FY21 Statewide Virtual Title I, Part A Meeting

July 30, 2020
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Educating Georgia’s Future by graduating students who are ready to learn, ready to live, and ready to lead.
JUST THE FACTS, MA'AM
...and nothing but the facts!

How the LEAs Used Their FY19 Funds

- Number of teachers funded: 1734
- Number of paraprofessionals funded: 1119
- Number of instructional coaches funded: 1110
- Number of parent liaisons funded: 619
- Funds spent on supplemental instruction: $33,523,746
- Funds spent on professional learning: $59,323,389
- Funds spent on software: $12,999,060
Transferability

- Title II, Part A and Title IV, Part A funds may be transferred into Title I, Part A
- 61 LEAs Transferred funds
- 18 LEAs Transferred Title IV, Part A
- 13 LEAs Transferred Title II, Part A
- 30 LEAs Transferred both
- A total of $4,258,473 was transferred into Title I, Part A from Title IV, Part A and $5,662,776 from Title II, Part A.
- Almost 30% of LEAs transferred funds to Title I, Part A!

Did you know that we accept donations? We are the Goodwill of Federal Programs!
Richard Woods, Georgia’s School Superintendent

Georgia Department of Education

Educating Georgia’s Future

2020 Allocation

- $538,160,235 - 8th largest USED Allocation
- Less $37,671,217 for School Improvement (1003a)
- Less $4,612,729 for Consolidated Administration
- Equals $495,876,289 allocated to LEAs

Title I, Part A

Improving the Academic Achievement of the Disadvantaged

Title I, Part A Served

- 212 LEAs and 1627 Schools
- 1,579 - Title I Schoolwide Schools
- 48 - Title I Targeted Assistance Schools
- 1,003,091 - Title I students
- $40,407,439 - Largest LEA Allocation
- 232 Schools with 100% poverty

Funds Transferred to Title I

- 61 LEAs transferred to Title I (29%)
- 18 from Title IV, Part A = $4,358,473
- 13 from Title II, Part A = $5,662,776
- 30 LEAs transferred both IV and II

Private Schools - Title I Equitable Services

- 28 LEAs Provided Equitable Services with Title I funds
- 103 Private Schools received Equitable Services
- $1,545,542 Title I funds were used for Equitable Services

Title I Support

- 14 - Education Program Specialists
- 5 Title I Regions aligned to RESAs
- Face-to-face, Virtual, Regional Meetings

Purpose of Title I

Title I funds are used to address the needs of students who are at risk of failing the state standards. LEAs and Title I schools use their funds to implement initiatives and interventions for these students based upon their identified needs.
Professional Qualifications and In-Field
Professional Qualifications Highlights

- Requirement of ESSA
- Minimum qualifications developed by LEAs for teachers who have waived certification
- Located and reviewed annually in the CLIP
- Determines when 20 Day Notifications are sent
- Can be revised at anytime by the LEA
- Monitored every four years in CFM

Paraprofessionals and Special Education teachers for service cannot waive certification.

ESSA/NCLB – Paras
GaDOE Rule – SpEd
LEA CLIP - Teachers
Professional Qualifications in the Consolidated LEA Improvement Plan

LEAs may revise PQ in the CLIP-DIP as needed.

LEAs must answer three questions:
- Does the LEA Waive Certification?
- If Yes, For Which Teachers?
- If Yes, What are the MINIMUM Qualifications?
In-Field Highlights

- Requirement of ESSA
- Annual Report to USED
- Teachers who are teaching in the field in which they are certified
- Certification OR Demonstrated Equivalent
- All teachers who meet ESSA In-Field requirements also meet PQ requirements
Parents’ Right to Know Notification

20-Day Notification

Richard Woods, Georgia’s School Superintendent  |  Georgia Department of Education  |  Educating Georgia’s Future
Data Collections & In-Field Updates

• In-Field portal should be available with all data including GAA
• There was not a Cycle 3 Data Collections submission due to COVID-19
• Cycle 2 was the final data submission for FY20
  o In-Field data may be inconsistent with final data
  Districts may have intended to submit
  o A note will be submitted with the data to USED explaining the incomplete data (COVID-19)
In-Field Data & Next Steps

• Preparation for FY21
  o Review the data on the In-Field data release from Data Collection Cycle 2
  o Check to ensure teacher certification and service types align with student courses and services
  o Review reported charter waiver codes
  o Make notes of inconsistencies to be corrected during the fall data collection Cycle 1 (October 2020)
Website & Handbook Walk-Thru
FY21 Handbook for Implementing Title I, Part A

Handbook for Implementing Title I, Part A

July 2020
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Other Resources

- Handbook
  - Implementing Title I in Georgia Handbook for Title I Directors
- Worksheets and Documents
  - ACCESS - Non-Participation Reasons
  - Carryover Waiver Request Form for LEAs
  - CEP Data Form for Title I
  - CEP and Title I FAQ Document

Contact Information

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Title I Service Areas List
Title I Service Areas Map
Consolidation of Funds & Private Schools
LOOKING TO BETTER MANAGE MONEY AND SUPPORT STUDENT SUCCESS?

