



Guidance for Using the Colorado Department of Education's Human Capital Funding Matrix

Purpose of CDE's Human Capital Funding Matrix

Improving and supporting educator effectiveness is a Colorado priority. Acting on this priority requires focused attention to all of the elements of a district's human capital system from recruitment, hiring, and placement to evaluation, professional development, and retention.

In order to assist districts in maximizing and aligning funds to support their human capital activities, the Educator Effectiveness Unit of the Colorado Department of Education has developed the Human Capital Funding Matrix (hereinafter referred to as the funding matrix) which identifies potential sources of funding that may be used for various activities related to recruiting, training, evaluating, and retaining effective teachers and leaders. The funding matrix is intended for use by multiple audiences, including: district staff responsible for identifying and applying for state and federal grants; district human resource directors interested in identifying available funding streams to support needed human capital activities; and district leadership as they seek resources to support human capital needs that might be identified through their district unified improvement plan.

The funding matrix is designed as an initial tool to begin conversations about the creative use of available funding. It is intended to help districts match areas of need related to human capital management with available funding sources. It is also intended to help broaden districts' understanding of the range of funds that may be tapped to support the districts' efforts to attract, prepare, and support effective educators. In some cases, a district may not have known that certain funds could be used to support certain activities. The funding matrix is intended to enhance districts' knowledge of what is possible, while recognizing that many funds have eligibility requirements that may limit applicability.

Alignment with Unified Improvement Plan

Districts are encouraged to use the funding matrix to support their unified improvement planning efforts. The tool provides a way to match human capital needs that may have been identified in the district's unified improvement plan with potential funding sources. For example, a district may be focusing improvement efforts on providing high quality, job-embedded professional development for teachers on specific instructional interventions. The funding matrix identifies funding sources that could be used to support the delivery of this type of professional development. As another example, a district may have identified personnel shortages in high need subject areas as a challenge. The district can use the funding matrix to identify possible sources of funds that could be tapped to meet this need.

Regardless of the specific needs and funding streams identified, districts should be purposeful in aligning their strategies and funding to their unified improvement plans.

Overview of the Funding Matrix

The first portion of the funding matrix provides background information on each funding source as highlighted below.

Colorado Department of Education Human Capital Funding Matrix					
	A	B	C	D	E
1	Name of Grant or Funding Source	Brief Description	Program Coordinator and Webpage	Eligibility Requirements	Funding Amount Available (Please also note whether grants are single or multi-year)
2					Grant Timeline
3	State Funding Sources:				
4	School Finance Act Formula Funding (formula)	Provides state and local funding to each school district to fund the costs of providing public education.	Leanne Emm	N/A	1-year grant cycle; funding amount varies by district based on a per pupil formula.
5	Closing the Achievement Gap (competitive)	Provides funding for a district partnership with CDE to develop strategies to raise achievement for all students while closing the achievement gap.	Predious Broadnax www.cde.state.co.us/humanound/	Grants are based on the requirements of the specific project's Request for Proposal.	1-year grant cycle; funding amount varies by district based on a per pupil formula.
6	Expelled and At-Risk Student Services (competitive)	Provides funding for educational and support services to students who have been expelled, and/or students at-risk of being expelled.	Janelle Krueger www.cde.state.co.us/cdeprevention/pf_expelled_grant.htm	Eligible applicants include school districts, charter schools, alternative schools within school districts, nonpublic, non-parochial schools, BOCES, facility schools, pilot schools established per 22-33-204, and the Colo. Dept. of Military and Veteran Affairs.	4-year grant cycle; funding amount for 1st of 4 years may range between \$60,000 and \$300,000, depending on number of students served; 25% and 50% reductions expected in Years 3 and 4 respectively.
7	School Counselor Corps (competitive)	Provides funding to increase the availability of effective school-based counseling within secondary schools to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.	Charles Dulak www.cde.state.co.us/secondary/initiatives/SchoolCounselor_home.htm	Eligible applicants include school districts, BOCES, and charter schools. Priority will be given to applicants that will serve secondary schools at which the dropout rate exceeds the statewide average, and/or secondary schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide average.	3-year grant cycle; funding amount is contingent upon any funding appropriated to the School Counselor Corps program (~\$120,000 per site for FY2010-2011; FY2011-2012 pending).

The rows are organized by funding source. Each row provides the name of the grant or funding source, a brief description of the funding source, the program coordinator of that funding source and webpage link, eligibility requirements, funding amount available, and grant timeline.

The list of funding sources includes state and federal funds. State funds appear first, followed by federal funds. A notation below each funding source indicates if the fund is awarded on a formula, competitive, or invitation basis. Formula funds are awarded based on a preset formula (e.g., the percentage of high needs students; or in the case of the public school finance funds, the total number of students served). Competitive funds are awarded through a competitive application process. Districts must apply for these funds and in many cases meet minimum requirements to be eligible to compete for the funds. Some funds are awarded by invitation only. Some funds are more flexible in their uses, allowing districts greater discretion to focus and target them on identified needs. Other funds are more specific, requiring districts to focus on specific student populations or intervention strategies.

