

Leveraging Federal Title & IDEA Funds to Support Proficiency Based Education and Educator Effectiveness



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Definitions

Braided Funding

Financial assistance from several sources to states, local governments and other pass through entities is coordinated by all stakeholders so that *each individual award maintains its award-specific identity.*

Blended Funding

Same as braided funding except that financial assistance from individual awards is merged into one award and *each individual award loses its award-specific identity.*

Blended funding in a schoolwide model

- No distinctions are made between staff paid with Title IA funds or other Federal funds and those who are paid with state or local funds.
 - All staff direct their efforts toward upgrading the entire educational program, particularly those who are most at risk.
 - The focus is on a comprehensive, research-based school reform.
- At least 40% of the students are from low-income families for the initial year of the SWP.

Blended funding in a schoolwide model

- Be able to build a team of instructional staff, administrators, parents, and community members that are committed to:
 - Developing a comprehensive plan;
 - Using relevant data and research based best practices; and
 - Creating a comprehensive plan that will enable all students to meet and exceed the Maine Learning Results.

Braided Funding

- Financial assistance from several sources of funding is coordinated to support a single initiative.
- Each funding source maintains its specific identity.
- The initiative is allowable under each funding source.

Reminder: Federal funds must supplement, not supplant, local/state funds and requirements.

IDEA Funds (Local Entitlement)

May be used for:

- Coordinated Early Intervening Services including behavioral evaluations and interventions for non-identified students in needs of additional academic or behavioral support, including PD (up to 15% of allocation).
- Title I School wide programs to turn around low-performing schools (amount received/# of children with disabilities in LEA x number with disabilities in schoolwide).

IDEA Funds in a Schoolwide

- Provide PD on CCR instructional strategies to teachers and related service providers of students with disabilities.
- Implement positive behavioral interventions and supports schoolwide.

IDEA Funds (Local Entitlement)

- May be used for special education services in a regular education classroom even if non-disabled students benefit
 - Consider split funding to cover services that take extra time for non-disabled students (e.g. grading, parent conferences, etc.)

Title I Funds in a Targeted Assistance School (TAS)

- Title I funds must supplement, not supplant, local/state funds and requirements.
- Title I funds support staff that provide supplemental instruction primarily in reading and math.
- Title I funds may support professional development for classroom teachers of Title I students based on the needs of the Title I students.

Title I Funds in a Schoolwide Program (SWP)

- Title I funds must supplement the school's educational budget.
- Title I funds may provide core instruction as well as supplemental instruction at the school.
- Title I funds may support professional development for all staff in the school based on the needs of all students in the school.

Title II Funds to Provide PD

“High Quality” PD may include, but is not limited to, activities that:

- Improve and increase teachers’ academic content knowledge and content specific pedagogical knowledge;
- Are an integral part of broad schoolwide and districtwide educational plans designed to improve classroom practices and student achievement;
- Help principals acquire the skills necessary to support a positive learning environment;

Title II Funds to Provide PD, cont.

“High Quality” PD may include, but is not limited to, activities that:

- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Are developed with extensive participation of teachers, principals, parents, and administrators.

Title II Funds to Reduce Class Size

Smaller class size (CSR) can be provided using flexible instructional groups served by highly qualified teachers for sustained blocks of time on a regular basis. For example:

- Having two highly qualified teachers team teach in a single classroom for either part of the school day or the entire day; or

Title II Funds for CSR, cont.

- Hiring an additional highly qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math.

Title II Funds in a Schoolwide Program (SWP)

- Schoolwide status provides exemption from statutory or regulatory provisions under Title II.
- In other words, Title II funds can be used toward a Title I SWP in exactly the same way Title I funds can.

Title III – English language acquisition

- Once a district or school identifies the core program of services provided to English learners e.g. program of service, staff, materials, curriculum and facility then Title I or Title III funds may be used to supplement those services or pilot alternative program(s) of services.
- Title III funds may be used to provide professional development to all educators of English learners.

Title VI – Rural Education

The Rural Education Achievement Program provides funds to support students and teachers in rural locations to improve achievement levels and meet the Maine Learning Results Standards.

- School administrative units (SAUs) may be eligible for one of two federal grants: the Small Rural Schools Achievement Grant (SRSA – Subpart 1) or the Rural Low-Income School Grant (RLIS – Subpart 2) .

Title VI – Rural Education

- The U.S. Department of Education provides the SRSA grant to small, local, rural SAUs (fewer than 600 students in the SAU in daily attendance).
- The RLIS grant is a formula grant the Maine Department of Education distributes to eligible rural SAUs that do not qualify for the SRS grant, but meet the Title IA poverty criteria and are classified as rural communities

Title VI – Rural Education

Allowable activities with RLIS funding:

- Teacher recruitment and retention
- Class size reduction (CSR)
- Teacher professional development for teachers only
- Educational Technology (Title II-D uses only)
- Parental involvement activities
- Activities authorized under the Safe and Drug-Free Schools (Title IV-A uses only)
- Activities authorized under Title I-A
- Activities authorized under Title III
- Program Administration

Getting to proficiency based

Using braided title funds:

- To train pre-K -12 staff in classroom design
- For professional learning on ways to shift climate and culture
- To train high school teachers on how to develop learning targets
- For high school teachers to map learning targets to courses – *unallowable*
- To establish a district wide standards based grading committee - *unallowable*

What does a systemic approach look like?

