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01:16:43.360 --> 01:16:59.279

Daniel Froemel, NDTAC: But this is great, I'm excited about this session, because we got some great representation from South Carolina, so you're getting a geography lesson here, but South Carolina is broken up into four regions. It's not part of the presentation, this is bonus material here.

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01:16:59.280 --> 01:17:01.639

Daniel Froemel, NDTAC: The upstate, the Midlands.

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01:17:01.640 --> 01:17:10.590

Daniel Froemel, NDTAC: PD in the Lowcountry. I live in the Lowcountry. We're gonna have, two repre... three representatives from the Midlands.

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01:17:10.590 --> 01:17:34.589

Daniel Froemel, NDTAC: And then we're also going to have a representative from Upstate as well. So if we had PD here, we really would have the whole state, represented here. And so we're going to have Leslie Bloss, Lakeisha Sumter, and Martha Walker from the South Carolina Department of Education, and Anna Brink from Greenville County Schools. And this session is going to focus on the importance of evaluating activities for return on investment.

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01:17:34.620 --> 01:17:51.520

Daniel Froemel, NDTAC: with federal programs, challenging participants to move beyond compliance as a ceiling, and embrace a results-driven mindset. And I will stop the

description there and turn it over to our wonderful South Carolina team. Thank you for being here with us today, guys.

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01:17:53.370 --> 01:18:17.889

Martha Walker - SC: Thank you for that introduction. I hope everyone, can hear me. I'm Martha Walker, and I am joined, by Leslie Blos and Makisha Sumter. We are all three at the South Carolina Department of Education, and then we have Dr. Anna Brink, from the Upstate, Greenville County School District. And today, we're going to,

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01:18:18.090 --> 01:18:28.709

Martha Walker - SC: talk about how evaluation can help us make better, better decisions about how we use federal funds. Really focusing on funding what works.

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01:18:29.650 --> 01:18:44.219

Martha Walker - SC: So here's a quick look at where we're headed. First we'll talk about evaluation requirements under Title I, and then we'll shift into the idea of the ROI mindset.

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01:18:44.220 --> 01:19:00.139

Martha Walker - SC: Thinking beyond compliance and focusing more on impact. And then after that, we'll highlight how one district, Greenville, is putting this into practice, and we'll wrap up with, hopefully, some time for any questions that you may have.

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01:19:04.050 --> 01:19:10.259

Martha Walker - SC: Okay, so first we want to start, with briefly discussing requirements.

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Martha Walker - SC: So, both Title I, Part A, and Part D require evaluation, not just as a compliance exercise, but as part of how programs are designed and improved over time.

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01:19:24.250 --> 01:19:37.510

Martha Walker - SC: And what we're really talking about today is how we move from simply completing required evaluations to actually using them to guide funding decisions and improve outcomes.

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01:19:37.980 --> 01:19:54.179

Martha Walker - SC: So, for Title I, Part A, evaluation is built into the core components of a school-wide program. So, it starts with that comprehensive needs assessment, which identifies those gaps, and then that leads into the school-wide plan.

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01:19:54.180 --> 01:20:02.570

Martha Walker - SC: outlining how the funds will be used, and then there's an annual review and revision of that plan. And this is a continuous cycle.

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01:20:02.570 --> 01:20:06.389

Martha Walker - SC: To assess, plan, evaluate, and adjust.

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01:20:06.410 --> 01:20:15.680

Martha Walker - SC: And an institution-wide plan under Subpart 1 is very similar to a school-wide plan.

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01:20:17.630 --> 01:20:18.330

Martha Walker - SC: Okay.

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01:20:19.430 --> 01:20:26.540

Martha Walker - SC: So with, evaluation, the evaluation process, so we expect that districts should

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01:20:26.670 --> 01:20:37.899

Martha Walker - SC: Regularly monitor their plans using multiple types of data, that being the state assessments, academic data, and perception data.

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01:20:37.940 --> 01:20:48.970

Martha Walker - SC: And the goal is to determine whether the strategies are addressing needs, especially for those lowest-achieving students.

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01:20:49.160 --> 01:21:02.409

Martha Walker - SC: And then using that evaluation to revise strategies based on student needs, and the results of those evaluations, so that continuous improvement.

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01:21:07.620 --> 01:21:12.459

Makesia Sumpter: All right, good evening, everyone. This slide focuses on the...

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01:21:12.760 --> 01:21:17.930

Makesia Sumpter: Title I, Part D goals. What are the goals of Title I, Part D?

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01:21:17.980 --> 01:21:34.160

Makesia Sumpter: We want to maintain and improve educational achievement, and to graduate from high school the number of years established by the state under either the 4-year adjusted cohort or the extended-year adjusted cohort graduation rate.

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01:21:34.160 --> 01:21:40.610

Makesia Sumpter: To accrue school credits that meet state requirements for grade promotion and high school graduation.

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01:21:40.650 --> 01:21:51.109

Makesia Sumpter: To make the transition to a regular program or other education program operated by an LEA or school operated by the Bureau of Indian Education.

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01:21:51.260 --> 01:21:53.290

Makesia Sumpter: Also, to complete high school.

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01:21:53.770 --> 01:22:01.659

Makesia Sumpter: And obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth.

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01:22:01.800 --> 01:22:10.379

Makesia Sumpter: as appropriate, participate in post-secondary education and job training. Those are the goals that Title I, Part D achieves

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01:22:10.520 --> 01:22:13.900

Makesia Sumpter: Those are the goals that we strive to achieve within this program.

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01:22:16.410 --> 01:22:17.209

Makesia Sumpter: Next slide.

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01:22:17.340 --> 01:22:35.149

Makesia Sumpter: Subpart 3, your third year evaluation. Alright, so this side is going to focus on the third year evaluation, that the LEAs and state agencies under Subpart 1 and 2, of course, participate in. Programs must be administered by

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01:22:35.420 --> 01:22:43.920

Makesia Sumpter: Programs must administer both initial and the follow-ups assessment for both ELA and math to measure student progress.

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01:22:44.210 --> 01:22:57.459

Makesia Sumpter: Evaluation should be completed annually, driven by program data and outcomes. You want to use those annual evaluations to then support the federally required third-year evaluation.

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01:22:57.640 --> 01:23:17.280

Makesia Sumpter: That third-year evaluation period is determined by us, the state agent... I'm sorry, the educational agencies. And of course, we push that date out to our SAs and to our LEAs on when those third-year evaluations are done. What I've noticed is that some of the agencies

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01:23:17.280 --> 01:23:21.879

Makesia Sumpter: Even though those evaluations are due every third year.

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01:23:21.880 --> 01:23:35.850

Makesia Sumpter: they're not collecting data annually. So we want to make sure that we're letting them know that they need to be collecting the data annually to ensure that they have all data to submit by the time the third year rolls around.

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01:23:35.850 --> 01:23:45.739

Makesia Sumpter: Programs are also expected to review participation and impact data across your subgroups by gender, race, ethnicity, and by age.

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01:23:48.700 --> 01:23:49.500

Makesia Sumpter: Next slide.

