Maximizing Federal Funds to Increase Student Achievement

Florida Organization of Instructional Leaders

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Session Agenda

- System of Accountability and Support

- Targeting Support

- Maximizing and Coordinating Federal Funding

System of Accountability and Support

Accountability for ALL Students

Federal Accountability:

- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)
- Comprehensive Support and Improvement (CSI)

Schools eligible to receive a School Grade

Schools eligible to receive a School Improvement Rating

State Accountability System

Every Student Succeeds Act (ESSA)

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ESSA Identification of Schools

Category	Criteria
ATSI Additional Targeted Support and Improvement	A school not identified for CSI but has one or more subgroups with a Federal Index below 41%.
TSI Targeted Support and Improvement	A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
CSI Comprehensive Support and Improvement	A school can be identified as CSI in any of the following 4 ways: 1. Have an overall Federal Index below 41% (lowest performing) 2. Have a graduation rate at or below 67% (low grad rate) 3. Have a school grade of D or F (lowest performing) 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years (not exiting)

https://www.fldoe.org/academics/essa.stml

Improvement Plans

Targeted Support and Improvement Plan
ESEA Section 1111

Comprehensive Support and Improvement Plan
ESEA Section 1111

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School Improvement Plan Template in the Florida Continuous Improvement Management System (CIMS)

Elementary and Secondary Education Act (ESEA)

ESSA School Improvement Plan Requirements

ATSI Additional Targeted Support and Improvement	• School must develop a SIP. • Districts must review, approve, support and monitor implementation of the SIPs. • School may be eligible for federal funding.
TSI Targeted Support and Improvement	• School must develop a SIP. • Districts must review, approve, support and monitor the implementation of the SIPs. • School may be eligible for federal funding.
CSI Comprehensive Support and Improvement	• School must develop a SIP. • Districts must review, approve, support and monitor implementation of the SIPs. • The Department must approve, monitor and periodically review the implementation of school SIPs. • Title I schools are eligible for UniSIG and other federal funding.

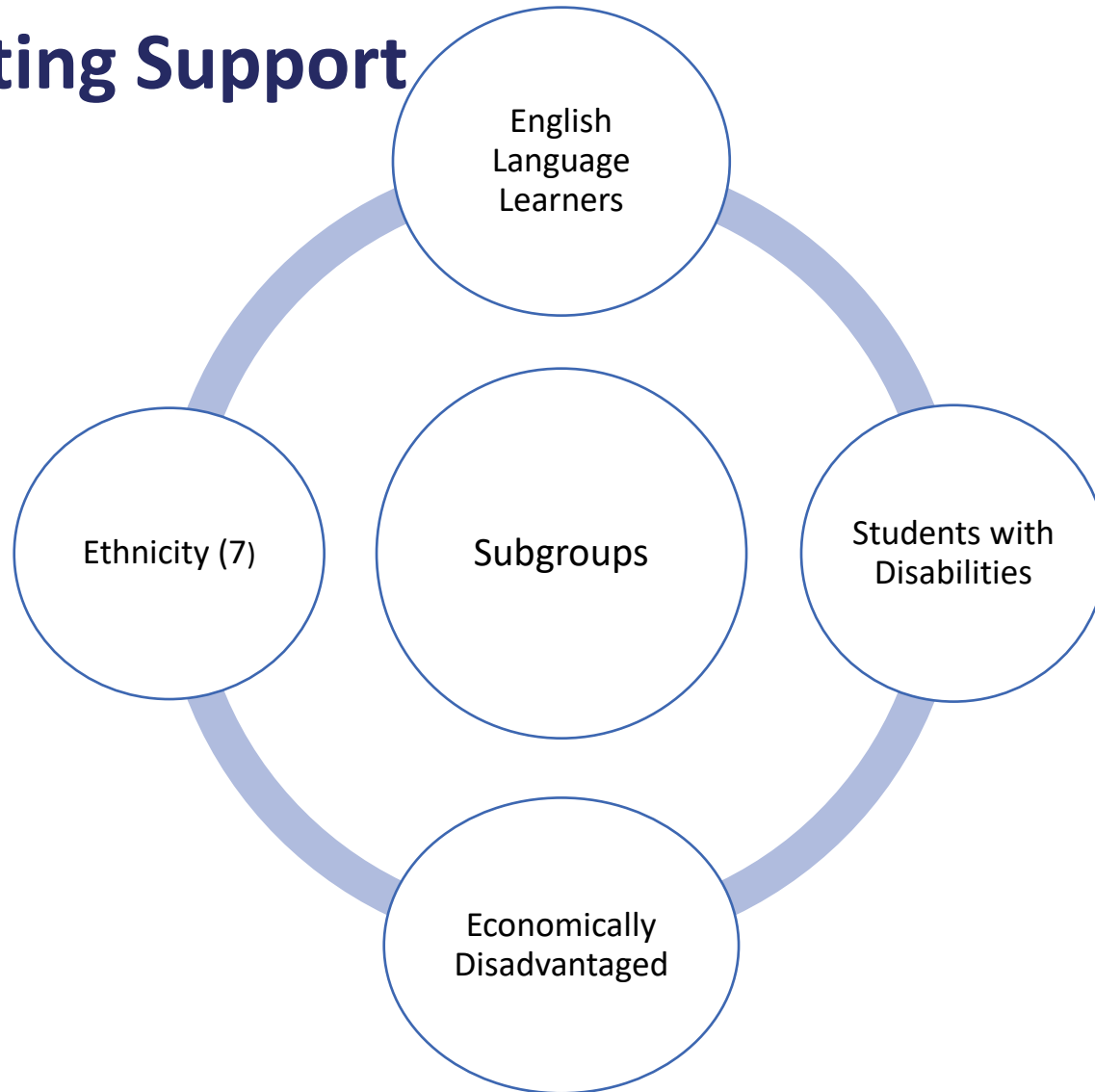https://www.fldoe.org/academics/essa.stml

