



## Purpose and Work Streams FY15

### State and Federal Programs

Purpose	
Purpose	Department Head
<p>Work to align local, state and federal resources in order to better support students, staff, and families. This includes monitoring all ESEA funding and compliance measures at both the school and district levels.</p>	<p>Jennifer Waldner</p>

Major Work Streams	
Work Stream	Work Stream Lead
<p>ESEA Compliance Monitoring and Title Budget Management: S/F Clerical creates school specific Title I Basic and Title I Homeless tools. S/F Director, S/F Clerical hold bi-annual school visits with principals and secretaries to educate on ESEA, review budget alignment to the SIP and compliance record keeping through the use of tools; S/F Clerical prepares Time and Effort Reports for TI funded personnel to complete on bi-annual basis; S/F Clerical monitors all equipment purchases to ensure they are tracked on school-based Title I inventory log; S/F Clerical works with Grant Manager to create Budget updates to assure schools stay on track with spending. S/F Director, S/F Clerical implements and follows approval process for all TI funded expenditures and building level budget revisions; S/F Director, S/F Clerical complete state SAGE and Comparability reporting; S/F Director reviews all Title budgets for compliance purposes</p>	<p>Jennifer Waldner</p>

<p>Resource Allocation Process: S/F Clerical collects second Friday January counts to prepare for following year's TI allocations; S/F Clerical populates state's ESEA application with enrollment numbers and determines rank order list of schools to be served with TI funds; S/F Director determines building level allocations and district TI reservation amounts – S/F Clerical enters this information into the ESEA application; S/F Clerical provides projected building level allocations to all TI receiving building principals and private/parochial allocation to TI PP Coordinator; Elementary principals submit preliminary TI budgets to S/F Clerical by end of March; S/F Clerical enters district and building level TI budgets into ESEA application for state approval by August 31st</p>	<p>Jennifer Waldner</p>
<p>Focus School Support: S/F Director holds quarterly meetings with Focus School principals and MTSS Support Teachers to review Indistar benchmark requirements in preparation for DPI checks; S/F Director communicates regularly with all assigned Focus School staff to assist with Indistar, school improvement efforts, and locating professional development opportunities in order to increase achievement in areas of identification; S/F Director communicates regularly with DPI to ensure all Focus Schools are meeting all measures of compliance. S/F Clerical provides Focus school grant allocations by the end of September.</p>	<p>Jennifer Waldner</p>
<p>Title I Homeless Supports in Title I and Non-Title I Receiving Schools: S/F Director, S/F Clerical meets with principals and secretaries of non-Title I schools on a bi-annual basis to discuss budget, time and effort reporting, tracking of academic achievement levels of homeless students, and provision of TI services to students demonstrating academic need; S/F Director meets regularly with TEP staff to align Title I, McKinney Vento, and local resources in a way that is compliant with federal requirements and better meets the needs of students experiencing homelessness</p>	<p>Jennifer Waldner</p>
<p>Title I Migrant Supports in Non-Title I Receiving Schools: S/F Director works with OMGE staff and DPI to identify migrant students that are flagged during district enrollment process; DPI interviews and formally identifies students as migrant; S/F Director communicates with schools to ensure adequate TI supports and free lunches are provided to identified migrant students</p>	<p>Jennifer Waldner</p>

