How to Survive and Thrive as a Title I Director

A Timeline for Implementing, Monitoring, and Determining the Effectiveness of the Title I Program

Georgia Department of Education

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Agenda

- The Rest of the School Year
  - Implementation/Technical Assistance
    - Fiscal Requirements
    - Program Requirements
  - Evaluation – Determining Effectiveness
    - 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 explain how to read them

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 the budget been correctly entered in the local system?
    - Have the correct personnel and the percentages been 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 cost more than anticipated, something incorrectly charged to Title I

Budget Review

Build a good, working relationship with your finance director!

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 by submitting the Waiver Request form to the Department Title Programs director
  - Describe specific conditions that caused the excess carryover amount
  - 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 p. 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

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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

Cash Management

- Each LEA is required to document procedures for cash management compliance of Federal Programs.

- 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 and 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 October 31?   What positions are involved in the process?

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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, the LEA 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 submitted by the employee prior to travel for approval

- LEA needs to develop and use an Employee Expense Statement 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 and claimed expenses are accurate

- 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 signed by contracted person
    - 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
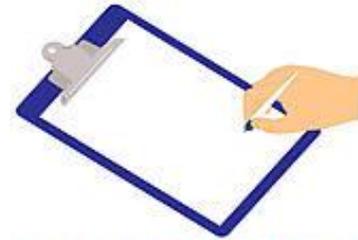
Inventory

- 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, a good practice is an annual review
    - Must be dated and signed

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Time and Effort

- Review your procedures for appropriately documenting any staff member paid with Title **I** funds
  - Types of documentations
    - Detailed monthly time logs for split funded personnel – monitor percentages to match the approved budget
    - Periodic certifications for 100% paid personnel – 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

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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

Resource Allocation Methodology Plan (RAM/P)

- Demonstration of Compliance under Title I
  - LEAs required to submit RAM/P (methodology) must to so by July 1 each year for review
  - Attach to Attachment Tab in Consolidated Application

- An LEA need not have a RAM/P if it has –
  - One school
  - Only Title I schools; or
  - A grade span that contains only: a single school, non-Title I schools or Title I schools

Resource Allocation Methodology Plan (RAM/P)

- GaDOE recommends the development of a RAM/P by all LEAs to efficiently monitor equitable funding at all schools and to facilitate the use of alternate comparability compliance

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
  - Enrollment counts of each school
  - Written description of how the RAM/P was implemented in each school

Helpful Tips

From Leslie Scarboro

What is next?
Timeline: January - June

- Implementation/Technical Assistance
  - ***Program Requirements***
    - District and School Plans
    - Equity Plans
    - Parent and Family Engagement
    - Professional Learning
    - Private School
    - Professional Qualifications
    - EL Assessment

District and School Level Plans

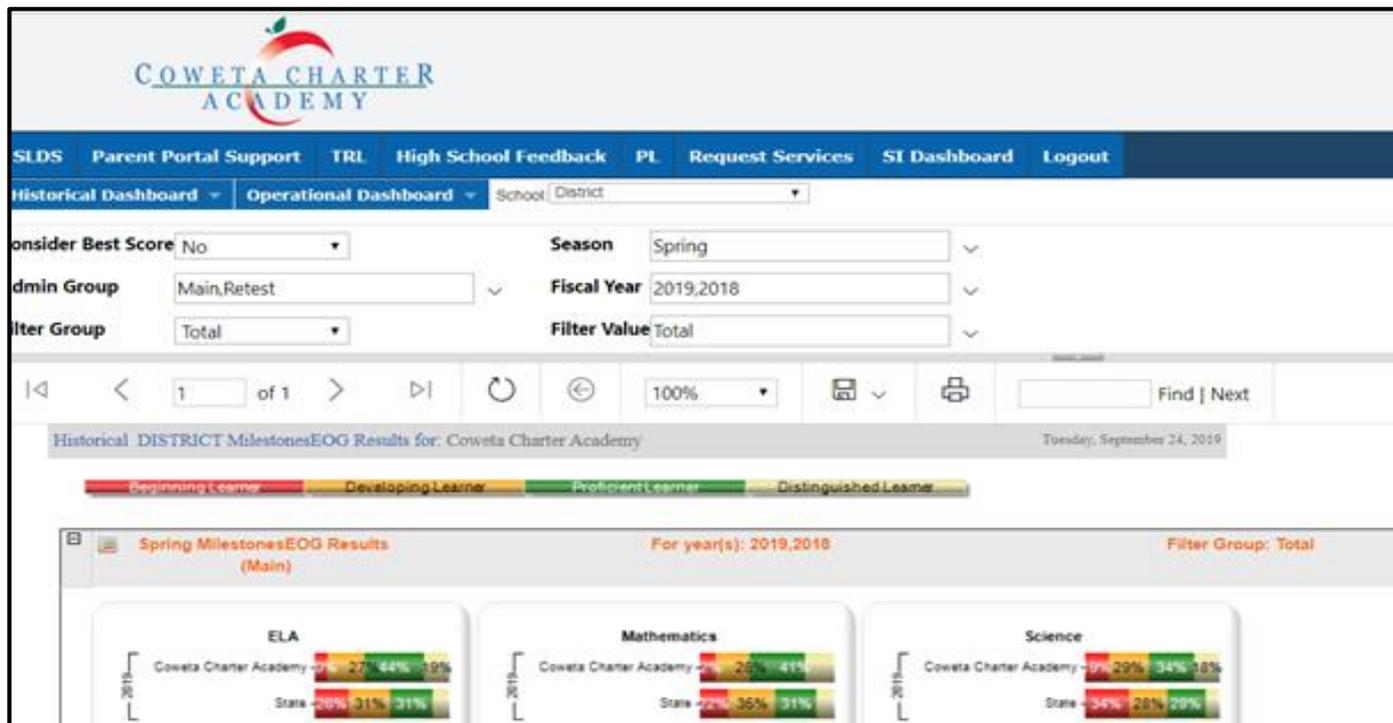| **What**	**Who**	**How/Documentation**
• Are policies, procedures, requirements, and expectations being followed? • Are plans/budget amendments approved? • Are schools following timelines/plans/action steps? • Is appropriate staff in place? • Are established schedules being followed? • Are appropriate children being served? (TA schools, afterschool, tutors, private schools?) • Do lesson plans reflect SIP? • Are materials in place and being used appropriately? • Are evidence-based strategies being used / implemented with fidelity? • Are adjustments to service delivery necessary?	• Title I Director • Central Office Staff • Principals • Teachers • Academic Coaches • Leadership Teams • RESA staff • GaDOE staff • CI Teams	• 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 • Progress Monitoring • Individual meetings/interviews with principals and staff • Agendas, sign-in sheets, minutes • Email/ Phone logs/follow-up • Budgets/Purchase order, expenditures review

