transition Program providers may not charge fees for food for any child. STP funds should be used to cover meal costs.

Summer Transition Program providers should have a written policy regarding meals served at the program including whether or not outside food for meals is allowed in the center. Programs may set up their own policies regarding outside food; however, if the center allows food to be brought in for any other age group, then children enrolled in the Summer Transition Program must also be allowed to bring in outside food. Policies regarding meals should reflect compliance with the Americans with Disabilities Act.

STP providers can submit an application to participate in the Summer Food Service Program (SFSP) through DECAL. SFSP is a federal program that provides reimbursement for healthy meals and snacks served to children from low-income areas during periods when schools are closed for vacation.

Once an organization's application has been approved and a successful pre-operational visit has been conducted, the organization will be considered an approved sponsor in the SFSP. Every organization must continue to comply with program regulations/guidance and maintain adequate records to support each monthly claim for reimbursement submitted and SFSP costs charged to the program.

Specifically, organizations must serve meals and snacks that meet the SFSP meal pattern and maintain daily records including, but not limited to, menus, number of participants in attendance, and number of meals served at each point of service. Organizations must also manage a fiscally sound and accountable program in which only reasonable and allowable costs are charged to the SFSP and must maintain SFSP related invoices and receipts. Moreover, sponsors must distribute and/or collect forms including, but not limited to, income eligibility statements as required by the SFSP.

For more information regarding SFSP services and how to apply, visit <http://www.dec.state.ga.gov/Nutrition/NutritionServicesMain.aspx>

10.0 DECAL Monitoring and Technical Assistance

10.1 Pre-K Specialist Support

DECAL Pre-K staff work closely with STP providers and are available for consultation regarding technical assistance, questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc. Staff will provide specific technical assistance to help bring providers into compliance with STP requirements.

11.0 General Personnel and Training Information

11.1 Criminal Background Checks

All licensed Pre-K providers and staff are required to comply with O.C.G.A. § 20-1A-30 et. seq., which mandates that an individual must receive a satisfactory criminal record check determination prior to being present in any child care facility while children are present for care.

11.2 Employees

All STP site personnel are employees of the STP provider for whom they work, not DECAL or the State of Georgia.

12.0 Lead Teachers

12.1 Days of Service

All lead teachers for the Summer Transition Program are funded based on 5 weeks of 8-hour work days (6.5 hours of instruction, 1.5 hours of planning). DECAL does not maintain personnel policies for teachers. Programs should provide teachers with a contract or work agreement outlining pay for the Summer Transition Program.

12.2 Age Requirement

All lead teachers must be 21 years of age or older. **Exception:** Lead teachers who have a valid bachelor's degree or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

12.3 Credential / Certification Requirements

The minimum education requirement for a Summer Transition Program lead teacher is a bachelor's degree in early childhood education or related degree. Lead teachers for the program must also have prior experience working with Georgia's Pre-K Program.

12.4 Salaries – Lead Teachers

STP providers are required to pay lead teachers 100% of the **salary** amount (see section 15.4 for a breakdown of salary and benefit amounts) funded by DECAL. If an employer or system decides not to offer benefits or if benefits have been allocated during the regular school year, the benefits amount can be utilized to pay additional salary over the minimum salary requirement or the funds can be expended in the *Other* STP Expenses category.

Note: DECAL does not provide supplemental compensation for STP lead teachers.

13.0 Assistant Teachers

13.1 Days of Service

All assistant teachers for the Summer Transition Program are funded based on 5 weeks of 8-hour work days (6.5 hours of instruction, 1.5 hours of planning). DECAL does not maintain personnel policies for teachers. Programs should provide assistant teachers with a contract or work agreement outlining pay for the Summer Transition Program.

13.2 Employment Requirements

An assistant teacher must be 21 years of age or older. **Exception:** Assistant teachers who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

13.3 Credential/Certification Requirements

Assistant teachers are required to hold a minimum of a Child Development Associate (CDA) credential. Assistant teachers for the Summer Transition Program must also have prior experience working with Georgia's Pre-K Program.

