

Nobody Does it Better: How to Write an ESEA Flexible Learning Program (FLP) Plan

Presenters:

**Jennifer Davenport, Program Manager
Margo DeLaune, Title Programs Director**

**Georgia Department of Education
Title I, Part A Programs-Flexible Learning Program (FLP)**



Purpose

- This session will provide detailed information on steps to developing and writing an ESEA FLP plan that will include all required elements of each of the FLP's ten components to enable districts to submit an FLP plan for each its participating schools. The FLP will meet compliance requirements and provide participating students with a genuine opportunity to improve their academic achievement relevant to the subjects offered by the district's FLP.



Flexible Learning Program (FLP)



**Dr. John D. Barge, State School
Superintendent**

"Making Education Work for All Georgians"
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Flexible Learning Program (FLP)

- FLP is a supplemental academic intervention that is required for Priority Schools, Focus Schools, and Title I Alert Schools, (where applicable).
- FLP allows districts to design an extended learning program tailored to meet the needs of the school and students *with greatest academic need*.



Flexible Learning Program (FLP)

- The district/school must incorporate careful planning to ensure that the programs and activities provided as a part of the FLP will improve the academic achievement of students participating in the program.
- The district/school must consult with parents and other stakeholders in developing its FLP plan. Documentation (agendas, sign-in sheets, meeting minutes, etc.) must be maintained to support the collaboration.



Flexible Learning Program (FLP)

- **All** parents must be given a genuine opportunity to provide input, comments, suggestions and ideas for the FLP as it relates to improving the academic achievement of participating FLP student.



FLP and SIG Cohort 1, Cohort 2, RT3 Lowest Achieving Schools

- The **only** School Turnaround schools that will be required to write and implement an FLP plan for the 2013 - 2014 school year will be **Cohort 1-SIG ONLY schools that are Title I served** (receiving a Title I, Part A allocation).
- These Title I served schools will be required to write and implement an FLP plan in the 2013 – 2014 school year.



Cohort 1 SIG Only Schools

- **AASD-Title I served**
- **GSD-Title I served**
- **Dooly High-Title I served**
- **Stewart County High-Title I served**
- **Ridgeland High-not currently Title I served**
- **Temple High-not currently Title I served**



FLP and SIG Cohort 1, Cohort 2, RT3 Lowest Achieving Schools

- Cohort 1-SIG Only schools that are not Title I served (not receiving a Title I, Part A allocation) **are not** required to write and implement an FLP plan for the 2013 - 2014 school year.



FLP and SIG Cohort 1, Cohort 2, RT3 Lowest Achieving Schools

- Cohort 2 Schools, and RT3 Only Schools, **will not** be required to write and implement an FLP plan for the 2013 - 2014 school year, but are required to continue ILT. Likewise, Cohort 1 SIG/RT3 LAS schools **will not** be required to write and implement an FLP plan for the 2013-2014 school year. These schools will remain RT3 LAS through September 2014 and be required to continue ILT.



General Information

The FLP replaces Supplemental Educational Services (SES) formally required of schools in needs improvement.

SES

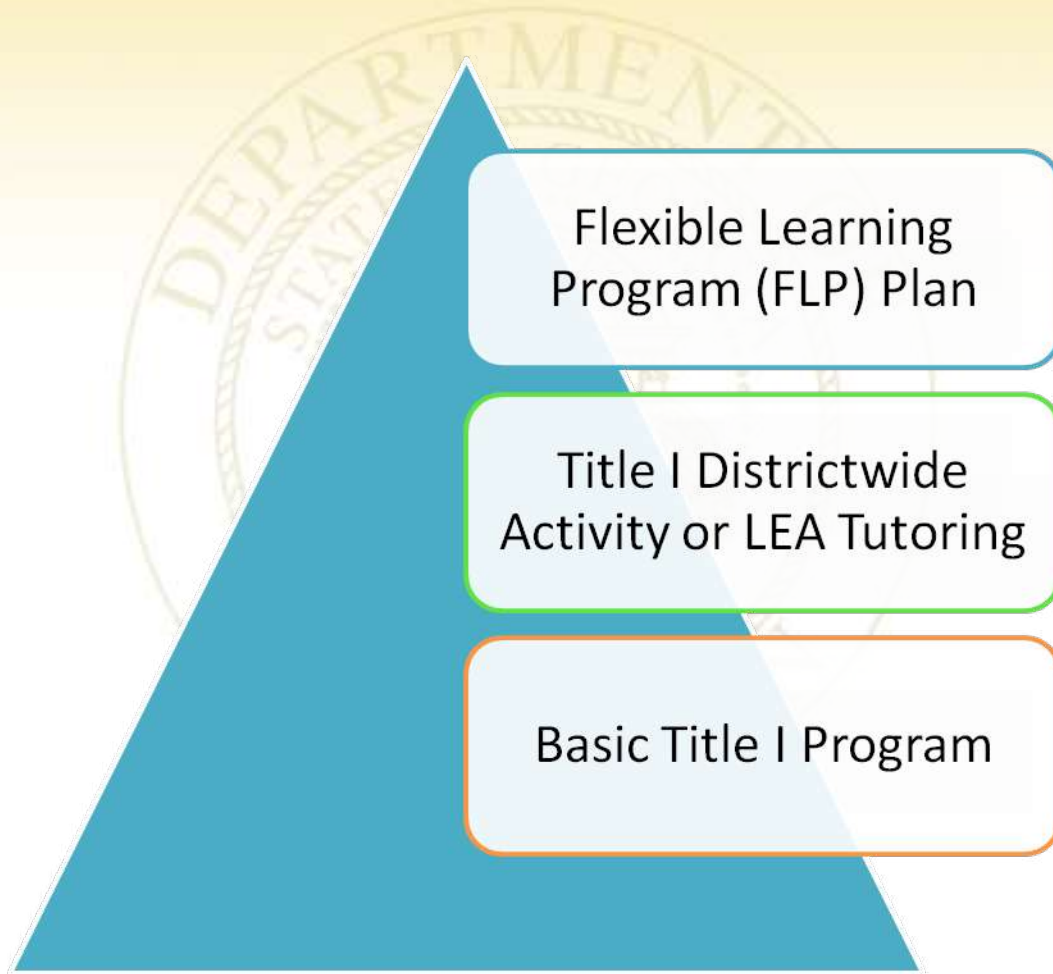
- Required the use of outside providers approved by GaDOE to provide free tutoring to eligible students based on Federal Rank Order
- Was designed to improve the academic achievement of **individual** students

