Title I New Directors 102, Part B

A Timeline for Implementing, Examining Progress, and Evaluation of a Title I Program

Georgia Department of Education

GCEL Conference
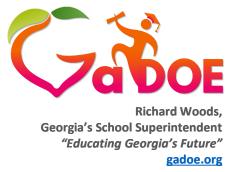
February 11-13, 2019

Presenters

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Grace McElveen
Georgia Department of Education
Title I Education Program Specialist
gmcelveen@doe.k12.ga.us
(678) 340-5055

Marijo Pitts Sheffield
Georgia Department of Education
Title I Education Program Specialist
MPitts@doe.k12.ga.us
(678) 340-5369

JaBra Harden Fuller
Georgia Department of Education
Title I Education Program Specialist
jharden@doe.k12.ga.us
(678) 340-9493

New Directors 101

• New Directors 101 was presented during the summer New Directors one day training. It provided an overview of how to have a successful 1st half of the year for new Title I Directors.

- • Timeline (July - December)
- • Toolbox
- • Handbook

New Directors 102, Part B

Richard Woods,
Georgia's School Superintendent
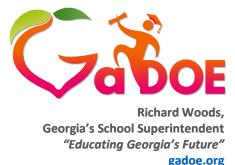*"Educating Georgia's Future"*
gadoe.org

- This session is designed to provide an overview of how to have a successful 2nd half of the year for new Title I Directors. This session will provide information on implementing/monitoring and evaluating the Title I, Part A program.

  - Timeline (January - June)
  - Implementing/Monitoring
  - Evaluation

Georgia Systems of Continuous Improvement

The session will address "implementing the plan" and "examining progress" in terms of each "structure" of Georgia's Systems of Continuous Improvement cycle.
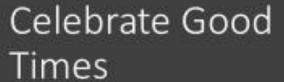
Federal Programs Handbook

Title I Timeline for Successful Program Implementing/Monitoring and Evaluating

FY19 Timeline

- www.gadoe.org
  - Offices & Divisions
    - Federal Programs
      - Title I, Part A
        - Other Resources
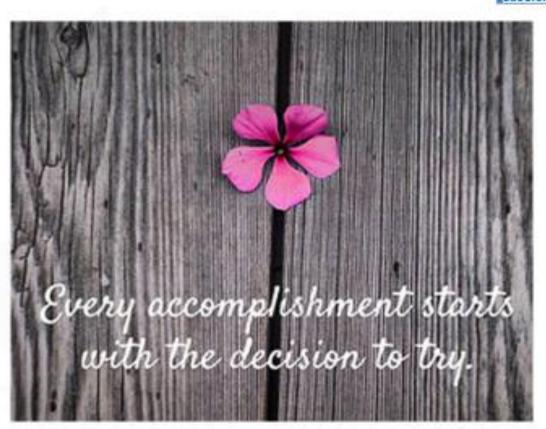   - Year-at-a-Glance

Celebrate Good Times

Where are you in the process right now?

Share Successes and Accomplishments with elbow partner

Turn and Talk

Every accomplishment starts with the decision to try.

Timeline
June - December

- CLIP - Stakeholder Involvement and Needs Assessment
- Original Budget Approved and Entered in Local Financial System
- Required Parental Involvement Activities
- Distribution of Required Notification for EL
- Private School Consultation
- Complaint Procedures - Disseminated, Private Schools
- Completion Reports - Carryover Calculated
- On Track with Expenditure of Funds and Drawdowns
- Personnel Review (federally paid staff) - CPI
- Comparability (Title IA)
- Monitoring of the implementation of Title I Program
- Observations of Service Delivery and Adjustment to Service Delivery, if needed
- Code of Ethics, Fraud, Waste, Abuse and Corruption - Disseminated
- SSIP - State Systemic Improvement Plan
- Program Specific Survey Requirements

What to do for rest of year…

- *Implementation/Technical Assistance*
  - Fiscal Requirements
  - Program Requirements

- *Evaluation*
  - Progress Monitoring/Formative Assessments
  - Summative Assessment

What is Next?