Any ONE of the following credentials/degrees listed below will meet the credential requirement for STP assistant teachers:

- Valid Paraprofessional Certificate (issued by the Georgia Professional Standards Commission)
- Valid Child Development Associate (CDA) credential (issued by the Council for Professional Recognition)
- TCC (Technical Certificate of Credit) in Early Childhood Education
- TCD (Technical College Diploma) in Early Childhood Education
- AA, AS, AAS, AAT (Associate Degree)
- BA, BS (Bachelor's Degree)
- Georgia PSC Certified Teacher
- MA, MS (Master's Degree)
- Specialist Degree or PhD

13.4 Salaries – Assistant Teachers

STP providers are required to pay assistant teachers 100% of the **salary** amount (see section 15.4 for a breakdown of salary and benefit amounts) funded by DECAL. If an employer or system decides not to offer benefits or if benefits have been allocated during the regular school year, the benefits amount can be utilized to pay additional salary over the minimum salary requirement or the funds can be expended in the *Other* STP Expenses category.

14.0 Substitute Teachers

14.1 Substitute Teacher Employment Requirements

The STP provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the STP classroom (during the 19 instructional days) for each day that a lead teacher and/or assistant teacher is absent.

A substitute teacher must meet ALL of the following minimum requirements:

- Must be 21 years of age. Exception: Substitute teachers who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement. The substitute teacher must, however, meet the age requirement for the facility's licensing agencies.
- Possess a high school diploma or its equivalent
- Satisfactory Records Check Determination

15.0 Transition Coaches

15.1 Days of Service

Transition coaches will work 6 weeks or 120 hours per classroom to allow time for recruiting, program set-up, virtual family workshops, virtual family engagement activities and program closeout. Transition coaches in a one-class Summer Transition Program are funded at 20 hours per week (120 hours for the six weeks). Work hours should be flexible and will vary based on the best times to provide family engagement activities as determined by the parent surveys.

Providers are required to submit a Transition Coach calendar via the Upload Docs tab under the calendar in PANDA.

15.2 Credential Requirements

Transition coaches must have a minimum of an associate degree and experience working with families of young children.

15.3 Salaries – Transition Coaches

Providers are required to pay transition coaches 100% of the **salary** amount (see section 15.4 for a breakdown of salary and benefit amounts) funded by DECAL. If an employer or system decides not to offer benefits or if benefits have been allocated during the regular school year, the benefits amount can be utilized to pay additional salary over the minimum salary requirement, cover the cost of travel associated with job responsibilities (recruitment, home visits, etc), or the funds can be expended in the *Other* STP Expenses category.

15.4 Salary Chart

STP Position	Salary Amount paid to school (100% paid to position)	Benefit Amount paid to school (refer to 12.0, 13.0, 14.0)	Total Salary Amount + Benefit Amount
Private Lead Teacher Salary (5 weeks)	\$ 4620.84	\$1097.91 (23.760%)	\$ 5718.75
Public Lead Teacher Salary (5 weeks)	\$ 4620.84	\$1900.27 (41.124%)	\$ 6521.11
Assistant Teacher Salary	\$ 2047.59	\$486.51 (23.760%)	\$ 2534.10

(5 weeks)			
Transition Coach Salary (total for one-half coach for 6 weeks per class)	\$ 2426.45	\$576.52 (23.760%)	\$ 3002.97

16.0 Professional Development

16.1 Georgia Professional Development System (GaPDS)

The Georgia Professional Development System (GaPDS) is a database specifically for those who work directly with young children or on their behalf.

For individuals, the GaPDS combines education, experience and training and assigns all registrants a level on the “Career Level” chart. Supporting documents must be submitted to confirm educational attainment and training. Supporting documents include official transcripts, training certificates, copies of CDAs and technical college credentials. The Georgia Professional Standards Commission (GaPSC) reviews transcripts and credentials for the GaPDS to verify an individual teacher’s credentials and degrees. Until a teacher is enrolled in the GaPDS, the eligibility to serve in the lead or assistant teacher role has not been established. Project Directors must enter staff in PANDA, but the GaPDS is an individual – based system and staff must enroll themselves.