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01:23:51.210 --> 01:24:03.540

Makesia Sumpter: The Consolidate State Performance Report, CSPR, and I believe Heather touched on this yesterday, because if I'm not mistaken, the CSPR, was due last week, I want to say.

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01:24:03.540 --> 01:24:24.760

Makesia Sumpter: Of course, that is a data collection instrument administered by the U.S. Department of Education, of elementary and Secondary Education. That CSPR data focuses on student and facility count, demographics, which is your race, your ethnicity, your age, your gender, and your academic and vocational outcomes.

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01:24:24.760 --> 01:24:30.189

Makesia Sumpter: academic performance and reading and mathematics. Again, that is due annually.

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01:24:30.260 --> 01:24:32.960

Makesia Sumpter: And I want to say it was just due last week.

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01:24:34.860 --> 01:24:47.700

Makesia Sumpter: All right, pushing past numbers, determining effectiveness, for Subpart 2. This slide focuses on the importance of ongoing program evaluations and connecting activities to student outcomes.

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01:24:47.810 --> 01:24:55.639

Makesia Sumpter: LEAs should regularly evaluate whether funded activities are meeting the objective outlined in the applications.

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01:24:55.840 --> 01:25:08.470

Makesia Sumpter: Programs should clarify... clearly identify the expected impact on students, such as improve attendance, credit accrual, or successful re-entry.

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01:25:08.560 --> 01:25:20.690

Makesia Sumpter: The needs identified through data should directly align to the proposed expenditures and plan services. That's an area that I see that we are struggling with. We're not...

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01:25:20.690 --> 01:25:39.020

Makesia Sumpter: making sure that the needs identified are actually tying to those expenditures, so that is definitely something that we need to focus on, especially when we're assisting our LEAs and evaluating and making sure that they're meeting the needs of their facilities and their students.

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01:25:39.020 --> 01:25:47.930

Makesia Sumpter: In other words, the data should tell the story of why the findings is needed, and how it will address the identified gaps.

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01:25:57.130 --> 01:26:14.899

Martha Walker - SC: Unmute would help. So now we are going to shift into return on investment, or ROI. And this is about changing how we think about spending, just from what we purchase to what impact that investment really had.

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01:26:16.830 --> 01:26:20.560

Martha Walker - SC: So at its simplest, ROI, we can go back.

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01:26:20.870 --> 01:26:21.660

Martha Walker - SC: Back up.

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01:26:22.710 --> 01:26:24.310

Martha Walker - SC: Yes, thank you.

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01:26:24.590 --> 01:26:43.799

Martha Walker - SC: So ROI, at its simplest, is outcomes divided by investment. So outcomes would include, things like student achievement, engagement, and climate, and investments would include things like funds, staff time, and resources.

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01:26:43.800 --> 01:26:50.419

Martha Walker - SC: And an example of that would be if \$50,000 is spent on teacher coaching.

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01:26:50.470 --> 01:26:57.580

Martha Walker - SC: ROI asked whether teacher performance and student outcomes improved, and if it was worth the investment.

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01:26:59.460 --> 01:27:00.170

Martha Walker - SC: Okay?

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01:27:02.160 --> 01:27:14.249

Martha Walker - SC: So, why use ROI federal programs? So, ROI, helps maximize limited funds, and ensures spending leads to those results that we need.

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01:27:14.260 --> 01:27:26.810

Martha Walker - SC: It shifts the focus from spending to impact, it strengthens planning, and it supports compliance and transparency, and it also promotes equity.

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01:27:27.480 --> 01:27:34.630

Martha Walker - SC: And it helps districts answer that question, did this investment actually work?

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01:27:37.890 --> 01:27:54.150

Martha Walker - SC: So, the ROI framework starts with inputs, and this looks similar to a logic model that a lot of us probably use, but it starts with the inputs, and then activities, outputs, and outcomes, and then finally.

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01:27:54.150 --> 01:28:07.990

Martha Walker - SC: ROI asks whether outcomes justify the investment. So you'll want to use both quantitative and qualitative data, and also look at implementation, fidelity.

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01:28:08.400 --> 01:28:14.080

Martha Walker - SC: and effectiveness. And a key example, is that cost...

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01:28:14.420 --> 01:28:21.760

Martha Walker - SC: Per participant, which would be the total cost divided by the number of students who improved.

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01:28:22.220 --> 01:28:27.059

Martha Walker - SC: And so here are some sample ROI evaluation questions.

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Martha Walker - SC: And the questions include things like what outcomes were achieved, how many students were served, and what was the cost overall. And then more advanced questions would be, questions about, you know, cost per outcome, whether target students were reached, and whether to continue or adjust the program.

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01:28:50.820 --> 01:28:57.429

Martha Walker - SC: Or discontinue. And these are some questions that you can use to help evaluate both effectiveness

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01:28:57.430 --> 01:29:01.019

Martha Walker - SC: And efficiency, of your programs.

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01:29:02.920 --> 01:29:18.229

Martha Walker - SC: And then here is another resource that we thought might be helpful. It is a PD ROI tool, and this is just a worksheet for evaluating ROI in professional development.

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Martha Walker - SC: That should be used as kind of a, like, a living document, updated over time, because that return on investment piece is an ongoing

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01:29:29.570 --> 01:29:32.319

Martha Walker - SC: Process, you know, to maximize impact.

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01:29:32.620 --> 01:29:35.179

Martha Walker - SC: And then to ensure compliance.

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01:29:37.560 --> 01:29:57.170

Leslie Bloss - SCDE: Okay, it's my turn. So, just so you know, all the worksheets that we are going to share are hyperlinked in the presentation, so, you'll be able to access them at some point. So let's talk about the implications for, a return on investment evaluation. Well.

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Leslie Bloss - SCDE: What does it do for us? Well, it informs smarter spending decisions. So, an example of that would be if, I'm a district, and I'm running a summer program, and it costs \$80,000, and it's only increasing our reading scores by 15% of the participants, but we're doing a tutoring

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01:30:16.850 --> 01:30:28.979

Leslie Bloss - SCDE: program, and it's only \$50,000, and it's raising our scores by 40%, I'm gonna probably make that decision to shift my funding probably to the tutoring model, because I'm getting more bang for my buck.

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01:30:29.270 --> 01:30:38.390

Leslie Bloss - SCDE: It also improves compliance and transparency, so, as you know, Title I, Part D does require program evaluation. So, for instance.

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01:30:38.390 --> 01:30:51.439

Leslie Bloss - SCDE: My ROI data might help me demonstrate that implementing a new supplemental reading program has increased the number of students who exhibited growth in reading scores by 25%, and that justifies our investment.

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01:30:52.050 --> 01:30:54.409

Leslie Bloss - SCDE: It helps support continuous improvement.

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01:30:54.810 --> 01:30:56.820

Leslie Bloss - SCDE: So,

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Leslie Bloss - SCDE: For example, if our staff attended, professional development for a behavior program, that we felt would enhance the classroom performance, but the

professional development really showed minimal impact on our academic outcomes and on, classroom performance, period.

