

Office of Field Services MAS/FPS Regional Presentation



October 2015



Fiscal and Program Findings



Fiscal Common Findings

- General Expenditures are not readily identifiable and/or approved in the Consolidated Application
- The General Ledger budget does not align with the approved budget in the Consolidated Application
- Timekeeping documentation (Personnel Activity Reports and Semi-Annual Time Certifications) is missing or not properly completed



Fiscal Common Findings

- Equipment purchased with Federal funds (costing more than \$100 per item) is not inventoried and/or labeled with the funding source
- Policies and procedures are not in place to ensure that proper internal controls exist, are implemented, and properly monitored



Fiscal Critical Findings

- General Expenditures are not readily identifiable and/or approved in the Consolidated Application
- The General Ledger budget does not align with the approved budget in the Consolidated Application
- The Final Expenditure Report (FER) does not align with budget and/or expenditures



On Site Title I Part A School Level Common Findings

- Parents are not involved in the planning, review, and evaluation of programs
- School has not implemented the parent involvement plan per Section 1118 of ESEA
- Support is not provided to staff to build capacity for effective parental involvement



On Site Title I A School Level Common Findings

- Services are not allowable in accordance with program legislation
- Eligibility criteria are not consistent for students within each grade level



On Site Title I A School Level Critical Findings

- School level decision-making authority does not exist for program implementation
- The district's core curriculum is not communicated to all staff
- There is a lack of high-quality and ongoing professional development



On Site Title I A District Common Findings

- The district has not established a process in writing to ensure that school-level decision-making authority exists for Title I program design
- The district has not established a process in writing to ensure that school level decision-making authority exists for Title I program implementation



On Site Title I A District Common Findings

- The district has not established a process in writing to ensure that school level decision-making authority exists for Title I program evaluation
- The district has not established a process in writing to ensure that all Federal and State supplementary programs/services are evaluated annually for effectiveness and impact on student achievement

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On Site Title I A District Common Findings

- A written process is not in place to monitor implementation of the Title I, Part A program at the school level



On Site Title I A District Critical Findings

- The district does not have a process in place and in writing to ensure stakeholders' involvement in district-level program decision making



On Site Title I A District Critical Findings

- The district's core content standards are not communicated effectively to all staff
- The district does not have procedures in place to ensure the instruction is aligned with the core academic curriculum



On Site Title II A District Common Findings

- The district does not have written processes in place to evaluate how Title II, Part A activities will impact student achievement
- The district does not have written processes to ensure that Title II, Part A programs and initiatives meet supplement, not supplant requirements



On Site Title II A District Common Findings

- A needs assessment was not conducted to determine the focus of professional development efforts



On Site Title II A District Critical Findings

- The written district professional development plan does not support high standards in the core academic curriculum areas
- The written district professional development plan does not include activities that reflect research on teaching and learning

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On Site Title II A District Critical Findings

- The written district professional development plan does not incorporate strategies for meeting the educational needs of students with different learning styles



On Site Title III A Common Findings

- The district does not have documentation to support the identification and eligibility determinations of immigrant students
- The district does not have an effective means of parent outreach to EL parents (programs, activities, training, family literacy)
- The district does not have evidence that EL parents are involved stakeholders



On Site Title III A Common Findings

- The district does not have evidence that there is a process for evaluating and determining the effectiveness of parent outreach
- The district educational program design does not include provisions for ELs to meet State academic content and performance standards required of all students
- The district does not have procedures to determine the effectiveness of programs and activities in assisting ELs in achieving State content standards and attaining English language proficiency