SIP

- Must be informed by indicators in the state's accountability system.
- Must identify resources based on needs of the students.
- Must include evidence-based interventions.
- Must be approved and monitored by the district.

Targeting Support

Targeting Support

English Language Learners

Ethnicity (7)

Subgroups

Students with Disabilities

Economically Disadvantaged
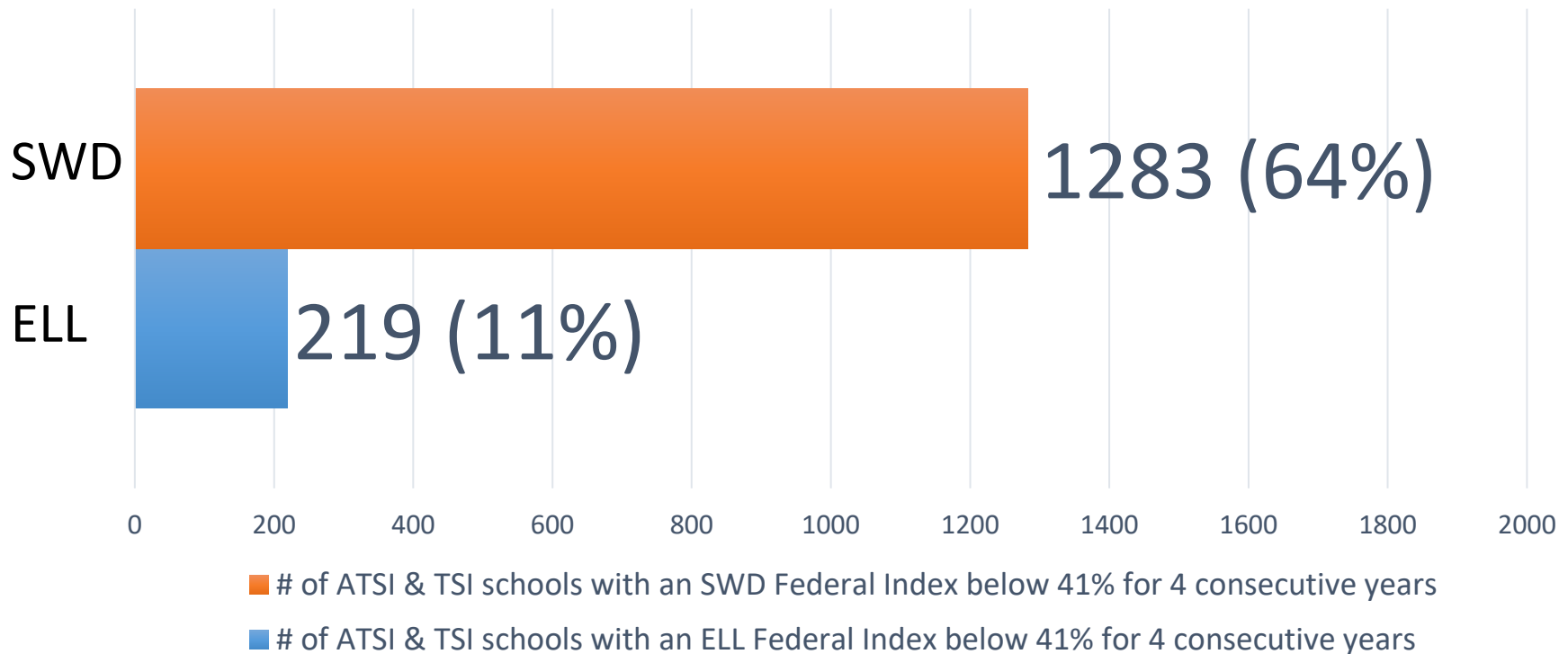
ESSA Subgroup Data for English Language Learners (ELLs) and Students with Disabilities (SWDs)