What do you consider your biggest challenge?

What is Next?
Timeline: January - June

- Implementation/Technical Assistance
  - ***Fiscal Requirements***
    - Budget Review
    - Carryover
    - Amendments
    - Cash Management (Draw Downs)
    - Travel
    - Contracts
    - Inventory
    - Time and Effort
    - RAMP

Budget Review

- Talk with your finance director about the reports that are available for you.
  - Detailed expenditure report
  - Payroll history report

- If unfamiliar with these reports have your finance director to explain how to read.
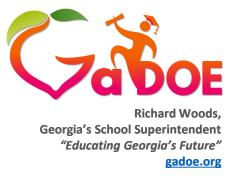
Sample Budget Page

```
REPORT DATE: 01-15-2016   TIME: 14:57                                                    PAGE    31
PROGRAM:    ACCT0340

                        ** 16-402-0-1750-1000-61200-0102-1-000000 **

----------------------------------------------------------------------------------------------------

ACCOUNT NAME                         ORIGINAL                       STATUS
  TITLE I SOFTWARE                   10,000.00                      A

----------------------------------------------------------------------------------------------------
                                                                                              CK #/
VENDOR-SEQ  VENDOR NAME              DATE      CLAIM AMT    PAID     AMT PAID   DESCRIPTION    PO #    STATUS
005420 9997 EDGENUITY INC.           09-30-15  9,350.00  10-01-15   9,350.00   FY16 TITLE I RENEWAL   019743 076247
------------------------------------------------- PURCHASE ORDERS -----------------------------------

PO #     VENDOR   VENDOR NAME                  DATE      PO AMOUNT   LIQUIDATED  DESCRIPTION           STATUS
019743   005420   EDGENUITY INC.               09-25-15  9,350.00    9,350.00    FY16 TITLE I RENEWAL  CLOSE
019937   004311   USA TEST PREP                12-07-15    750.00         .00    TITLE I (SCIENCE)     OPEN
------------------------------------------------- ACCOUNT TOTALS ------------------------------------

** TOTALS **   CLAIMS:     9,350.00   PAID:       9,350.00   CLAIMS OPEN:        .00    PO'S OPEN:   750.00

** ACCOUNT BALANCE **      100.00-
```

Gov't Code
Function Code
Facility Code
Program Code
Object Code

Budget Review

- Request, from the finance department, an expenditure detail report and payroll report each month. (Unless you have access.)

- What do you look for in the review?
  - The first report following Title I budget approval
    - Has budget been correctly entered in the local system?
    - Has the correct personnel and the percentages being charged to Title I?
    - Check for correct function and object codes.
  - The month following each approved amendment check for the same items.
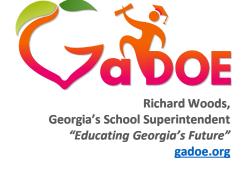
Budget Review

- What do you look for in the review?
  - Each month check for the following:
    - Are there any negative amounts?
      - Something may be charged that was not included in the approved budget. Common examples: audit costs, workers comp, subs
      - An area may be overspent.
        - Check to see if all items are correctly charged.
        - Do you need to do an amendment to make adjustments in the budget?
        - Common areas: Subs (needed more than thought), materials/supplies/technology costed more than anticipated, something incorrectly charged to Title I

Budget Review

- What do you look for in the review?
  - Each month check for the following:
    - Reconcile the amounts charged to Title I matches to the purchase order voucher packets. (Approved PO, packing slips, invoices, etc.)
    - Has the correct personnel and the percentages being charged to Title I?
    - Are you on track with spending? In other words, will you have enough funds to cover what was planned.
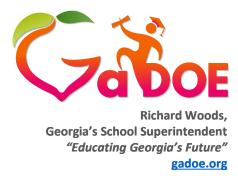   - Examples: salaries, substitutes, after school programs.

