



Purpose and Work Streams 2016-17

State and Federal Programs

Purpose	
Purpose	Department Manager
This department works to align local, state and federal resources in order to remove educational barriers and equitably support students, staff, and families. This work includes reinforcing a multi-tiered system of support (MTSS) while observing all Elementary and Secondary Education Act (ESEA) compliance measures.	Jennifer Waldner

Major Work Streams		
Title	Description	Lead
ESEA Grant Management	DPI releases Title budgets to MMSD; Utilizing second Friday count data, S/F Director calculates all Title allocations for MMSD schools, district, and private / parochial schools; S/F Director, S/F Clerical in coordination with grants accountant, department leaders, and principals, enter Title budgets (Title I, Title II, Title III, Title I D, and Supplemental Focus) into DPI's ESEA online grant application; S/F Director, S/F Clerical monitor all Title I and Title II spending and follow a budget revision process with principals to keep ESEA grant current and in approved status throughout school year.	Jennifer Waldner
Annual Title I Resource Allocation Process	S/F Director populates DPI's ESEA application with second Friday public and private enrollment numbers and determines rank order list of schools to be served with TI funds; S/F Director in conjunction with SBLT calculates building level allocations and district TI reservation amounts; In February, principals receive building level TI allocations and budget worksheets for following school year in alignment with local staffing workbooks; Principals submit TI budgets to S/F department by end of March; S/F Clerical works with HR and Budget Allocation Manager to process potential staffing changes; S/F Director and S/F Clerical enter district and building level TI budget line items into ESEA application for state approval by August 31st.	Jennifer Waldner
ESEA Compliance Monitoring	S/F Director receives updated ESEA Monitoring Guidance from DPI in late summer / early fall; S/F Clerical creates Title I Compliance Trackers based on this guidance for each TI receiving school; S/F Director, S/F Clerical, Grants Accountant, and Budget Allocation Manager visit all TI receiving school principals and secretaries in fall to discuss annual compliance measures, staffing, budget alignment, and spending deadlines; S/F Clerical provides additional training to newer secretaries; S/F Clerical prepares Time and Effort reporting for TI funded staff three times per year; S/F Director, S/F Clerical, Grants Accountant, and Budget Allocation Manager visit a sample of TI receiving school principals and secretaries in spring to review compliance documentation in preparation for summer financial audits; By June, all TI Compliance Binders are collected, reviewed and archived; S/F Clerical monitors all TI equipment purchases to ensure they are tracked on school-based Title I inventory log; S/F Director in coordination with grants accountant completes all ESEA End of Year and Comparability reporting; S/F Director, S/F Clerical and PP Coordinator hold two meetings per year with all ESEA participating PP schools to review Title I, Title II, and Title III compliance measures	Jennifer Waldner

