

***Coordinate Programs & Submit
One Program Evaluation
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Outcomes for Participants

- Understand the intent and purpose of each of the supplemental funds that support English learners.
- Become familiar with rules for coordinating federal funds.
- Acquire creative and effective ways for coordinating local, state and federal funds.
- Explore how to use ONE MDE Program Evaluation Tool to evaluate an initiative/program/strategy.

Program Intent & Purpose

- Title I, Part A: Help academically at-risk students to attain the knowledge and skills necessary to meet State academic achievement standards.
- Title I part C: Ensure migratory children meet state academic content standards; overcome educational disruption, cultural/ language barriers, social isolation, various health-related problems, and to help them make a successful transition.
- Section 31a: Provide instructional and direct non- instructional support services for pupils to achieve reading proficiency by the end of third grade and college and career readiness in 11th grade.

Program Intent & Purpose

- Title II: Help schools and districts improve teacher and principal quality and ensure all teachers are highly qualified. Activities include teacher preparation, recruitment and hiring, induction, professional development, teacher retention, or effective school leadership.
- Title III, Part A: Help limited English proficient students to attain English language proficiency, acquire knowledge and skills necessary to meet State academic achievement standards **(AMAOs)**; provide evidence-based instructional programs and ensure highly qualified teachers.

Criteria For Using Federal Funds

Reasonable- A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Allocable- A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

Allowable- A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award. (**OMB Circular A-87**)

Supplement, not Supplant

Title III; Part A; Title I, Part A; Title I, Part C as well as

Title II have supplement, not supplant requirements:

- Title I, Part A: funds must supplement, and not supplant non-Federal funds. [Section 1120A(b) of the ESEA]
- Title III, Part A: funds must supplement, and not supplant services provided in the prior year or other Federal, State, and local funds. [Section 3115 of the ESEA]
- Title I, Part C: Sub-grantees must comply with the supplement, not supplant provisions [Section 1120A(b) of ESEA]

Steps for Coordinating Spending Federal \$\$\$

1. Prioritize and identify the **comprehensive initiative** the school wants to implement that will have a positive **impact on student achievement**.

2. Identify the **component costs of the initiative**, determine which federal program is the best fit for funding based on its purpose and eligibility requirements.

3. Determine if **necessary, reasonable, allowable**

http://www.whitehouse.gov/omb/circulars_a087_2004#43

4. Ensure that the cost is **consistent with** the LEA's DIP/SIP/SBDIP **and** the consolidated application.

Let's Discuss!

Examples of well-coordinated initiatives



Example 1 : Intensive professional development on career & college ready standards.

Funding sources:

- Title I, Part A: Professional development on appropriate instructional strategies for struggling students, including reasonable related costs (stipends, substitute teachers, etc.).
- Title III, Part A: **Supplemental** professional development to staff, and other school and community-based organizational personnel on second language acquisition strategies.
- Title II: Resource teachers modeling best practices in reading or mathematics in classrooms.

Example 1 (cont'd) : Intensive professional

development on career & college ready standards.

- Title I, Part C: Professional development addressing removing barriers to learning such as family relocation and culture-specific competencies.
- 31a: Professional development books on reading strategies for struggling adolescent readers.
- Section 41: Professional development for bilingual teachers on bi-literacy strategies.

Example 2: Instructional coaches to provide job-embedded professional development for teachers.

- Title I, Part A: Instructional coaches to assist teachers in delivering improved classroom instruction. Coaches may not work to effect class size reduction, as they model and provide examples for teachers
- Title II: Professional development on improving student behavior; identifying early and appropriate interventions to help students with special needs.
- Training on how to use data and assessments to improve classroom practice and student learning.
- Title III, Part A : ESL/bilingual coaches on teaching L2 oral language development strategies for English learners.
- Section 41: Staff development books on bi-literacy.

Example 3: Aligning instruction across grades throughout the school and responsive to student needs

- Title I, Part A: Hiring outside data experts to coach staff on how to read data, interpret results, identify gaps in achievement and determine interventions (schoolwide). In targeted assistance, only school personnel working closely with targeted assistance students can participate. Can include everyone in ***focus and priority*** schools
- Title II: Professional development (learn how to) involving collaborative groups of teachers and administrators on how to use data and assessments to improve classroom practice and student learning. Entire staff can participate SW or TA; Can include non-Title I building staff.
- Title III: Vertical and horizontal alignment of supplemental curricula for English language learners designed to improve English proficiency and academic achievement.

Example 4: Improve Parent Involvement

- **Title I-A** – Hiring a districtwide bilingual parent educator (teacher position) to ensure systemic planning and delivery of parent engagement plan(s).
- **Title I-A** – Hire School level parent liaisons in a schoolwide school to support family literacy, parent discussions and education. In a TA-focus on parents of TA students
- **Title I-C** – District parent bilingual liaisons for migrant students to assist with transitions, cultural competence and community outreach for migrant families.
- **Title III LEP or Immigrant** – ESL teacher to provide second language acquisition course to parents of English learners.

- **Section 31a-** purchasing instructional materials to send home with eligible/identified students for reading improvement.

Examples of Well-Coordinated Programs and Funds

AT YOUR TABLE

Draft one example of a well-coordinated initiative and how it can be funded by several funding sources (both state and federal funds).

Evaluating one of these initiatives/programs

Districts are required to use the MDE Program Evaluation Tool and submit **one evaluation** of an initiative/program via the ASSIST by June 30, 2015 and annually.

Coordination across programs is highly encouraged, cost effective and maximizes fidelity of implementation by all stakeholders.

Evaluation means progress monitoring via benchmark/interim assessment and summative evaluation: Reviewing annual WIDA and state content assessments and identifying strengths/ challenges.

Program Evaluation Tool (PET) Rubric

What criteria should we use to ensure all aspects and components of the MDE Program Evaluation Tool have been addressed?

Let's review the PET rubric!

The MDE Program Evaluation

The MDE Program Evaluation Tool is posted on the MDE website along with several resources including:

The MDE Evaluation FAQ (Jigsaw)

Program Evaluation Tool Chart

Sample program evaluations: Writing, extended day, academic language, mathematics, and parent engagement.

www.michigan.gov/ofs

Under "current topics"

Questions from the audience