Budget Review

**Build a good,
working relationship
with your finance
director!**
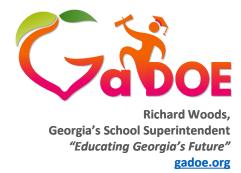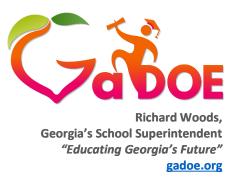
Important Message

Carryover

- Completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA.

- Report is used to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA.

- LEAs are notified regarding the exact amount of carryover funds and must submit a budget amendment for approval before funds are expended.

Carryover

- LEAs options for carryover
  - Allocate the funds to schools by increasing the PPA while maintaining rank order.
  - Allocate the funds for district-level activities.
  - Allocate back to the school that originally earned the dollars...not part of the PPA.
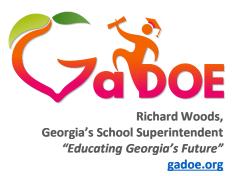 - Allocate the funds back to the schools on an equal basis.

Carryover Waiver Request

- The law specifies requirements for the expenditure of carryover funds exceeding the 15-percent carryover limitation.

- However, the waiver process allows LEAs to request waivers from the Georgia Department of Education (Department) once every three years when the LEA fails to expend at least 85-percent of the allocated funds within the fiscal year.
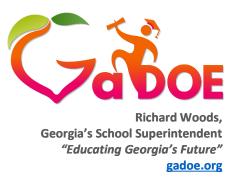
- Carryover Waiver Request Form

Carryover Waiver Request

- An LEA will not automatically be given the carryover in excess of 15-percent of its allocation.

- LEAs must request a waiver must submit the Waiver Request form to the Department Title Programs Director.

  - Describe specific conditions that caused the excess carryover among.
  - Strategies implemented to ensure future compliance.
  - Budget Narrative.

Carryover Waiver Request

- The LEA superintendent must sign the Waiver Request form. LEAs not desiring a carryover waiver must submit in writing that the LEA will not be submitting a carryover waiver request.

- For further information see 57 of Federal Programs Handbook.

Amendments

- When to do an amendment?
  - Budget for carryover amounts.
  - A need arises for an expenditure that is not in approved budget. (Must be based on needs assessment and part of the school's plan.)
  - Adjustments based on negative amounts and/or errors found in budget review.
  - Changes in the approved budget that **exceed 25-percent** in any function code.

Cash Management

- The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards requires all Federal programs to have **written procedures** to implement the requirements of payment of Federal funds. 2 CFR 200.302

- The law allows for two methods of Federal fund disbursements to Federal program participants: advance payments or reimbursements. 2 CFR 200/305

Cash Management

- **Advance payments** must be limited to minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements in carrying out the purpose of the approved program.

- The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursement.

2 CFR 200.305

Cash Management

- Since the timing and amount of the advance payments is not guaranteed to be as close to the actual payment of the advance (usually within 3 days) with one draw down a month, the procedure followed by GaDOE is all disbursements to LEAs will be **reimbursement** for all allowable **incurred** Federal program expenditures.

Position Paper – Approved by SBOE May 3, 2017

Cash Management

- What are incurred expenditures?
  - Incurred expenditures and paid expenditures are not the same thing.
    - For example, an LEA would have incurred an allowable program expenditure when they ordered and received computers, but they may not have paid the invoice.
      - The obligation to pay was established when the LEA contracted to purchase the computers and payment was due when received. When the expense is incurred and equipment received, the LEA can seek reimbursement as part of its monthly drawdown in the GAORS.
    - The LEA does not have to wait until final payment is made on the invoice. However, LEAs must meet all cash management requirements and should have a local policy in place to ensure cash is not held more than 3 days after receipt of the Federal funds drawdown.

Cash Management

- Procedure/Process Questions:
  - How are expenditures tracked?
  - Who (position) prepares the DE1047 reports?
  - Who (position) verifies the expenditure report includes only expenditures that have been obligated in the requested reimbursement amount?
  - What is the process for approval of the report before submission? Who approves?
  - How often are claims made?