On Site Title III A Common Findings

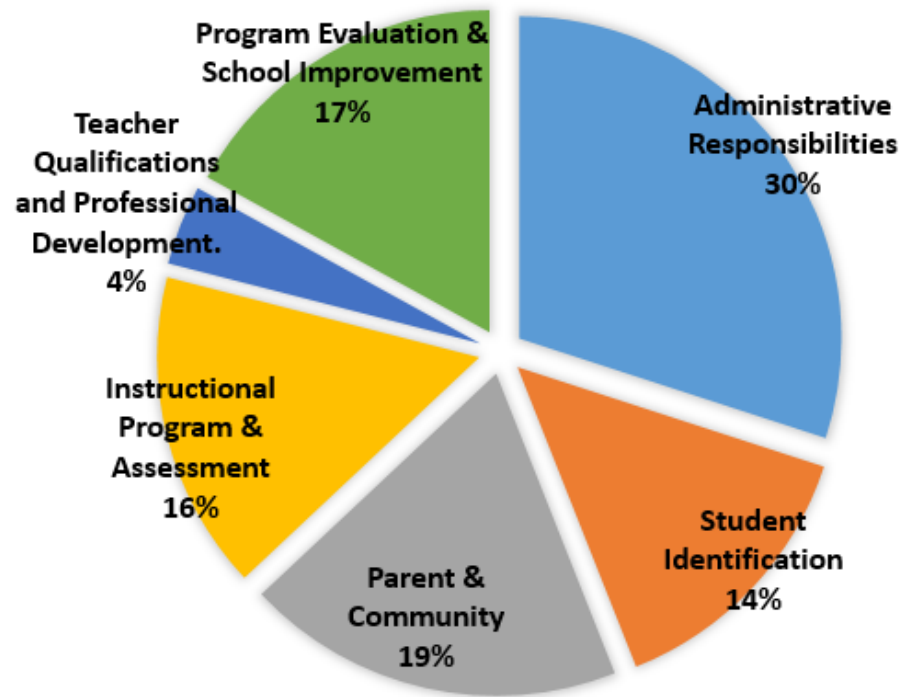
- The district does not have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year, or two weeks if enrolled during the school year



Top 5 Title III Findings:

1. Student Identification
2. Parent Outreach
3. Program Design
4. Effectiveness of Programs
5. Assessing ELs

2014-15 DISTRIBUTION OF TOTAL CHANGE REQUIRED BY AREA



Other Critical Title III Findings

- The district did not ensure that a plan for use of Title III funds had been submitted
- The district's educational program design did not include provisions for ELs to meet state academic content and performance standards required of all students



Other Critical Title III Findings

- The district did not have evidence that high quality professional development is available to the instructional staff of ELs, administrators and parents/community
- The district did not have a process to evaluate the plan for effectiveness



BUDGET CONSIDERATIONS

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Important Terms

Two terms you need to be aware of, or they will be costly to your district...

- **Obligation Date**
- **Pre-Approval**



Obligation Date

The obligation date is established on the day the following applications are all submitted in approvable form:

- DIP/SBDIP in ASSIST
- TISS in MEGS+
- Consolidated Application in MEGS+
- Program Evaluation Tool (PET – District and each school) in ASSIST



Obligation Date

- Once your applications are approved and your funds are available, the obligation date is the date you may go back and pay for items approved in your application
- You cannot spend Title I funds before this date



Pre-Approval

- Pre-Approval means that you must have approval before you spend your funds
- You cannot buy something and then call and ask if you can add it to your application
 - e.g.: in June, we realized we had funds to run summer school. We ran it and I forgot to call you and amend my application. I know it's August, can I add or amend now?

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5 “Musts” with the Private Nonprofit School Requests

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Allocations

Title I Part A

Determined by the per pupil amount that would have been allocated to the private school students had they remained in the public school



Allocations

Title II Part A

1. Add the private school total student count and the local district's student count
2. Divide the total student count into the districts Title IIA allocation to determine a per pupil amount
3. Multiply the per pupil amount by the number of private school students for each participating private school

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1 - Time Lines and Information

- Number 1 problem reported is not meeting, planning and budgeting deadlines. If the deadline is reasonable, not meeting that request could result in not receiving services for the upcoming school year
- The public school should contact private school representatives in writing between the months of February and April to request consultation meetings to plan for the funding and services for the upcoming school year

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1 - What to bring to the Consultation Meeting!

- Student free and reduced lunch information: this should include grade levels and addresses. No names of students are required at this time. Note: Funding can be different for each student because funding is based on the school the student would have attended if he/she remained in the local public school
- If the private school is eligible for Title II, Part A funds, total student count information is required (data is always a year behind). The student count is used to calculate Title II part A funds

Consultation Meeting, continued...