Following the overview information for each funding stream, the remaining portion of the matrix lists a range of human capital activities as noted below.

Colorado Department of Education Human Capital Funding Matrix																				
	A	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1		Data Analysis					Recruitment and Selection		HQ Reqs	Evaluation		Induction		Professional Development			Retention and Recognition		Remediation and Dismissal	
2	Name of Grant or Funding Source	Identifying Professional Development Needs (e.g. survey results, evaluation results, student data)	Gathering and Analyzing Working Conditions Data (e.g. analysis of collaborative time, planning time, etc.)	Identifying Teacher Supply Gaps (aligning highly effective teachers with high-needs students)	Examining Alignment of Personnel	Recruiting New Personnel (e.g., career fairs, out-of-state recruitment)	Enhancing Hiring Criteria and Selection Process	Supporting Personnel in becoming "Highly Qualified" and Meeting Special Education Requirements	Development of Evaluation Systems and Processes (Rubrics, Tools, Etc.)	Training Evaluators	Developing and Implementing Induction Programs	Selecting and Training Mentors	Collaboration Time; Release Time (Substitutes)	Providing Professional Development to Teachers and Contributing Professionals	Training for Principals and Administrators	Identifying and Training Teacher Leaders for Administrative Positions, Instructional Coaching, Etc.	Developing and Supporting Mentor Programs	Tenure Reform Efforts	Legal/Human Resource Support in Initiating and Pursuing Remediation and Dismissal Cases	
3	State Funding																			
4	School Finance Act Formula Funding (Formula)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Closing the Achievement Gap (competitive)	X	X	X	X	X				X	X			X	X	X	X	X	X	
6	Expelled and At-Risk Student Services (competitive)													X*						
7	School Counselor Corps (competitive)	** X*	X							X*	X*				** X*					

The columns address human capital activities related to:

- Data analysis
- Recruitment and selection
- Highly qualified (HQ) requirements
- Evaluation
- Induction
- Professional development
- Retention and recognition
- Remediation and dismissal

An X in a particular row denotes that the human capital activity for that corresponding column is an allowable activity for the funding source. For example, on page 1 of the funding matrix, the Closing the Achievement Gap funds may be used to help districts identify professional development needs (which is part of the Data Analysis column of human capital activities).

Some of the fields contain a single asterisk. This indicates that activities must address a particular focus area (e.g., health and wellness, cultural proficiency, etc.). A double asterisk indicates that funding must be used for educators with a particular specialization (e.g., physical education instructors, special education providers, etc.).

Considerations When Using the Funding Matrix

Due to the complexity of each funding source, the funding matrix is intended to serve as a starting point to help the district identify potential sources of funds. The funding matrix does not authorize the use of funding beyond what is permitted by programmatic requirements and federal and state laws and regulations. After identifying a potential funding source, the district will need to probe deeper into the specific requirements of the funding source and, if needed, contact the program coordinator with questions.

Districts need to keep in mind the following considerations when using the funding matrix and engaging in strategic planning and budget discussions.

- **Specific focus.** Many of the funds listed in the funding matrix are designed for activities with a particular educational focus (e.g., to improve literacy, provide services for early childhood learning, etc.) or for activities that assist educators with a particular specialization (e.g., for special education providers, school counselors, etc.). Districts are encouraged to think strategically about how to leverage and align these funds to support their unified improvement plan and their efforts to enhance educator effectiveness.
- **“Supplement not supplant” requirement.** The “supplement not supplant” requirement applies to various state and federal funding streams. To meet this requirement, districts must use new program funds to supplement the amount of existing funds they spend on education activities, and not to supplant or replace those existing funds. Essentially, this means that program funds with the “supplement not supplant” restriction must be used to provide additional services, staff, or programs that would not otherwise be paid for with other funding sources. Districts cannot reduce other funds because the program funds have been provided. Districts should talk with the identified program coordinator before applying for program funds with this requirement to ensure their desired activities meet the “supplement” requirement.
- **Administrative considerations when connecting funding streams.** A goal of the funding matrix is to help districts think creatively about leveraging and connecting funding streams. Districts, however, need to be mindful of the administrative considerations when connecting funds. Many funding sources require detailed accounting of how the funds are spent. Districts must be able to demonstrate the costs charged to each federal or state program were allowable and approved under that program. This may include keeping time and effort, inventory management, and financial management records that permit the tracing of costs to specific funding sources. Districts should consult with the program coordinators to understand the administrative considerations when connecting funding sources.

Program Coordinators – A Resource and Partner

Districts can use the program coordinators at CDE to help them identify ways to align and maximize resources to support their unified improvement plan and related human capital activities. While some desired uses of funds may not be allowable, program coordinators can help districts identify alternative sources of funds or redesign activities to meet fund requirements. And, in the case where desired uses may not be within funds’ allowable uses, program coordinators can use this to inform CDE and state and federal policymakers of local

needs with the hope of eventually expanding the range of allowable uses of both state and federal funds.

Questions

Questions related to the funding matrix should be directed to Kady Dodds at dodds_k@cde.state.co.us. For questions about specific funding sources, please contact the program coordinator listed in the funding matrix.