

Title I, Part A District Coordinator Webinar

March 31, 2020



Logistics

- ▶ To submit a question, send an email to tara.rodriguez@education.ky.gov
- ▶ The webinar will be recorded and posted on the Title I Documents and Resources webpage.



Recap from February Webinar

- ▶ Reminders
- ▶ Timely spending of funds
 - Grant award notification
 - Obligation of funds
- ▶ 2019 monitoring data
 - Homeless spending
- ▶ Title I data reporting reminder
- ▶ Statewide training for federal programs grant management—**postponed**



Agenda

- ▶ **Survey responses**
- ▶ **Monitoring of the schoolwide plan and its implementation**
- ▶ **Updates and reminders**



Thanks for providing feedback!

- ▶ The monthly Title I webinar feedback survey will remain open.
- ▶ Feedback will be used to inform and improve monthly webinars.



Requirements for Districts and Schools

- ▶ **ESSA Section 1112**
 - Local Educational Agency Plans
- ▶ **ESSA Section 1114**
 - Schoolwide Programs
- ▶ **ESSA Section 1115**
 - Targeted Assistance Programs
- ▶ **34 CFR § 200.26**
 - Core elements of a schoolwide program



ESSA Section 1114(b)(3)

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(1) is developed during a 1-year period, unless—

(A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or

(B) the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;



34 CFR § 200.26 - Core elements of a schoolwide program



(c) Evaluation. A school operating a schoolwide program must -

- (1)** Regularly monitor the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
- (2)** Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- (3)** Revise the plan, as necessary, based on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program.

ESSA Section 1115 (b)(G)(iii)

Schools with targeted assistance programs must provide assurances they will, “on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.”



Evaluation (from December 2019 webinar)

In general,

- ▶ Analyze evidence and data
- ▶ Identify strengths and opportunities for improvement
- ▶ Make changes to the policy as needed based on results from the evaluation



What are some steps we can take to evaluate our policy? (from December 2019 webinar)

Quality tools–Data Questions adapted from Edie Holcomb:

- ▶ What question(s) are we trying to answer with the data?
- ▶ What does the data/information tell us?
- ▶ What does the data/information not tell us?
- ▶ What are the causes to celebrate?
- ▶ What is the need for improvement?
- ▶ What are our next steps?



District Monitoring Checklist from Title I Documents and Resources Web Page



VII. District Level Program Design and Effectiveness [Sections 1112 and 1119]

Documentation required for this section:	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<ul style="list-style-type: none"> Description of the process or the plan, such as a 30-60-90 day plan, used to monitor and evaluate the implementation of district and school programs to ensure alignment with the approved application and effectiveness (1, 2, 3) District and school evaluation results used to determine the effectiveness of Title I programs (1, 2, 3) Certification and qualification records for teachers and paraeducators working in Title I schools as defined in question 4 (4) 				
<p>1. District-level Title I, Part A staff coordinate and collaborate with other district-level program coordinators (e.g. DPP, DAC, finance officer, instructional supervisors, homeless liaison, EL coordinator, DOSE,) to ensure that services are being provided based on each school's needs. [See ESSA 1112(a)(1).]</p> <p>Notes:</p>				
<p>2. The district has in place policies and procedures to monitor that activities/strategies in the approved application, Schoolwide Program (SWP), and Targeted Assistance School (TAS) are being implemented effectively. [See ESSA 1112(a)-(c).]</p> <p>Notes:</p>				

District Monitoring Checklist from Title I Documents and Resources Web Page



<p>3. The district Title I Coordinator works in consultation with school councils, principals, teachers, and other school personnel to analyze data and evaluate the schoolwide program (SWP) or targeted assistance (TAS) program plan for effectiveness. [See ESSA 1112(a)-(c).]</p> <p>Notes:</p>				
<p>4. The district ensures that all teachers and paraeducators working in a Title I-funded school meet state certification or qualification requirements. Note: This applies to all staff in a schoolwide program and those paid with Title I in a targeted assistance program. [See ESSA 1112(c)(6).]</p>				

Best Practices

- Various district staff can explain and give similar answers about how they collaborate with the Title I, Part A Coordinator.
- Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS) plans are reviewed throughout the year.
- School descriptions in GMAP (School Program Description page) are not the same as other schools or copied and pasted from year-to-year.
- The district has a continuous monitoring process in place to ensure that its Title I, Part A schools are meeting program requirements and are using funding to implement programs and services.

Schoolwide Programs Monitoring Checklist



4. The district Title I, Part A Coordinator has effective processes and procedures in place to verify that the activities in the schoolwide plan are being implemented. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]

Notes:

5. The school reviews the implementation of and the results achieved by the schoolwide program. The school uses these findings to revise its schoolwide plan. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]

Notes:

Questions?



Title I Reporting Reminders for 2019-2020



- ▶ Title I Status in Infinite Campus (IC) must be updated to match the Title I Status submitted on the district 2020 Consolidated Application in the Grant Management Application & Planning (GMAP); reference [Title I Data Standards](#), section A to verify and update school detail Title I Status in Infinite Campus.
- ▶ Targeted Assistance Programs (TAS) MUST complete a record on the student Title I Services tab for each student receiving Title I services during the current school year; reference the [Title I Data Standards](#), section B to complete student records for Title I services received in a targeted assistance-designated facility.
- ▶ 2019-2020 Title I Status will populate on the [School Report Card](#).
- ▶ 2019-2020 Title I data will be extracted from IC reporting warehouse on July 1 for state and federal reporting purposes.

Draft Guidance for Public Comment

- ▶ U.S. Department of Education has released draft guidance for public comment:

Within-District Allocations Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act

- ▶ Document is posted for stakeholder review and comment through **April 10, 2020**
- ▶ Comments about the content of the draft, including any additional topics you would like to see included, can be submitted to OESE.Feedback@ed.gov



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Updates and Reminders

- ▶ Tomorrow (April 1) is Census Day. The [United States Census Bureau web site](#) provides information and resources for schools
- ▶ New Title I Branch Manager
- ▶ Consolidated monitoring update



Upcoming Title I webinars

- ▶ **Thursday, April 30 at 10 a.m. ET**
- ▶ **Thursday, May 28 at 10 a.m. ET**



Resources

- ▶ **Continuous Improvement Planning for Schools and Districts [703 KAR 5:225](#)**
- ▶ **[ESSA Act of 1965](#)**
- ▶ **[34 CFR § 200.26 - Core elements of a schoolwide program](#)**
- ▶ **[34 CFR § 200](#)**
- ▶ **[United States Census Bureau—Statistics in Schools](#)**
- ▶ **[Census 2020 Timeline](#)**
- ▶ **[KDE COVID-19 Updates web page](#)**