FLP

- Allows districts to design and provide supplemental extended learning opportunities to eligible students based on Federal Rank Order
- Is designed to improve the academic achievement of **individual** students



Flexible Learning Program (FLP)



Who Should Be Involved?

- In order for a District to develop the best FLP Plan possible the following groups need to be involved in the FLP Planning:
 - Superintendent
 - Title I Director/Coordinator
 - Priority, Focus or Title I Alert School Principal
 - Priority, Focus or Title I Alert School eligible Title I Parents



Who Should Be Involved?

- Priority, Focus, or Title I Alert School Teachers
- Outside community stakeholders
- District's Special Education Director/Coordinator
- District's EL Director/Coordinator
- District's staff involved in other district tutoring programs: 21st Century Grant Programs, district tutoring programs, TRIO, etc.



First Things First

- FLP is **not** a school improvement activity.
- FLP is an individual student improvement activity.
- FLP must extend learning time, not replace it.
- FLP is a district responsibility and all funds are budgeted and charged to the district's central office. FLP funds must be tracked separately in the same way that funds for SES were tracked separately.



Flexible Learning Program (FLP)

District

- District Level FLP Plan
- Title I, Part A Monies Set-Aside at District Level

School

- School Level FLP Activity
- School Staff must be involved in planning the FLP activity and implementing the FLP program

Student

- Student Level Individualized FLP Academic Plan
- The FLP program must address individual student needs



First Things First

- FLP is for **all** eligible students in the school. FLP services may not be limited to a specific grade level(s) or a specific subgroup of students (students with disabilities, ELLs, females, white students, etc.).
- If a district uses a third party contractor/provider to provide FLP services, the district is responsible for ensuring that all schools and private providers/contractors implementing an FLP program under Title I, Part A are meeting financial and program compliance. The GaDOE will request district policies/procedures regarding private providers/contractors, as well as, contracts with private providers/contractors as a part of its monitoring of the FLP program.



First Things First

- FLP funds **are not** allocated to schools.
 - Funds must be used to ensure that all eligible Rank I students across the district are served first before moving to the next rank of the Federal Rank order.
 - If School A has an anticipated budget of \$10,000 for FLP and can serve all Rank I students using \$5,000 and School B has an anticipated budget of \$10,000 for FLP but needs an additional \$5,000 to serve all Rank I students , the district would amend it's FLP budget to move \$5,000 from School A to School B to ensure that all Rank I students in participating schools across the district are served.



First Things First

- Write responses for **readers who know nothing** about the school or the district. Do not assume that the reader is familiar with the programs and activities used by the school or the district. Define all acronyms on first usage.
- Responses should be limited to activities in the FLP. Refrain from discussing other programs that are outside of the FLP.
- Responses should address the component. Read the component before and after responding. Ensure that the response stays on topic.



First Things First

- Read all responses once written. Are the responses consistent from one response to the next? Is there a logical flow from one point to the next? Be concise and to the point, yet provide enough detail so that there is not doubt as to what the school/district intends to do in the FLP. Paint a picture of the FLP for the reader.



First Things First

- FLP funds may not be used to:
- Provide incentives/rewards for students.
 - Provide field trips.
 - Provide credit recovery activities.
 - Provide initial credit in any course.
 - Provide homework help.
 - Provide enrichment activities.
 - Provide interventions related to student behavior/conduct.
 - Pay for teachers to attend conferences.



