New Title I Directors 101

2016 Georgia Federal Programs Conference
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Georgia Department of Education

Presenters

Evelyn Maddox
Georgia Department of Education
Title I Education Program Specialist
emaddox@doe.k12.ga.us
(404) 975-3145

Grace McElveen
Georgia Department of Education
Title I Education Program Specialist
gmcelveen@doe.k12.ga.us
(912) 334-0802

Sherri Minshew
Georgia Department of Education
Title I Education Program Specialist
sminshew@doe.k12.ga.us
(770) 324-1965

SCHOOL IMPROVEMENT & DISTRICT EFFECTIVENESS

Introductions and Tool Kit Overview

You Should have the Following Items:

1. Uniform Grant Guidance (must sign for it)
2. Implementing Title I in Georgia Schools
   FY17 Handbook for Title I Directors
3. Tool Kit of Resources for New Title I Directors
4. Baggie w/supplies
5. Gold Folders

Title I Program Timeline for Successful Program Implementation and Program Evaluation

Execution of Title I Programs

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Georgia's School Superintendent
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- Tasks for Title I programs can be divided into three broad categories
  - Planning for Upcoming Year (spring/summer)
  - Program Implementation (year long)
  - Monitoring and Evaluation (winter/spring)

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Planning for FY17

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Georgia's School Superintendent
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- Working together internally to blend programs and funding to carry out the district plan and to provide a viable Title I program:
  - Personnel
  - Financial Resources
  - Monitoring
  - Technical Assistance
  - Academic Interventions
  - Professional Learning
  - Parental Involvement
  - Expertise

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Planning for FY17

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- 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

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Planning for FY17

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- Conduct a Comprehensive Needs Assessment
  - Analyze 2016 system and school data reports
  - Prioritize academic needs
  - Survey parents, analyze and summarize data
  - Conduct annual spring **planning** meetings with parents and staff – be sure to document with detailed agendas and sign-in sheets
  - Review program evaluations with both school and district level administrators

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Planning for FY17

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- Conduct a Comprehensive Needs Assessment, *Continued*
  - Involve all parents in the annual needs assessment, program evaluation, and all program planning – (CLIP, SWP, TAP, FLP, Family Engagement)
- Review and revise all plans and compacts based on evaluations and feedback
  - Document stakeholder involvement – multiple opportunities to give input and provide feedback
  - Include revision dates on all plans (month, day, year)
  - Complete and sign plan checklists

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- Review progress of schools planning to become schoolwide in FY17. (Applications for NEW FY17 schoolwide plans were due 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 FY17 to begin in FY18 – submit intent letter before August 15, 2016

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Planning for FY17

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- Gather appropriate data for FY17 Consolidated Application
  - Enrollment by school (October, 2015)
  - Free/Reduced meal data, including Pre-K (October, 2015 or if CEP direct certified numbers)
  - Private School data
  - If rezoning, collect all appropriate data (enrollment and poverty)
  - Complete a "dry run" with an eligible attendance area worksheet
  - Rank schools for FY17 – must serve all schools with poverty above 75-percent

Planning for FY17

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- Gather appropriate data for FY17 Consolidated Application *continued*
  - Collaborate with appropriate LEA personnel to plan budgets for FY17
    - 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. All schools must be comparable by July 1 of each year.
  - Deadline for CLIP submission is July 29, 2016

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- 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 - FY16 Handbook for Title I Directors, Section 1, Page 29 – Participations of Children Enrolled in Private Schools.
  - Review: Ensuring Equitable Services to Private School Children: A Title I Resource Tool Kit http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf

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- 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 FY16 private school evaluations
  - Prior to August 30, 2016, attach to Consolidation Application the following:
    - FY16 private school final evaluation results
    - FY16 private school affirmation of consultation forms
    - FY16 private school affirmation of equitable participation forms

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- Valuable Resources
  - Attend all trainings to include Title I Conference, regional meetings and webinars
  - Implementing Title I in Georgia Schools: FY17

    A Handbook for Title I Directors
  - Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Title I Parental Involvement Program
  - Federal Programs Web site
  - Private School Guidance

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FY17 Program Implementation

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- Complete the following program tasks:
  - CLIP and LEA Implementation Plans approved (Due by July 29)
  - FLP plans for Priority and Focus Schools approved (Due by August 31) with implementation to begin at start of school year
  - Original Title I budget approved (October 1); Ensure each Title I school served receives enough funding to operate a viable Title I program

FY17 Program Implementation

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- Secure the following parental notifications:
  - Intradistrict Transfer Policy/procedures (July 1)
  - School Designation Status (Title I Priority, Focus, Reward or no designation)
  - ESEA Flexibility Waiver
  - FLP Participation Invitations, multiple ways
  - Teacher and paraprofessional qualifications
  - Non Hi-Q teachers
  - Compacts, Invitation for input, multiple ways
  - Parents Right to Know
  - Parental Involvement Plans, Invitation for input, multiple ways

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- Ensure that all staff have been informed of:
  - Complaint Procedures (available to all stakeholders, includes ALL programs)
    - Documentation required
      - Copy of policies/procedures
      - Proof of dissemination
  - LEA's Fraudulent activity policy including code of ethics, waste, fraud, abuse, and corruption (available to all employees/staff)
    - Documentation required
      - Copy of policies/procedures
      - Proof of dissemination

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- LEA's test security policy/plan and consequences for violation
  - Documentation required
    - Copy of policies/procedures
    - Copy of communication to educators