- This meeting is the first in at least a series of quarterly meetings for private school and local public school representatives
- The goal of the consultation meetings is to complete a plan by June 30th so that the public school can submit the Consolidated Application on time (July 1st) to fund services for the upcoming year



2 – The Planning Process

The private school must have a plan that is based on student achievement data, and is developed with staff and parent input

- The Comprehensive Needs Assessment drives the plan
- Title I funds address the needs of targeted students
- Title II, Part A funds, address the needs of staff for professional development
- The budget reflects the above bullets for consideration by the LEA
- The local school will include selected budget items in the Consolidated Application

3 – Detailed Budget Information

Personnel

- Is there enough funding for a teacher? (Hired and employed by the public school)
- Paraprofessionals are not allowable unless supervised on site by a public school teacher
- A private school teacher can be contracted by the public school to provide Title services if it is outside of his/her contractual day and doing so does not violate the public school's collective bargaining agreement

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Detailed Budget Information continued...

Supplies

- Legislation requires that there must be a Title I instructional program in place before funds may be used for supplies and materials
- All supplies are the property of the public school and can only be used by the Title I program when working with the Targeted Students
- Supplies must fall under the Reasonable and Necessary provision of ESEA and is dictated by the size of the Title I program

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Detailed Budget Information continued...

Technology

- Purchased technology must be labeled and stored in a safe location
- Technology is the property of the public school, and can only be used in the Title I program
- Software purchased can only be loaded on public school owned electronic devices
- Title I targeted students may check out technology for home use if appropriate



4 - Title II, Part A Conference Requests

- Conference costs must be itemized to include registration fees, travel, food and lodging expenses
- Budget requests for conferences (which must align with your needs assessment) must include the title, location and number of staff participants
- Plan ahead - You cannot use a placeholder
- In-state conferences put on by public educational organizations are usually automatic approvals

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Title II, Part A Conference Requests, continued...

Out of State Conferences

- May be allowed if the topic cannot be found at an in-state conference
- Train the trainer format is expected (up to 3 participants)
- Must be pre-approved and discussed at the consultation meeting
- Can it pass “the newspaper test”



Title II, Part A Conference Requests, continued...

Educational Conferences hosted by Religious Organizations

- Must provide link to the flyer showing main speakers, break out sessions, and goals or intended outcomes
- If audited, must be able to prove what sessions you attended
- Many times these are partially funded based on a percentage of the sessions or time of the non-secular sessions

**ALL RELIGIOUS CONFERENCES REQUIRE OFS
MANAGEMENT APPROVAL IN ADVANCE**



5 - Tuition

Can a teacher or administrator be reimbursed for a class?

- Yes but...the class selected must address identified needs of students
- The class cannot be taken primarily to fulfill a degree program
- The class must be pre-approved and the staff member can only be reimbursed after passing the class
- No checks are to be 'cut' to the private nonprofit school or the Diocese





ESEA Title I Part A Schoolwide Flexibility

***Coming soon to a Title I A
Schoolwide School near you!***

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Title I Schoolwide Overview



- A schoolwide program is a **comprehensive reform strategy** designed to **upgrade the entire educational program** in a Title I school supported by Elementary and Secondary Education Act (ESEA) Title I Funds. Its **primary goal** is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards
- New steps are being taken at MDE and the USDE to **ensure that LEAs and schools fully leverage and maximize this resource to improve student performance**

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Requirements-- Districts / Schools must:



- Ensure that the “**intent and purpose**” of Title I is maintained
- Meet the test of “**supplement not supplant**”
- Conduct a **comprehensive needs assessment**
- Create a **comprehensive schoolwide plan**
- Conduct an **annual review** of the effectiveness of the schoolwide program and revise the plan as necessary

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Fulfillment of Intent and Purpose



Schools must be able to show their ability to fulfill the intent and purpose of Title I. The purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments



Test of Supplement not Supplant



Schools must meet the basic test of supplement not supplant. An LEA is required by State or local law to provide funding for a specific purpose for all students. To the extent that an SEA or LEA provides funds to schools to meet a legal obligation, a Title I schoolwide program school must receive its fair share of those resources, subject to application of the exclusion provision discussed below



ESEA Section 1114

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-



(B) SUPPLEMENTAL FUNDS- A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency



Contacts

Contact the Office of Field Services:

- All Regions517-373-4004
- Special Populations.....517-373-6066
Homeless, Section 31a, Section 41,
Title I C, Title I D and Title III
- Finance.....517-373-2519