2,000 ATSI and TSI Schools

SWD — 1283 (64%)

ELL — 219 (11%)

0, 200, 400, 600, 800, 1000, 1200, 1400, 1600, 1800, 2000

🟧 # of ATSI & TSI schools with an SWD Federal Index below 41% for 4 consecutive years

🟦 # of ATSI & TSI schools with an ELL Federal Index below 41% for 4 consecutive years

Source: 2023-24 ESSA Support List

www.FLDOE.org

Discussion

- Share some ways you are supporting the ESSA subgroups with federal funds.

Maximizing and Coordinating Federal Funding

What is Braiding of Funds?

Definition	Two or more sources of funds are spent for a purpose in such a way that the funds could still be accounted for separately.
Fund Identity and Tracking	Funds maintain their own identity and are tracked as separate funding streams.
Benefit	Allows focus on one common purpose without dramatically changing systems.
Statutory Authority	None required.

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Why Braid Funds?

- To enhance the program efficiency, improve outcomes, reduce duplication and provide better supports to students.

- ESEA requires State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) to coordinate federal program funds.

Steps in Braiding Funds

1

CONDUCT A NEEDS ASSESSMENT

2

REFLECT ON RESOURCES NEEDED

3

CONSIDER SUSTAINABILITY

Step 1: Conduct a Needs Assessment

- Uncover strengths and challenges that inform growth and improvement.

- Understand root causes that contribute to the areas of need.

- **Determine what initiatives or activities to prioritize to improve student performance.**

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# Step 2: Reflect on the Resources Needed for the Initiative

- What local, state and federal funds are eligible to braid for this initiative?

- What, if any, requirements are needed for specific funding streams?

- What are the possible budgeting options for this initiative?

Funding sources must be identified **after** priorities and initiatives are selected based on the needs assessment.

Federal Title Programs Programs

- Title I, Part A – Improving Basic Programs Operated by LEAs
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Neglected & Delinquent Youth
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural and Low-Income Schools
- Title IX, Part A – McKinney-Vento program

Distribution of State Title I Funds

7%
3%
90%
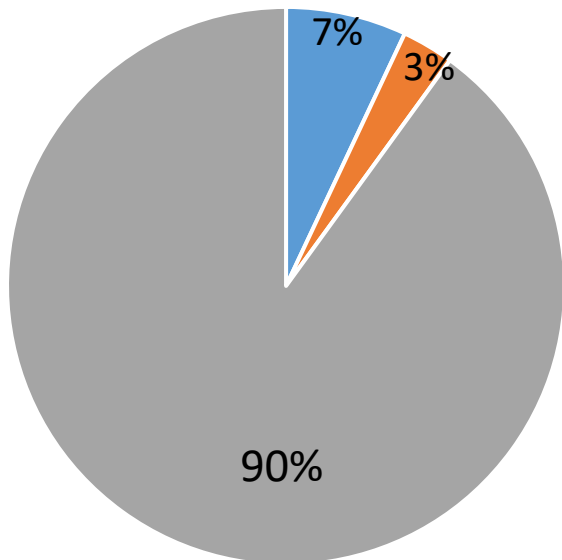
- School Improvement Grants (Required Set Aside)
- Direct Student Services (Optional Set Aside)
- LEA Funds allocated to school districts by formula