<p>ESEA Supports in Private / Parochial (PP) Schools: PP Coordinator distributes Affirmations of Participation to all PP schools within district; S/F Clerical uploads affirmations into ESEA online application; S/F Clerical sends Title I poverty / non-poverty surveys to all PP schools who stated their intent to participate in TI services during the next school year; S/F Clerical enters PP school enrollment and low income data into the ESEA online application; PP Coordinator distributes and collects TII PD needs assessment information from all schools stating intent to participate in TII services; S/F Director and TII Coordinator review all PP TII PD needs assessments; PP Coordinator alerts PP schools to amounts of TII funds available based off their enrollment; PP schools submit requests for PD reimbursement to PP Coordinator; S/F Clerical alerts PP schools of approvals and provides PD reimbursement forms and instructions; PP school submits reimbursement to PP Coordinator; PP Coordinator reviews for initial approval; S/F Clerical submits reimbursement materials to TII Coordinator for final approval and submission to accounting; S/F Director, S/F Clerical and PP Coordinator hold three meetings per year with all ESEA participating PP schools to review Title I, Title II, and Title III compliance measures; S/F Director reviews PP TI services through quarterly meetings with TI PP instructors, observations, and bi-annual surveys to all participating PP schools</p>	<p>Jennifer Waldner</p>
<p>ESEA Administrative Support: S/F Clerical processes payroll, submits it to S/F Director for approval, then submits it to HR; S/F Clerical prepares supply orders, mileage, reimbursements and Pcard processing and then submits to accounting; S/F Clerical creates Time and Effort Reports on a bi-annual basis for all Title I funded personnel within district and distributes reports to TI and non-TI school clerical for signatures; S/F Clerical provides TI related customer service support and on-going training to schools through e-mail, phone and face-to-face conversations.; S/F Clerical uses school feedback to continuously review ESEA Tools /processes and implement improvements to make meeting compliance easier for schools.</p>	<p>Melissa Ohm</p>

<p>Title II Supports: Director of S/F works with PD clerical to enter private school enrollment and budget information into the ESEA online application; Director of S/F reviews the Title II budget multiple times throughout the school year with grants accountant in order to align funds with PD departmental budget; Director of S/F approves all Title II private/parochial requests and reimbursements S/F Clerical processes all reimbursements and forwards to accounting for payment; Director of S/F works as liaison between MMSD and DPI's Title II coordinator by attending state-wide meetings and following list-serve information.</p>	<p>Jennifer Waldner</p>
<p>Metro High / TID Program in the Dane County Jail Including Huber Program:  Metro High teachers hold one-on-one intake process prior to incarcerated students attending classes; Metro High Teachers begin transition planning once intake is complete for eventual release from jail; Metro High Teachers hold classes daily in 2-3 hour blocks and individualize academic work from home high school if possible; Metro High Teachers collaborate with student's school of origin when designing academic work and transition plans; Metro High Teachers monitor students holding Huber Rights and collaborate regularly with school or program provider; Metro staff arranges for collaborative transition meeting in advance of student's release date to include individuals responsible for IEP, transcript, and support service review; Metro staff networks with other community agencies to incorporate parental involvement whenever possible; S/F Director and S/F Clerical works with Metro teachers and Dane County Jail Captain to complete TID Application and associated reporting as requested by DPI; S/F Director communicates regularly with Captain and district personnel regarding identified needs of Metro High students and teachers</p>	

<p>Transition Education Program (TEP): School Points of Contact (POC), Secretaries, and Social Workers assist potential homeless family fill out a Student Family Residency Questionnaire (SFRQ); POC approves TEP identification and sends SFRQ to enrollment office; enrollment office uploads TEP label into IC for identified homeless student; TEP staff provides support to students, families, school staff, community agencies, and surrounding districts on issues related to the McKinney Vento Act; TEP staff manages large amounts of community donations (including financial donations) and distributes them back out to the schools on an as-need basis; TEP staff provides training and professional throughout the community; TEP staff trains all school level points of contact and other district staff annually on homeless identification and support; TEP staff works closely with TEP transportation staff member to organize rides to and from school, including back to school of origin; TEP Staff and S/F Director meet with Transportation department on monthly basis; S/F Director approves all TEP transportation requests; S/F Director meets quarterly with accounting leads and Transportation Director to review TEP transportation budget, Director of S/F and TEP staff prepare and report on EHCY Grant and work with transportation to complete required updates/reporting as requested by DPI</p>	<p>Jennifer Waldner</p>
<p>MTSS Supports: S/F Director meets regularly with MTSS Director and intervention workgroup to align use of ESEA funds with MTSS; S/F Director coordinates with MTSS Director to prepare, plan, and deliver technical assistance and coaching to MTSS Support Teachers; S/F Director along with MTSS Director conducts site visits to ensure quality and adherence; S/F Director oversees TI funded Reading Recovery program utilized as Tier III intervention in TI receiving schools</p>	<p>Jennifer Waldner</p>