Cash Management

- Procedure/Process Questions, *continued*
  - There should be separation of duties between who approves and disburses the funds from who performs reconciliation. What is the process used to ensure this?
  - What is the process for ensuring that the final drawdown and completion report is filed no later than September 30?   What positions are involved in the process?

Cash Management

- Monitoring
  - Review actual expenditures and cash drawdowns to ensure funds were appropriately spent and purchases were allowable.
  - If an LEA is placed on High Risk by either the Federal Programs staff or by the GaDOE Department of Audits, they will be monitored that fiscal year. If an LEA is found to have spent funds inappropriately or has drawn down more money than they have spent, then funds will be refunded to the GaDOE.

Cash Management

- Monitoring, *continued*
  - If the LEA is found to have earned interest over $500 due to excess drawdowns of funds during the period of performance, then the LEA must comply with 2 CFR Part 200.305(b)(9) and remit the additional interest earned. The GaDOE also reserves the right to take further corrective action as necessary, including a more restrictive reimbursement method of submitting invoices prior to being reimbursed.

Travel

- Reimbursement shall be made only when the request for travel has been deemed allowable and pre-approved through the appropriate process.

- LEA needs to develop and use a Professional Development Request form (see sample) submitted by the employee prior to travel.

- LEA needs to develop and use an Employee Expense Statement (see sample) to verify the expenses are allowable.

- Attaching an agenda from the conference is a best practice to document how the travel is necessary for the school or district improvement plan.

Travel

- Reimbursement shall be made in accordance with the current Federal and Georgia State Travel Regulation.

- Title I Director will review the Travel Reimbursement Packet (Professional Development Request Form and Employee Expense Statement) to determine if reimbursement is allowable.

- Sign, date, and forward to Finance Department for payment to individual.

- Travel reimbursement should be completed within 30 days from time of employee travel.

Contracted Services

- Packet needs to include the following:
  - Completed contract and W-9 (see sample).
  - Contract should include details of services to be delivered, timeline for services, and rate of pay (who, what, where, and when).
  - Documentation of services being delivered.
    - Timesheet
    - Attendance sheet for students being served (tutoring)
    - Lesson plans (tutoring)
    - Attendance sheet of staff attending (professional development)
    - Agenda (professional development)

Contracted Services

- Documentation of services being delivered, *continued*
  - Title I Director or person who has direct knowledge the services were performed according to the contract should review the documentation to verify services were delivered.
  - Title I Director will sign and date the invoice submitted by the contract services provider and forward to Finance Department for payment.

- Copy of above documentation is kept on file in the Title I Director's office for monitoring purposes.

Inventory

- Record of Inventory
  - Required components: description, serial number, fund source, including FAIN, who holds title, acquisition date, cost, percentage of federal participation, location, use, condition and ultimate disposal.
  - Physical Inventory
    - Conduct a physical inventory and results reconciled with the property records at least once every two years. However, Georgia required an annual review.
    - Must be dated and signed.

INVENTORY

Time and Effort

- Review your procedures for appropriately documenting any staff member paid with Title I funds
    - Types of documentations
        - Detailed monthly time logs – monitor percentages to match the approved budget.
        - Periodic certifications – after the fact, either once or twice yearly.
            - One periodic certification per person or one per school.
            - One per activity.
            - Signed and dated by staff member if possible and supervisor.

Resource Allocation Methodology Plan (RAM/P)

- Statute requirement (ESSA Section 1118(b)(1) – use funds only to supplement the funds that would, in the absence of those Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds.

- Applies to both targeted assistance and schoolwide programs.

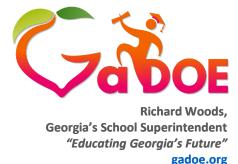# Resource Allocation Methodology Plan (RAM/P)

- Demonstration of Compliance under Title I
  - LEA must demonstrate that the methodology used (RAM/P) to allocate State and local funds to all its schools is implemented.
  - Ensures that each Title I school receives ALL of the State and local funds it would otherwise receive if it were not receiving Title I funds (1118(b)(2)).
  - RAM/P must be in place by July 1, 2018.
  - Remember equitable does not mean equal.