Title I Focus School Support	S/F Director receives annual Supplemental Focus School Budgets from DPI when schools submit required Indistar reporting in Fall; S/F Clerical enters budget information into Title I Focus School Budget Worksheets; S/F Director continually communicates with Focus School principals to ensure all are meeting quarterly Indistar checks and any additional measures of compliance; S/F Clerical manages budget revisions and ESEA application when pertaining to Focus School grant.	Jennifer Waldner
TI Supports in Private / Parochial (PP) Schools	PP Coordinator distributes Affirmations of Participation to all PP schools within MMSD; S/F Clerical sends Title I poverty / non-poverty surveys to all PP schools who stated intent to participate in TI services during the the fall of the previous year; S/F Director and S/F Clerical enter PPschool enrollment and low income data into ESEA online application to generate TI allocation for services; P/P Coordinator communicates with all schools accepting TI services and begins identifying eligible students; PP Coordinator and PP Interventionist assess and rank each student by need; PP Coordinator and PP Interventions create schedule of services and communicate this with each PP Principal including assessment results; PP Coordinator and Interventionist provide quarterly progress updates to PP teachers and parents; S/F Director reviews PP TI services through one-on-one meetings, quarterly meetings with TI PP instructors, observations, and bi-annual surveys to all participating PP schools	Stephanie Dankert
TII Supports in Private / Parochial (PP) Schools	PP Coordinator distributes Affirmations of Participation to all PP schools within MMSD; S/F Director and S/F Clerical enter PP school enrollment into ESEA online application to generate TII allocation for PD; PP Coordinator distributes and collects TII PD needs assessment information from all schools stating intent to participate; PP Coordinator alerts PP schools to amounts of TII funds available for professional development once DPI approves TII grant; S/F Director reviews and approves all PP TII PD needs assessments; PP staff submit initial requests for PD to PP Coordinator; PP Coordinator determines if funding is available and request is aligned to needs assessment; S/F Clerical alerts PP staff of approval and provides PD reimbursement forms and instructions; PP staff submits reimbursement to PP Coordinator after PD event; S/F Clerical reviews for appropriate documentation and submits to S/F Director for final reimbursement approval; Approved reimbursement is forwarded to accounting for payment.	Jennifer Waldner
Title VII Compliance	S/F Director and Title VII First Nations Instructional Resource Teacher submit Title VII grant in April to USDE for approval and use for following school year; Title VII IRT identifies eligible students through an application process, coaching families on how to access tribal membership if possible; Once students are identified, Title VII IRT offers services through tutoring, American Indian Science and Engineering Society (ASIS) coordinator, truancy monitoring, high school NASA groups, and PD for staff teaching / working with First Nations students in order to meet individual cultural and academic needs; At same time, Title VII IRT organizes parent committee and hosts every other month meetings and provides professional development on topics related to Act 31 and Native American Education to various audiences throughout the school year.	Rachel Byington
Achievement Gap Reducation (AGR) Program	Director of S/F updates applications and contracts for AGR schools utilizing SIP data; S/F Director and S/F Clerical complete third Friday count AGR reporting for DPI by October; S/F Director keeps all AGR contracts and reporting updated with the appropriate strategy utilized by each AGR classroom in order to maintain compliance; S/F Director and S/F Clerical completes AGR mid-year and end of year reporting.	Jennifer Waldner

McKinney Vento Homeless Assistance Act Compliance	SF Director serves as federally mandated district Homeless Liaison and works with TEP staff on all measures of compliance; TEP Staff report to school 30 hours before contract start to begin process of annual identification of students experiencing homelessness; TEP Staff train school points of contacts (POC's), secretaries, enrollment office, community agencies on McKinney Vento Homeless Assistance Act implementation and district policies; TEP Staff and building POC's ensure families are aware of rights under McKinney Vento during identification verification process; TEP staff increases awareness of McKinney Vento rights by distributing posters to schools and community locations, brochures, and Transition Education Program contact cards; TEP Staff provides daily technical assistance to MMSD schools, and frequently to other local and State school districts, related to the implementation of McKinney Vento. TEP Staff identifies and responds to gaps in awareness and implementation of McKinney Vento as they become apparent in district level interactions. TEP Staff works to remove barriers to access and participation in education through clarification and explanation of federal law during collaboration and participation in multidisciplinary and interdepartmental meetings. TEP Staff continually works to remove educational barriers throughout year by providing school supplies, basic need items, transportation, active referrals, and access to academic and extracurricular activities and sports throughout the year, including summer school.	Amy Noble
McKinney Vento Community Connections and Awareness	TEP Staff work regionally to improve equitable systems and supports for students experiencing homelessness and compliance with McKinney Vento by leading the Homeless Education Network of Dane County. TEP Staff works to build and maintain relationships with homeless services providers, service groups, higher education, surrounding districts, and DPI to build and improve systems that increase educational support including leadership within the Homeless Services Consortium HUD Continuum of Care. TEP Staff create and sustain relationships in the community to build awareness and renew community support of students resulting in donations and service projects.	Jani Koester
Building Academic Social Emotional Supports Grant (Mentoring Program)	UW Professor, UW graduate students, and TEP teacher leader (BASES team) meets at the beginning of the year to coordinate BASES program and services; TEP teacher leader serves as program liaison between UW, school sites, Head Start, and TEP parents; UW Professor places mentors (UW graduate students / school of education students) in Lapham and Sandburg; BASES team creates professional development on working with students experiencing trauma and supporting homelessness; UW staff begins weekly class to meet with all mentors: UW staff provide onsite support as needed to mentors; Mentors provide 1-2 hours of weekly support to identified TEP students on building connections, academics, and behavioral management within classroom setting; BASES team arranges quarterly drop-in PLC's for any teacher looking for more information on trauma / TEP students; Using a control group, BASES team gathers data on academic and social emotional info through district, teacher input, and mentor journals to inform best practices.	Jani Koester
Education for Homeless Children and Youth Grant	S/F Director and TEP staff work together to apply for and write the three year EHCY grant from DPI; Upon approval, S/F Director and TEP staff meet quarterly to review progress on grant goals and objectives; S/F Director works with transportation, RAD, and accounting to submit grant revisions, mid-year reporting, end-of-year reporting, and any additional monitoring requirements.	Jennifer Waldner
Food For Thought Initiative (FFTI)	TEP teacher leader and Food For Thought Initiative Volunteers work throughout the year to provide food to students experiencing homelessness. This team initiated the student food pantry at East High School last year and maintains this pantry through an MOU with MMSD. TEP staff collaborates with FFTI volunteers to identify areas of need and significant gaps in availability of food specific to students experiencing homelessness. Weekends, days when school is closed, families sleeping in their cars are examples of those targeted situations. In 2016-17 FFTI is expanding locations and food related supports at Sandburg Elementary and Lafollette HS. FFTI communicates district expectations and food safety from Second Harvest with the MMSD sites. Monthly meetings occur both with the planning teams and larger volunteer group.	Jani Koester