JOIN FY22 COHORT 6
Training: October 14, 2020 9-12
Training: March 10, 2021 9-12

Centers Assets on Students

Personalizes Planning

Flexibly Leverages Funds

Allows Prompt Adjustments

Inspires Innovative Interventions

Emphasizes Effectiveness

Streamlines School Administration

This image contains text and graphics promoting training opportunities for managing money and supporting student success in schools. It highlights features such as centers assets on students, personalizes planning, flexibly leverages funds, allows prompt adjustments, inspires innovative interventions, emphasizes effectiveness, and streamlines school administration. The training sessions are scheduled for October 14, 2020, and March 10, 2021, from 9 to 12.
Equitable Services
• Title I, Part A Webpage
• State Ombudsman Webpage
• US ED Non-regulatory Guidance
• Equitable Services Handbook
• Title I, Part A Specialist
1. TIMING: Send invitations August-October the year prior to services.

2. ELIGIBILITY: Nonprofit private schools serving students from Title I, Part A Attendance Zones. (*New* Nonprofit Guidance)

3. FORMAT: Invitations MUST be sent in ES4PS – check ES4PS provisioning.

4. COLLABORATE: Invitations may include multiple programs.

5. CUSTOMIZE: Consider different sessions for level of experience.

6. PERSONALIZE: Update the template to include district specific info- no logos.

7. DOUBLE-CHECK: View the ES4PS Dashboard for school status and responses.

8. FOLLOW-UP: Check the email addresses and websites. Make a call.
Consultation shall include meetings of agency and private school officials and shall occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate in Title I, Part A. Such meetings shall continue throughout implementation and assessment of services provided under this section.

EQUITABLE SERVICES
No Participating Schools
1. Select no schools participating in ES4PS Form A pop-up or in Admin Settings

All Private Schools Participating
1. Create and send Form A in ES4PS to all participating private schools. Work with private schools to have them sign-off within 2 weeks. The district signs-off and submits to state.

Some Private Schools Participating
1. Create Form A in ES4PS and select ‘no’ for each school not participating.
2. Create and send Form A in ES4PS to all participating private schools. Work with private schools to have them sign-off within 2 weeks. The district signs-off and submits to state.

All LEAs submit in ES4PS as soon as complete. Deadline June 15, 2021.
Based on 2020-2021 ES4PS
- Reflects Administrative Reservation
- Title I, Part A Completes
- Posted on Ombudsman Webpage
- Updated Mid-Year for Carryover

EQUITABLE SERVICES
Administrative costs:

- Were submitted to GaDOE in June 2020 for 2020-2021
- Must be discussed in consultation
- Should be explained to private schools
- May be consolidated with other administrative funds
- Must be discussed before changing the amount
- Are publicly displayed on the proportionate share worksheet

**EQUITABLE SERVICES**
Form B:
- Completed only by LEAs with
  - Participating private schools that completed services
  - Private schools that stopped participation at any point after allocations were posted
- Submission Window October 1 – December 15
- Should be discussed in conjunction with remaining funds
- May require GaDOE follow-up in the next year
All LEAs Providing Equitable Services will complete the form. Any forms already submitted have be transferred.

The form is due with Form B or Carryover Amendment (whichever is first).

Based on US ED Non-Regulatory Guidance carryover will be:
- Redistributed to the participating private school
- Redistributed among all participating private schools
- Returned to the LEA
FY21 Equitable Services Webinar
Title I, Part A Pooling for FY22

**When:** August 12, 2020, 10:00 AM

**Who:** Private Schools Participating in Title I, Part A in more than 1 LEA & the LEAs Serving Them


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FY21 Equitable Services Webinar
Overview and Updates

**When:** August 20, 2020, 10:00 AM

**Who:** All LEAs and Private Schools

**Register:** [https://bit.ly/2ZNnAF4](https://bit.ly/2ZNnAF4)
Parent & Family School Partnerships
Questions?

• For questions about family engagement activities, contact your family engagement specialist.

• For questions about using Title I funds for family engagement activities, coordinate with your federal programs director contact your Title I area specialist.

