NCLB Consolidated Federal Programs Application Training Webinar

Title II, Part A 2013-2014

Spring 2013

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Goals

Students

Educators

Schools/ Districts

State

Successful students

Prepare students to thrive in their education and in a globally competitive workforce.

- Ensure every student is on track to graduate postsecondary and workforce ready.
- Increase achievement for all students and close achievement gaps.
- Ensure students graduate ready for success in postsecondary education and the workforce.
- Increase national and international competitiveness for all students.

Great teachers and leaders

Ensure effective educators for every student and effective leaders for every school and district.

- Increase and support the effectiveness of all educators.
- Optimize the preparation, retention, and effectiveness of new educators.
- Eliminate the educator equity gap.

Outstanding schools and districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families.

- Increase school and district performance.
- Turnaround the state's lowest performing districts and schools.
- Foster innovation and expand access to a rich array of high quality school choices for students.

Best education system in the nation

Build the best education system in the nation.

- Lead the nation in policy, innovation, and positive outcomes for students.
- Operate with excellence, efficiency, and effectiveness to become the best SEA in the nation.
- Attract and retain outstanding talent to CDE.

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Agenda

- **Introduction**
- **Application Components**
  - Programmatic Requirements and Allowable Activities
  - Strategy Based Budget
- **Final Considerations**

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Introduction

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Introduction

- **Purpose of Title II-A**
  - Increase academic achievement by improving teacher and principal quality
    - Increase the effectiveness of teachers and principals
    - Improve the skills of principals and assistant principals in schools
    - Increase the number of Highly Qualified teachers in classrooms
- **Application Purpose**
  - Specifies how Title IIA funds will be allocated
  - Describes how LEAs will target Title IIA funds to support schools with Priority Improvement or Turnaround Plan Type Assignments

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Introduction

- **Strategy based budget allows LEAs to better plan, collaborate, align and leverage Title II-A programs with other Title programs**
- **Budget is organized around strategy categories as opposed to required elements**
  - Program requirements still apply

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Application Components

Programmatic Requirements and Allowable Activities

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Programmatic Requirements

- **Describe how II-A funds will be used to support schools with Priority Improvement and Turnaround Plan Type assignments:**
  - Answer for each applicable school
    - i.e., additional instructional coach, targeted professional learning opportunities, staff mentoring
  - If no schools with Priority Improvement and Turnaround Plan Type assignments, enter "Not Applicable"

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Programmatic Requirements

- **For LEAs accredited with Priority Improvement or Turnaround plan, budgeted activities must align with the Title II-A addendum in the Unified Improvement Plan**
  - If the budgeted use of Title II-A funds differs from the II-A UIP addendum, provide justification for these changes.
    - Some LEAs have already proposed changes – document the rationale
  - For LEAs with any other accreditation plan type, enter "Not Applicable"

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Allowable Activities:
Professional Leaning

Allowable Activities

- Hiring an instructional coach to support teachers in mathematics and reading
- Consultant fees for year-long, focused training for high school math teachers
- Books for teachers for a content-focused book study
- Training for teachers on using data tools to inform instruction

Not Allowable Activities

- Hiring a content specialist to provide instructional services to students
- Registration and travel fees to send math teachers to 1-day conference
- Books for a teacher's classroom library
- Data management software or license fee

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Allowable Activities Examples:
Professional Learning

Allowable Activities

- Professional learning for teachers and principals on new state standards
- Training on new curriculum
- Training on using assessment data to guide instruction

Not Allowable Activities

- Stipends for content specialists to align curriculum
- Curriculum mapping software
- Developing/creating assessments or curriculum

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Allowable Activities:
Recruitment and Retention

- **Monetary incentives**
  - Hiring bonuses for high-need positions
  - Bonuses or incentives for transferring to or staying in high-needs schools
  - Attendance at job fairs
- **Induction and support for new teachers and principals**
  - As teacher induction is a state requirement, ensure that activities are supplemental
    - Stipends for mentors
    - Substitute costs for mentor/mentee release time

