

New Directors Academy: Part II – A Review of Important Aspects of Targeted Assistance and Schoolwide Programs

2015 Annual GCEL Conference
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Savannah Riverfront Marriott



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SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS



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 Similarities
 - Must implement strategies to increase parental involvement
 - School-Parent compacts must be developed
 - Facilitate transition from early childhood programs
 - Professional development aligned to Title I program
 - On-going monitoring of student progress to determine intervention modifications
 - Evaluation of program strategies

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

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)

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

FY15 Program Implementation

- The following task should be completed by January
 - CLIP and LEA Implementation Plans approved (July 31)
 - FLP plans for Priority and Focus Schools approved and implementation begun (October)
 - Original Title I budget approved (October)



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FY15 Program Implementation

- The following task should be completed by January
 - Annual Title I School parent meeting (end of October)
 - All required parent notifications (beginning of year)
 - Services for private school students must begin at the same time as services to public school students

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FY15 Program Implementation

- The following task should be completed by January
 - Annual private school consultation invitation and meeting (October)
 - Comparability reports completed with all school comparable
 - Completion reports submitted (September)
 - Complete waiver request for carryover

FY15 Program Implementation

- Review status of budgets, expenditures and internal controls
 - Review district's written operational procedures for accuracy. Are they working? Modify, if necessary
 - Provide training on operational procedures, internal controls and inventory requirements
 - Verify personnel on FY15 payroll
 - Meet at least quarterly with finance officer to review expenditure details and budget status reports

FY15 Program Implementation

- Review program budgets
 - Parental Involvement set-aside and school level
 - Professional learning – HiQ, school and district level
 - Homeless/neglected set-asides
 - Private school expenditures – Per pupil and equitable services
 - FLP expenditures

FY15 Program Implementation

- Review program budgets
 - Verify that expenditures are supplemental, based on needs assessment and included in school level plan
 - Submit an amendment to reflect carryover
 - Review Schoolwide funding (Fund 400), if applicable, create amendments as necessitated by program amendments

FY15 Program Implementation

- Review program budgets
 - 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 and Document Technical Assistance
 - Review expectations, monitoring procedures, inventory requirements, parental involvement requirements and other required documentation with each principal and other appropriate staff
 - Review/provide feedback and approve the revised plans (TAP or SWP), as well as parental involvement plans
 - Monitor implementation of plans

FY15 Program Implementation

- Provide and Document Technical Assistance
 - Consult with participating private schools and/or N&D facilities to insure their plans are being implemented
 - In targeted assistance programs verify personnel's work is allowable and matches approved schedules and models
 - Review and approve the documentation of multiple selection criteria and rank order in TAP

FY15 Program Implementation

- Provide and Document Technical Assistance
 - Obtain evidence that resources are being used to serve only eligible students, their teachers and their parents in TAP
 - Continue collaboration with private schools
 - Obtain documentation of required parent notifications – have systematic process in place

FY15 Program Implementation

- Provide and Document Technical Assistance
 - Verify professional learning activities are scheduled and aligned to identified needs
 - Monitor flexible learning program and maintain appropriate documentation for on-site monitoring
 - Maintain files of any complaints and resolutions
 - Create working files in the fall to organize the documentation

FY15 Program Implementation

- Review and revise written inventory procedures
 - On-site inventory check – with signature and dates
 - Labeled, location, allowable use
 - Inventory has all required elements
 - Description, Serial ID Number, Vendor, Purchase Date, Unit Cost, Funding Source, Location, Use, Condition, and Disposition

FY15 Program Implementation

- Review and revise written inventory procedures
 - All pilferable (walkable) items must be included on inventory
 - Disposition of property is up-to-date with disposition policy on file
 - An equipment use plan must be in place for TAPs



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FY15 Ongoing Program Monitoring and Evaluation

- Title I Director continuously monitors the implementation of all plans/budgets, reviews data, academic status and FLP
- Monitoring is not an event – it is about how the Title I director effectively implements and supervises the programs to insure compliance – it is job embedded
- Establish clear, systematic expectations, procedures and required documentation for monitoring and evaluation – set deadlines

FY15 Ongoing Program Monitoring and Evaluation

- Collect appropriate time and effort documentation for **any** staff member paid with Title I funds
 - Detailed monthly time logs (monitor %)
 - Periodic Certifications
- Make payroll adjustments as needed
- Involve principals and other staff members in preparation for Cross-Functional Monitoring visit
- If no on-site monitoring
 - Expectation of work the same
 - Gather documentation
 - Submit self-monitoring documentation (May 15)