Equity Plans

- Check for implementation of current year's Equity Plan
    - Summary and supporting documentation of the LEA's progress in monitoring the implementation of the FY20 LEA Equity Action Plan that addresses each LEA selected equity gap and corresponding equity intervention (include all regardless of funding source)
        - Sign-in sheet, agendas, training documents, survey, PLC minutes, checkpoint data analysis, contracts/agreements, purchase orders, reports-discipline, staffing, attendance, etc.

Equity Plans

- ## March - May
  - Collect data from the LEA Equity Dashboard
  - Meet with school and district leadership team to analyze and summarize equity gaps

- ## May - June
  - Work with CLIP team to develop the FY21 Equity Gaps and interventions

- ## June - July
  - Evaluate implementation of FY20 Equity Plan
  - Use data from evaluation of FY20 Equity Plan to answer FY21 required questions and identify equity gaps for FY21 CLIP

Equity Plans

- Open the SLDS platform and select SI Dashboard

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Equity Plans

- Select Teachers information

- Review the data for inexperienced, ineffective, and out-of-field teachers

District and School Parent and Family Engagement Policies/Plans

What

- Are <u>parent and family engagement</u> 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

Parent and Family Engagement

March

- Use the Parent and Family Engagement (PFE) link to assist with the development of the PFE survey

March - April

- Distribute and collect survey results
- Building School Staff [Capacity](link) (schools must provide 2 capacity building opportunities for their staff each semester, one primary - in person or online meeting - and one secondary)

Parent and Family Engagement

April - May

- Spring input meetings with parents, family, and community members to analyze and summarize results of survey
- Meet with school level staff to gather input for revisions to school [compacts](#) school level parent and family engagement [policies](#)

May - June

- Revise the school level compacts, parent and family engagement policy, and upcoming fiscal year budget for parent and family engagement

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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?

Equitable Services for Private Schools
ES4PS

Questions to consider (For FY20):

- Has the necessary data (address, poverty, student academic data) been collected?

- Has non-profit status been determined for ALL participating private schools?

- Does LEA regularly supervise/monitor the provision of current FY20 Title IA services? Are modifications needed?

- Has the private school inventory been monitored?

- Is evaluation of programs and services for effectiveness planned for FY20?

- Have there been any complaints? Have they been addressed or resolved?

Equitable Services for Private Schools
[ES4PS](#)

Questions to consider (Planning for FY21):

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

- Have invitations inviting private school participation in FY21 been sent? (Invitations sent 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 FY21?

- Has ongoing consultation for FY21 been scheduled for the remainder of the year?

Equitable Services Initial Consultation Timeline
Equitable Services for Different Fiscal Years Will Overlap

2018						2019					
Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.

