Rural District Challenges as We Move into the Future

Georgia Compensatory
Educational Leaders Conference

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Georgia’s Systems of Continuous Improvement
PURPOSE and OVERVIEW
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The purpose of the Title V, Part B Rural Education Initiative is to address the unique needs of rural districts that frequently:

1. Lack the personnel and resources needed to compete effectively for federal competitive grants; and
2. Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.
COMPREHENSIVE NEEDS ASSESSMENT
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Identify needs
Determine their root causes
Select evidence-based interventions

Needs, root causes, and interventions
Comprehensive Needs Assessment
Schoolwide Plans
Consolidated LEA Improvement Plan (CLIP)
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Under the **Alternative Use of Funds** authority, LEAs may consolidate any Title II-A and Title IV-A funding for allowable activities permissible under REAP-eligible Title programs. [ESEA, Title V, Part B Section 5211)
FUND THE INTERVENTIONS

• Funds should be used to fund selected evidence-based interventions designed to address needs identified in the comprehensive needs assessment (CNA).

• Funds should supplement what is provided by other local, state and federal resources.

• Funds should never “stand alone”, but rather be used for activities that address needs identified in the CNA.

• Funds should be budgeted in collaboration with other federal programs.
COORDINATION WITH OTHER FEDERAL PROGRAMS
COORDINATION

• Title V, Part B funds should extend or enhance the activities of other federal programs when needed.

• Title V, Part B program activities should be planned in coordination and collaboration with the district leadership team.

• Collaboration will increase the effectiveness of the program by avoiding duplications and working together to maximize funds for programs that benefit students.
TRANSFERABILITY

Title II

$\rightarrow$ Title V, Part B $\leftarrow$ Title IV

Title IV
TRANSFERABILITY

• Transferability is a flexibility authority that permits local educational agencies (LEAs) to transfer a portion of the funding they receive by formula under certain federal programs to their allocations under other programs so they can address more effectively their unique needs.

• Transferability provides LEAs with unprecedented flexibility in targeting federal resources to meet the needs of all children.
TRANSFERABILITY

• Districts have the option of transferring into Title V, Part B:
  • Title II, Part A – Supporting effective instruction
  • Title IV, Part A – Student support and academic enrichment grants

• Title V, Part B allocations CANNOT be transferred into other federal programs.

• An LEA may transfer all or a portion of funds it receives under Title II-A and Title IV-A.
Supplement Not Supplant

Part B Rural Education Initiative

Funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other federal, state or local education funds.

Elementary and Secondary Education Act
Section 5232
Supplement Not Supplant

Local, state and other federal funds

Title V, Part B supplements all other funding sources
INNOVATIVE NEW IDEAS
Educating Georgia’s Future by graduating students who are ready to learn, ready to live, and ready to lead.

BULLOCH COUNTY

• Designed a program to meet students at their point of need

• Provided an alternative setting

• Worked collaboratively across departments and with the community

• Gave disengaged or discouraged students a new opportunity to graduate

• Funded the program with Title V, Part B dollars
EXAMPLES OF ACTIVITIES FUNDED

• Professional learning
• After school programs
• Saturday programs
• Software
• Equipment
• Personnel
• STEM supplies
Program Monitoring

KEEP CALM AND Progress Monitor
Are activities being implemented as planned?

• Have purchases been made for items in the budget such as software, equipment or supplies? Have personnel been hired?

• Have professional learning activities been planned and carried out in a timely manner to impact student achievement?

• Are there obstacles that need to be removed to allow activities to be implemented effectively?

• Are expenditures on track? Have carryover funds been budgeted? Are expenditures accurately coded by finance?
Are activities effective in addressing identified needs?

• Are data being collected for progress monitoring to determine if interventions are working?
• Is the intervention having an impact on student learning?
• What changes need to be made to increase effectiveness?
• Do formative and summative evaluations inform intervention selections moving forward?
Questions?

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