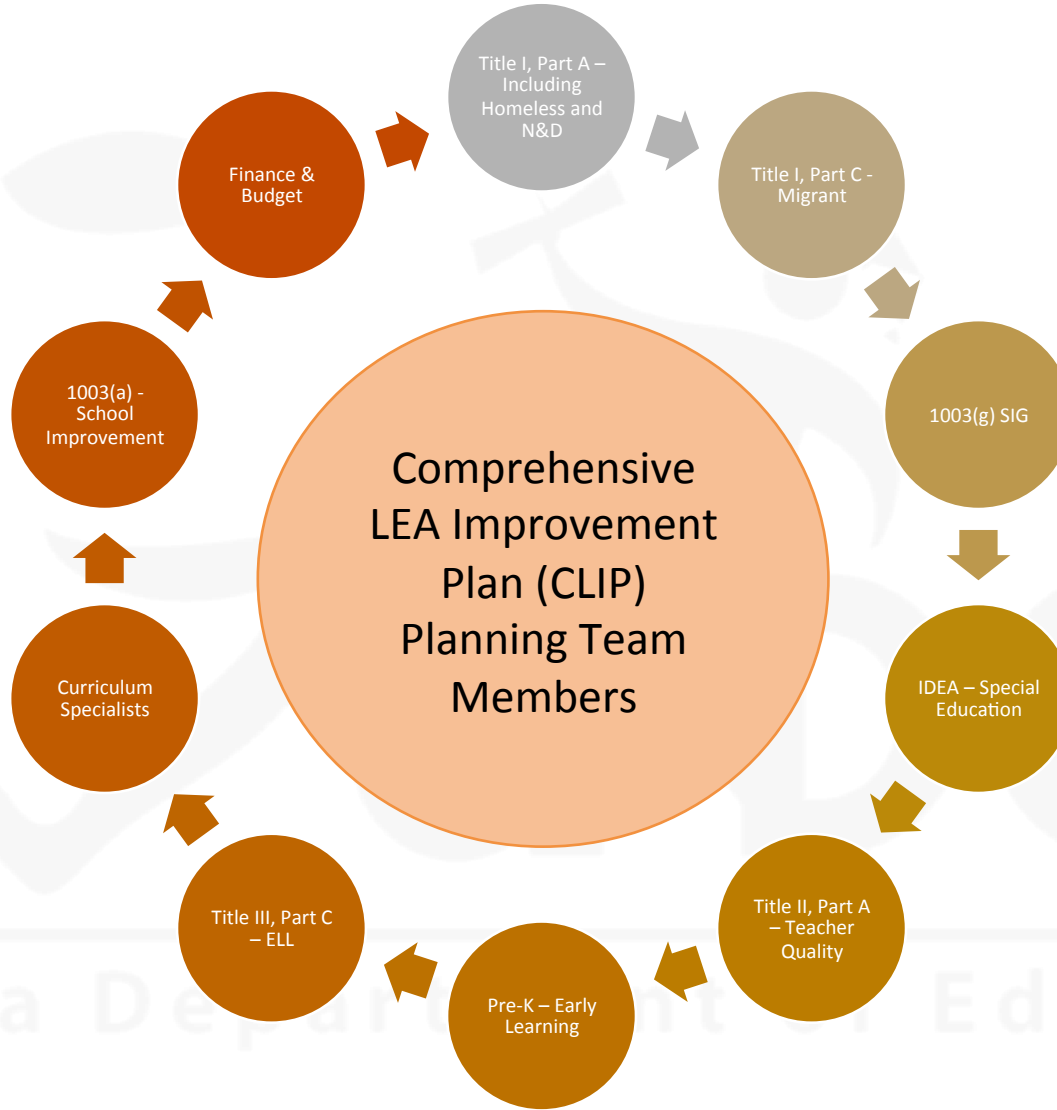
FY15 Ongoing Program Monitoring and Evaluation

- On-going Evaluation – How do you know the programs are working?
- Conduct written comprehensive systematic program evaluations and needs assessments. Is each program addressing the identified needs? How do you know?
- If you cannot determine program effectiveness, make a change

Planning for FY16



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Planning for FY16

Working together internally to align the district plan:

- Personnel
- Financial Resources
- Monitoring
- Technical Assistance
- Academic Interventions
- Professional Learning
- Expertise

Planning for FY16

In an effort to:

- Improve instruction
- Enhance school improvement
- Create community
- Change culture
- Improve technical assistance
- Provide clarity
- Improve communication
- Develop professional learning
- Develop sustainability

Planning for FY16



Planning for FY16

- Review program evaluations with both school level and district level administrators
- Analyze 2015 system and school data reports
- Assist with school improvement planning for Priority Schools, Focus Schools, Alert Schools, Reward Schools, and Performance Flags

Planning for FY16

- Conduct parent surveys and analyze and summarize data
- Schedule annual spring **planning** meetings with parents and staff – be sure to document with detailed agendas and sign-in sheets

Planning for FY16

- Involve all parents in the annual needs assessment, program evaluation, and all program planning – (CLIP, SWP, TAP, FLP, Parental Involvement)
- Review and revise plans and compacts based on evaluations and feedback
 - Document stakeholder involvement – multiple opportunities to give input and provide feedback
 - All plan revision dates to include – month, day and year



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Planning for FY16

- Review progress of schools planning to become schoolwide in FY16. Submit NEW FY16 schoolwide plans to the Department for approval by April 30
- Collaborate with LEA/school personnel regarding schools that may be interested in beginning to plan for SW during FY16 to begin in FY17 – submit intent letter before August 15, 2015

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Planning for FY16

- Gather appropriate data for FY16 Consolidated Application
 - Collaborate with appropriate LEA personnel to plan budgets for FY16
 - Staff needed – to include class size reduction teachers
 - Budgets must be based on the annual needs assessment and be included in the program plans
 - Complete a dry run for comparability to identify any potential issues

Planning for FY16

- Private School Participation

- Review Private School Guidance:
<http://.ed.gov/policy/elsec/guid/equitableserguidance.doc>
- Review: Ensuring Equitable Services to Private School Children – A Title I Resource Toolkit
<http://www.ed.gov/programs/titleiparta/ps/titleitoolit.pdf>
- Review: Implementing Title I in Georgia Schools - FY15 Handbook for Title I Directors, Section 1, Page 29 – Participations of Children Enrolled in Private Schools.

Planning for FY16

- Private School Participation

- Planning for new private schools must begin in late fall after initial consultation
- Continue on-going consultation with participating private schools
- Plan for and conduct FY15 private school evaluations
- Prior to August 30, 2015, attach to Consolidation Application the following:
 - FY15 private school final evaluation results
 - FY15 private school affirmation of consultation forms
 - FY15 private school affirmation of equitable participation forms

Planning for FY16

- Make plans to attend Annual Federal Programs Conference June 15-19, 2015
 - Registration information available March 2015 on Title Programs Web site
- Attend any scheduled technical assistance, state and regional meetings

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