Distribution of School Improvement Grants

5%
95%
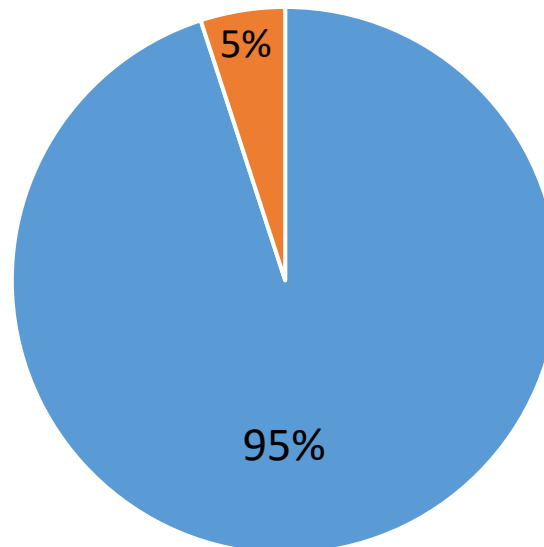
- State Improvement Grant funds to be awarded to districts
- State Direct Student Services funds for administration
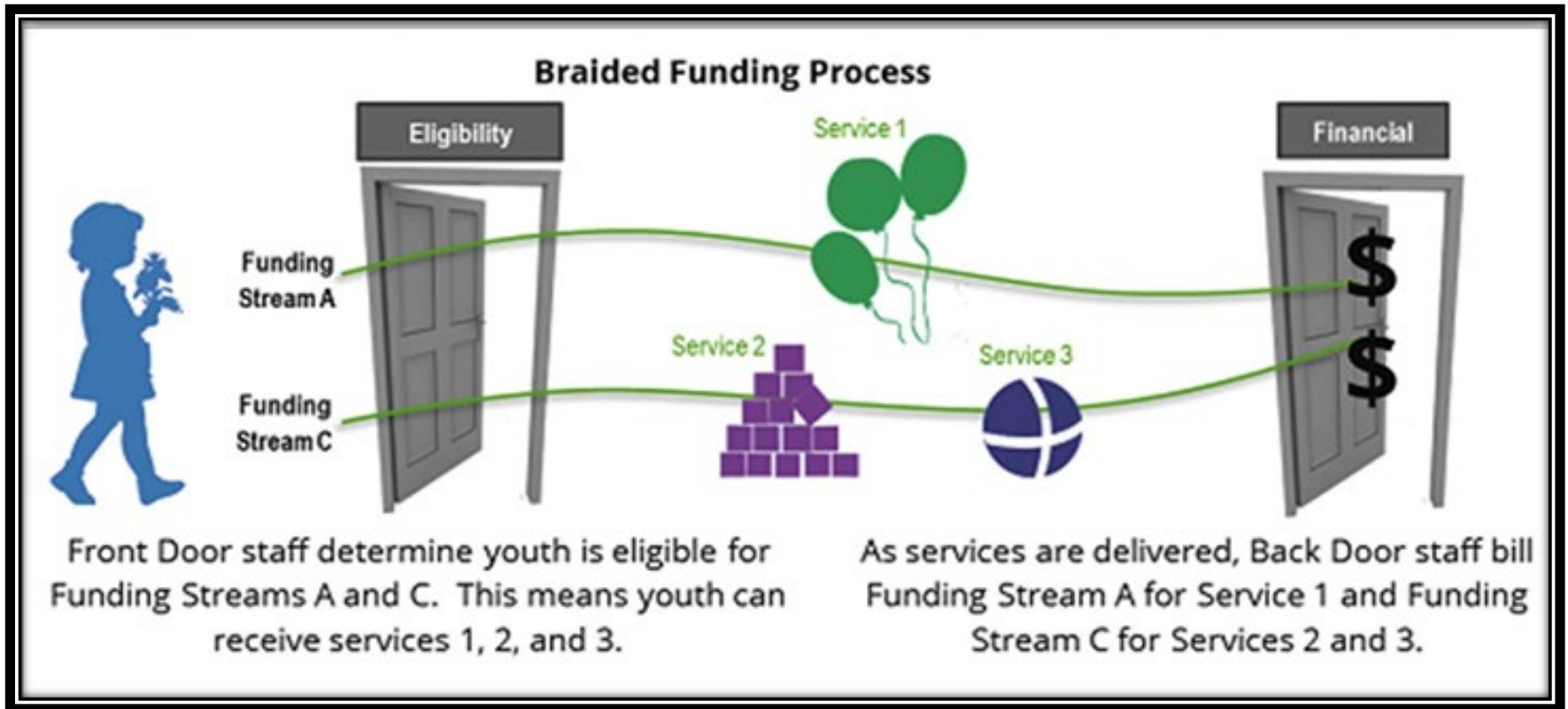
Funding for School Improvement Funds

