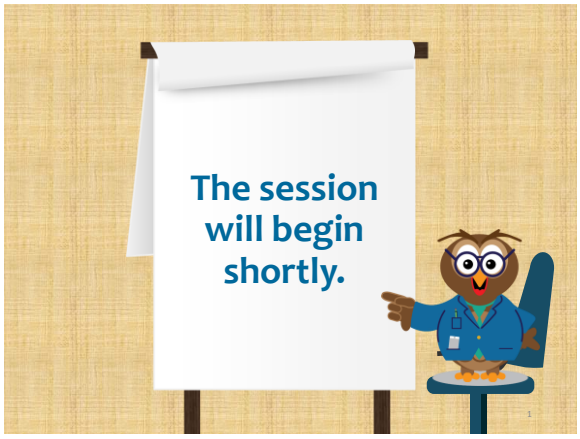


Building Better Programs and Assessing School Needs

Through Program Evaluation and Comprehensive Needs Assessment (CNA)

2019 FASFEPA & ECTAC Spring Forum
Orlando, FL

May 15, 2019

2

Presenters

Florida Department of Education
Title I, Part A Presenters

Valerie Henry, Data Coordinator

Daniel Ring, Program Specialist IV

Florida Department of Education

Norms

Please mute or turn off your cell phone

Listen with an open mind and be attentive

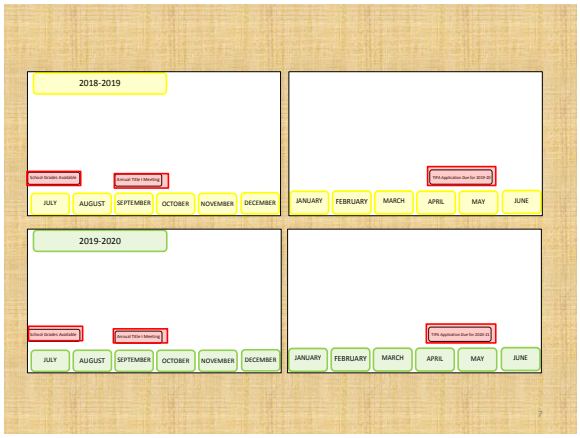
Ask questions for clarification

Overview

Today's Objectives

You should leave today's session with:

- ✓ Strengthened understanding of comprehensive needs assessments (CNA), Title I, Part A (TIPA) schoolwide program (SWP) planning, and annual reviews
- ✓ Guidance from partner LEAs helping you make connections between the CNA, SWP, and annual review
- ✓ Tools for determining Necessary, Reasonable, and Allowable expenditures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AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
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JUNE
2019-2020
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NOVEMBER
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JUNE

2019-2020
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Annual Review
Mid-Year
Stakeholders
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2020-2021
CNA
SWP
Annual Review
Mid-Year
Stakeholders
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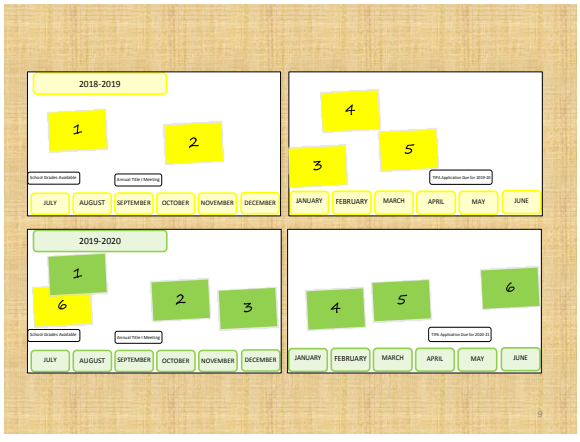
2018-2019
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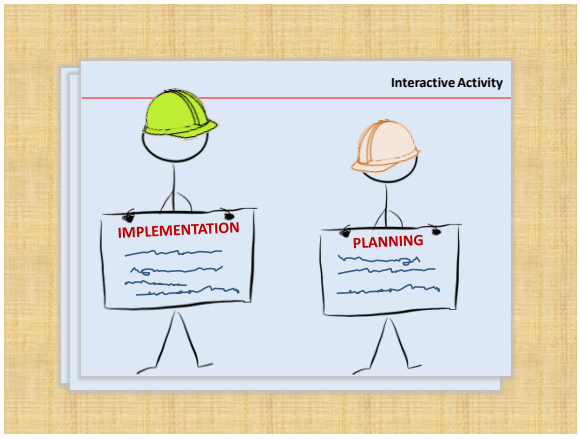

