CEP Concurrence Checklist

__________________________________________ (System Name)

Information Reviewed

• Letter of Interest
• Determination Worksheets
• CEP Fed. Reimbursement Estimator
• Feasibility Worksheets
• Explanation of Feasibility
• Cash Resource Management (if applicable)
• Minutes of BOE Meeting (if applicable)
• CEP Assurance in SAM signed by Superintendent

A. After reviewing all the documentation provided, I concur that the implementation of CEP during SY__ could have a positive impact for the school system, students, community and the school nutrition program.

__________________________________________

Grants Program Consultant, Georgia Department of Education Date

B. After reviewing all the documentation provided, I DO NOT concur that implementing CEP during SY__ could have a positive impact for the school system and the school nutrition program.

__________________________________________

Grants Program Consultant, Georgia Department of Education Date

The reasons for non-concurrence are:

1. The overall ISP is ______. It is difficult to succeed with ISP less than 50%.
2. The CEP federal reimbursement estimator reflects a possible loss of revenue.
3. The Feasibility Worksheet(s) show(s) a possible loss of revenue when converting to CEP.
4. Presently your local system’s Cash Resource Management Report reflects _______ months operating expense. It is suggested that a School Nutrition Program have 1.5 to 3 months operating expense available for sustainability.
It is suggested the system/district consider SY__ as a CEP preparation year. During this year, the system could work to improve/increase Identified Student Percentages (ISP’s) per school. This could be done by the following:

1. Extend eligibility of DC students through the “SUCCESS Database”, address matching and other software matching programs.
2. Encourage “Buy-In” of all administration including principals, central office staff, and superintendent and BOE members.
3. Develop strong partnerships with migrant, homeless and foster program liaison.
4. Collect as many applications as possible. This will assist with extended eligibility.

Due to the following local issues it may be necessary for School Nutrition Programs to work closely with other programs. Working with other programs can make a difference in a smooth and successful transition to CEP.

- The general budget is always a concern for superintendents and BOE members as well as the general population. CEP can affect the general budget indirectly as the percentages of “disadvantaged children” provided from eligibility determinations is used by other programs as they calculate monetary distribution of funds between schools. These funds are used for many purposes, one of which is salaries. Since CEP free claiming percentages can/may be different than previous free/reduced claiming percentages, changes may be noted in the distribution of funds. This could cause budget adjustments that need to be addressed.

- The identified student percentages for CEP are gathered April 1 of the current year prior to beginning CEP. Budgets are being planned much earlier in the current year so it will be important for School Nutrition Programs to provide “proxy data” to other programs if considering CEP. This “proxy data” can be used during the budget process for calculating distribution of funds. Since the main information needed by other programs is individual school ISP information, the differences would be very slim from October to April. CEP ISP (Identified Student Percentage Determination) worksheets are available at GaDOE School Nutrition website. Click CEP link then under Concurrence find Determination worksheet which calculates individual school ISP’s.

“Proxy Data” - Is defined as data that is a close estimate, but not the actual data. When working on budgets the data can be proxy, but when the final information is provided it should be actual data.