



**Title I School Improvement 1003(a)
Workshop
School Improvement Conference
June 21, 2016**

Workshop Objective

- To understand the Title I 1003(a) application process

Workshop Norms

- Please ask specific questions at the end of the workshop or set aside time with the program coordinator.
- Silence cell phones.

Purpose of 1003(a) Funds

- To support the goals as identified in each school's strategic plan including addressing the specific subject area(s) and subgroup(s) causing the school to be identified for improvement.
- To provide funds to local educational agencies (LEA) for the purpose of building capacity in schools to increase student achievement in accordance with section 1003 of the Elementary and Secondary Act (ESEA) as reauthorized by the *No Child Left Behind Act of 2001* and as approved in Arkansas's *ESEA Flexibility Request*.

Eligibility

- As approved through the requests, a state educational agency (SEA) may allocate section 1003(a) funds to its LEAs in order to serve any of the State's "Priority Schools" and "Focus Schools" respectively, provided the school does not also receive 1003(g) grant dollars in the same year.
- In accordance with section 1003, the SEA shall give priority to LEAs that serve the lowest achieving schools to ensure that funds are used to enable these schools to meet the criteria for existing Priority and Focus designations.

State Option Chosen

Option A - Do not exit schools and maintain current identification.

- A state may “freeze” its current list of priority and focus schools as of December 9, 2015 (the day before the date of enactment of the ESSA).
- The state may not exit schools from the current lists.
- These are the schools that will continue to implement their approved interventions through the remaining months of the 2015-2016 school year and in the 2016-2017 school years.

Title I 1003(a)

Application Process



Application Process

- Cover Page (General Information)
- Needs Assessment
- Comprehensive Strategic Plan
- Design and Implementation
 - Implementation Narrative
 - Budget Summary
- Evaluation
- Assurances

Cover Page (Complete all boxes)

**Title I, Part A Section 1003(a)
2015-2016**

Supplemental Grant Application for Funding

Collection of this information is a requirement of the Elementary Secondary Education Act (ESEA).

GENERAL INFORMATION		
School District: School:	District LEA No: School LEA No:	
Mailing Address (<i>Street, City, State, Zip</i>)	Superintendent Name: Principal Name:	
Grant Coordinator:	Title:	
Email Address:	Telephone Area Code/No.:	Fax No:

Needs Assessment

- What is it?
- Where do you start?
- What kind of data will you analyze?
- What priority areas does the data identify for improvement?
- To what extent is each student meeting the state performance targets in Reading/Math?
- Are there patterns or trends? Do these patterns hold up over time?

Needs Assessment

- A “ needs assessment “ is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action.
- In the real world, there is never enough money to meet all needs. Needs assessment are conducted to help program planners identify and select the right job before doing the job right.

Why Do We Assess

- To guide the effort
- To provide information
- To identify the problem
- To target the issue

Planning

- Develop a comprehensive strategic plan



Capacity

- Mobilize and/or build capacity to address the need



Planning

- Expected outcomes (both short and long term)
- Investigate or research appropriate evidence-based strategies to match population's needs
- Must make sense within the context of the district and/or school

Plan includes:

- Actionable tasks (sequential, specific, and practical)
- Persons responsible
- Timelines
- Objective must have a reasonable expectation (when full implementation does not occur, plan must be revised.)

Implementation

- Implement evidence-based programs and activities – Action Plan
- Take fidelity into account
- Understand effective practice and knowing the current level and extent of practice in the school or district as well as the school culture.
- Write detailed evaluation plan that includes process and outcome measurements

Design and Implementation

SECTION I : Design and Implementation

From the following list, select one or two turnaround strategies for the specific priority areas to be addressed in statement A.

- Strong Leadership
- Effective Teachers
- Redesigned schedules for additional time
- Rigorous and aligned instructional program (strengthening instruction)
- Use of data for continuous improvement
- Family and community engagement

Please Note: Due to the limited amount of funds and the requirement to support student achievement, educational software and professional development, the request for equipment will be considered based on the needs assessment by the schools.