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01:31:15.760 --> 01:31:25.049

Leslie Bloss - SCDE: We're probably going to use those findings to revise our professional development requests, and remeasure next year using some different, professional development.

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01:31:25.310 --> 01:31:34.340

Leslie Bloss - SCDE: It also helps us align program goals. So, an example of that would be if, our grant application,

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01:31:34.510 --> 01:31:58.779

Leslie Bloss - SCDE: We identify as a state agency that all students have access to a CTE program as a key goal. Well, return on investment ensures that Title I, Part D funds are directed towards those CTE programs, and that they're serving the greatest number of students. And then the last thing is it helps build stakeholder confidence. So, if we're sharing those results with our stakeholders, our partners, our community leaders.

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01:31:58.900 --> 01:32:07.629

Leslie Bloss - SCDE: It shows that not just how the money was spent, but how it's directly impacting, our student performance or their well-being.

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01:32:08.700 --> 01:32:23.739

Leslie Bloss - SCDE: So this is, the ROI evaluation cycle, so we're going to start at the top. The first thing we're going to do is we're going to identify our priorities, and we're gonna set our goals. So, what is the data telling us, about what we need to focus on this year?

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01:32:23.740 --> 01:32:30.210

Leslie Bloss - SCDE: After we've set those goals, we're gonna plan and budget with return on investment in mind.

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01:32:30.210 --> 01:32:42.550

Leslie Bloss - SCDE: But we're gonna plan budget towards those goals and those priorities. What do I need to purchase that's research-based, and that we've seen results in other areas,

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01:32:42.640 --> 01:33:04.069

Leslie Bloss - SCDE: or other facilities that's going to help me reach those goals, or meet those priorities. After that, we're going to go ahead and implement those programs. So, we're already in the middle of our grant cycle, we bought the program, and we're implementing them, and we're tracking our costs, we're tracking attendance, we're tracking achievement, all to help us,

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01:33:04.110 --> 01:33:14.130

Leslie Bloss - SCDE: collect that data, and then analyze our outcomes, right? So, we're going to be tracking along the way, collecting our data, and then at the end, we're going to analyze it.

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Leslie Bloss - SCDE: Then, we're gonna look at our return on investment and make, make adjustments to it. Did we get the bang for our buck? Did we get... did we see improvement with our students? Was it worth... worth the money that we spent on it? And those results are going to help us,

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Leslie Bloss - SCDE: Future plan, and, decide what we're gonna do, or continue, or change into the next year.

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01:33:41.120 --> 01:34:02.339

Leslie Bloss - SCDE: So, this is an example, so we're going to walk through it really quickly so we can get to Anna. So, the first step is to identify those priorities and set those goals. So, let's say that, a district's prioritizing improving fourth grade reading proficiency, and they're really aiming at 15% increase in a year. So, their goal?

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Leslie Bloss - SCDE: Is to increase the reading by 15%,

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01:34:06.160 --> 01:34:09.889

Leslie Bloss - SCDE: And their priority is that 4th grade reading proficiency, right?

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Leslie Bloss - SCDE: So they're going to plan and budget with return on investment in mind, so that district selects an evidence-based after-school reading program, and they budget for staff, books, and materials, and they're going to go ahead and estimate cost per improved reader.

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Leslie Bloss - SCDE: After that, they're gonna implement the program, and they're gonna track the cost. So, during the implementation, they're gonna track spending, attendance, and, also achievement, right?

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01:34:37.900 --> 01:34:49.309

Leslie Bloss - SCDE: After that, they're going to collect and analyze that outcome data, so they're going to look at their reading assessments, they're going to be conducted at the start, midpoint, and at the end of the year, and they're going to measure that progress.

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01:34:49.460 --> 01:35:09.540

Leslie Bloss - SCDE: And then, we're gonna calculate return on investment. So, we're going to take the district's total program cost, so what it costs for the staff of the summer program, what it costs for the books for the summer program, what it costs for the materials of the summer program. Maybe I'm having to run buses during the summer program, so my all total costs for that summer program for my students

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01:35:09.540 --> 01:35:11.429

Leslie Bloss - SCDE: I'mma take that.

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01:35:11.620 --> 01:35:23.400

Leslie Bloss - SCDE: And I'm going to divide it by the number of students who improved by that reading proficiency. And that's going to determine the cost per improved student. And, if we find strong returns, then we're going to expand the program.

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01:35:23.520 --> 01:35:29.539

Leslie Bloss - SCDE: If we don't find, then we're gonna adjust, some staffing materials, or even,

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01:35:29.540 --> 01:35:46.399

Leslie Bloss - SCDE: what we do in the future to help meet those goals, right? And then the last thing, we're going to use those insights for future planning. So, these results help guide our Title I funding to prioritize our high-impact reading programs going forward. So...

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01:35:46.470 --> 01:35:53.100

Leslie Bloss - SCDE: let's talk about, cost-benefit considerations specifically in Title I, Part D applications.

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Leslie Bloss - SCDE: So, the first step is that we're going to identify the cost. So, our key question is, is the full cost clearly stated, and is it easy to understand? The second thing we're going to do is we're going to identify the intended benefit. So, our key question here is, what outcomes are expected as a result of this investment?

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01:36:11.110 --> 01:36:27.810

Leslie Bloss - SCDE: Our next step is to assess the evidence. Our key question here is, is there evidence that this type of investment works in this context? Step 4, we're going to evaluate the cost versus the impact. So, is the expected benefit proportional to the cost?

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01:36:28.550 --> 01:36:47.069

Leslie Bloss - SCDE: Then we're going to consider reasonableness and efficiency. So does the rep... does this represent a prudent use of limited Title I, Part D funds? I'm always looking at reasonableness across my federal programs. Is what, you know, what I'm spending

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01:36:47.070 --> 01:37:04.180

Leslie Bloss - SCDE: worth what I'm gonna get out of it. If I'm taking up a bulk of my, my funding for one program, then it really needs to be research-based, and I need to see that it's worked in other facilities, to hope, and then we need to implement it.

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01:37:04.250 --> 01:37:08.339

Leslie Bloss - SCDE: With Fidelity, so that we can see that cost-benefit.

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01:37:08.520 --> 01:37:10.209

Leslie Bloss - SCDE: And the last step is...

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01:37:10.330 --> 01:37:27.880

Leslie Bloss - SCDE: We're reviewing sustainability and feasibility. So, is this advance... is this investment, going to have lasting value? Is it going to increase student achievement, well-being of our students? Is it going to have a long-lasting impact on our students?

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01:37:31.630 --> 01:37:37.999

Leslie Bloss - SCDE: So here's some red flags we need to look at when you are thinking about cost-benefit considerations while,

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Leslie Bloss - SCDE: while you're reading plans and looking through plans. So, is it a high cost with a limited student...

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01:37:44.490 --> 01:37:45.440

Leslie Bloss - SCDE: Reach.

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01:37:46.840 --> 01:38:04.709

Leslie Bloss - SCDE: we need to make sure that we are meeting the needs of all of our students in our facilities, and we need to make sure that the cost is reaching all of those students. So if we're... we see a program that's high cost, and it's only reaching a couple of the students within that facility, that's a red flag.