STP Teachers (lead and assistant teachers) must be enrolled in GaPDS before a student roster is submitted where they are assigned as the lead or assistant teacher in a classroom. A teacher hired after a roster submission (between submissions) must be registered prior to the next roster submission. A GaPDS number is required in PANDA for all STP lead teachers and assistant teachers. If a teacher has been certified as a Georgia teacher or paraprofessional through the Professional Development Standards Commission (PSC), the teacher should indicate this when he/she registers in the GaPDS. If not, he/she will need to follow the instructions from the GaPDS and submit the requested proof of what he/she entered in the GaPDS. Any level of degree must be supported by an official transcript from an accredited institution. If a teacher’s credential cannot be verified, an email from PANDA will prompt the Project Director to have the teacher review their GaPDS profile and submit the appropriate credential information.

Failure to have credentials current and verified in the GaPDS will affect STP payments. It is imperative that Project Directors verify that credential information is correct on rosters. Project Directors should also confirm that teachers have registered in the GaPDS, submitted required documentation to the GaPDS, and the GaPDS has verified the credential.

Questions regarding enrolling in the GaPDS or assistance with an account should be directed to gadps@decal.ga.gov or

404-267-2760 Metro Atlanta Area or Out of State

1-888-92-GAPDS (42737) Georgia except for Metro Atlanta:

Credential documents required to be mailed should be mailed to the GaPSC and not Georgia Department of Early Care and Learning

Georgia Professional Standards Commission
Professional Development Registry

200 Piedmont Avenue SE
Suite 1702 West
Atlanta, GA 30334-9032

Failure to use this address could result in documents being lost or a significant delay in processing.

16.2 Importance of Training

To maintain quality standards, STP virtual training is required for directors, transition coaches and new lead teachers. DECAL will verify documentation of staff attendance at training sessions. Failure of providers and their staff to participate in required STP training shall place their program in noncompliance and may jeopardize future STP funding.

16.3 Professional Development Registration

The STP Project Director is responsible for distributing professional development and training information to their sites and all personnel. For help with professional development needs, STP providers should contact summerschool@decals.ga.gov.

16.4 Professional Development/Training Reimbursement to Staff

Summer Transition Program funds should be used to pay for salaries for staff when attending required STP professional learning sessions.

17.0 Grant Award Notification and Budgets

17.1 Awarding of Grant Agreements

Providers will receive their 2020 STP grant agreement via email. **For licensed childcare centers, the Verification of Lawful Presence must be completed before a grant agreement will be issued.** STP payments cannot be processed until the grant agreement has been signed and returned to DECAL.

Signing and Returning the 2020 STP Grant Agreement

- Print all pages of the Grant Agreement.
- Sign all required pages of the Grant Agreement.
NOTE: The legal signatory who has apparent authority or legal authority for the program/company/school system/etc. applying for the grant must sign the Grant Agreement (CEO, COO, CFO, President, Sole Proprietor, School Superintendent).
- Return all pages of the Grant Agreement to summerschool@decals.ga.gov.
- Providers will receive a copy of the executed Grant Agreement from DECAL.

17.2 Multi-County and Multi-Program STP Providers

DECAL will issue one operating grant agreement containing separate funding amounts for each site. Funds are class-specific; therefore, STP providers must spend the required minimum levels for teacher salaries, transition coach salaries and supplies for each class at each site.