Design and Implementation – Turnaround Principles

Turnaround Principle 1 (Providing Strong Leadership)

Activities aligned may include the implementation of programs, professional development, and practices used to support school improvement efforts directly related to the school's mission, vision, and action plan.

Turnaround Principle 2 (Ensuring that teachers are effective and able to improve instruction)

Activities aligned may include the purchase of teacher observation/evaluation tools, assessment programs and/or professional development that support the improvement of instructional and leadership practices.

Turnaround Principle 3 (Redesigning the school day, week, or year include additional time for student learning and teacher collaboration)

Activities aligned may include the implementation of professional development, and/or practice used to support student learning and teacher collaboration

Design and Implementation – Turnaround Principles

Turnaround Principle 4 (Strengthening schools' instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards)

Activities aligned may include the implementation of technology and instructional resources used to support teaching and learning as well as the development of students' understanding of core academic concepts.

Turnaround Principle 5 (Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data)

Activities aligned may include the implementation of professional development and instructional resources used to collect, monitor and respond to benchmark/interim data.

Design and Implementation

- Use the effective practices within the indicators to help design the plan.

Core Function

School Leadership and Decision Making

Curriculum, Assessment, and Instructional Planning

Effective Practice

Establishing a team structure with structure specific duties and time for instructional planning

Engaging teachers in aligning instruction benchmarks

Classroom Instructions

Expecting and monitoring sound instruction in a variety of modes

Family Community Engagement

Defining the purpose, policies and practices of a school community

Opportunity to Learn

Post Secondary School Options

Design and Implementation - Narrative

- **Implementation narrative and the budget summary must match!**
- Match the budget summary page and selected strategy that has been checked.
- Based on the needs assessment, describe how the selected strategy or strategies, will be implemented to address the identified priority area(s) from the above list.
- On the Budget Justification/Summary Form, indicate how the requested funds support the strategies selected.

Budget Summary

Description	Category	Justification/Description - (Unit Cost, number of personnel, number of days, etc.)	Amount	Function
	<input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits <input type="checkbox"/> Purchased Services <input checked="" type="checkbox"/> Materials and Supplies <input type="checkbox"/> Capital Outlay			
	<input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits <input type="checkbox"/> Purchased Services <input checked="" type="checkbox"/> Materials and Supplies <input type="checkbox"/> Capital Outlay			
	<input type="checkbox"/> Classified Salaries <input type="checkbox"/> Classified Benefits <input type="checkbox"/> Certified Salaries <input type="checkbox"/> Certified Benefits <input type="checkbox"/> Purchased Services <input checked="" type="checkbox"/> Materials and Supplies <input type="checkbox"/> Capital Outlay			
		TOTAL BUDGETED FROM ABOVE		
		2014- 15 ALLOTMENT BALANCE (AS APPLICABLE)		
		2015- 16 ALLOCATION		
		REMAINING FUNDS TO BUDGET	-	

Budget Justification

- Justification Description
- For example: Eight (8) teachers @ \$25.00 per hour X 4 hours per day X 4 days per week X 8 weeks
- External Provider – Two (2) consultants @ \$1,500 per day for 90 days
- Equipment – 10 Nooks @ \$200 per item
- Material & supplies – Do not lump items

Budget Summary

- Budget sheets can be replicated at the bottom of the excel program in Indistar.
- Salaries and fixed cost must be itemized.
- Avoid acronyms!
- For all items, indicate the number purchased and the associated cost.
- Identify and explain budgeted amounts specified from other funding sources.
- Be specific in the description of budgeted amounts. Materials, supplies, professional development, technology, equipment, and travel is not specific enough.
- Use Source of Funds **6505**
- **If you carryover 2014-2015 funds, this has to be sent to me by email!**

Eligibility

- Funds are to be expended at the building level for Priority or/and Focus Schools identified.



Budget – Notice of Grant Awards

- If the school has carryover funds from 2014-2015, all funds must be obligated by September 30, 2016 and expenditures paid for by December 14, 2016 so ADE Finance can draw down funds before the U.S. Department of Education closes their portal.

