

Seasoned/Veteran Directors Academy: Part VII

Update and Review of Important Aspects of Targeted Assistance and Schoolwide Programs

2015 Annual GCEL Conference
March 2-4, 2015
Savannah Riverfront Marriott



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"Educating Georgia's Future"
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SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS



Agenda

- Overview of Title I Programs
 - Targeted Assistance
 - Schoolwide
- Tasks for Title I programs
 - Program Implementation
 - Sharing of Best Practices
 - Monitoring and Evaluation
 - Sharing of Best Practices
 - Planning for Next Year
 - Sharing of Best Practices

Title I Programs

- Two Type Programs
 - Targeted Assistance (TAP)
 - The school is ineligible or has chosen not to operate a Schoolwide Program
 - Provides supplemental educational services to targeted students identified as having the greatest need for supplemental assistance
 - Schoolwide (SWP)
 - Comprehensive reform model used to upgrade the educational program in a Title I school and has as its primary goal of ensuring all students, particularly those who are identified as most at risk of meeting state academic standards

Title I Programs

- TAP and SWP Similarities
 - Enable participating students to meet state standards
 - Must be eligible to receive funds
 - Plans must be written based on comprehensive needs assessment
 - Must use scientifically proven instructional strategies
 - Must coordinate with and support the regular educational program, providing supplemental services
 - Must provide instruction by highly-qualified teachers and/or highly-qualified paraprofessionals

Title I Programs

• TAP and SWP Differences

• Targeted Assistance Program

- Services incorporated into existing school improvement plan
- Provide supplemental services only to a select group of students, their parents and teachers
- Use multiple selection criteria to determine eligibility of students based on rank order

• Schoowide Program

- Development of program requires one year planning
- Schoolwide reform strategies to benefit all students, teachers and parents
- Provide supplemental services to all students in the school. Rank order list not required



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Title I Programs

• TAP and SWP Differences

• Targeted Assistance Program

- Professional development for staff who provide services to targeted students
- Title I funds cannot be combined with other funds

• Schoolwide Program

- Professional development for all staff to support students
- Allowed to consolidate federal funds (Georgia)

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Execution of Title I Programs

- Tasks for Title I programs (TAP and SWP) can be divided into three broad categories
 - Program Implementation
 - Monitoring and Evaluation
 - Planning for Next Year

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FY15 Program Implementation

- Reviewing of Budgets and Expenditures
 - Verify budgets expenditures are supplemental, approved in budget, and aligned with identified needs
 - Reconciliation of budgets
 - Set-asides – Parental Involvement, Professional Learning, Homeless, Neglected, Private Schools, Flexible Learning Program
 - School allocations
 - Meeting with school administrators and finance directors
 - Verify personnel on FY15 payroll



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FY15 Program Implementation

- Reviewing of Budgets and Expenditures
 - Submit an amendment to reflect carryover and to make needed adjustments
 - Begin to estimate FY15 carryover
 - If not expended in FY15, funds required to be set-aside and budgeted for private schools, parental involvement, and FLP will need be budgeted as carryover in FY16
 - If needed, prepare to request a lesser amount for FLP once aggressive recruitment requirements have been met and enrollment opportunities have been offered to all students

FY15 Program Implementation

- Provide Training and Technical Assistance on Operational Procedures for Internal Controls
 - Monitoring of program procedures
 - Creation of working files
 - Timelines
 - Feedback procedures
 - Inventory requirements
 - Labeling
 - All pilferable items included
 - Disposition policy/procedures
 - Equipment use plans
 - Physical inventory

FY15 Program Implementation

- Provide Training and Technical Assistance on Operational Procedures for Internal Controls
 - Budget approval process
 - Aligned with school plans
 - Prior approval
 - Complaint procedures
 - Parental involvement procedures

FY15 Program Implementation

- Providing and Documenting Technical Assistance of Schoolwide Programs
 - Review/provide feedback and approve the revised plan
 - Verify all activities are aligned with identified needs – to include professional learning
 - Monitoring flexible learning program
 - Systematic process in place for parental involvement

FY15 Program Implementation

- Providing and Documenting Technical Assistance of Schoolwide Programs
 - Review/provide feedback and approve the revised plan
 - Verify selection of process for selecting eligible students – multiple, educationally related, objective criteria and rank order
 - Verify all activities are aligned with identified needs – to include professional learning
 - Obtain evidence that resources are being used to serve only eligible students, their teachers and their parents
 - Collaboration with private schools



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FY15 Program Implementation

- Sharing of Best Practices
 - Reviewing of budgets and expenditures
 - Provide training and technical assistance on operational procedures for internal controls
 - Providing and documenting technical assistance of schoolwide programs

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FY15 Ongoing Program Monitoring and Evaluation

- Monitoring process
 - Monitoring is not an event – it is about how the Title I director effectively implements and supervises the programs to insure compliance
 - Establish clear, systematic expectations, procedures and required documentation for monitoring and evaluation
- Time and effort – any staff member paid with Title I funds
 - Detailed monthly time logs (monitor percentage)
 - Periodic certifications



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FY15 Ongoing Program Monitoring and Evaluation

- Preparation for Cross-Functional Monitoring Team Visit
 - Involvement of principals and other staff members in preparation
 - If no on-site visit
 - Expectation of work is the same
 - Gather documentation
 - Submit self-monitoring documentation (May 15)

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FY15 Ongoing Program Monitoring and Evaluation

- Evaluation
 - How do you know the activities are working
 - Conduct written comprehensive systematic program evaluations and needs assessments
 - Who is involved in the process
 - Is each program addressing the identified needs
 - What happens if you cannot determine program effectiveness



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FY15 Ongoing Program Monitoring and Evaluation

- Sharing of Best Practices
 - Monitoring Process (How to make it job embedded?)
 - Time and Effort
 - Preparing for Cross Functional Monitoring Team Visit
 - Evaluation (How do you know programs are working?)

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Planning for FY16

- Organization for Planning/reviewing
 - Assist with school improvement planning for priority, focus and alert school; as well as performance flags
 - What types of evaluations are needed for each plan
 - Who is involved in the process
 - Documentation of stakeholder involvement – multiple opportunities to give input and provide feedback
 - Spring planning meeting
 - Revising all plans – include revision dates (month, day, year)

Planning for FY16

- Data collected for planning/reviewing
 - Analyze system and school data
 - State assessments
 - Local assessments
 - Surveys
 - How is the information shared

Planning for FY16

- Collaboration process for planning for staff
 - Who is involved in this process
 - District level
 - School level
 - What documentation is needed
 - Enrollment numbers (grade level and/or courses)
 - Class size waiver information
 - Current staff
 - Previous year's funding sources
 - Courses/classes to be offered
 - Did the current staff, paid with federal funds, make a difference
 - Comparability – conduct a dry run

Planning for FY16

- Determination of Schools to be Served
 - Gather appropriate data for FY16 Consolidated Application
 - Enrollment by school (October, 2014)
 - Free/Reduced meal data, including Pre-K (October, 2014 or CEP)
 - Private School data
 - If rezoning, collect all appropriate data
 - Complete a “dry run” attendance area
 - Rank schools for FY16 – plan to serve all schools with poverty above 75%



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Planning for FY16

- Sharing of Best Practices
 - Organization for planning/reviewing
 - Data collected for planning/reviewing
 - Determination of schools to serve
 - Collaboration process for planning for staff

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