Resource Allocation Methodology Plan (RAM/P)

- Demonstration of Compliance under Title I
  - RAM/P will be "checked for implementation" during Cross Functional Monitoring.
  - General ledger divided by school.
  - Payroll reports divided by school.
  - Written description of how the RAM/P was implemented in each school.

- Supplement Not Supplant – Title I pp. 65-69

What is Next?
Timeline: January-June

- Implementation/Technical Assistance
  - ***Program Requirements***
    - District and School Plans
    - Parent and Family Engagement
    - Professional Learning
    - Private Schools

District and School Level Plans

What

- Are policies, procedures, requirements, and expectations being followed?
- Are plans/budget amendments approved?
- Are schools following timelines/plans/action steps?
- Is appropriate staff in place?
- Are established schedules being followed?
- Are appropriate children being served?   (TA schools, afterschool, tutors?)
- Do lesson plans reflect SIP?
- Are materials in place being used appropriately?
- Are evidence-based strategies being used / implemented with fidelity?
- Are adjustments to service delivery necessary?

Who

- Title I Director
- Central Office Staff
- Principals
- Teachers
- Academic Coaches
- Leadership Teams
- RESA staff
- GaDOE staff
- CI Teams

How/Documentation

- Approved plans/budgets
- Observation of service delivery
- Walkthroughs in classrooms with feedback
- Staff meetings/team meetings
- Schedules/calendars
- Class rosters/attendance reports
- Lesson plans/student work
- Individual meetings/interviews with principals and staff
- Agendas, sign-in sheets, minutes
- Email/ Phone logs/follow-up
- Budgets/Purchase order, expenditures review

Parent and Family Engagement

What

- Are policies, procedures, requirements, and expectations being followed?

- Are plans and compacts approved, and actions steps implemented?

- Are **required** communication and meetings completed and documented?

- Is appropriate staff in place?

- Are resource materials in place and used appropriately?

- Are family engagement activities occurring on schedule as planned?

- Is a family resource center operational?

- Is there ongoing communication?

- Has **required** family engagement professional learning been provided to staff?

Who

- Title I Director

- District/ school level Family engagement

- Principals

- Teachers

- Academic Coaches

- Leadership Teams

- Parents/ family members

- Community members/stakeholders

- GaDOE Staff

How/Documentation

- Approved plans/budgets

- Attend family engagement activities and provide feedback

- Staff meetings/team meetings

- Individual meeting/interviews with principals and family engagement staff

- Agendas, sign-in sheets, minutes

- Parent sign-in sheets/attendance rosters

- Ongoing Parent/family activity evaluations

- Email/ follow-up

- Budgets/purchase orders/ expenditure review

- Schedules/Calendars

- Annual Surveys/results

Professional Learning

- **Questions to Consider:**
  - Are policies, procedures, requirements, and expectations being followed? Contracts? Stipends?
  - Are professional learning activities scheduled and aligned to identified needs in SIP?
  - Is there documentation of participation and follow-up for implementation?
    - Dated agendas and completed sign-in sheets
  - Is there a need for additional professional learning based on progress monitoring, observations and recently identified needs?

Private Schools Equitable Services

- **Questions to consider:**
  - Are policies, procedures, requirements, and expectations being followed?
  - Are Copies of all DE1111 forms submitted to TI Director?
  - Have invitations inviting private school participation in FY20 been sent? (Invitations to any school serving students whose residence is within Title I eligible attendance areas)
  - Has initial/ongoing consultation(if participating) occurred between the LEA and private school officials for FY20?
  - Has ongoing consultation for FY20 been scheduled for the remainder of the year?