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01:38:04.890 --> 01:38:22.930

Leslie Bloss - SCDE: Another red flag is if it's vague or unsupported outcome claims. So, it's... the research is not there, we're not seeing any success rates from other, facilities, or our facilities are kind of giving us, some vague

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01:38:23.000 --> 01:38:28.040

Leslie Bloss - SCDE: outcomes of what's going on with the programs that they're implementing. That's a red flag.

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01:38:28.380 --> 01:38:37.520

Leslie Bloss - SCDE: Another red flag is that the costs are not clearly tied to the identified needs. We always drive from that needs assessment.

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01:38:37.700 --> 01:38:50.070

Leslie Bloss - SCDE: You've taken the data, you've looked, and you've identified what those needs and your goals are based on those needs, so what the cost should be in that, that, plan should directly tie to those identified needs.

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01:38:51.430 --> 01:38:54.949

Leslie Bloss - SCDE: Another red flag is, if it's just a one-time purchase.

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Leslie Bloss - SCDE: And there's no implementation plans. We're just seeing them trying to spend some funds, right?

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Leslie Bloss - SCDE: That's a huge red flag. We need to see that, what they're doing is tied to the needs, and that it's, gonna be something that, is not just a one-time purchase, trying to get money off the table, and it's something that they have planned.

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01:39:15.890 --> 01:39:18.440

Leslie Bloss - SCDE: To help reach their students.

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01:39:18.660 --> 01:39:35.809

Leslie Bloss - SCDE: And then the last one is, if we see them duplicating existing resources, why are we having to repurchase the same resources? If the resources or the plans, the programs did not work in the first place, why are we continuing them? All of those are some red flags.

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01:39:36.070 --> 01:39:49.669

Leslie Bloss - SCDE: So overall, our cost-benefit consideration question is, given the cost, is the investment likely to meaningfully improve educational or transition outcomes for the students served?

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01:39:51.130 --> 01:39:58.009

Leslie Bloss - SCDE: This is an additional worksheet. This one is specific for, like, looking at return on investment.

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01:39:58.180 --> 01:40:09.080

Leslie Bloss - SCDE: It walks you through the different steps of, our plan, our return on investment cycle. It gives you some key questions to ask while you're in the cycle.

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01:40:09.310 --> 01:40:18.330

Leslie Bloss - SCDE: It tells you some, notes and helpful hints, and then it also, gives you some suggested data points. This one is hyperlinked as well.

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01:40:19.420 --> 01:40:22.430

Leslie Bloss - SCDE: And after this, it's now Anna Brake's turn.

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01:40:23.820 --> 01:40:46.309

Anna Brink: Okay, my East Coast people, it's 3 o'clock, so y'all hang in there with me, okay? It's the end of our day, and some of y'all out west, you're still, like, midday, that's good. Unlike my colleagues in South Carolina, my southern accent is a whole lot deeper, so y'all just bear with me if you can't understand me. I'll try not to go as fast, but I want to, kind of...

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01:40:46.460 --> 01:40:55.259

Anna Brink: Our state team, let me just say, because I'm speaking to a room full of state, organizers and state administrators here.

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01:40:55.420 --> 01:41:06.250

Anna Brink: the importance... I cannot underscore the importance enough of this... this mutually beneficial state, partnership that we have, because...

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01:41:06.440 --> 01:41:31.160

Anna Brink: In Greenville County Schools, we have just under 76,000 students. We are a county-wide consolidated school district, the largest one in South Carolina, and so, you know, we get that whole... well, the whole state of Greenville. However Greenville wants to do something, we kind of always do it a little bit differently, but I think it's important to underscore who we have on this call from South Carolina, because not only is

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01:41:31.160 --> 01:41:50.759

Anna Brink: is Makisha directly tied to Title I, Part D? Leslie is tied to Title I and Title II. Martha is tied to some of those same programs. I see Jennifer Rhodes' name on here, and she does... she's done some Title IV things, and so I think what's important to understand is the processes that we're talking about.

594

01:41:51.160 --> 01:42:09.650

Anna Brink: help people like me at the local level be able to implement and sort of look at the processes that we have internally. My background is not federal programs. I have learned that through blood, sweat, and tears. My background is teaching middle school social studies.

595

01:42:09.650 --> 01:42:13.589

Anna Brink: I've been a middle school principal and an elementary school principal.

596

01:42:14.280 --> 01:42:36.029

Anna Brink: I somehow backed into federal programs because I was a history major. So I think I heard earlier, somebody was talking about, don't be afraid of the data. That was me, as a... I always employed really great instructional coaches, because I was terrible with numbers, and now they have entrusted me with millions of dollars, and so far, I'm still here after 4 years, and I haven't messed it up.

597

01:42:36.030 --> 01:42:39.540

Anna Brink: So, just know that you can do

598

01:42:39.540 --> 01:42:46.830

Anna Brink: I'm very much a programs person. I will tell the people around Greenville County, I know the finance enough to keep me out of Orange.

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01:42:46.830 --> 01:42:53.990

Anna Brink: And so, you know, understanding that sometimes working in this federal grant world.

600

01:42:53.990 --> 01:43:07.050

Anna Brink: feels like an island. It is really nice to have some people on the beach with me from the State Department as we sit there on our island and try to help impact the broader organization. I'll also say that

601

01:43:07.260 --> 01:43:19.430

Anna Brink: I'm gonna give you all some active listening things as state directors. I need for you, as you listen to me present this, because the disclaimer here is that we have a lot of work to do in our Title I, Part D.

602

01:43:19.620 --> 01:43:29.139

Anna Brink: portion of Greenville County, and I... that's an area that I'm going to use some of these processes that I'm going to show you to... to...

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01:43:29.210 --> 01:43:35.369

Anna Brink: you know, lift that process up and help better serve those students. But as a state agency.

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01:43:35.370 --> 01:43:51.409

Anna Brink: I want you all to listen for the local, school district, and how we go through these processes, and how you all can support the people in your state to streamline that heavy lift. What processes are already in place, such as our continuous improvement models.

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01:43:51.410 --> 01:44:11.959

Anna Brink: from the state, the way that we do our comprehensive needs assessment that we give for Title I, or that we do for Title II, or that we do for any of that, where are some natural areas that we can lean into, and that you all can support at the state level, so when you get people like me who, I mean, I can do it.

606

01:44:11.970 --> 01:44:18.019

Anna Brink: But I might need, like, I need some help. What can I already use? What can I already,

607

01:44:18.020 --> 01:44:34.639

Anna Brink: is already accepted at the state level, or as part of the regulations for Title I, Part D, that will help my sites. Because one of my goals as an educator, it was real early... it was real easy for me when I was in the classroom to know what effect I was having on student achievement.

608

01:44:34.900 --> 01:44:45.389

Anna Brink: when I get further and further removed, it's harder for me to see that. But one of the things that I say as the Federal Programs Director is, how can I help schools, or sites, in this case.

609

01:44:45.460 --> 01:44:47.020

Anna Brink: get to...