First Things First

- When asked to write procedures, keep the following in mind:
- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.
 - One sentence does not a procedure make.
 - When the component asks for a plan, keep the following in mind:
- A plan is a method devised for making or doing something or achieving an end.
 - One sentence does not a plan make.



Flexible Learning Program (FLP)

- All data must be entered into the FLP Plan tab of the Consolidated Application.



Budget Projections Tab

- Most Common Error(s)
 - Failure to complete all information requested for each school offering the FLP.
 - Placing incorrect data in the Title I, Part A School Allocation response field. The amount placed in this field is the school's Title I, Part A allocation from the School Allocation Tab in the Consolidated Application.
- Must be reviewed and updated annually by the district.



Priority Schools Tab

- Most Common Error(s)
 - Failure to complete all information requested for each school offering the FLP.
 - Including professional development activities that are inappropriate for the FLP.
 - When a district uses a third party provider, the district may not use the FLP funds or the required 10% set-aside for Priority Schools to provide professional development to the employees of the third party provider.
 - In this situation, the required 10% set-aside for Priority Schools would be used to provide professional learning around instructional strategies for at risk learners in the core content area being served by the FLP. These funds **may not** be used to send teachers and other staff members to conferences.
 - Must be reviewed and updated annually by the district.



Request to Set-Aside a Lesser Amount for FLP

To spend less than the amount needed to meet its 5 percent obligation for FLP and to use the unexpended amount for other allowable activities in a given school year, an LEA must meet, at a minimum, all of the following criteria [34 C.F.R. §200.48(d)(2)(i)]:

Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to receive FLP services.

1. Ensure that eligible students and their parents have a genuine opportunity to sign up for FLP, including by: (a) providing timely, accurate notice to parents; (b) ensuring that sign-up forms for FLP are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families and (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting FLP.
2. The district has made an offer of and provided FLP services to students in all ranks of the Federal Rank order.



FLP Components

- There are 10 components of the FLP plan. Districts must complete an FLP for each Title I Priority, Focus, and Title I Alert school (when applicable).



FLP Component 1

1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:
 2. Core content area(s)
 - Subgroup(s)
 - Graduation rate(s)
- Note: The LEA must identify the measurable performance goals and outcomes to be met.



FLP Component 1

Elements to be addressed in this component:

- Achievement data for English/language arts, reading, mathematics, social studies, and science.
- Graduation rate where appropriate.
- Measurable performance goals and outcomes to be met by **participating FLP students**.



FLP Component 1

First Element:

- Achievement data for English/language arts, reading, mathematics, social studies, and science.
 - Show the reader the data. Avoid statements that begin with or include: We think, we feel, we believe,
 - Specifically state the subject area that will be served by the FLP.
 - Example
- Data Analysis Sample



FLP Component 1

Second Element:

➤ Graduation rate, where appropriate.

➤ Example

- The graduation rate for Students with Disabilities remained unchanged for two consecutive years (2010 & 2011) and is currently below the state average for this subgroup.

The graduation rate for Limited English Proficient Students dropped over a two year period (2010-2011) and is currently below the state average by 13.7% for this subgroup.

Further, research strongly suggests that students who are unsuccessful after their first year of high school are far more susceptible to ending their educational pathways and dropping out of school (Allensworth & Easton, 2005; 2007).



FLP Component 1

Third Element:

- Measurable performance goals and outcomes to be met by participating FLP students.
- Goals must be specific and cover the three year period of the FLP.
 - Goals must be measurable.
 - While goals may address group performance, districts and schools must establish goals for individual student growth given that FLP is an individual student achievement improvement program.
 - The FLP is a three year program. There **must** be performance goals for all three years.
 - Example
- Measurable Performance Goals Sample



FLP Component 2

2. Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.



FLP Component 2

Elements to be addressed in this component:

- Multiple, educationally related selection criteria to first rank students based on academic need by subject and grade level. NOTE: All students in the school **must be ranked** according to academic need since all students in the building are potentially eligible for FLP services.
- Federal Rank order applied to academic rank order to determine students eligible for service by rank.
- Documentation required to support the application of the rank order.



FLP Component 2

First Element:

- Multiple, educationally related selection criteria to first rank students based on academic need by subject and grade level.
 - Multiple
 - More than one criterion.



FLP Component 2

First Element *(continued)*:

– Educationally related

- Grades K – 2: teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.
- Grades 3 – 12: Test scores, retention/placement in a grade level, academic indicators that provide data to determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.



FLP Component 2

First Element *(continued)*:

- Criterion that may not be used to rank students based on academic need:
- Behavior
 - Attendance
 - Poverty
 - Status as a parent
 - Membership in a specific ethnic group, subgroup, grade level, gender, etc.
 - Examples
- Multiple Selection Criteria--HS
- Multiple Selection Criteria--MS



FLP Component 2

First Element *(continued)*:

- Ranking students who were not in the school/district in the previous school year:
 - **Students who come to the school from out-of-state:** Find data from the student's record that is a close match to the multiple selection criteria.
 - **Students who enter the school from home school programs:** Use the cumulative assessments that are in the adopted text for the subject area being served.
 - **Students who enter through out the school year:** Apply the multiple selection criteria then place the student in the rank order and serve the student according to the rank order with the next available FLP opening.