Migrant Education	<p>Migrant recruiter participates in DPI annual training; migrant recruiter works to pre-screen all families flagged as potentially migrant during registration; migrant recruiter submits names of families passing screener to DPI for formal migrant labelling; once identified, migrant recruiter works with students and families to remove educational barriers, provide district and community resources, and engage families into the educational system. Migrant recruiter continually builds and maintains a strong functioning network of partnership agencies and organizations that remain truly committed to increase educational support for migratory children and their families; all efforts will be made to provide a seamless array of educational resources to fully address the educational needs of migratory students.</p>	Daniel Rea Giron
Title III in Private Parochial (P/P) Schools	<p>The Title III Private/Parochial Teacher leader contacts all P/P schools that have requested Title III services in August and requests updates to the Title III roster; TIII P/P Teacher Leader begins to contact families to verify that the students are English Language Learners; TIII P/P Teacher leader requests parental permission to screen students; TIII P/P Teacher Leader goes out to the schools to screen and score each of the new English Language Learners; Results are returned to the schools; Identified students needing Title III support are added to the Final Roster that is shared with the District Assessment Coordinator so the ACCESS booklets can be ordered; During the ACCESS window, the Title III P/P Teacher Leader helps to coordinate and proctor the ACCESS test out at the private schools; TIII P/P Teacher Leader is in contact with the schools and teachers to provide ELL instructional support through professional development, consultation support and/or coaching; S/F Director reviews PP TI services through one-on-one meetings, quarterly meetings with TI PP instructors, observations, and bi-annual surveys to all participating PP schools</p>	Daniel Rea Giron



State and Federal Programs

Priority Projects 2016-17

COMP Priority Project	Strategic Framework Priority Area	Strategic Framework Priority Area Next Step	Project Lead	Q1 Key Implementation Steps	Q2 Key Implementation Steps	Q3 Key Implementation Steps	Q4 Key Implementation Steps	Metrics for Monitoring Completion and Success
Implement ESSA Requirements	N/A	N/A	Jennifer Waldner	Implement McKinney Vento Homeless Assistance Act requirements by beginning of school year. This includes providing TEP transportation back to school of origin for entire school year even when permanently housed, recognition of 4K school of origin, removal of TEP status for transitionally housed families, and removal of TEP eligibility from students awaiting foster care placement. Train TEP POC's and building secretaries on changes in law, release updated TEP Guidance document, bring changes to the attention of the enrollment team and the transportation department, put and update in the principal and secretary news bulletin.	Review revised non-regulatory guidance: Ensuring Educational Stability for Children in Foster Care, Work with legal department, DPI, and Child Welfare agency to implement requirements outlined in the non-regulatory guidance by deadline of December 10, 2016 including local transportation procedures.			