610

01:44:47.020 --> 01:45:10.289

Anna Brink: helping those students. What can I help to... to do some of the things, the hoops that we jump through that are on fire sometimes and move, how can I make those easier for my sites and my facilities to get what they need to help students? And so, I just kind of want to frame it that way, and I hope you'll make a list of, oh, well, we do that in Greenville, but here's how I could do that from the state level to sort of help.

611

01:45:10.490 --> 01:45:24.569

Anna Brink: We're gonna go through this cycle just because I am so... I'm into the continuous improvement about, here's what we're dealing with, what does that mean, and now what am I going to do with it? So, Leslie, if you'll go to the next slide, we'll just kind of start there.

612

01:45:25.950 --> 01:45:26.910

Anna Brink: Maybe.

613

01:45:31.080 --> 01:45:32.680

Anna Brink: Can you go to the next slide?

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01:45:34.390 --> 01:45:36.409

Anna Brink: Okay, we're moving in the right direction.

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01:45:37.330 --> 01:45:40.100

Anna Brink: All right, except you gotta go to the other... go to the next one.

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01:45:40.100 --> 01:45:41.589

Leslie Bloss - SCDE: You wanna go past this one?

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01:45:41.590 --> 01:45:42.990

Anna Brink: Yeah, let's get past that one.

618

01:45:42.990 --> 01:45:43.990

Leslie Bloss - SCDE: Okay.

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01:45:43.990 --> 01:45:44.800

Anna Brink: Sorry.

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01:45:45.030 --> 01:45:45.500

Leslie Bloss - SCDE: You're good.

621

01:45:45.500 --> 01:46:05.490

Anna Brink: get on a roll. So, when I present this in person, it's much easier, because I can talk with my hands and I can move. This is my first kind of space in the virtual world, so this is interesting for me. So, in terms of understanding where we are in our compliance and how we do things, I needed to understand what we were working with.

622

01:46:05.670 --> 01:46:30.030

Anna Brink: So, in Title I, Part A, I have 20 Title I schools, and when I got here 4 years ago, they were at a certain level, so I kind of had to take an assessment of where are we right now? I did the same thing with Title I, Part D. Now, I haven't moved it quite as quickly, but I will say, here's what we were working with. We were working with... we have our state-approved plans, we have what we need in terms of the data, we know about what we're collecting.

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01:46:30.120 --> 01:46:33.090

Anna Brink: We know about what we need to give to the state.

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01:46:33.190 --> 01:46:37.019

Anna Brink: So, I understand what we were doing at the time.

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01:46:37.120 --> 01:46:47.470

Anna Brink: I still, I have kind of mapped that a little bit, and so now I know I need to begin to move our sites and our, contacts there to more of...

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01:46:48.090 --> 01:47:03.099

Anna Brink: what do... how do you know that this is a return? So that's me taking the knowns, right? A lot has shifted in South Carolina about the sites and the places that we served. One of the things in Greenville County that is... is... works in our favor is that

627

01:47:03.100 --> 01:47:10.040

Anna Brink: A portion of, a large portion of our, neglected sites are housed under our group homes

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01:47:10.040 --> 01:47:21.300

Anna Brink: principal that is a GCS employee. And so, she's also been in federal programs, and so she and I communicate a lot, but this was her first year getting back in and transitioning into that role.

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01:47:21.300 --> 01:47:29.800

Anna Brink: And so, understanding, being able to go through their comprehensive needs assessment to understand where we were, okay? All right, Leslie?

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01:47:31.940 --> 01:47:37.699

Anna Brink: We'll go to... so what? So, what did we decide to do with where we were?

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01:47:37.830 --> 01:47:48.890

Anna Brink: Well, in... with our Title I schools, that was a little bit of an easier move. It was a little painful, though, at some point, right? You know, you had to kind of figure out where people's,

632

01:47:49.000 --> 01:48:00.180

Anna Brink: skills were when it came to disaggregating data, translating, evaluating, and that was kind of painful for the group of facilitators that I had in our Title I schools.

633

01:48:00.180 --> 01:48:12.060

Anna Brink: And so we... we began to shift that mindset, that continuous improvement mindset... mindset. So, we began to take what was their, what, what, what they were doing with their continuous improvement,

634

01:48:12.060 --> 01:48:27.080

Anna Brink: or, excuse me, their comprehensive needs assessment, and began kind of streamlining and taking out some of those pieces they didn't really know how to do, and giving them a little bit, of our next steps. And so, when I look at

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01:48:27.100 --> 01:48:30.960

Anna Brink: you know, where we are with Title I, Part D,

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01:48:31.170 --> 01:48:42.970

Anna Brink: I have begun to use, and it's been 2 years now, where we have at least used the same format for our comprehensive needs assessment. And let me tell you, that is just... let me give you the headings that you need to fill in.

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01:48:43.110 --> 01:48:46.409

Anna Brink: Because what I needed to know from those sites was.

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01:48:46.600 --> 01:48:53.650

Anna Brink: When you see the word demographics, or when you see the word data and data analysis, or stakeholder feedback.

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01:48:53.790 --> 01:48:56.759

Anna Brink: From your perspective, from your angle.

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01:48:57.030 --> 01:49:00.009

Anna Brink: What can you provide for me

641

01:49:00.130 --> 01:49:17.440

Anna Brink: that's already available for you all that you are tracking on-site, okay? So, it's a little bit harder for me sometimes because I'm not in those sites and those facilities very frequently. I don't have as much connection to seeing the work, but that helped me begin to...

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01:49:17.720 --> 01:49:29.110

Anna Brink: help them understand how to attach their data to then what they submitted in a plan. So, even to the... even now, I have looked at, there were some of those

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01:49:29.620 --> 01:49:43.239

Anna Brink: handouts that IndyTech has given, those tip sheets, and I've already dug... I've already gone down that rabbit hole, to see where can I naturally align some of the things that we are requesting of our sites.

644

01:49:43.440 --> 01:49:49.210

Anna Brink: So, our next step is, how do I start to use what they are currently doing?

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01:49:49.210 --> 01:50:08.769

Anna Brink: to find what I call leverage points, right? And be able to leverage what they're already doing, whether it's that they are collecting data every year, maybe they are, maybe they're not doing as good a job at that, and so when Makisha starts to get to her 3-year data report, she doesn't... they're scrambling, right? Or we're scrambling.

646

01:50:08.790 --> 01:50:20.979

Anna Brink: and understanding what is in that report, and how we can kind of get that down to our sites and what they need. Alright, I'm going to try to go a little faster, because I do not want to run out of time, so...

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01:50:21.200 --> 01:50:34.989

Anna Brink: Alright, so this is where we are currently in Title I, is we, for 4 years in Title I, Part A, we have gotten our 20 Title I schools to the point where they are doing some very streamlined connecting of dots.

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01:50:35.030 --> 01:50:42.889

Anna Brink: Up to and including, I will start doing a pilot with a return on investment platform software.