Private Schools Equitable Services

- **Questions to consider:**
  - Has the necessary data (address, poverty, student academic data) been collected?
  - Has non-profit status been determined for any participating private schools ?
  - Does LEA regularly supervise/monitor the provision of current Title IA services? Are modifications needed?
  - Has the private school inventory been monitored?
  - Is evaluation of programs and services for effectiveness planned for FY19?
  - Have there been any complaints? Have they been addressed or resolved?

What is Next?
Timeline: January - June

Evaluation

- Schoolwide Plans
  - Instruction – Results
  - Parent Engagement – Results
  - Professional Learning - Results
- FY19 CLIP
- Evidence-Based Strategies
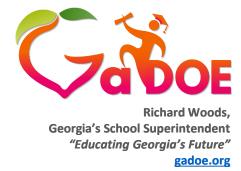- Planning for FY20

Progress Monitoring vs Evaluation

MONITORING	EVALUATION
Why?	
❖ Observe, check	❖ Judge, & value
❖ Record, account	❖ Assess
❖ Day-to-day decisions	❖ Major decisions
❖ Provide info for evaluation	❖ Provide info for planning
When?	
❖ During Implementation	❖ Before or after
❖ Continuous	❖ Periodic

Evaluations

Types of Evaluations

- Progress Monitoring/Formative Assessments
    - Observation of Services and Plans (reduced class size, tutoring, etc.)
    - Bench Marks
    - Local Assessments
    - Weekly quizzes
    - Any assessment that provides information to the teacher or student that supports the academic need of the student
- Summative Assessments
    - End of Semester final exams
    - End of Chapter Test
    - Milestones

Evaluations

- **Formative and Summative Assessments**

    - Who is involved?

    - What do you review?

    - What is the process, procedures, technical assistance?

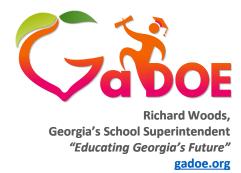   - How is this process documented?

Schoolwide Plans

- What does the data tell you?

- Are you following the action steps?

- Are you following the timeline?

- Are you the monitoring the implementation of the action steps?

- Are you providing professional learning as designed? Has it been effective? How do you know?

- How are you measuring the impact of parent engagement?

FY19 CLIP

- Are you following your action steps?
- Are you collecting the data to support implementation of the action steps?
- Are you adjusting action steps on-going/frequently based on data/observations?
- What procedures should be used to consider amending the CLIP?
- When should amendments be made to the CLIP?
- Should the budget be amended to reflect the any necessary changes to the CLIP?

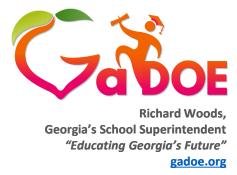# Schoolwide Plans and CLIP

- Bottom Line:
  - How do you know plans/programs are working?

  - What do you do now if plans/programs are not working?

    - During the school year?

    - End of school year?

  - Verification that Evidence-Based Programs funded by Title I are being implemented with fidelity.
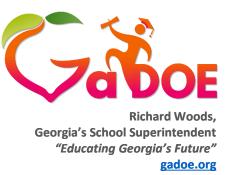
Evidence-Based Strategies

- Levels of Evidence:
  - Strong Evidence
  - Moderate Evidence
  - Promising Evidence
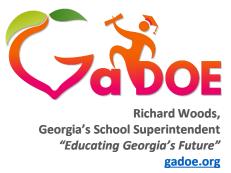 - Rationale (Logic Model)

Evidence-Based Strategies

Evidence-Based Strategies

- What data will be used to track trends to see if specific requirements are working?

- How often will progress be measured or examined?

- What barriers are impeding the success of the intervention? How can those be addressed?

- How will successful interventions be supported and sustain? How do you build capacity?

- How will you modify or discontinue a struggling intervention? What is the process? Who is involved?
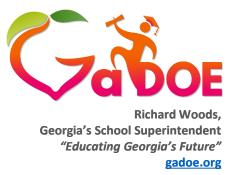
Evidence-Based Strategies

Considerations for evaluations of Evidence-Based Strategies

- Was the program implemented as designed?
- What groups of students were targeted?
- Was sufficient professional learning provided?
- Were appropriate and sufficient materials provided?
- Did the schedule allow for sufficient time for implementation? During the day? Before or after school?