- State, Educational Enrichment Allocation (EEA)

- Federal, ESEA Section 1003 School Improvement Funds:
  - Unified School Improvement Grant (UniSIG)
  - Supplemental Teacher and Administrator allocation (STAA)

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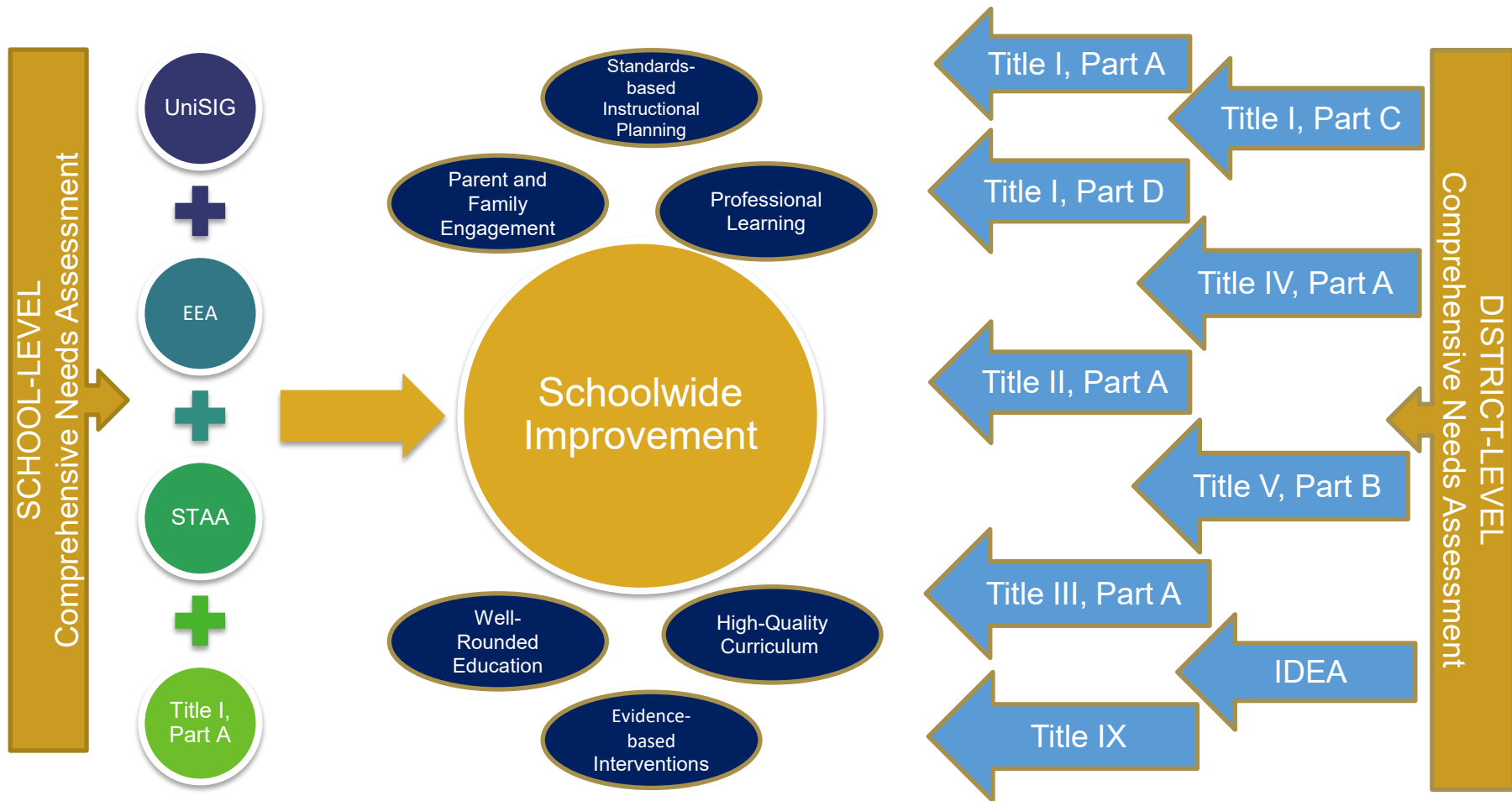
Funding