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01:50:42.890 --> 01:51:07.830

Anna Brink: You know, that's not foolproof either, but we've gotten to the point where we had Title I schools who were manually calculating that return on investment formula to kind of inform their decisions. Now, that wasn't one of those things that we were going to say, well, if you didn't get a certain score based on this auto-calculation, you were going to have to get rid of that strategy. That's not where we were, but we wanted to go through the act of aligning that data to that

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01:51:07.830 --> 01:51:23.540

Anna Brink: strategy, and seeing how you are progress monitoring not only the outcomes, but really the implementation fidelity of it as well. And so, we're there in our Title I, Part A schools, and I will say that that has

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01:51:23.540 --> 01:51:39.330

Anna Brink: That's been able to give me, when I move this to a different sector, to a different group of people, I've already worked out some of the kinks and some of the questions in another group that I can help streamline a little. But understanding that

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01:51:39.460 --> 01:51:54.690

Anna Brink: you know, we need to try to find that next level action for our N&D sites, and so that's building that... building off of that comprehensive needs assessment that they have to submit as part of their regulations every year, but really then

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01:51:54.690 --> 01:52:04.430

Anna Brink: helping them understand or begin to ask some of those questions that Leslie showed you in some of our documents. Being able to pick out some of those things that they want to focus on to say, okay.

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01:52:04.460 --> 01:52:08.170

Anna Brink: We're gonna move slow to move fast, so here are your,

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01:52:08.170 --> 01:52:29.730

Anna Brink: Here are your strategies in your plan. Let's just say they have an after-school tutoring program. I want you to be able to answer this question as part of your planning cycle. How are you going to track this data? So that when I... and this is something, again, this is a slow-moving train for me, and Makisha knows that I need... I've got things I need to improve, but when I start to meet with those sites quarterly.

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01:52:29.730 --> 01:52:36.719

Anna Brink: It will start with, and it'll be on Zoom, it'll start with not only an expenditure report.

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01:52:36.720 --> 01:52:53.869

Anna Brink: here's how your funds are being, spent at this point. Because that naturally leads us into a common denominator, which is you have to give me the plan for your money, and I have to provide all the things to the State Department that they need for regulations. So, that's a natural part for me to say.

658

01:52:53.870 --> 01:53:02.839

Anna Brink: to Dr. Copeland, who is over our group homes. Okay, so this is where your expenditure... expenditures are. You've already started your tutoring program.

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01:53:02.840 --> 01:53:17.950

Anna Brink: Talk to me about what you're seeing. Even if it's qualitative data, what are you seeing? Is attendance an issue? Are you being able to get into the platforms that you're using, that you're using funding for? So it drives that conversation to know

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01:53:17.950 --> 01:53:24.820

Anna Brink: where can we build from, at this point, okay? So we'll go to the continuous improvement

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01:53:25.620 --> 01:53:34.429

Anna Brink: This is just how we did it in... with our Title I schools, okay? So you can see that it was... it was sort of a slow roll. There were some pain points.

662

01:53:34.430 --> 01:53:49.469

Anna Brink: I am... I am lucky to have at all of our Title I schools. We at least have one Title I facilitator. We have 17 Title I facilitators. Some of them are split, between some elementary schools, but they are my liaison at that Title I school. So...

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01:53:49.470 --> 01:54:00.130

Anna Brink: They are getting the information from me, they are working through the processes, and they are the ones doing the needs assessment, the goals, the planning. And so, we had to take

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01:54:00.130 --> 01:54:18.729

Anna Brink: at some point, you'll have to go and look at the sample school presentation from 20... that 2020 era, because as my mother, who's a former educator, used to say, that looked like a birthday party. I don't need a birthday party, I don't need you to just give me basic information. But that was where I started, right? I needed to know what processes were in place.

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01:54:19.300 --> 01:54:44.199

Anna Brink: all the way up to now, and I don't even have it in here for 25-26, and aligning that, is how do we crosswalk what you all have been doing, what you all do on a regular basis? Let's not reinvent the wheel. How do we integrate that better with our processes? I will say the other thing about Greenville County, in terms of the road to continuous improvement, even this morning, I was sitting down having a conversation

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01:54:44.380 --> 01:55:04.319

Anna Brink: with, a couple of people with some Title IV funds, okay, with Safe and Healthy Schools. They are working through our district's MTSS process and really amping up

particularly that behavior side and the professional development that we give to our behavior interventionists and our campus support monitors.

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01:55:04.320 --> 01:55:06.650

Anna Brink: And that triggered me to think, well.

668

01:55:06.650 --> 01:55:18.589

Anna Brink: We have our group homes are really starting to look for some professional development as it relates to trauma-informed practices, things that they need at their sites.

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01:55:18.870 --> 01:55:27.640

Anna Brink: I need to make that natural connection with the people who are doing the work in Greenville County to some of the needs that have already been

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01:55:27.740 --> 01:55:42.889

Anna Brink: identified in their comprehensive needs assessment to make sure that we are giving them the support, not only as their professional development, but being able to show them how in Greenville County, those students that we serve

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01:55:42.890 --> 01:56:07.029

Anna Brink: have opportunities for some transitions, so we're working on maybe some skills and some behavior and trauma-informed practices, but how is that ultimately going to lead our students who are Greenville County, students into our CTE center, into some dual

enrollment classes, into some transition, activities that they can do that will help them be more successful?

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01:56:07.030 --> 01:56:24.339

Anna Brink: We have... we have an abundance of resources in Greenville County. And I think sometimes we are... sometimes we just get too siloed, because I don't see half those people, because we're so huge, that I forget that I need to reach out to my Director of Student Services and talk about

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01:56:24.340 --> 01:56:35.290

Anna Brink: what's going on with the social workers in those schools, and how we can better serve, and if they are, if they are assigned here, can we go and talk to these, people? How can we help our,

674

01:56:35.330 --> 01:56:59.010

Anna Brink: NND sites to better equip our students for transition for the next step. So, we are in process at the moment. As a matter of fact, I've listened to most of these the last couple of days, and I know it's a state coordinator conference, but, you know, listening to and just being able to hear how that flows, even within your compliance systems and things like that, naturally triggers

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01:56:59.090 --> 01:57:03.310

Anna Brink: Somebody like me, who... and triggers in a good way, not in a bad way.

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01:57:03.310 --> 01:57:20.949

Anna Brink: naturally triggers... well, how do I do processes with my Title I schools? How do we do that for the state and Title II? How do we do that for our ATSI schools? What are some natural processes that are already built in that I can replicate that is going to automatically move this up a notch, okay?

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01:57:21.280 --> 01:57:33.870

Anna Brink: Alright, Leslie. So, this is a challenge, and I will say that this is a challenge that my Title I facilitators, are undergoing, and I will say that we are not there yet with Title I, Part D.

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01:57:33.870 --> 01:57:43.359

Anna Brink: But, this kind of shows you that same iterative cycle that Leslie was talking about in terms of how we want to calculate return. If I can get them to that point.

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01:57:43.360 --> 01:57:57.370

Anna Brink: how we can calculate that return, because sometimes numbers speak louder than words, but this is a slow roll. Being able to get to the evidence where you can actually plug it into a mathematical formula.