18.0 Expenditure Requirements

18.1 Expenditure Guidelines

The following expenditure guidelines apply to all STP providers:

- The STP provider may use no more than six percent of the budget for administrative expenses. However, when completing the reconciliation report, the provider should enter the total amount of allocated administrative expenses incurred even if the total amount exceeds six percent. Examples of administrative costs (STP portion of the director's salary and benefits, office supplies, accounting and/or clerical costs); STP's portion of the properly allocated and documented rent, utilities, liability insurance, etc.; and other allowable direct and indirect costs incurred for STP.
- It is allowable to utilize STP funding to purchase supplies or equipment needed due to COVID-19. This could include face masks for STP children and staff, costs associated with cleaning and sanitation of STP classrooms and playgrounds, and sanitation supplies.
- Classroom supplies and materials should be selected from the *Rising Pre-K Materials List*, *Rising Kindergarten Materials List* and the *Georgia's Pre-K Basic Equipment, Materials, and Supplies Inventory List*.
- Appropriate expenditures for STP funds include, but are not limited to, transportation costs, meal costs, and operating expenses. Any operating expenses should be prorated to determine the appropriate STP allocation.
- Lead teacher, assistant teacher and transition coach salaries must be paid at 100%. Funding for benefits is flexible. The benefit amount can be utilized to pay for benefits, additional salary over the minimum salary requirement, or the funds can be expended in the Other STP Expenses category. Benefits include health insurance, life insurance, flexible benefits such as dental and vision, dependent childcare, and the providers portions of federal and state taxes.
- The STP provider shall maintain full and complete program funding and expense records pertaining to the grant agreement for a period of three years beyond the ending date, or until all litigation, claims, or audit/review findings involving the records have been resolved if such claim or audit/review is started before the expiration date of the three-year period.
- **If STP purchases are made by credit card, the credit card balance for the purchase must be paid off by August 31, 2020.**

18.2 Record Keeping

The STP provider is required to keep all receipts and other records necessary to support figures reported on the annual reconciliation statements. If a STP provider is audited and receipts and other records are not available to support these amounts, funds must be returned to DECAL.

Examples of such records include, but are not limited to:

- Canceled check copies (front and back)
- Bank statements
- Paid invoices
- Federal and state payroll records
- EFTPS or other evidence of taxes remitted to regulatory agencies
- Timesheets
- Summer Transition Program Grant Agreement

- Original receipts for equipment, materials, and supplies for STP classrooms
- Documentation of the STP portion of operating expenses
- Appropriate allocation methodology

Misuse of funds may result in denial of current and future participation in Georgia’s Pre-K Program, Summer Transition Program and/or in prosecution.

19.0 Reimbursement Process

19.1 Automatic Deposit of Funds

All payments will be deposited in the provider’s bank account via an Electronic Funds Transfer (EFT) process. Appropriate forms and instructions to allow for EFT were included in the Georgia’s Pre-K Program application package. Providers are responsible for the correct routing of their payments by promptly notifying DECAL of changes in bank account information or ownership. Providers are responsible for reviewing their monthly payments and payment documentation each month.

19.2 Payments

Funds will automatically be deposited in accounts in three payments beginning in June. Once a payment is processed, the deposit will occur within 3 to 7 business days from the processed date in PANDA. Payments may be delayed if the signed grant agreement is not returned or class roster information has not been successfully submitted. All payments are subject to state data processing and bank processing delays.

Schedule of Payments:

Payments	Payment Run Date	Total Amount per Class
Payment 1	Friday, June 12, 2020	\$9750
Payment 2	Friday, June 19, 2020	\$9750
TOTAL		\$19,500

19.3 Program Summary Charts

STP funded at a private site		
Lead Teacher (5 weeks)	\$5718.75	Salary + Benefits
Assistant Teacher (5 weeks)	\$2534.10	Salary + Benefits
Transition Coach ½ time (6 weeks)	\$3002.97	Salary + Benefits
	\$7444.18	Other STP Expenses
	\$800.00	Student Transition Materials* (\$50 per child)
Total Per Classroom	\$19,500	

STP funded at a public school		
Lead Teacher (5 weeks)	\$6521.11	Salary + Benefits
Assistant Teacher (5 weeks)	\$2534.10	Salary + Benefits
Transition Coach ½ time (6 weeks)	\$3002.97	Salary + Benefits
	\$6641.82	Other STP Expenses
	\$800.00	Student Transition Materials* (\$50 per child)
Total Per Classroom	\$19,500	

19.4 Rosters

Roster data is critical and must be accurate for students and teachers. Roster information is subject to audit and must be substantiated by enrollment and attendance records for students and documentation of credentials for teachers. Inaccurate roster reporting may impact future participation in the Summer Transition Program and/or Georgia's Pre-K Program.