## State and Federal Programs

### Priority Project Implementation Plan FY15

Priority Projects	Implementation Plans	Lead Owner
<p>Implement approved Education of Homeless Children and Youth (EHCY) grant goals and objectives as well as all requirements under the McKinney Vento Act.</p>	<p>Reorganize TEP department priorities so that a staff member has a work focus on academics of homeless students, another focuses on McKinney Vento Compliance, and the third focuses on managing and distributing donations. How this will be implemented is a topic that is revisited during bi-monthly, 90 minute meetings which will include additional MMSD and community participants as they pertain to these specific roles and topics. These meetings are a follow-up to multiple strategic planning sessions that occurred over the summer.</p>	<p>Jennifer Waldner</p>
<p>Align Metro High program at the Dane County Jail with Title I D requirements including compliance measures listed in the TID grant.</p>	<p>S/F Director will hold bi-monthly meetings with Metro DCJ staff. S'F Director will work with Student Services to ensure that DCJ staff is on track with referrals and evaluation updates. Work with Career and Tech Ed staff to provide career guidance and supports to incarcerated MMSD students. Work to increase success of transitions for students entering the jail and also returning to the schools setting.</p>	<p>Jennifer Waldner</p>

<p>Plan for the utilization of 2015-16 Title II funding in a way that meets the district's core academic professional development needs across multiple district departments and schools.</p>	<p>S/F Director will meet quarterly with Asst Super of Teaching and Learning, Exec Dir of Professional Development, and members of accounting to assist with the alignment of Title II funding and the PD departmental budget. S/F Director will work towards a more collaborative method of planning for Title II funding. The S/F Director will hold time at weekly Teaching and Learning departmental meetings to openly discuss Title II allocation amounts and possible plans for funding based on current PD plan and needs.</p>	<p>Jennifer Waldner</p>
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## State and Federal Programs

### Goals & Measures FY15

Goals	Measures	Data collection & monitoring plans	Lead owners for tracking goal
<p>Achieve all measures of ESEA compliance for Title I, Title II, Title III, and Title I-D as well as McKinney Vento per federal and state requirements.</p>	<p>DPI approved ESEA Consolidated application (as displayed on DPI's website) and approval of End of Year Reporting across all Titles. Minimal carryover of all Title budgets.</p>	<p>Information Collection: Collected evidence of information entered into ESEA Consolidated Application will be kept on shared drive under government select programs. Progress will be checked through state's ESEA grant application budget revision and approval process.</p>	<p>Jennifer Waldner</p>



<p>Continue to integrate S / F Department funding in a way that best supports the district MTSS model.</p>	<p>Number of meetings and projects in conjunction with Director of MTSS. Participate in weekly Teaching and Learning Team meetings to access needs across district. Number of collaborative meetings with department stakeholders.</p>	<p>Information Collection: Binders will be checked bi-annually by S/F staff and also submitted for review during summer financial audits. Progress will be checked through Title budget revision process and expenditure tracking through Munis - all Title I, II, and TID expenditures are pre-approved through this department. Track number of collaborative meetings with department leaders and relevant stakeholders to align funding in a way that supports and advances the implementation of the MTSS model. Progress will be checked through meeting agendas and minutes.</p>	<p>Jennifer Waldner</p>
<p>Plan for the utilization of 2015-16 Title II funding in a way that meets the district's core academic professional development needs across multiple district departments and schools.</p>	<p>Number of meetings with relevant stakeholders. The collaborative creation of a Title II budget by May 2015 that meets the needs of multiple departments working with PD in the core academic areas.</p>	<p>Information Collection: Track number of collaborative meetings with department leaders and relevant stakeholders.</p>	<p>Jennifer Waldner</p>