Questions to Identify the Applicable Funding Streams(s)

- What state and federal funds are eligible to braid for the initiative?

- What is the intent of each federal program?

- Which funding programs have shared outcomes?

- What restrictions does each funding program have?

- Could braiding funds from those identified programs violate maintenance of effort and excess cost requirements?

- Which supports and services will require ongoing versus onetime expenses?

Braided Funding Process

Front Door staff determine youth is eligible for Funding Streams A and C. This means youth can receive services 1, 2, and 3.

As services are delivered, Back Door staff bill Funding Stream A for Service 1 and Funding Stream C for Services 2 and 3.

Source: https://ncfie.org/wp-content/uploads/2017/01/Spark_BlendBraid_Guide.pdf

Consequences of Federal Programs Not Collaborating

- Gaps – Multiple programs are involved in the same area of needs, and opportunities to enhance the quality of services still exist.

- Overlap – Multiple programs have similar goals, engage in similar activities or strategies to achieve them, or target a similar population.

- Duplication – Multiple programs are engaged in the same activities or provide the same services to the same target population.

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Title II, Part A

- Districts could target funds to address teacher- and leader-related needs in school improvement plans. Examples:
  - Support and training for principals and other school leaders to lead school improvement efforts.
  - Support and training for teachers in common areas of student need and instruction.
  - Addressing access to qualified and effective teachers and leaders.

Discussion

- Share some ways you have braided funds to support school improvement.

Step 3: Sustainability Considerations

Strategies to Sustain School Improvement

Focus on instructional quality informed by data.

- Train instructional leaders to observe, practice and engage in meaningful coaching and feedback sessions with teachers.
- Create effective systems to collect and analyze data about student learning regularly.
- Develop curricula and supplemental learning materials.
- Provide opportunities for educators to collaborate and share effective instructional practices based on data.

Strategies to Sustain School Improvement (cont.)

Provide opportunities for educators to collaborate and share effective instructional practices based on data.

- Develop pipelines of effective instructional leaders.
- Create career ladders for the most effective teachers that provide opportunities for teacher leadership to support the professional learning of their colleagues.
- Ensure all teachers have common planning time.

Strategies to Sustain School Improvement (cont.)

Provide additional time through extended day models.	• Increase direct instructional time, including time for targeted interventions or intensive students supports. • Strengthen tutoring and after-school time to focus on evidence and research-based supports. • Increase high-impact educator professional learning time throughout the school year.

Strategies to Sustain School Improvement (cont.)

Prioritize human capital through strategic hiring and professional learning.

- Offer incentives to the most effective principals and teachers to transfer to schools in need of improvement.
- Create personalized, job-embedded development plans for every educator.

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Strategies to Sustain School Improvement (cont.)

Create conditions for school improvement.

- Allocate funding and resources based on need.
- Develop systems to support, monitor and sustain school improvement efforts.

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Alignment with the School Improvement Plan

Transformational Leadership	Standards-Based Planning, Instruction and Learning	Positive Culture and Environment	ESSA Student Groups
Principal and Assistant Principal Training	Supplemental Planning Outside the Duty Day	Professional Learning for Positive Behavior Interventions and Supports	Interventionist
School Leaders and Teachers Pipeline Activities	Salary and Benefits	Positive Behavior and Attendance Recognition	Extended Learning Programs
Principal Mentorship	Extended Learning Programs	Parent and Family Engagement	High-Quality Materials Supplemental
	Parent and Family Engagement		Parent and Family Engagement

Discussion

- Share some ways you are supporting the three pillars of school improvement in your district with federal funds.

    o   Transformational Leadership

    o   Standards-based Planning, Instruction and Learning

    o   Positive Culture and Environment

Questions?

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