Title I, Part A District Coordinator Webinar

June 29, 2023

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Logistics

- Submit questions or comments in the chat or send an email to erin.sudduth@education.ky.gov.

- The webinar will be recorded and posted on the Title I Documents and Resources webpage.

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Recap from May Webinar

- Person Role Manager updates

- Students experiencing homelessness
  - Definition of homeless
  - Role of the homeless liaison
  - Homeless education posters
  - Written procedures for awarding credit and diplomas
  - Homeless set-aside funds
  - Use of funds
  - Supporting documentation

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Agenda

- Announcements and reminders

- June Title I newsletter highlights

- What happens after monitoring?

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Announcements and Reminders

- Thank you to everyone who attended the statewide federal programs training earlier this month!

- The fiscal year 2024 consolidated application is open in the Grant Management Application and Planning (GMAP) system and is due on Aug. 11.

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In This Month's Title I Newsletter

- Make sure you didn't miss our June Title I newsletter!
  - Evaluating the implementation of the schoolwide plan
  - Summer planning for the annual Title I meeting requirement

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What Happens After Monitoring?

- 21 districts participated in some form of program monitoring during the 2022-23 school year.
  - Title I, Part A desk monitoring: 11 districts
  - Statewide consolidated monitoring: 10 districts
- What happens next?
  - At the district/school level?
  - At the Kentucky Department of Education (KDE)?
- How can the results of monitoring be used to further continuous improvement processes?

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Celebrating Strengths

- The first section of the actions needed form is reserved for the strengths KDE observed in the documentation and heard during interviews at the district or school.

- Not an exhaustive list.

- Districts and schools should examine the possibility of building on identified strengths as part of the continuous improvement process.

- Consider submitting strengths to KDE's [Best Practices and Sustainability](#) webpage.

- Share your strengths with one another. One school may have a strength in an area where another school needs support.

Addressing Findings

- KDE is required to monitor subrecipients (districts) for compliance per [2 CFR 200.332(d)](#).

- Findings are areas of non-compliance identified by KDE which require action by the district/school.

- Districts and schools work with KDE to address findings in a timely fashion.
  - Reaching out with questions as needed
  - Submitting follow-up evidence by deadlines
  - Committing to demonstrate compliance moving forward
  - Communicating with KDE when you encounter an issue

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Specific Conditions

- [2 CFR 200.208](#) authorizes KDE to place specific award conditions on federal education program awards for subgrantees. Specific conditions could include:
    - Requiring payments as reimbursements rather than advance payments;
    - Withholding authority to proceed to the next phase of receipt of evidence of acceptable performance within a given performance period;
    - Requiring additional, more detailed financial reports;
    - Requiring additional project monitoring;
    - Requiring the non-federal entity to obtain technical or management assistance; or
    - Establishing additional prior approvals.

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Reviewing Recommendations

- The last section of the actions needed form contains recommendations.
- Although no action is required for recommendations, we do want you to carefully review this feedback and consider actions you may want to take based on KDE's recommendations.
- Tips from KDE on how to further strengthen the Title I, Part A program.
- Acting on recommendations may help you turn areas of compliance into strengths!
- May contain examples of best practices observed in other districts and schools.

Supporting Continuous Improvement

- What happens after all the findings have been addressed and your monitoring visit has been closed out?

- The district is responsible for maintaining processes and procedures put into place to address areas of non-compliance identified during of the monitoring visit.

- For findings that don't require the submission of a written process or procedures, reflect on current practices to identify ways to prevent the issue from occurring again.

- Consider future monitoring experiences.

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How Can I Prepare for Monitoring?

- Use the monitoring checklists on the <u>Title I, Part A Documents and Resources</u> webpage as a self-assessment and list of the type of documentation to be saved.
  - Maintaining up-to-date documentation helps you prepare in the event your district is selected for monitoring.
- Review the consolidated monitoring reports on the <u>Statewide Consolidated Monitoring Process</u> webpage.
  - Created by all participating programs as a means of identifying cross-cutting effective practices as well as opportunities for improvement.
  - Provide recommendations for addressing common concerns.
  - Allows programs to collaborate, streamline implementation and increase effectiveness.

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Feedback Gathered by KDE

- Anonymous surveys
    - District and school staff
    - KDE staff
- Plus/Delta
- Additional feedback is always welcome!
- Survey feedback is reviewed and analyzed by KDE and, when possible, used to improve the monitoring process each year.

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2022-23 Most Common District Findings

- Foster Children and Youth (Indicator 5)
  - Written transportation agreement developed with local child welfare agency. (See [ESSA Foster Care Transportation Guidance](#))

- Homeless Children and Youth (Indicators 6-7)
  - Written procedures for awarding credit, including partial credit and diplomas.

- Parent and Family Engagement (Indicator 1)
  - District parent and family engagement policy.

- Fiscal Management (Indicators 4, 5, 9, 11)
  - Written procedures (allowability, safeguarding assets, 15% carryover, time and effort).

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2022-23 Most Common School Findings

- School parent and family engagement policy (Indicators 3-4)
  - Describes **how** requirements will be met.
  - Activities described in the policy must be taking place.
- School-family compact (Indicator 5)
  - Must contain appropriate signatures.
- Discussion of the compact as it relates to individual student achievement during at least one parent conference (Indicator 6)
  - Required at the elementary level.
  - At least once a year.

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Questions?

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Upcoming Webinar Dates

- Thursday, July 20, 10-11 a.m. ET
- Thursday, Aug. 31, 10-11 a.m. ET
- Thursday, Sept. 28, 10-11 a.m. ET
- Thursday, Oct. 26, 10-11 a.m. ET
- Thursday, Nov. 16, 10-11 a.m. ET
- Thursday, Dec. 14, 10-11 a.m. ET

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