FY18 Ongoing Consultation/Implementation — FY18 Form B Due

FY19 Ongoing Consultation/Implementation

FY20 Invitations — FY20 Initial Meeting — FY20 Ongoing Consultation/Planning — FY20 Form A Due

2019						2020					
Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.

FY19 Ongoing Consultation/Implementation — FY19 Form B Due

FY20 Ongoing Consultation/Implementation

FY21 Invitations — FY21 Initial Meeting — FY21 Ongoing Consultation/Planning — FY21 Form A Due

2020						2021					
Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.

FY20 Ongoing Consultation/Implementation — FY20 Form B Due

FY21 Ongoing Consultation/Implementation

FY22 Invitations — FY22 Initial Meeting — FY22 Ongoing Consultation/Planning — FY22 Form A Due

Equitable Services for Private Schools
ES4PS

Important links:

State Ombudsman

ES4PS User Guide

Professional Qualifications

March - June

- Meet with the school and district leadership team to review the FY20 PQ data

- Data clean up

- Transmission dates for active and terminated employees:

  - Thursday, March 5, 2020 - Transmissions begin

  - Thursday, March 12, 2020 - Initial transmission deadline Purpose: Removal of duplicate reporting by districts

  - Thursday, March 26, 2020 - Final transmission deadline for Superintendent Sign-off (Valid termination date range for October CPI 2020-2 is 10/02/2019– 03/05/2020)

Professional Qualifications

- Transmission Dates Cycle 3 Reporting for Fiscal Year:
    - Thursday, July 09, 2020 - Transmissions begin
    - Thursday, July 16, 2020 - Initial transmission deadline
    - Thursday, July 23, 2020 - Final transmission deadline

- Review the FY20 PQ questions in the CLIP, along with the data, to determine if revisions are needed

ACCESS Testing for ELs

- According to Title I, Part A statute in ESEA/ESSA §1111(b)(2)(G), "local educational agencies (LEAs) in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency (SEA)".

- If an LEA's ELP Assessment Participation Rate is **less than 100%**, then the LEA will determine the reasons or categories of reasons that led to this rate. A best practice would be to establish and implement procedures that ensure the ELP assessments are administered to all EL students annually.

ACCESS Testing for ELs

- Ensure the ESOL Coordinator and System Testing Coordinator are collaborating to establish testing procedures that guarantee all EL identified students are being tested on all 4 domains (subtests)

- Ensure the ESOL Coordinator and enrollment personnel are collaborating to establish procedures to identify transfer and new students during the testing window who may need to complete an ACCESS test that was started in another district…

  - Have procedures in place to identify where transfer students who leave the district with an uncomplete ACCESS test go….

ACCESS Testing for ELs

- Ensure the ESOL Coordinator and System Testing Coordinator are collaborating to review all ACCESS data during the Data Validation WINDOW –
  - Especially the student's GTID numbers (make sure they match) and the reason codes for any subtests were not administered.

- Ensure the ESOL Coordinator has established in written procedures (and is monitoring) that the EL students' DATE OF EL EXIT is an end-of-school-year date no later than June 30; <u>even if</u> the "exit decision" was made at the beginning of the school year. THIS PROCEDURE IS PARAMOUNT!

From Leslie Scarboro

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What **is** Next?
Timeline: January - June

Evaluation

- Schoolwide Plans - Effectiveness
  - Instruction - Results
  - Parent Engagement - Results
  - Professional Learning - Results
- FY20 CLIP Progress Monitoring
- Evidence-Based Strategies
- Planning for FY21

Progress Monitoring vs Evaluation

Monitoring	Evaluation
Why?	
➢ Observe, Check	➢ Judge, Value
➢ Record, Account	➢ Assess
➢ Day to Day Decisions	➢ Major Decisions
➢ Info for Evaluation	➢ 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.)
  - Benchmarks
  - 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

- **<u>Formative and Summative Assessments</u>**

  - 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?

- Is professional learning provided as designed? Has it been effective? How do you know?

- How are you measuring the impact of parent engagement?

FY20 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/effective?

  - 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

Effectiveness of Evidence-Based Strategies

- What data will be used to track trends to see if specific requirements were effective?

- 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?

Effectiveness of Evidence-Based Strategies

Considerations for evaluations of evidence-based strategies

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

Effectiveness of 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](#)

From Leslie Scarboro

What's Next?
Planning for FY21 CLIP

- How will this evaluation data impact Georgia's System of Continuous Improvement to drive the FY21 CLIP and Schoolwide Plans?

- What are the data implications for FY21?

What's Next?
Preparing for FY21 Budget

- Gather appropriate data for FY21 Consolidated Application

  - Enrollment by school (October 2019)

  - Free/Reduced meal data, including Pre-K (October 2019 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 FY21 Budget

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

- Rank schools for FY21 – must serve all schools with poverty above 75-percent

- Refer to the procedures in the Title I Handbook

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