FLP Component 2

First Element *(continued)*:

- Ranking students with disabilities:
 - **Students with disabilities who have a CRCT score or an EOCT score:** Apply the weighting based on the student's score on the test.
 - **Students with disabilities who have a CRCT-M score:** Weights given to the scores identified as most at-risk must match weights used for CRCT. Apply the weighting based on the student's score on the test.

CRCT

0- 300 = 5 points

301-500 = 4 points

501-700 = 3 points

701-799 = 2 points

800-820 = 1 point

Above 821 = 0 points

CRCT-M

0-300 = 5 points

301-319 = 4 points

320-329 = 3 points

330-339 = 2 points

340-349 = 1 point

Above 350 = 0 points



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FLP Component 2

First Element *(continued)*:

- Ranking students with disabilities:
 - **Students with disabilities who have a Georgia Alternate Assessment (GAA) score:** Weights given to the scores identified as most at-risk must match weights used for CRCT. Apply the weighting based on the student's score on the test.
 - Emerging Progress (Basic/Does Not Meet) = 5 points**
 - Established Progress (Proficient/Meets) = 3 points**
 - Extending Progress (Advanced/Exceeds) = 0 points**



FLP Component 2

Second Element:

➤ **FY14 Federal FLP Rank Order**

FLP Rank Order I: Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities, English Learners, or free- and reduced price lunch subgroups; and, if funding levels allow;

FLP Rank Order II: All other students that are not meeting standards, as identified by state assessment results; and, if funding levels allow;

FLP Rank Order III: Students who are meeting standards, as identified by state assessment results.



Application of the FY14 Federal Rank Order for FLP

- First Districts must rank students by academic need
- Then Districts apply the New Federal Rank Order for FLP to the ranking of academically at-risk students
 - If **Student A** is receiving free and/or reduced price meals (FRM) and is most academically at-risk, then this student is served in Rank I.
 - If **Student B** is not receiving FRM, but is a special education student and is most academically at-risk, then this student is served in Rank I.