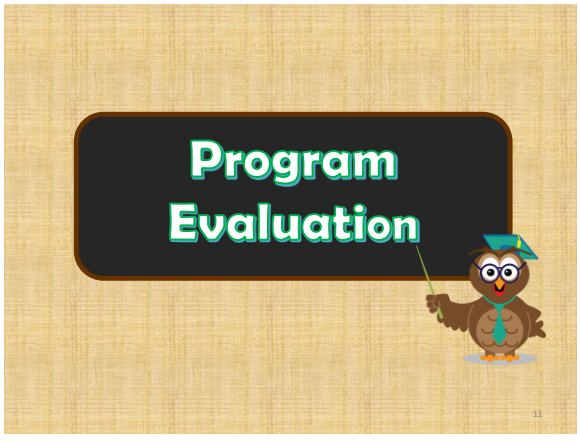

Program Evaluation

34 CFR 200.26(c) PROGRAM EVALUATION
A school operating a schoolwide program must -

(1) Annually **evaluate 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 State's 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 evaluation, to ensure continuous improvement of students in the schoolwide program.

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Comprehensive Needs Assessment (CNA)

13

CNA

SEC. 1114. SCHOOLWIDE PROGRAMS.
''(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 -

''(6) is based on a **comprehensive needs assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency

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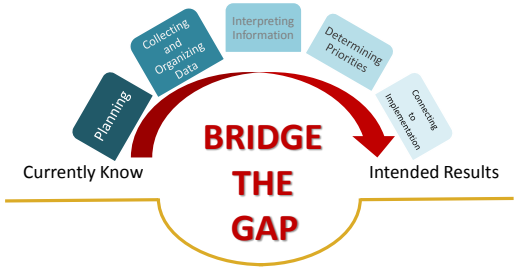
CNA

- Required of any school operating a schoolwide program; it must be used in the development of the school's comprehensive plan.
- As the CNA connected plan must be regularly monitored and revised as necessary, a CNA cyclic review and revision is suggested.
- CNA must be developed with participation of individuals who will carry out the schoolwide program plan.

CNA to SWP

Comprehensive Needs Assessment



Schoolwide Plan

Sec.1114. SCHOOLWIDE PROGRAM PLAN.
(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—

(6) is based on a **comprehensive needs assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

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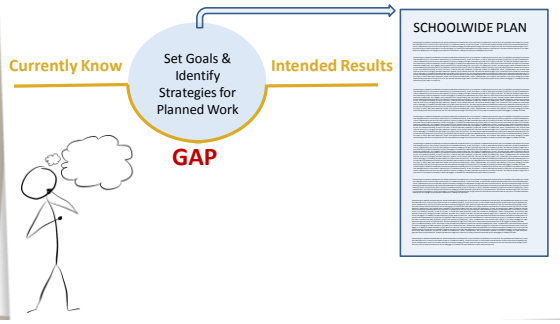
Schoolwide Program

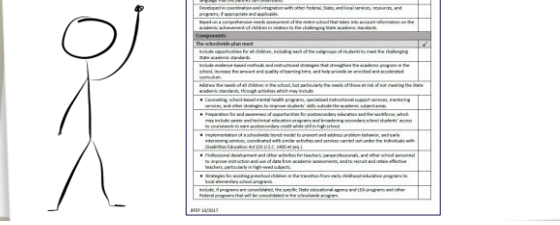
Requirements of a SWP that are essential to effective implementation:

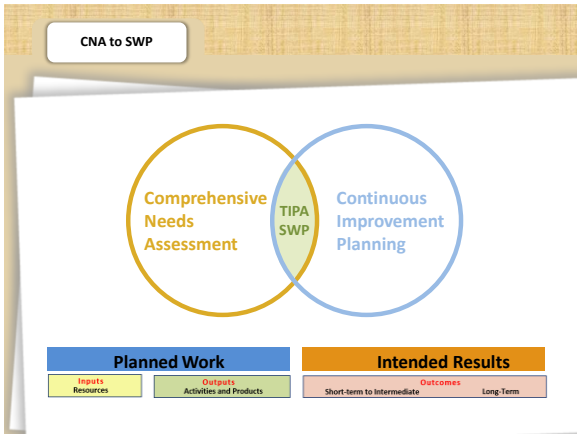
1) Conducting a comprehensive needs assessment
2) Preparing a comprehensive schoolwide plan
3) Evaluating the schoolwide plan for what worked and revising as needed throughout its implementation