To receive monthly updates, email Mandi Griffin at mgriffin@doe.k12.ga.us.
As we take a short break, please respond to this question in the chat box:
What are some ways that a district can monitor the progress and evaluate the effectiveness of interventions and strategies of a SWP or TA Program?
Schoolwide & Targeted Assistance Program Plans
Monitoring and Determining Effectiveness

Title I, Part A regulations require that a school operating a schoolwide program (SWP) must annually:

• **Evaluate** the implementation and results achieved in the schoolwide program.

• Determine the effectiveness of the schoolwide plan in increasing the achievement of students in meeting the state’s academic standards, particularly those students who had been furthest from achieving the standards.

• Revise the plan as necessary based on the results of evaluation to ensure the continuous improvement of student achievement.

34 CFR 200.26(c)
Title I, Part A regulations require that a school operating a targeted assistance program (TA) must:

Review, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to providing additional assistance to enable such children to meet the state’s challenging student academic achievement standards, such as an extended school year, before and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom.

Section 1115 (2)(B), Elementary and Secondary Education Act of 1965 (ESEA)
Monitoring and Determining Effectiveness

Monitoring effectiveness is not an event that occurs only at the end of the year, but is an ongoing process.

• What does the data tell you?
• Are you seeing positive gains in student achievement?
• Are you following the action steps?
• Are you adjusting the action steps on-going/frequently based on data/observations?
• Are you following the timeline?
• Are you monitoring the implementation of the action steps?
• Is professional learning provided as designed? Has it been effective? How do you know?
• How are you measuring the impact of parent and family engagement?
Does your Logic Model for Demonstrating a Rationale include a section for the reporting of progress monitoring data and results throughout the school year?
Educational Flexibility Program (Ed-Flex)
Why is Ed-Flex a beneficial option?

• Ed-Flex is a tool to help states pursue innovative ways to improve achievement levels for all students

• States with Ed-Flex authority can help LEAs focus on ideas and solutions in a timely manner by having the Ed-Flex authority in place when they plan (i.e., within the CLIP)

• With Ed-Flex authority, a state doesn’t have to request individual waivers from ED, with the associated review and response delays

• Visit Federal Programs [website] for Ed-Flex overview webinar
What is prohibited?

A state cannot grant any waiver that would undermine the underlying purposes of the statutory requirements of the program. Furthermore, Ed-Flex authority, once granted, does not authorize the SEA to waive any statutory or regulatory requirements relating to:

- ESEA Section 1111 (including standards, assessments, and accountability requirements)
- Maintenance of effort
- Comparability
- Equitable services
- Distribution of funds to LEAs
What is prohibited? (cont’d)

Ed-Flex authority, once granted, does not authorize the SEA to waive any statutory or regulatory requirements relating to:

- Serving eligible school attendance areas in rank order in accordance with ESEA Section 1113(a)(3)
- The use of federal funds to supplement, not supplant, state and local funds
- Applicable parental involvement or civil rights requirements
- Any requirements that apply to the SEA
- Individuals with Disabilities Education Act requirements
Budget Reminders and Updates
# Budget Training Slide Recap

Visit Federal Programs [website](#) for the FY21 Federal Program Budget Planning Webinar

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# Budget Training Slide Recap

Visit Federal Programs [website](#) for the FY21 Federal Program Budget Planning Webinar

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District Set Aside Guidance

If a LEA has a district set aside for an activity, such as summer school, and participation is limited, must they have a multiple criteria selection worksheet?

Yes!

Until further notice, the LEA will need to have documented that criteria was developed and utilized to show that they identified students who were most at-risk to participate in the district set aside activity, such as summer school, where the participation was limited to a set number of students.
Title I, Part A Updates and Reminders

• School Allocation Page to be completed by Sept. 18, 2020 (only need SWP, TA, or NONE for each school)

• Drawdown Percentages now reported on the ConApp Landing Page for each federal program

• Capital Expense-any single item cost of $5,000 or more; prior approval needed

• Title I Administrative Costs - no percentage cap

• Set Asides need a description

• Program Specialists are available to assist with any budget questions
Title I, Part A Updates and Reminders

• Title I Grant Award Notices (GAN) to be posted by GaDOE under SEA uploads by Aug. 1
• FY21 Title I Handbook and updated Resources will soon be available on our website
• Ed-Flex waiver is available in FY21, we are working to provide Title I examples of Ed-Flex waivers
• “FY20” CFM will be completed Sept. – Nov. with only documentation from FY20 to be reviewed
• We thank Robyn Planchard for her 10 years of service
• We thank Elaine Dawsey for her 10 ½ years of service
• Welcome new Program Specialist Ginger Crosswhite

Please know, as always, we are here to support you and your Title I program
Title I Bunch
# Title I, Part A Program Specialists’ Contact Information

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<th>Area</th>
<th>Name</th>
<th>Office Number</th>
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Questions