- Conduct a comprehensive needs assessment .
- Design and develop a plan of implementation.
 - Identification of District goals
 - All school and teacher level PD feeds into the broader district goals
 - Identification of specific interventions

Professional Development

Title I, II, III, VI and CEIS funds can be used to pay for professional development.

- Title I (TAS) funds may support professional development for classroom teachers of Title I students based on the needs of the Title I students.
- Title I (SWP) may use Title I funds to support the needs of all students in the school.
- Title III for teachers of EL students.
- CEIS funds up to 15% to work with all students for RTI activities and professional development.

Technology Applications & Equipment

Titles I, II, III, V and Title VI funds can be used to purchase technology applications and equipment.

- Title I (TAS/SWP) – technology/applications may be purchased for the Title I program provided it is outlined how the technology will be instrumental in Title I instructional delivery.
- Title I SWP – technology/applications may be purchased for all students as long as technology/applications are not supplied to non-Title I schools with local funds.
- Title II – only if the technology is necessary for teachers to participate in and/or fully implement the PD being provided.

Technology Applications & Equipment

- Title III – direct use of technology by ELs; nothing supplied to other students within the district.
- Title V – anything but administration.
- Title VI – falls under Title I, II or III guidance, admin under 10%.

Instructional coaches

Title I, II and VI funds may pay for instructional coaches.

- Title I TAS – funding may be used for instructional coaches who are providing coaching services based on the needs of Title I identified students.
- Title I SWP – funding may be used for instructional coaches for all school staff based on the needs of all students in the school.
- Title II – funding may be used for instructional coaches who provide PD to teachers (e.g. coaching and mentoring, model lessons, PLCs, lesson study, action research, etc.)
- Title VI follows Title I & II guidance.

Transportation

Title I, Title III and IDEA funds can be used for transportation.

- Title I TAS – specific for Title I students if no other transportation is provided i.e. Title I after school program, Title I summer program.
- Title SWP – all students in the school would be eligible for transportation that is not funded with local funds.
- Title III - only if all other federal funds have been expended to meet the needs of the EL student.
- IDEA - only if related to a student's IEP.

Federal funds to hire instructional staff

Title I, II, III, VI and CEIS funds can be used to hire instructional staff

- Title I TAS to provide supplemental instruction to identified Title I students.
- Title I SWP any instructional staff member.
- Title II – small rural school can REAP flex from Title II to Title V.
- Title III as long as working with an English learner & not initial source of funding.
- Title VI – follows Title I & II guidance.

Schoolwide Program Planning

Titles I & VI may be used to pay for schoolwide program planning.

- Title I funds may pay stipend for coordinating SWP planning and development with appropriate time and effort.
- Title VI follows Title I guidance.

Afterschool and Summer Programming

Title I, VI and IDEA funds may be used for afterschool and/or summer programming.

- Title I (TAS) funds may be used for Title I afterschool and summer programs for Title I identified students.
- Title I (TAS) funds may be used to supplement instructional services to Title I identified students who participate in a 21st Century afterschool program.
- Title I (SWP) may use its funds to support after school and summer instructional programs for all students.
- IDEA – must comply with Coordinated Early Intervening Service requirements

Credit/Standard Recovery

Title I may support credit/standard recovery.

- Title I (SWP) funds may be used to support a credit/standard recovery program.
- Title I (TAS) funds can provide interventions to meet the standard but must not be used in lieu of core instruction and assessment.

Additional staff to increase student achievement

Title I, II, III, VI funds may pay for additional staff to increase student achievement.

- Title I TAS supplemental services.
- Title I SWP core or supplemental instruction.
- Title II – class size reduction, targeting instruction with groups of children schoolwide to reduce class sizes & salary of instructional coach working with teachers, co-teaching, modeling etc.
- Title III – specific to ELL students.
- Title VI – can follow Title II guidance.

Substitute Teachers

Title I, II III, and VI funds can be used to pay subs to release teachers to attend professional development.

- Title I funds can be used to pay subs for Title I staff, if necessary. Since Title I services are supplemental, subs may not be necessary.
- Title I funds can pay for subs of classroom teachers when PD is allowable under Title I and paid with Title I funds.
- Title VI funds follow Title I guidance.

Contact with Title Specific Questions

- Acting Deputy Commissioner – Rachelle Tome, 624-6708, rachelle.tome@maine.gov
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Contact with Title Specific Questions

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- Title VI – Rural Education – Chelsey Fortin-Trimble, 624-6815, chelsey.a.fortin@maine.gov

Questions