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Allowable Activities:
Recruitment and Retention

- **Teacher advancement initiatives that emphasize multiple career paths and pay differentiation**
- **Programs designed to improve the quality of the teaching force**
  - Stipends for master teachers to work with less-experienced teachers
  - Merit pay/pay for performance programs

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Strategy Based Budget

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Strategy Based Budget

- **No "narrative" in the online platform**
- **Title II-A activities will be described (and then subsequently budgeted) in the Excel template**
  - Column B: articulate the strategy the district will implement to improve student performance
    - Strategy may encompass other Title programs
  - Column C: detail action steps the district will take to implement the strategy
  - Columns D-J: budget the activities to specific locations, object and program codes and funding sources

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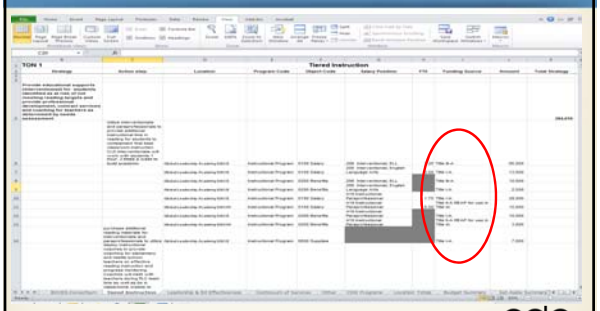
Strategy Based Budget



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Strategy Based Budget

- **Strategy Based Budget is organized around categories**
  - Tiered Instruction and Support
  - Leadership and Educator Effectiveness
  - Continuum of Support
  - Other
  - Consolidated Schoolwide

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Strategy Based Budget

- **Tiered Instruction and Support**
  - Supporting delivery of multi-tiered instructional services
    - Coaching
    - Professional Learning Opportunities
    - Professional Learning Communities

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Strategy Based Budget

- **Tiered Instruction and Support Example**
  - **Strategy:** Provide educational supports for students identified as at risk of not meeting reading targets and provide professional development, contract services and coaching for teachers as determined by needs assessment.
  - **Action Step:** Deploy instructional coaches to provide coaching for elementary and middle school teachers on effective reading instruction and progress monitoring. Coaches will meet with teachers during PLC team time as well as be in classrooms weekly to model best practices; observe and provide feedback; collaborate on lesson planning.

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Strategy Based Budget

- **Leadership and Educator Effectiveness**
  - Support the development of effective leaders and educators
    - Mentoring for:
      - New teachers
      - Teacher leaders
      - Principal and other leadership personnel
    - Recruitment and retention of effective educators
    - Professional learning opportunities
    - Professional learning communities

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Strategy Based Budget

- **Leadership and Educator Effectiveness example**
  - **Strategy:** Implement building level practices that promote best first instruction for every student in every classroom so that all students can meet or exceed adequate growth.
  - **Action Step:** Training for building leaders on conducting walk-through observations to monitor implementation of instructional strategies modeled by Title I-A coaches.

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Strategy Based Budget

- **Continuum of Services**
  - Professional learning opportunities for:
    - Increasing school-home communications
    - Supporting homeless, migrant and immigrant students and families
    - Nonpublic school staff

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Strategy Based Budget

- **Continuum of Services Example**
  - **Strategy:** Increase teachers' levels of cultural responsiveness and awareness.
  - **Action Step:** Purchase texts for a book study on engaging families experiencing homelessness in the school setting.