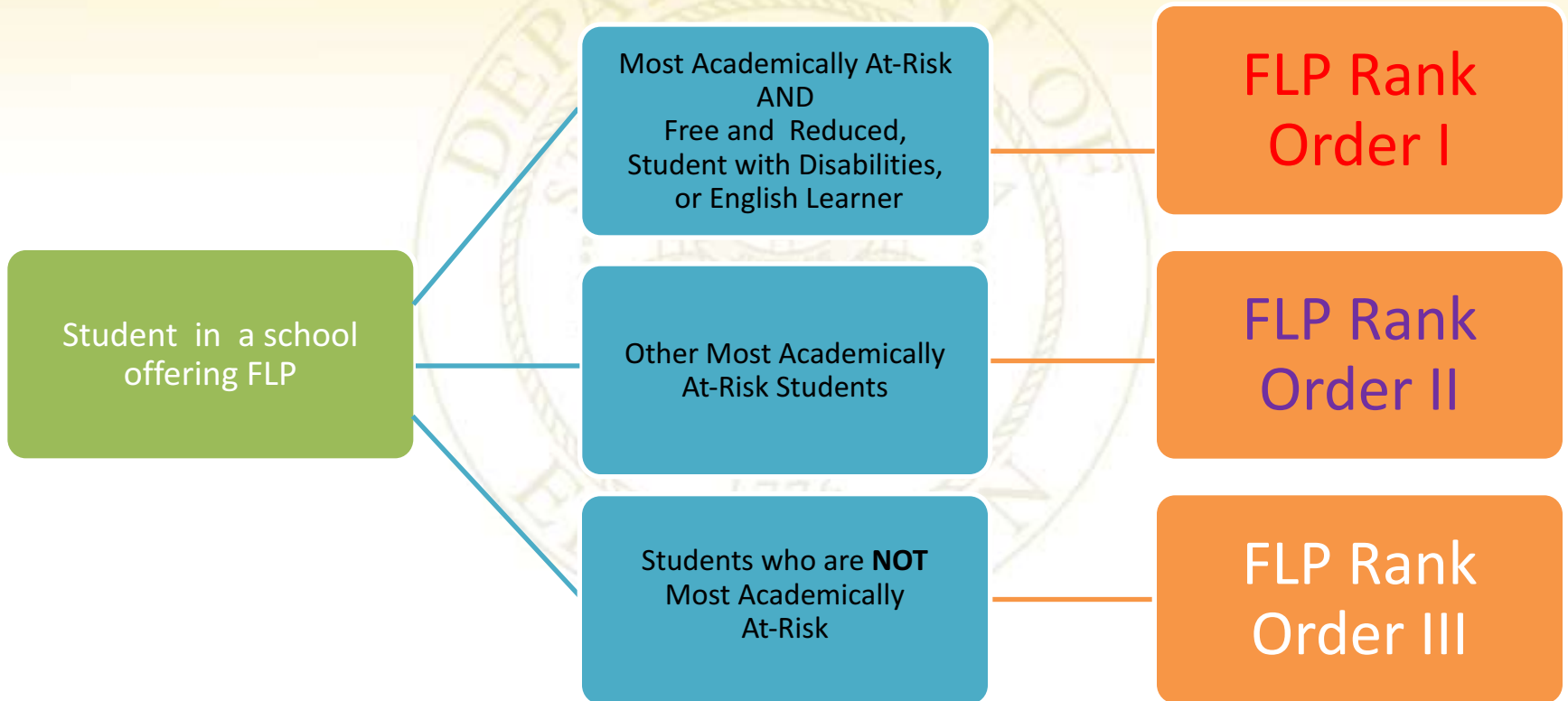


Application of the FY14 Federal Rank Order for FLP

- If **Student C** is not receiving FRM, is not a special education student, but is an EL student and is most academically at-risk, then this student is served in Rank 1.
- If **Student D** is not receiving FRM, is not a special education student, and is not an EL student, and is most academically at-risk, then this student is served in Rank 2.
- If **Student E** is not receiving FRM, is not a special education student, and is not an EL student, and is NOT most academically at-risk, then this student is served in Rank 3.



Application of the FY14 Federal Rank Order for FLP



FLP Component 2

Third Element:

➤ Documentation

- List of multiple, educationally related selection criteria per subject area served used to rank order students based on academic need.
- Rank order list of students in the school by subject area.
- List of students served with supporting documentation related to FRM status.



FLP Component 2

Third Element *(continued)*:

➤ Documentation

- Supporting evidence when students are skipped for service.
 - Parent refusal of services and/or students refusal of services if emancipated minor.
 - Documentation of student withdrawal from the program where student has been successfully remediated. Maintain assessment support the success.
 - Documentation of student withdrawal from the program where student has withdrawn from the school.
 - Documentation regarding the inappropriateness of services where severely intellectually handicapped students are concerned (GAA students).



FLP Component 3

3. Describe the scientifically-based research strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.



FLP Component 3

Element to be addressed in this component:

- Scientifically-based research strategies.



FLP Component 3

What qualifies as scientifically-based research?

Research that

- Employs systematic, empirical methods that draw on observations or experimentation.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.



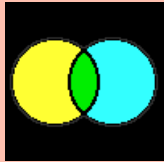
FLP Component 3

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the conditions of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- Ensures experimental studies are presented in sufficient detail and with clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective scientific review.
- *Source: U.S. Department of Education*



Scientifically Researched Instructional Strategies

Classroom Instruction that Works (Marzano, 2001)



Similarities and Differences

Enhance students' understanding of and ability to use knowledge.
(45 percent gain)



Summarizing and Notetaking

Provide students with tools for identifying and understanding the most important aspects of what they are learning
(34 percent gain)



Nonlinguistic representations

Help students understand content in a new way. These can range from graphic organizers to physical knowledge
(27 percent gain)



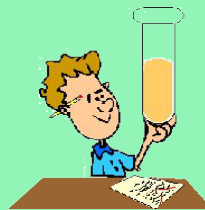
Cues, Questions and Advance Organizers

Help activate prior knowledge, stimulate analytical thinking and promote deeper learning.
(22 percent gain)



Setting Objectives and Providing Feedback

Establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement.
(23 percent gain)



Generating and Testing Hypotheses

Involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples.
(23 percent gain)



Cooperative Learning

Develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing
(27 percent gain)

FLP Component 3

➤ Example

- **Research Based Strategy #1:** Learning Focused Strategies
Learning-Focused Schools is a school reform model designed to assist systems, schools and teachers in using exemplary practices to increase learning and achievement. Learning-Focused implements a high impact, rapid response model that has proven very successful for raising achievement and quickly eliminating any achievement gaps. Unlike typical models that are fragmented, Learning-Focused is a comprehensive integrated model that provides practices that make immediate improvements in addition to practices that will sustain continuous growth. Every component of the Learning-Focused model is Research-Based and Evidence-Based.



FLP Component 3

➤ Example

- The Learning-Focused Strategies Model has helped schools and districts turnaround and build on their successes. Extensive research has been conducted on 90/90/90 schools that have implemented Learning Focused Strategies. Learning Focused Strategies uses a variety of exemplary practices to increase learning and achievement for all students including advanced organizers, scaffolding, etc. (Thompson, M.& Thompson, J. 2000)



FLP Component 4

4. Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the district/school and its' FLP program in compliance with Title I laws and regulations?



FLP Component 4

Elements to be addressed in this component:

- Description of the delivery model.
- Compliance with Title I law and regulations.