Rosters must be completed and properly submitted through the PANDA online system. Children who have enrolled or registered for the STP but have not attended a scheduled STP instructional day should not be reported on the roster. Dates must be accurate for beginning and ending points for children and teachers. Any changes from the first submitted roster should be reported on the second roster.

Summer Transition Program roster due dates:

Rosters	Roster Open for data Entry	Count Date	Due Date
First Roster	June 1, 2020	Monday, June 22, 2020	Friday, June 26, 2020
Second Roster	July 1, 2020	Monday, July 27, 2020	Friday, July 31, 2020

Failure to submit rosters by the due date will result in delayed payments. Rosters submitted after the due date may result in payments being processed by DECAL after all other payments have been made.

19.5 Fraudulent Reporting on Rosters

Any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in a statement to a government agency may be guilty of a felony of a violation of

Code Section 16-10-20 of the Official Code of Georgia. Any person, firm, corporation, or other legal entity that 1) knowingly presents or causes to be presented a false or fraudulent claim for payment or approval or 2) knowingly makes, uses, or causes to be made or used a false record or statement material to a false or fraudulent claim, shall be liable for civil penalties. The civil penalty can range from \$5,500 to \$11,000 for each false or fraudulent claim, plus three times the amount of damages sustained by the government because of such act pursuant to Code Section 23-3-121 of the Official Code of Georgia.

20.0 Audit and Accounting Requirements

20.1 Reconciliation Report

STP providers must provide DECAL with a reconciliation report spanning the dates of the grant agreement. The purpose of the reconciliation report is to provide an actual accounting of all of the providers expenditures related to the Summer Transition Program. This report shall demonstrate that funds were spent in appropriate categories for their intended uses. Supporting documentation must be maintained and provided upon request from DECAL. (See Section 18.1 and 18.2).

The STP Reconciliation Report is due by September 7, 2020. Failure to submit the STP Reconciliation Report by the due date may impact a program's good standing status. If a provider does not submit the reconciliation report, Pre-K payments for the 2020-2021 school year will be held until the report is received or Pre-K funding for the school year may be terminated.

Funds paid by DECAL for STP services can be used to cover costs of the STP program only and the STP program's prorated share of other allowable expenses expensed through normal operation of the facility. Allowable expenses are those ordinary and necessary expenses directly benefiting or resulting from STP operations.

Generally Accepted Accounting Principles (GAAP) provides authoritative guidance that must be followed for identifying the appropriate basis for allocating shared costs. The basis of allocating costs should be similar to the unit of measure for incurring the costs or consuming the expensed item. Examples include using a square footage basis for rent/mortgage expenses and utilities, and a per person or average daily attendance basis is appropriate for office supplies, management staff, and transportation services if provided. Expenses must be allocated using the most logical basis for the costs incurred. For example, food costs would be allocated based on the number of children rather than square footage.

Expenses involving related parties must also be charged in accordance with GAAP. Related parties are one or more entities subject to the significant influence over the operating and financial policies of another entity. Providers involved in related party transactions with their centers should survey the surrounding business area and provide support that financial charges to the Pre-K program are within the range of same or similar arms-length transactions for their area. An example of related party transactions is when the owner of the facility is paid rent by the Pre-K program.

20.2 Right to Audit/ Agreed Upon Procedures Review

DECAL reserves the right to require an independent, certified financial audit of the Summer Transition Program at the Pre-K provider's expense. DECAL reserves the right to conduct Agreed Upon Procedures (AUP) reviews.