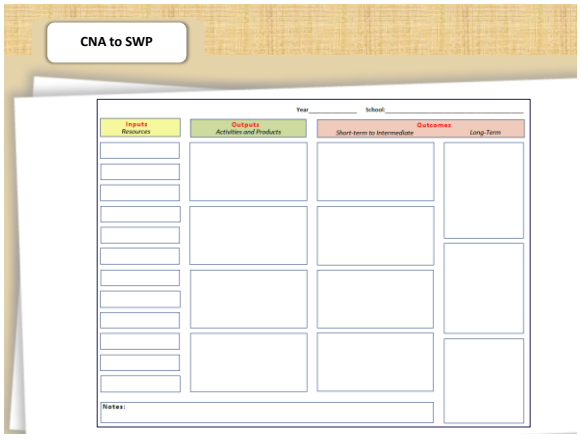
CNA to SWP



CNA to SWP



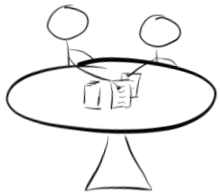

CNA to SWP
Comprehensive Needs Assessment
TIPA SWP
Continuous Improvement Planning
Planned Work
Intended Results
Inputs
Resources
Outputs
Activities and Products
Outcomes
Short-term to Intermediate
Long-Term


CNA to SWP
Year
School:
Inputs
Resources
Outputs
Activities and Products
Outcomes
Short-term to Intermediate
Long-Term
Notes:

Interactive Activity
24

Activity Instructions

1) Each LEA will share in a rotating station format (15 minutes)
   - *Conversation Starters*
   - *Open Sharing*
2) Choose a person to summarize your conversation notes on chart paper.
3) Choose a person to share out your highlights (2 minutes)



LEA Partner Sharing

Brian Schultz from Pasco: Data Analysis

1. Which data do you use to analyze the effectiveness of instruction?
2. Is any of the data disaggregated? If so, which indicators?
3. Do you analyze any lagging data? If so, which indicators?
4. How do you measure return on investment (ROI)?
5. How do you ensure the data is presented in ways accessible by all stakeholders?
6. What do you consider a data analysis "best practice"? What will you do different in the future?

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LEA Partner Sharing

Woodland Johnson from Hillsborough Data Analysis

1. Which data do you analyze to assess progress toward your established goals?
2. Is any of the data disaggregated? If so, which indicators?
3. Do you analyze any lagging data? If so, which indicators?
4. How do you measure return on investment (ROI)?
5. How do you ensure the data is presented in ways accessible by all stakeholders?
6. What do you consider a data analysis "best practice"? What will you do different in the future?

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LEA Partner Sharing

Liz West from Lake: Stakeholder Engagement

1. How do you ensure the selection of stakeholders creates an inclusive group with varied perspectives?
2. How do you ensure internal and external stakeholders are prepared?
3. What communication protocols do you establish for engaging with stakeholders?
4. What instruments do you use for stakeholders to provide meaningful feedback?
5. What do you consider a stakeholder engagement "best practice"? What will you change in the future?

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LEA Partner Sharing

Ashley Scott from Leon: LEA-level Plan Development

1. How does each school's schoolwide plan drive the development of the LEA plan?
2. With a variety of professional development requests, how do you prioritize professional development needs?
3. How much autonomy do school leaders have in selecting and funding professional development activities?
4. How do you measure return on investment (ROI)?
5. What do you consider a planning "best practice"? What will you do different in the future?

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Program Management

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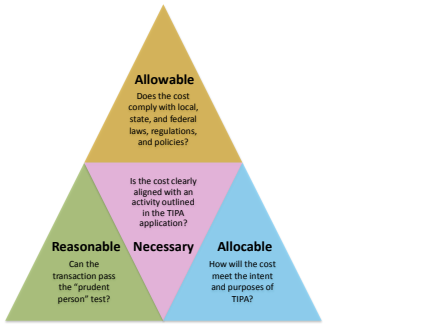
Allowability of Costs



A-Code

Financial Rewards and Incentives

(1) used to fund financial rewards and incentives for teachers who serve in Title I schools identified for comprehensive or targeted support and improvement

(2) must not exceed 5 percent of the total allocation

Note: financial rewards and incentives for teachers who serve in non-CSI and non-TSI schools are allowable using the K-code.