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01:57:57.490 --> 01:58:13.379

Anna Brink: is a slow... you've got to make sure to frame that in the right way. Knowing what your why is, knowing what your outcomes are, being able to say, this is where we are, and so there's some calibration that has to exist. And Leslie, you go to the next slide. And so.

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01:58:13.910 --> 01:58:37.200

Anna Brink: we are to the point of, this is where I'm going to live in with our sites this year, is calibrating and defining what success looks like for the strategies that you're doing. I've looked at our trend data over the last 3 years for our sites, and some have rolled in and some have rolled out about what they are doing, right? And obviously, we know the goals of Title I, Part D, but what are the strategies that they've been using?

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01:58:37.620 --> 01:58:47.330

Anna Brink: And I'm going to be able to pick out one strategy for a site to say, alright, you have been doing this after-school tutoring program in ELA and math for the last 3 years.

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01:58:47.510 --> 01:58:57.860

Anna Brink: Outside of the fact that maybe you've changed the hours, maybe you've changed the people, maybe you've changed what platform or what instructional material you're using, talk to me about

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01:58:57.860 --> 01:59:16.580

Anna Brink: what data... what would you see... let's talk about that example, too. In this... in this thing, what would be a high level, if you could calibrate the outcome, these kids leave at whatever, however long they're there. Given this intervention, what do you expect to happen? And just being able to have that conversation.

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01:59:16.750 --> 01:59:31.800

Anna Brink: What are you seeing, maybe, that has been a low return? Maybe some of the things that we talk about are not working as well. Is that an implementation problem, or is that an outcome problem? Or is it a... maybe it's what they're using for literacy... for their literacy program?

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01:59:31.800 --> 01:59:36.860

Anna Brink: I don't know, but that is where we are. Because it looks so different at each of our sites.

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01:59:37.220 --> 01:59:53.440

Anna Brink: this will be an opportunity for me to have some good quality conversation with them about calibrating and defining what success would look like outside of what they have to do for compliance. Like, we gotta have your comprehensive needs assessment, we gotta know where your funding is, you gotta be spending your funds, all that good stuff.

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01:59:53.610 --> 02:00:04.319

Anna Brink: But having that moving beyond that compliance piece to calibrate what it looks like for success at that site, because then it transfers the ownership.

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02:00:04.320 --> 02:00:15.309

Anna Brink: It creates the ability for me to not just be the pass-through entity, and... and just... and be able to support them in a different way, okay?

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02:00:15.960 --> 02:00:19.599

Anna Brink: So, our next few slides are going to kind of talk about

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02:00:20.080 --> 02:00:36.469

Anna Brink: almost what I... what I plan to do. Now, some of these things are in... some of these things are already in process, but I think part of what this does for me, and part of the things that we've done with the... as our state gives us support, is being able to begin to...

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02:00:36.550 --> 02:00:52.990

Anna Brink: look at those needs assessments. As a matter of fact, I was looking at them this morning, and being able to give myself, kind of an overview of what they say. Tell me about how are they currently tracking ELA and math assessments? What math assessments are they using? If they're not using our district... they have to use our district assessments.

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02:00:53.120 --> 02:01:00.609

Anna Brink: But they also have some supplementary things that they use, let's just say iReady, and they're using that in their tutoring program after school.

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02:01:00.790 --> 02:01:25.730

Anna Brink: Being able to understand and get a full picture from my angle, so that when I do talk to the site director or the coordinator, there's some more specific questions that I can give them. Helping them identify how they can begin to disaggregate the data by subgroup. I'll go back to iReady. If they're paying for it out of their Title I account, maybe it's that they don't really know how to access that, and maybe that's a contact I can help

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02:01:25.890 --> 02:01:43.500

Anna Brink: them with, okay, let me get... let me get in touch with my iReady contact, because they really need to give you some training on how to disaggregate the data that's coming in from this purchase that you've used out of Title I to really do some meaningful work. And so, being able to hear that from a different lens is always good in terms of needs assessment.

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02:01:43.580 --> 02:01:46.880

Anna Brink: So, we'll go to the planning phase next.

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02:01:47.240 --> 02:01:59.819

Anna Brink: Which is understanding and helping them know that I know that this is a living document, okay? There's a lot of short-term... there's a lot of, the short-term nature of many of their placements, and how do we make sure that this

698

02:01:59.870 --> 02:02:22.320

Anna Brink: is supporting what you already do, okay? Avoiding those, just like Leslie said, with those one-off or sort of one-time purchases that lack that long-term implementation plan, if they need some trauma-informed professional development. How do I make sure that I am using some of the research and evidence-based practices in our continuous improvement model

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02:02:22.320 --> 02:02:23.780

Anna Brink: In our district.

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02:02:23.780 --> 02:02:48.480

Anna Brink: to help them understand, help them, you know, even plug them into some of our training that might be applicable, but also help give them that support, that kind of moves and ebbs and flows with what we already have. Using that transition as a core strategy. I was on the phone this morning with our Director of Attendance and our McKinney-Vento liaison, and we were talk... no, we were talking about social workers that we pay for

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02:02:48.480 --> 02:03:02.639

Anna Brink: out of Title I, we were talking about the McKinney-Vento social worker and what she was going to do, and making sure that we allocate our resources all over the place. We were talking about what in Title I that we're going to earmark for McKinney-Vento and for homeless support.

702

02:03:02.640 --> 02:03:07.949

Anna Brink: And being able to know all of that as I do, I can ask them questions

703

02:03:07.950 --> 02:03:24.010

Anna Brink: to help me better serve some of our sites that are also dealing with some of those challenges. Maybe they need some data about the students that are enrolled in their sites that we have in our GCS, because they are our students, that we can help better assist them with getting.

704

02:03:24.010 --> 02:03:48.989

Anna Brink: So that it does help them give better data, not only ultimately to me, but it helps inform at the federal level, at the state level, how we are actually moving the needle a little bit. But really making sure that they know the core strategies and the core goals of this funding, and being able to use that within their living ecosystem of data and intakes and transitions.

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02:03:48.990 --> 02:03:52.819

Anna Brink: And things like that, and how that best supports them.

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02:03:52.920 --> 02:03:57.030

Anna Brink: Okay? Alright, Leslie, we'll go to Progress Monitoring.

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02:03:57.200 --> 02:04:09.779

Anna Brink: And so, this is kind of a big thing that we're doing in Title I with our Title I schools. So, again, they're about a year or two ahead of, and different from, our Title I, Part D sites.

708

02:04:09.780 --> 02:04:25.599

Anna Brink: However, that helps give me, sort of, those leverage points, those areas that I think, well, we could do this. So, like, a quarterly review. Making sure that I put that on the calendar, that I communicate that with them, so that they have a better idea of

709

02:04:25.740 --> 02:04:49.130

Anna Brink: what is expected of them, and what resources are available within the district, what transition resources, what supplemental resources, what district resources are there that we can align, to help all of our students that are Greenville County School students, no matter if they're in one of our schools or they're at a residential facility, they are still our student, but how do we give them access

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02:04:49.200 --> 02:05:00.240

Anna Brink: To what is available for them. I was looking at a needs assessment from one of our sites this morning that one of their goals this year was to communicate with our CTE centers. We have

711

02:05:00.610 --> 02:05:06.799

Anna Brink: four big CTE centers, spread out through the district, and helping to.