FLP Component 4

First Element:

➤ Description of the delivery model

- When will the FLP take place?
 - Start and end dates
 - Days of the week (Monday, Tuesday, and Thursday; the 2nd Saturday of each month)
 - Specific hours of service
- Where will the FLP take place?
- How has the school ensured that the FLP is supplemental to the students' CCGPS classroom? Title I class? Other remedial classes offered by the school? Special Education class?
- What are non-FLP students doing when FLP is occurring?
 - Pull out models are almost always not supplementary.



FLP Component 4

➤ Description of the delivery model (*continued*)

- When and/or how is the school's regular Title I program being offered?
- How is the instruction being offered different from the instruction that is offered during the regular school day?
- What are the student/instructor ratios?
- How and when will progress monitoring occur?
- What plans does the school/district have to address program modifications when applicable?
- What, if any, transportation services will be provided?
- If snacks are provided, how are they funded?



FLP Component 4

➤ Description of the delivery model (*continued*)

- Must extend the learning day in some way.
 - May not replace any required class for the student.
 - Pull out programs are almost always unallowable.

➤ Example

Delivery Model Sample



FLP Component 4

Second Element:

- Compliance with Title I laws and regulations.
 - How will the school ensure that it is in compliance with Title I law and regulations?



FLP Component 4

Questions:

- May special education teachers be employed to teach in the FLP?
- Yes. However, the special education teacher paid with Title I, Part A funds must teach the FLP curriculum. Special Education teachers paid with Title I, Part A funds **may not** provide special education services required by an IEP. This would be a supplanting issue.



FLP Component 4

Questions:

- The IEP for a special education student who is participating in the FLP program requires that the student receives the services of a paraprofessional. What program is responsible for providing that service?
 - Services that are a part of a student's IEP must be provided using special education funds. However, certain requirements in a student's IEP may be carried out without raising the question of supplanting:
 - Preferential seating
 - Modified/differentiated assignments (amount, response format, etc.)
 - Colored overlays



FLP Component 5

5. Describe the professional development that the district will provide for the FLP instructional staff to ensure that:

Instruction is tailored to the needs of participating students.

- Instructional strategies are effective in helping at-risk students achieve success.



FLP Component 5

Elements to be addressed in this component:

- Professional development that the district will provide for the FLP instructional staff that ensures that instruction that is tailored to the needs of participating students.
- Professional development that the district will provide for the FLP instructional staff that ensures that instructional strategies are effective in helping at-risk students achieve success.



FLP Component 5

First Element:

- Professional development that the district will provide for the FLP instructional staff that ensures that instruction that is tailored to the needs of participating students.
- The professional development that is required in the FLP whether from the district's FLP set-aside or a Priority school's set-aside from the school's regular Title I, Part A allocation is for FLP instructional staff **only**. In some cases, Priority schools that are required to set-aside 10% of their Title I, Part A allocation for professional learning for FLP may have difficulty in expending the entire set-aside for FLP professional learning. The Title I Director from the district should contact Jennifer Davenport in these instances for guidance related to the expenditure of these funds.



FLP Component 5

First Element *(continued)* :

- The professional learning provided to FLP instructors must be specific to the needs of participating FLP students.
- Professional learning provided to FLP instructors must provide strategies and tools to FLP instructors that are effective for at-risk learners.



FLP Component 5

Second Element:

- Professional development that the district will provide for the FLP instructional staff that ensures that instructional strategies are effective in helping at-risk students achieve success.
- This may be professional development around progress monitoring and formative assessment.



FLP Component 5

Both Elements:

➤ Provide details pertaining to:

- A description of the professional learning that the school/district will provide.
- When will the professional learning will take place?
 - Dates
 - Number of hours for each professional learning activity offered
- Where will the FLP take place?
- Who will conduct the training?
- The procedures/processes the school/district has in place to ensure that the professional learning is for FLP instructors only.



FLP Component 5

Both Elements:

➤ Provide details pertaining to:

- The procedures/processes the school/district has in place to ensure that the professional learning is tailored to the needs of participating FLP students.
- The procedures/processes the school/district has in place to ensure that the professional learning is directly related to ensuring that instructional strategies are effective in helping at-risk students achieve success.
- FLP funds may not be used to send teachers to conferences.



FLP Component 5

Both Elements:

- FLP funds may not be used to provide professional learning to private providers and/or contractors.
 - When the FLP serves Title I Alert and Focus Schools, the schools would not have expenditures from the FLP for professional learning.
 - When the FLP serves Priority Schools, those schools are still required to set-aside 10% of the school's Title I, Part A allocation. In this case. The required 10% set-aside for the school must be used to provide professional learning around instructional strategies for at risk learners in the core content area being served by the FLP. These funds **may not** be used to send teachers and other staff members to conferences.



FLP Component 6

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Common Core Georgia Performance Standards (CCGPS).



FLP Component 6

Element to be addressed in this component:

- Procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Common Core Georgia Performance Standards (CCGPS).