E-Code

Educational Services Funded at the LEA Level

(1) used to fund LEA-wide educational services funded at the LEA level (i.e., those funded out of the LEA's cost center budget)

(2) must not exceed 1 percent of the total allocation

Note: Using the E-code to fund items, such as, supplies and equipment is allowable in cases where those items are associated with an educational service.

F-Code Discretionary Educational Services Funded at the School Level

(1) used to provide discretionary educational services, which are funded at the school level, but administered by the LEA

(2) LEAs must first allocate funds to schools, and then schools may pay for participation in a discretionary educational service offered by the LEA

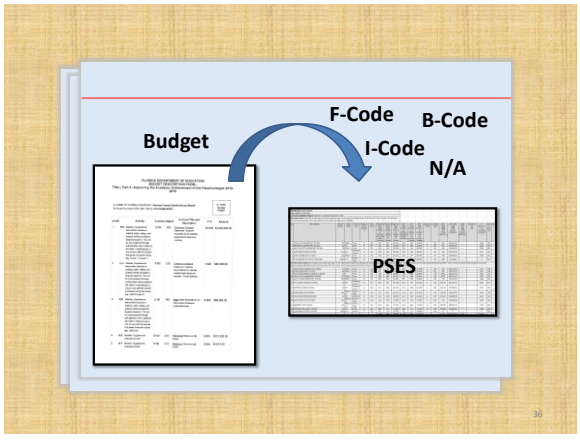
Note: Using the F-code to fund items, such as, supplies and equipment is allowable in cases where those items are associated with an educational service.

K-Code Administrative Costs

(1) Administrative costs, which includes indirect costs at the LEA's approved rate

(2) must not exceed 10 percent of the total allocation

Note: The K-code is only appropriate for costs associated with the administration of the grant.



count	code	Activity	Function	Object
1	N/A	Classroom teachers tutoring after school AOF 1 AOF 6	5100	120
2	N/A	Classroom teachers, pre-existing ELL teacher AOF 1	5100	120
3	A	Incentives will be offered to attract high performing teachers to schools that are performing poorly in reading, math, and science. (district) AOF 1	5100	120
4	N/A	Stipends	5100	128
5	N/A	Paraprofessional. Supplement para for classroom instruction. Pre-existing para positions AOF 1	5100	150
6	I	Retirement for tutors tutoring students after school, classroom teacher	5100	210
7	N/A	Retirement for incentives offered to attract high performing teachers.	5100	210
8	N/A	Social Security for teachers tutoring after hours, pre-existing teacher	5100	220
9	I	Social Security for incentives offered to attract high performing teachers	5100	220
10	N/A	Group Insurance for classroom teacher	5100	230
11	I	Worker's Compensation for tutors tutoring students after school, classroom teacher	5100	240
12	N/A	Worker's Compensation for incentives offered to attract high performing teachers	5100	240

Funding a position and the benefits associated with that position.

The same reservation code is required for each position and the benefits associated with that position.

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13	H-4	Area of Focus 8 - Private Schools: Professional and technical services	5100	310
14	H-5	Area of Focus 8 - Private Schools: Supplies (Roll Forward)	5100	510
15	E	Academic supplies for reading, math, and science/STEM . Paper, pencils, workbooks	5100	510
16	N/A	Maintain/upgrade a digital makerspace environment-rugs, seating for parents and students, stand up desks, bookshelves and other storage areas for books and supplies, lighting fixtures and equipment.	5100	641
17	E	Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), [55 FTE] social worker for elementary (District), and Nurses Aide supplemental care [.5 FTE].	6110	130
18	N/A	Retirement for Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), and [55 FTE] social worker for elementary (District)	6110	210
19	N/A	Social Security for Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), and [55 FTE] social worker for elementary (District)	6110	220
20	N/A	Group Insurance for Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), and [55 FTE] social worker for elementary (District)	6110	230
21	N/A	Worker's Compensation for Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), and [55 FTE] social worker for elementary (District)	6110	240

Per the RFA, furniture is unallowable.

There are certain items of furniture that are allowable. Charging stations for technology, such as, tablets, iPads, and Chromebooks.