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02:05:06.950 --> 02:05:19.570

Anna Brink: Connect their students there that need some transition goals, have identified what they want to do, as a work... in workforce, and... and being able to give them the opportunity to attend

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02:05:19.570 --> 02:05:28.159

Anna Brink: And be admitted to the CTE Center so they can get some hands-on practical application to support their transition. And so.

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02:05:28.390 --> 02:05:44.610

Anna Brink: You know, defining success is sometimes easier when you talk about a school-wide defining success, and so it is my goal to better understand how they define success in their given, facility.

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02:05:44.610 --> 02:05:54.580

Anna Brink: Because it's going to look different. So I've told you my background, and I'm not afraid to admit that my background is not in, Title I, Part D facilities.

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02:05:54.580 --> 02:06:00.090

Anna Brink: Like, I've listened to all of y'all for the last couple of days, y'all are experts on how to do this.

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02:06:00.090 --> 02:06:20.700

Anna Brink: And so, being able to leverage your expertise nationwide for some of the strategies that are working, some of the creative ways that you all have been able to, give supports to students in districts and really set them up for success would be very helpful, for people like me who.

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02:06:20.700 --> 02:06:25.129

Anna Brink: are in a very large district with a lot of resources, go from

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02:06:25.330 --> 02:06:43.040

Anna Brink: just compliance, and giving them their funds, and letting them do the same copy and paste kind of strategies every year, to really, how does that make a difference, for our students. So, that'll be where we do that. This is kind of that calibrating and defining success. I would say that we're at least a year or two away from this.

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02:06:43.040 --> 02:07:00.590

Anna Brink: Where... where they have really, in their plans, you know, identified what it looks like to implement this with high fidelity, that they are kind of monitoring the strategy, and that they could say to me at the end of the year, yeah, we... this was like a... it's not a bad strategy, but we had some...

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02:07:00.660 --> 02:07:13.389

Anna Brink: some hang-ups with... with implementing it. Maybe the software, we couldn't get something to... to cooperate, and we didn't have access to it till October, even though we paid for the license starting in June. All of that exists.

722

02:07:13.550 --> 02:07:27.029

Anna Brink: But understanding and being able to work through that is something that, I want to work with them a little bit more. So the next one is really just kind of a decision matrix in terms of what we're using in our Title I schools of.

723

02:07:27.030 --> 02:07:40.790

Anna Brink: As you calculate this, as you start to see some data that is populated and aligned to what you feel like the outcome is, then it's time for you all to discuss, is this something we sustain? Is this something we increase? Is this something we phase out?

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02:07:40.790 --> 02:07:54.639

Anna Brink: Those are the conversations. I look forward to those conversations as I learn more, and be... and get more involved with this. But this is where we are in our Title I schools, and even in our school improvement schools. We have

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02:07:54.640 --> 02:08:05.469

Anna Brink: 14 ATSI schools. Now, I can say, luckily, we have gone from 24 ATSI and CSI schools down to 14 in this next cycle, so we are making some progress.

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02:08:05.470 --> 02:08:12.579

Anna Brink: But really leveraging the things that we are doing in those to really have conversations that are... that are...

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02:08:12.760 --> 02:08:23.390

Anna Brink: applicable to different areas, and applicable to the goals of different programs. And so, I can go down a federal program's rabbit hole, and I... and listen, I...

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02:08:23.490 --> 02:08:31.930

Anna Brink: I started to not want this calling for the first couple of years that I did federal programs. Like, I tried real hard to say, no.

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02:08:31.930 --> 02:08:49.430

Anna Brink: I don't... I want to go back and do something else, this is not... but... but I am finding that I am able to use that instructional leadership that, you know, the areas that I loved so much with curriculum and instruction and student success and student achievement, I am able to leverage those

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02:08:49.430 --> 02:09:02.090

Anna Brink: And then I get to be the funding fairy sometimes, right? Because they come up with this great plan, and I say, okay, well, think about it like this, and think about how you want to use your funding to make that actually happen.

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02:09:02.250 --> 02:09:20.550

Anna Brink: And so, you know, that is... that's my leverage point. Now, sometimes their funding gets cut, but it's also a good way to help them sort of see the whole picture when they're planning for that continuous improvement cycle. And so, this is kind of where we are in Greenville County.

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02:09:20.580 --> 02:09:34.620

Anna Brink: And I don't think I have any... do I have anything else after that, Leslie? Okay, there you go. So, this is... this is really where I'm headed, okay? And I don't... I'm not afraid to admit that this is... I've got some work to do.

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02:09:34.620 --> 02:09:40.899

Anna Brink: for my Title I, Part D, but I hope to be able to learn from, and be...

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02:09:40.940 --> 02:09:57.309

Anna Brink: you know, supported through my state, which I know they will. They, they, whether they like it or not, I call and they answer, okay? Now, they may talk about me when they get off the phone, and that's okay with me, but when I call, they answer, and sometimes the answer's no, or sometimes the answer is, you're crazy, or I need this.

735

02:09:57.310 --> 02:10:03.570

Anna Brink: But at least I have that partnership with them, so that we can work through things that ultimately get

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02:10:03.570 --> 02:10:14.020

Anna Brink: our students what they need, no matter where they are or what their goals are. And so, that's kind of been sort of my soapbox for the last year, now that I have fully

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02:10:14.210 --> 02:10:33.519

Anna Brink: accepted that I'm in the land and the island of federal programs, and I do love a good island and a good beach, and so I'm just gonna kind of embrace it as we go. But that's where we are, and it looks like we got about 5 minutes, maybe. If you've got questions, comments, I'll go back to your active listening if there was something as a state.

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02:10:33.520 --> 02:10:44.339

Anna Brink: state-level administrator that you could say, hey, you should look at this, or we're doing this. I love stealing other people's ideas, and I'm also not afraid to give them anything we have.

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02:10:44.340 --> 02:11:00.060

Anna Brink: As a matter of fact, before we even got on here, I went through, we got our preliminary allocations today, and I went through and I found the ones that were getting the largest amount of N&D, and I went ahead and emailed my federal programs friends and said, y'all share anything you're doing.

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02:11:00.060 --> 02:11:09.170

Anna Brink: It may not be new, it may be new. Here's what I'm doing, help me understand how you're serving your sites. And so, that's a really good partnership, and I'm not afraid to learn.

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02:11:15.880 --> 02:11:24.629

Anna Brink: Oh, I see. Heather, raise your hand, because she's also a history major. See? It can be done, Heather. We can do... we can do math.

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02:11:28.610 --> 02:11:32.600

Anna Brink: Y'all are awful quiet. It's 345 East Coast time.

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02:11:32.750 --> 02:11:36.320

Anna Brink: The rest of y'all out on the West Coast, this still should be midday.