FLP Component 6

Element:

- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - How will the school/district ensure that the instructional goals of the FLP students are aligned with CCGPS?
 - Will someone review lesson plans for the FLP?
 - Will someone observe FLP classes for alignment to the CCGPS?
 - Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.



FLP Component 7

7. Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP.



FLP Component 7

Element:

- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - How will the school/district encourage attendance and participation? If incentives are offered, how will these incentives be funded? Title I, Part A funding may not be used to provide incentives of any type.
 - Will someone contact parents when students are absent from FLP?
 - What will the school/district do to encourage enrollment in and regular attendance in the FLP?
- Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.



FLP Component 7

First Element:

- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - What will the school/district do to maximize enrollment in the FLP?
 - What will the school/district do to maximize students attendance in the FLP?
 - How will attendance data be collected and monitored?
 - If incentives are provided to promote student attendance, how are the incentives funded?
- Procedures are action oriented. They outline steps to take, and the order in which they need to be taken.



FLP Component 8

8. Describe the procedures the district/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.



FLP Component 8

Element to be addressed in this component:

- Procedures the district/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.



FLP Component 8

Element to be addressed in this component:

- Procedures the district/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.



FLP Component 9

9. Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.



FLP Component 9

Elements to be addressed in this component:

- Internal controls that the LEA will implement to promote efficiency, and assure the fidelity of the implementation of the LEA's FLP program.
- Internal controls that the LEA will implement to safeguard assets and/or avoid fraud, waste, and abuse.



FLP Component 9

First Element:

- Internal controls that the LEA will implement to promote efficiency, and assure the fidelity of the implementation of the LEA's FLP program.
- How will the school/district assure the fidelity of the implementation of the FLP program?
 - How will the school/district maintain all documents related to the FLP project?
 - The Title I Director in the district is the best person to address this component.



FLP Component 9

Second Element:

- Internal controls that the LEA will implement to safeguard assets and/or avoid fraud, waste, and abuse.
 - How and when were staff trained on fraud, waste, and abuse?
 - How are expenditures made with Title I funds reviewed to ensure that all expenditures are reasonable and necessary, allowable, supplemental, etc.? There must be a statement that all expenditures made with Title I funds are approved by the district's Title I Director.
 - If equipment is purchased, how will it be inventoried? Disposed of? (See OMB Circular A-87)



FLP Component 10

10. LEAs are required to evaluate outcomes of their FLP interventions. Describe the LEA's evaluation plan. The evaluation plan must address program goals, program effectiveness, measurement instruments, administration, and include an analysis of each school implementing FLP program implemented in the LEA:



FLP Component 10

Elements to be addressed in this component:

- Effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)
- Assessment instrument(s) that will be used to measure each program target/goal.
- A plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)



FLP Component 10

Elements to be addressed in this component:

- The district/school's data analysis plan (How will the district/school determine program effectiveness based on the program goals and measurement instruments listed?)
- Include a description of the procedures that the district/school will implement to collect, analyze, and report participant feedback.
- Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.



FLP Component 10

Elements to be addressed in this component:

- Describe the district/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).



FLP Component 10

First Element:

- Effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)
 - These are the measurable goals from Component #1.
 - The goals listed here must match the goals from Component #1.



FLP Component 10

Second Element:

- Assessment instrument(s) that will be used to measure each program target/goal.
 - List and describe all assessment instruments that will be used in the FLP including CRCT, and EOCT tests that will be administered.
- Example
 - The CRCT is designed to measure how well students acquire the skills and knowledge described in the state adopted curriculum including the Common Core Georgia Performance Standards (CCGPS) in reading, English/language arts, and mathematics and the Georgia Performance Standards (GPS) in science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted curriculum, and to gauge the quality of education throughout Georgia.



FLP Component 10

Third Element:

- A plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)
- Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - A timeline for the administration of **all** assessments must be included
 - There must be a description of the steps that the school/district will take to ensure that student assessment information is kept confidential.



FLP Component 10

Fourth Element:

- The district/school's data analysis plan (How will the district/school determine program effectiveness based on the program goals and measurement instruments listed?)
- Plans are designed to describe who, what, where, when, and why.
 - How will the school/district know that the FLP has been effective.



FLP Component 10

Fifth Element:

- Include a description of the procedures that the district/school will implement to collect, analyze, and report participant feedback.
 - This component is all about customer satisfaction with the FLP.
 - Procedures are designed to describe who, what, where, when, and why by means of establishing accountability.
 - Who are the customers that must provide feedback?
 - The parents of participating FLP students?
 - Teachers teaching in the FLP?
 - Students, where appropriate, participating in the FLP?
 - How will the data be collected?
 - Surveys? Electronic or paper pencil?
 - How will the school/district ensure that ALL customers have the opportunity to participate?



FLP Component 10

Fifth Element *(continued)*:

- How will the data be analyzed?
 - Trend data
 - By respondent type?
- How will the results of the customer satisfaction be reported to all stakeholders?
- Through the program evaluation report?
 - Posted to the school/district Web sites?
 - In the school's parent newsletter?
 - There must be multiple ways identified to report the results.