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13	H-4	Area of Focus 8 - Private Schools: Professional and technical services	5100	310
14	H-5	Area of Focus 8 - Private Schools: Supplies (Roll Forward)	5100	510
15	E	Academic supplies for reading, math, and science/STEM . Paper, pencils, workbooks	5100	510
16	N/A	Maintain/upgrade a digital makerspace environment-rugs, seating for parents and students, stand up desks, bookshelves and other storage areas for books and supplies, lighting fixtures and equipment.	5100	641
17	E	Social Security for Social Workers. One pre-existing position for Social Worker for middle school [1 FTE], new social worker position for new middle school [.40 FTE] (school), [55 FTE] social worker for elementary (District), and Nurses Aide supplemental care [.5 FTE].	6110	130
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District level initiatives need to be funded using

A	**Financial Rewards and Incentives Set-Aside (Not to Exceed 5%)**
B-1	Parent and Family Engagement for LEAs with $500,000 or less set-aside
B-2	Parent and Family Engagement for LEAs with greater than $500,000 set-aside
C	Homeless Education Set-Aside
D	Neglected & Delinquent Education Set-Aside
E	Educational Services Funded at the LEA-Level (Not to Exceed 1%)
G	Early Childhood Set-Aside
H-1	Private School Administrative Costs
H-2	Private School Parent and Family Engagement
H-3	Private School Professional Development
H-4	Private School Instructional Services
H-5	Private School Roll-Forward
I	2018-2019 Roll-Forward
J	Transportation for Foster Care Children
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%
L	Reimbursements for Charter School Expenditures
M	Transportation for School Choice (Not to Exceed 5%)

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21	N/A	Worker's Compensation for Social Security for Social Workers. One pre-existing position for Social Worker for middle school (1 FTE), new social worker position for new middle school (.40 FTE) [school], and .55 FTE) social worker for elementary (District)	6110	240
22	H-2	Area of Focus 8 - Private Schools: Supplies SUPPLIES: 3-Prong Folders 7 Habits Of Highly Effective Families Booklet 7-Habits Of Successful Families Materials And Manipulatives Agendas Backpacks Banker Boxes Binder Clips Binder Rings Binders Board Games Book Rings Books Brads Break Out Edu Kits Cardstock Channing Bete Single Title Publications - NOT A SUBSCRIPTION Chart Paper Clipboards Clothespins Coffee Filters Colored Felt Communication Envelopes Community Training Supplies (Nami Sednet Hernando County Solid Waste Facility) Composition Notebooks Construction Paper Correction Fluid Crayons Dry Erase Markers Envelopes Erasers File Folders Folders Glue Glue Sticks Highlighters Holiday Stickers Homework/Communication Folders ID Holders Index Cards Labels Laminate Laminating Film Lanyards Markers Message Boards Napkins Nicky's Folders Note Cards Notebooks Paper Paper Clips Paper Communications To Increase Parent Involvement Paper Cups Paper Towels Parent Reading Materials For Helping Students Pencil Sharpeners Pencils Pens Planners Plastic Containers Plastic Table Top Certificate Displays Plates Plexi Glass Signs Pocket Folders Poly Folders Pom Poms (Crafts) Poster Board Poster Frames Poster Maker Paper Poster Paper Notepads Post-It Notes Report Covers Scissors Self-Inking Return Address Stamps Sentence Strips Sheet Protectors Signs for Events Soap Staplers Staples STEAM Science Station Supplies Stickers Student Agendas Subscription Of Channing Bete Publication Supplemental Core Curriculum Materials SWAG Manuals Tablecloths Tag Board Tape Teachers Resource Materials Training supplies for NAMI PBS and behavior workshops Tri-Fold Boards Tuesday Communicators Utensils Weekly Communicator Folders	6150	510

Per the Office of Grants Management, listing **5** examples of supplies is sufficient.

Including an exhaustive list of supplies will increase an applications processing time.

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Questions

Resources

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Resources

Florida Department of Education (FDOE)
http://www.fldoe.org/

- Bureau of Federal Educational Programs (BFEP)
- FDOE, Office of Grants Management
  http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/index.stml

Resources

- **PK-12 Education Information Services**
  http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/index.stml
- **PK-12 Database Manuals**
  http://www.fldoe.org/accountability/data-sys/database-manuals-updates/

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