Evidence-Based Strategies

Considerations for evaluating the Logic Model

- Did the intervention improve student outcomes?

- How will the success of the intervention be measured? What is the district's theory of change for this intervention?

- What data points were used?

- What are the outcomes or milestones that will evaluate success?
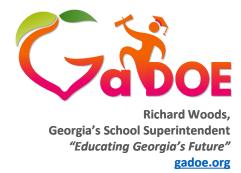
  - Mid-Year

  - End of Year

Evidence-Based Strategies

- Guidance provided by Georgia Department of Education

Selecting Evidence-Based Interventions

What's Next?

Planning for FY20 CLIP

- How will this evaluation data impact Georgia's System of Continuous Improvement to drive the FY20 CLIP and Schoolwide Plans?

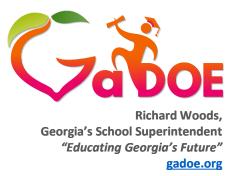- What are the data implications for FY20?

What's Next? Preparing for FY20 Budget

- Gather appropriate data for FY20 Consolidated Application

  - Enrollment by school (October, 2019)

  - Free/Reduced meal data, including Pre-K (October, 2018 or if CEP direct certified numbers from school food nutrition office)

  - Private School data (ESSA allocation process)

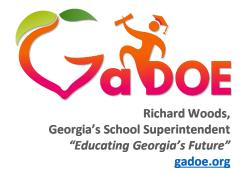 - If rezoning, collect all appropriate data (enrollment and poverty)

What's Next? Preparing for FY20 Budget

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Complete a "dry run" on the embedded Eligible Attendance Area worksheet.

- Rank schools for FY20 – must serve all schools with poverty above 75-percent.

- Refer to the procedures in the Title I Handbook.

Georgia Systems of Continuous Improvement

Continuous cycle for implementing a viable Title I Program is complete for FY19 and FY20 begins.

- Identify Needs
- Select Interventions
- Plan Implementations
- Implement Plan
- Examine Progress

The cycle is ongoing!

Federal Programs Handbook

Questions

Title I, Part A Program Specialists' Contact Information

Area	Name	Office Telephone	Email
Metro 1	Robyn Planchard	(678) 378-1532	rplanchard@doe.k12.ga.us
Metro 2	Olufunke Osunkoya	(678) 378-1325	oosunkoya@doe.k12.ga.us
Metro 3	Karen Cliett	(678) 217-1751	kcliett@doe.k12.ga.us
NW1	Ann Marie Wiseman	(678) 217-2021	amwiseman@doe.k12.ga.us
NW2	Sherri Minshew	(678) 340-8388	sminshew@doe.k12.ga.us
NW3	Clarice Howard	(678) 340-0370	choward@doe.k12.ga.us
NE1	Tammy Wilkes	(678) 217-1677	twilkes@doe.k12.ga.us

Title I, Part A Program Specialists' Contact Information

Area	Name	Office Telephone	Email
NE2	Grace McElveen	(678) 340-5055	gmcelveen@doe.k12.ga.us
NE3	Kathy Pruett	(678) 340-9388	kpruett@doe.k12.ga.us
SE1	JaBra Harden Fuller	(678) 340-9493	jharden@doe.k12.ga.us
SE2	Marijo Pitts-Sheffield	(678) 340-5369	mpitts@doe.k12.ga.us
SE3	Elaine Dawsey	(678) 217-6981	edawsey@doe.k12.ga.us
SW1	Kim Ezekiel	(678) 340-8443	kezekiel@doe.k12.ga.us

Georgia Department of Education

Title I New Directors 102, Part B

A Timeline for Implementing, Examining Progress, and Evaluation of a Title I Program

Georgia Department of Education

GCEL Conference

February 11-13, 2019