FLP Component 10

Sixth Element:

➤ Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.

- How will the school share student progress with the parents/guardians of participating FLP students?
- How will progress be reported to parents/guardians of participating students?
 - Grades do not provide information to parents as to how students are performing against the standard being taught.
 - Progress reporting must provide information to participants and their parents/guardians regarding where students were performing upon entering the program and where students are performing at the time of the progress report.
 - How often will student progress be reported?



FLP Component 10

Seventh Element:

- Describe the district/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).
 - This component is about program evaluation and the subsequent summary reports that will be prepared as a result of that evaluation.



FLP Component 10

Seventh Element:

- **Program evaluation** is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. In both the public and private sectors, stakeholders will want to know if the programs they are funding, implementing, voting for, receiving or objecting to are actually having the intended effect (and to what cost). This definition focuses on the question of whether the program, policy or project has, as indicated, the intended effect. However, equally important are questions such as how the program could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the program goals are appropriate and useful. Evaluators help to answer these questions, but the best way to answer the questions is for the evaluation to be a joint project between evaluators and stakeholders.



FLP Component 10

Seventh Element:

- The response to this question must address:
 - The achievement results as a result of student participation in the FLP.
 - Attendance data for participating FLP students.
 - The customer satisfaction information collected by the school /district.
 - The method for determining the effectiveness of the program was determined by the school /district.
 - Lessons learned during the implementation of the program.
 - Plans for on going improvements in the program.
 - When the evaluation will be conducted?
 - What will the format of the program evaluation be? A written report/summary of the program evaluation?
 - Who will be responsible for conducting the evaluation and writing the report of the program evaluation?
 - When, where, and how the report of the program evaluation will be released to stakeholders (multiple ways are required).
 - A list of the stakeholders who will receive the report of the program evaluation.

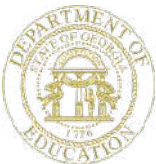


New Deadline Dates

- All FLPs revisions will be due by the CLIP deadline date of July 31, 2013. Submission of FLP plans may begin as soon as the CLIP opens.
- Remember that these are plans. Parents, outside community stakeholders, and teachers **must** annually review and revise the FLP plan.
- Don't forget to consult with the district's special education/EL program coordinator to ensure proper coordination of services.



QUESTIONS



**Dr. John D. Barge, State School
Superintendent**

"Making Education Work for All Georgians"
www.gadoe.org

One Question to You

- How does the Open Records Act impact the writing of the district's FLP?

Definition: The purpose of the Open Records Act is both to encourage public access to information and to foster confidence in government through openness to the public. Georgia law clearly provides that, except as otherwise specifically provided, all public records ... shall be open for a personal inspection by any citizen of this state at a reasonable time and place; and those in charge of such records shall not refuse this privilege to any citizen.

Georgia Open Records Act (O.C.G.A. 50-18-70 through 50-18-77)



Dr. John D. Barge, State School Superintendent
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One Question to You

This means:

- Anyone can request a copy of the district's FLP.
- The district's FLP can be published in the local newspaper.
- Keep in mind that whatever is written could be open to public scrutiny.



Contact Information

Jennifer Davenport
Georgia Department of Education
Title I, Part A Program Manager
jedavenp@doe.k12.ga.us
(404) 463-1955

Margo DeLaune
Georgia Department of Education
Title Programs Director
mdelaune@doe.k12.ga.us
(404) 657-1796



FLP Education Specialist Contact Information

Sue Hawks Foster
Georgia Department of Education
FLP Education Program Specialist

sfoster@doe.k12.ga.us

(404) 656-2636

Yvonne Hodge
Georgia Department of Education
FLP Education Program Specialist

yhodge@doe.k12.ga.us

(404) 656-2423



Title I Education Program Specialist Contact Information

Area	Name	Office Telephone	Email
1	Robyn Planchard	(404) 463-3467	rplanchard@doe.k12.ga.us
2	Randy Phillips	(770) 334-8390	rphillips@doe.k12.ga.us
3	Anthony Threat	(706) 221-5232	athreat@doe.k12.ga.us
4	Evelyn Maddox	(404) 656-2045	emaddox@doe.k12.ga.us
5	Judy Alger	(229) 838-6037	julager@doe.k12.ga.us
6	Grace McElveen	(912) 739-3652	gmcelveen@doe.k12.ga.us
7	Jimmy Everson	(229) 723-2664	jeverson@doe.k12.ga.us
8	Marijo Pitts-Sheffield	(912) 269-1216	mpitts@doe.k12.ga.us
9	Kathy Pruet	(706) 540-8959	kpruet@doe.k12.ga.us
10	Elaine Dawsey	(478) 971-0114	edawsey@doe.k12.ga.us
11	Olufunke Osunkoya	(678) 704-3557	oosunkoya@doe.k12.ga.us
12	Bobby Trawick	(229) 246-1976	btrawick@doe.k12.ga.us