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- Complete the following program tasks:
  - Annual Title I informational parent meeting for each Title I school (by end of October)
  - Services for private school students must begin at the same time as services to public school students

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FY17 Program Implementation

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- Complete the following program tasks:
  - Annual private school consultation invitation and meeting (October for the next fiscal year)
  - Comparability reports completed in the portal with all schools comparable (December)
  - Completion reports submitted (September 30)
  - Submit waiver request for excess carryover

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- Review status of budgets, expenditures and internal controls
  - Review district's written internal controls/operational procedures for accuracy, allowability, and equitable allocations. Are they working? Modify, if necessary.
    - The process for determining the allowability of costs with sufficient detail to ensure that federal funds are expended in accordance with the Uniform Grant Guidance.
      - Supplemental
        - State and local funds have been equitably distributed
        - Identified need, CLIP, School Level Program

FY17 Program Implementation

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- Provide training on operational procedures, internal controls and inventory requirements
- Verify personnel on FY17 payroll
- Meet at least quarterly with finance officer to review expenditure details and budget status reports

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

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- Ensure each Title I school served receives enough funding to operate a viable Title I program
  - A viable academic program must cover all required components for a Targeted Assistance or Schoolwide Program.
    - Instruction
    - Parent Engagement
    - Professional Learning

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- Review program budgets
  - Verify that expenditures are supplemental, based on needs assessment and included in school level plan
  - Begin to estimate FY16 carryover
  - If not expended in FY16, funds required to be set-aside and budgeted for private schools, parental involvement, and FLP will need be budgeted as carryover in FY17

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- Review program budgets
  - 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
  - Submit an amendment to reflect carryover
  - Review schoolwide funding (Fund 400), if applicable, create amendments as necessitated by program amendments

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- Provide and Document Technical Assistance
  - Review expectations, monitoring procedures, inventory requirements, parental engagement 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 engagement plans

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- 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 (including private schools, FLP, and targeted activities within a schoolwide program)

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- Provide and Document Technical Assistance, *continued*
  - Obtain evidence that resources are being used to serve only eligible students, their teachers and their parents in TA (including private schools, FLP, and targeted activities within a schoolwide program)
  - Continue collaboration with private schools
  - Obtain documentation of required parent notifications – have systematic process in place

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- Provide and Document Technical Assistance, *continued*
  - Verify professional learning activities are scheduled and aligned to identified needs
  - Monitor FLP 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

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- Review and revise written inventory management procedures
  - On-site inventory check – with signature and dates
  - Inventory has all required elements
    - Description, Serial ID Number, Vendor, Purchase Date, Unit Cost, Funding Source (including Federal Award Identification Number (FAIN), Title , Location, Use, Condition, and Disposition

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- 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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FY17 Ongoing Program Monitoring and Evaluation

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- 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
- Title I Director continuously monitors the implementation of all plans/budgets, reviews data, academic status, FLP , and targeted activities within a schoolwide program
- Establish clear, systematic expectations, procedures and required documentation for monitoring and evaluation – set deadlines

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FY17 Ongoing Program Monitoring and Evaluation

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- 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

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FY17 Ongoing Program Monitoring and Evaluation

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- 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)

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FY17 Ongoing Program Monitoring and Evaluation

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- 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

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Execution of Title I Programs

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- Continuous cycle for implementing a viable Title I Program
  - Planning for Upcoming Year
  - Program Implementation
  - Monitoring and Evaluation

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Implementing Title I in Georgia Schools

FY17 Handbook for Title I Directors

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Scenarios: Locate in Title I Handbook

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- Scenario 1: When should I do a budget amendment?
- Scenario 2: What are the ways to allocate and budget carryover funds?
- Scenario 3: When should the initial invitation to invite private schools to participate in Title I funding occur?
- Scenario 4: Which poverty and enrollment data is needed to complete the eligible attendance area worksheet?

Title I, Part A Program Specialists Contact Information

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

Area	Name	Office Telephone	Email
1	Robyn Planchard	(404) 985-3808	rplanchard@doe.k12.ga.us
2	Sherri Minshew	(770) 324-1965	sminshew@doe.k12.ga.us
3	Anthony Threat	(706) 615-0367	anthony.threat@doe.k12.ga.us
4	Evelyn Maddox	(404) 975-3145	emaddox@doe.k12.ga.us
5	Judy Alger	(229) 321-9305	jualger@doe.k12.ga.us
6	Grace McElveen	(912) 334-0802	gmcelveen@doe.k12.ga.us
7	JaBra Harden Fuller	(229) 563-6269	jharden@doe.k12.ga.us

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Title I, Part A Program Specialists Contact Information

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

Area	Name	Office Telephone	Email
8	Marijo Pitts-Sheffield	(912) 269-1216	mpitts@doe.k12.ga.us
9	Kathy Pruett	(706) 540-8959	kpruett@doe.k12.ga.us
10	Elaine Dawsey	(478) 971-0114	edawsey@doe.k12.ga.us
11	Olufunke Osunkoya	(678) 704-3557	oosunkoya@doe.k12.ga.us
12	Bobby Trawick	(229) 246-1976	btrawick@doe.k12.ga.us
13	Ken Banter	(478) 960-2255	kbanter@doe.k12.ga.us
14	Tammy Wilkes	(478) 237-2873	twilkes@doe.k12.ga.us

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Evelyn Maddox
Georgia Department of Education
Title I Education Program Specialist
emaddox@doe.k12.ga.us
(404) 975-3145

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