Grant Approval Period: July 1, 2015 through September 30, 2016

- If funds aren't drawn down by schools, the funds will be reallocated to other schools. **2015-2016 funds must be obligated by September 30, 2017** and liquidated by **December 30, 2017** to complete the 27 months.
- **The ADE will disburse School Improvement 1003(a) on a reimbursement basis grant.**

Budget – Noncompliance Issues

- The following actions may occur if noncompliance issues (200.38) cannot be remedied by the schools with specific conditions:
 - ♣ **Temporarily withhold cash payment pending correction**
 - ♣ **Disallow all or part of the cost**
 - ♣ **Wholly or partly suspend or terminate the Federal award (see 200.339 Termination)**
 - ♣ **Withhold further Federal awards for the project or program**

Important Information

- 2016-2017 Title I 1003(a) Funds have not been released.



Evaluation

Evaluation Process

Title I, Part A Supplemental Grant Funds Section 1003 (a)

For the schools who are completing **2014-2015** funds in 2016, please complete this form and upload it in the ACSIP Statewide Field Test Pilot software. The Tyding amendment allows for 27 months to complete these funds. The funds must be obligated by September 30, 2016 and all items paid for by Wednesday, December 14, 2016. This form is due by **Friday, October 14, 2016**. The 2015-2016 form will be released in September.

Strategies	What type of assessment was used?	What were the outcomes for improving student achievement? If the strategies are not producing the expected results, what changes were made or are being planned?

Evaluation

- Monitor, evaluate, sustain and improve or replace those that fail



Evaluation

- What are you doing to ensure that the strategies and activities chosen are making a difference?
- What type of assessments are being used to measure the effectiveness of those strategies and activities?
- How are you ensuring the effective use of the identified resources?
- Are you looking at the comprehensive picture/plan when deciding what is needed for your action plan?
- What are the barriers and how did you identify them?

Assurances

Section III: ASSURANCES

1. The programs and services provided under this grant will be used to address the needs set for the application. The fiscal related information will be provided within the fiscal year timelines established for new, reapplying and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The Local Educational Agency (LEA) will require the entity and its principals involved in any such covered transaction paid through federal funds, that requires such certification, to ensure it/the entity is not debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation by a federal department or agency (EDGAR – Part 85 & 200.212).
5. The LEA will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to meet its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. The school district will comply with civil rights and nondiscrimination requirement provisions and provide opportunities to participate for all eligible students, teachers, and other program beneficiaries.
8. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
9. Each LEA receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
10. The applicant will file financial reports and/or claims for reimbursement in accordance with procedures prescribed by the Department of Education.
11. The LEA assures that Title I Priority and Focus schools are provided technical assistance as the school develops and implements a Priority Improvement Plan (PIP) and Target Improvement Plan (TIP) inside of the School Improvement plan.
12. The school district assures that 1003(a) funds will only be spent in the buildings to which funds are allocated from the Department of Education. These funds are not to be used for district level activities nor be combined with other funds in eligible or non-eligible 1003(a) buildings.
13. Priority and Focus schools will be required to attend the School Improvement Conference to be held June 20-23, in Hot Springs. If not present at the conference, the release of 1003(a) funds will be reviewed for the remainder of the year.
14. Title I 1003(a) funds will not be awarded until application is in Substantial Compliance.



- Includes original signature by the required or designated person(s).
- Submit this page to Indistar.
- Signing in blue is not necessary!

- **Title I 1003(a)**

Important Information and Websites



Important Information and Websites

Application Procedures

Arkansas Comprehensive School Improvement Plan

(ACSIP)- Indistar

<http://www.Indistar.org/app>

Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

<http://www.ed.gov/>



[U.S. Department of Education](http://www.ed.gov/)

Important Information and Websites

USDE ESEA Flexibility for All States

- A – Z Topics
- Select S
- **Select School Improvement**
- Select Related Laws
- Select U.S. Department of Education – ESEA Flexibility Site
- <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html>

Arkansas Department of Education

- ADE Website
<http://www.arkansased.gov/>
- Topics A-Z Select Alphabet
- Select ESEA Flexibility, Priority and Focus Schools



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