DECAL may conduct audits and AUP reviews as specified in the Summer Transition Program Grant Agreement for the 2019-2020 school year, Section III, Part B:

Grantee agrees to cooperate fully with Grantor auditors and/or agents providing Audit or Agreed Upon Procedures (AUP) review services. Grantee will coordinate with auditors/reviewers to have appropriate staff available during the scheduled audit/review period. Grantee will make advanced preparations for scheduled audits/reviews to make available for auditors or reviewers all identified documents, records, and entity related materials requested by the auditors/reviewers for the current school year, as well as for prior school years in which Grantee participated in Georgia's Pre-K Program as requested by the Grantor. Grantee's failure to substantially prepare for a scheduled audit engagement or provide requested documentation or information to an auditor/reviewer during the scheduled audit period may result in the withholding of grant payments. The failure of Grantor to review and/or inspect the services provided or to discover a breach of this Grant or any amendment thereto shall not subsequently operate as a waiver of any remedies available to the Grantor.

If during the course of an audit there are negative audit findings, the provider may be scheduled for an audit for the subsequent school year at the discretion of DECAL.

20.3 Record Keeping Findings and Adverse Findings

Findings noted during the course of the AUP review that do not result in a balance of funds due back to DECAL are considered Record Keeping Findings. Examples include:

- Understatements of reported expenses compared to the STP Reconciliation Report
- Overstatements of reported expenses compared to the STP Reconciliation Report
- Variances between the expenditures reported on the STP Reconciliation Report and the allocable Pre-K STP expenditures supported during fieldwork.

Findings noted during the course of the AUP review that result in a balance of funds due back to DECAL are considered Adverse Findings. Examples include:

- Failing to support unreimbursed food costs
- Failing to meet lead teacher, assistant teacher and transition coach salary requirements
- Failing to support that payroll taxes were forwarded to the relevant taxing authorities
- Failing to support that the use of all monies received from DECAL were used in accordance with applicable regulations and guidelines.

20.4 Balances Due to DECAL

If a STP program is unable to support its expenditures with receipts and other records as a result of having its financial records reviewed (AUP, audit, investigation), funds may be required to be returned to DECAL. There are three options regarding these outstanding funds:

- Remit the balance in full by the deadline date
- Submit a payment plan proposal with a 10 percent good faith payment by the deadline date
- Submit all source documentation by the deadline date, disputing the results of the AUP review findings.

20.5 Audit Reconsideration

In order for an AUP review to be re-considered, providers must submit a formal request. The request:

- Must be written
- Must be made within 15 days of the notice of balance due letter from DECAL
- Must include a detailed audit trail including all source documents necessary for DECAL to make a final decision in a timely manner.

20.6 Random Reviews

The STP provider is subject to random, unannounced expenditure reviews by DECAL or DECAL contract auditors during the program year. All records (programmatic and financial) must be retained for a minimum of three years as stated in the grant agreement.

20.7 Multi-County STP Provider Budgets

Multi-county STP providers must maintain at least a minimum of one STP budget per county for DECAL reporting needs.

20.8 Tracking of STP Funds

The provider must maintain financial records to track STP expenditures in accordance with generally accepted accounting principles (GAAP). All records must be retained for a minimum of three years as stated in the grant agreement.

The provider is required to keep all receipts and other records necessary to support figures reported on the STP reconciliation statement. If a program is audited and receipts and other records are not available to support these amounts, funds must be returned to DECAL. Examples of such records include federal and state payroll records to verify payment of lead teacher, teacher assistant and transition coach salaries, original receipts for equipment, supplies, and materials for STP classrooms, and documentation of the STP portion of operating expenses.

20.9 Fraudulent/ Inappropriate Use of Funds

The provider shall ensure that expenses charged to the STP funding source are not concurrently charged to another program funding source. Providers that participate in any federal programs operated by DECAL and who are terminated from a federal program because of fraudulent or misrepresentative submission of records and/or inappropriate use of funds as determined by the federal program, shall also be terminated from the Summer Transition Program and Georgia's Pre-K Program. The provider must ensure that no STP funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. STP expenditures should be identifiable as separate from federal expenditures (e.g., Head Start, CACFP).