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Strategy Based Budget

Salary Positions and FTE

- **Prepopulated drop down menu (see Staff Positions handout)**
  - Applicable only if Object Code is 0100 Salary
  - Cross referenced to the Job Class Codes in the Chart of Accounts
  - Common titles/descriptions:
    - Eliminates ambiguity – reviewers know the proposed position
    - Facilitates statewide evaluation and dissemination of best practices
- **FTE can be rolled up for same positions at same location**
  - 2 interventionists positions at an elementary school can be listed on one row as 2.0 FTE
- **Staff names not collected – LEA responsible for ensuring instructional staff is Highly Qualified**

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Strategy Based Budget

Stipends

	Stipend for a Group	Stipends for an Individual
Column F – Object Code	0100 Salary	0100 Salary
Column G – Salary Position	0000 Stipends	0107 Administrators
Column H - FTE	Stipends/Extra Duty Pay	STE

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Strategy Based Budget

Transfer

- **Use Budget Summary sheet to indicate the transfer**
  - Input transferred amount (from Title II-A to Title I-A) in Cell E-11. Cell C-10 will automatically populate with the amount transferred into I-A
- **Funds transferred to I-A increase the Title I allocation and increase the based amount for calculating set-asides**
- **Select Title I-A for *Funding Source* because II-A funds become I-A funds**
- **If you are REAP eligible, you cannot transfer funds**

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Strategy Based Budget

REAP Flexibility

- **LEAs may REAP(flex) Title IIA funds for use Title I-A, II-D, III, III-SA, IV-A and V-A**
- ***Funding Source* Column –select the appropriate "REAP for use in" Title option**
  - REAP(flex) budgeted amounts on the strategy sheets will flow into Row #12 and #13 of the *Budget Summary* sheet.
  - "REAP for use in" will total separate from the Title program for which the funds are used
  - REAPed funds remain in the original program for reporting purposes

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Final Considerations

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Final Considerations

Highly Qualified

- **All Title I-A and II-A teachers and Title I-A instructional paraprofessionals must be highly qualified**
  - Schoolwide – all core content teachers and instructional paras
  - Targeted Assistance - core content teachers salaried with the Title I-A and/or II-A funds; instructional paras salaried with I-A funds
- **Names will not be submitted on the budget or verified through the application**
  - Responsibility of the LEA to check that all applicable staff salaried with Title funds are highly qualified before the school year starts
  - Highly Qualified will continue to be verified as part of the Human Resource Collection

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Final Considerations

Professional Learning

- **Activities targeted to improve the knowledge and quality of teachers and principals**
- **Must meet the NCLB definition of high-quality PD (§ 9101(34)(A))**
  - Sustained, classroom-focused PD that is not 1-day or short-term workshops

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Final Considerations

Supplement Not Supplant

- **Determine what educational activities the LEA would support if no II-A funds were available**
  - If it is clear that no State or local funds remain available to fund certain activities that previously were funded with State or local resources, then the LEA may be able to use II-A funds for those activities
- **In no event, however, may an LEA decrease State or local funds for particular activities simply because II-A funds are available**
- **Specifically articulate how state required activities funded with II-A clearly demonstrate an increase in intensity beyond the basic requirement**
  - Induction and mentoring
  - Professional development and career ladders activities included in the district's teacher and principal evaluation system (SB 191)

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Final Considerations

Nonpublic Schools

- **LEA must engage in meaningful consultation with nonpublic schools**
- **LEA must provide equitable professional learning opportunities to nonpublic school teachers**
  - Meet definition of high-quality
  - secular, neutral and non-ideological

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Final Considerations

Consultation

- Develop the Consolidated Application in consultation with all required stakeholders, such as, teachers, principals, administrators, paraprofessionals, other relevant school personnel, parents or other interested parties.

Opportunity for Comment

- Prior to submitting the LEA's Consolidated Application for ESEA funds, provide a reasonable opportunity for public comment on the application and take such comments into consideration before submitting the final application.

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Final Considerations

Training Materials and Supporting Documents		
Regional Trainings	• PowerPoint Slides • Strategy Based Budget Overview • Strategy Categories • Salary Positions	http://www.cde.state.co.us/FedPrograms/consapp/trainctr.asp
Title Specific Webinars	• Title II-A PowerPoint Slides	
Application Components	• Data Tables • Programmatic Requirements/Questions	
Grants Fiscal	• Budget Template • Budget Instructions • Allocations	http://www.cde.state.co.us/cdefisgrant/NCLB_download.htm

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