Misuse of funds shall result in repayment of funds and denial of current and future participation in Georgia's Pre-K Program, Summer Transition Program, and/or in prosecution.

21.0 Reporting Requirements

21.1 Pre-K Application and Database Access (PANDA) Participation

STP providers are required to use the PANDA system to conduct STP related activities (rosters, application). Regular access to the internet and an e-mail address are required to use PANDA. Using PANDA allows providers to receive regular STP payments as quickly as possible and reduces duplication of provider efforts related to child roster data.

22.0 Non-Compliance Funding Consideration

22.1 Non-Compliance

Instances involving noncompliance with the *Summer Transition Program Operating Guidelines* can impact a program's good standing status and jeopardize future STP funding. A Summer Transition Program grant agreement may not be offered for the following reasons:

- Missing student enrollment and eligibility documentation (section 2.0)
- Failure to meet enrollment eligibility and priority levels (section 3.4)
- Low student enrollment in STP classes (section 3.9)
- Disenrollment or extended suspension without prior approval (section 4.5)
- Failure to offer the required number of family engagement activities (section 8.3)
- Lack of required/credentialed staff (sections 12.0, 13.0, 14.0 and 15.0)
- Failure to attend required training (section 16.2)
- Inaccurate roster reporting (section 19.5)
- Failure to follow expenditure guidelines (section 18.0)
- Failure to submit required reports, information and documents to DECAL by due dates (sections 19.4 and 20.1)

23.0 Guidance for COVID-19

Due to the current COVID-19 pandemic, STP providers must make every effort to limit the exposure to and spread of COVID-19. STP providers should comply with all relevant Executive Order issues by the Governor's Office. The following practices align with the Governor's 5.12.20 Executive Order effective May 14, 2020 and with CDC guidelines for open child care programs during the COVID-19 health crisis.

This guidance is relevant for STP programs in child care and public school settings.

Limit group sizes to a maximum of 20 people per room, including teachers. No early education program shall allow more than twenty (20) persons to be gathered at a single location. The term "single location" shall be interpreted to mean a space where all persons gathered cannot maintain at least six (6) feet of distance between themselves and any other person. For child care purposes, this means a single classroom. Teachers cannot adequately care for children and maintain six feet of distance. Staff: Child Ratios and classroom License Capacities set forth by the Georgia Department of Early Care and Learning must also be maintained at all times.

Restrict eating to classrooms instead of congregate/communal settings. Based on the recommendations for group settings, providers must provide meals in classrooms rather than a congregate/communal setting. Family style dining should also be suspended until further notice.

Health Screenings upon arrival (temperature check). Providers should have the necessary equipment to provide temperature checks for children and staff upon arrival. Further, all visitors, staff, and children in such facilities shall be screened prior to entrance and shall be excluded if they have a fever above 100.4 degrees Fahrenheit or exhibit respiratory symptoms, including cough or shortness of breath. Staff conducting daily health screenings should use the appropriate PPE.

Restrict Access. Programs must restrict families' access to parts of the program. Specifically, access must be limited to the front door of the facility or the door of the child's classroom. No visitors should be allowed inside the facility.

Sanitize and disinfect. In addition to the rigorous hygiene, sanitation, and disinfection licensing rules childcare providers adhere to in their programs, special attention must be paid to the following:

- Surfaces and objects that are frequently touched, especially toys and games must be cleaned. This includes cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures.
- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves.
- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys."
- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.

Modify sign-in/sign-out procedures. Child care providers must sign children in and out of the facility for the families if they use a computer/keypad system. A tablet can also be used outside of the building during drop-off and pick-up to allow families to complete the check-in/check-out process, but the tablet must be disinfected after each use. Providers can also use paper system. If pens are used, they should be sanitized with a disinfectant wipe or other means before another person uses the pen.

Appendix A provides additional guidance and support for meeting the COVID-19 guidelines.