

20% Set Aside Application for Title I, Part A



Office of the State Superintendent of Education
September 2015

Overview of 20% Set Aside of Title I, Part A

- DC was granted an ESEA Flexibility Waiver by the U.S. Department of Education July 2012 and amended in 2015.
- In its Waiver, DC committed to ensure that low performing schools would receive the resources and supports needed to improve student outcomes.
- The 20% set aside aims to ensure that LEAs are providing the funds necessary to meet this need for **Priority** and **Focus** schools.

Which LEAs must set aside these funds?

- LEAs with **Priority schools** in the second year of identification or beyond (aka, schools in the implementation phase).
- LEAs with **Focus schools**.
- If an LEA has schools in multiple categories, the LEA still is required to set aside a total of 20% of Title I, Part A funds.

Agenda for Webinar

- Intervention strategies for Priority and Focus schools
- Application submission in EGMS
- Application review process

Priority Schools

Seven Turnaround Principles

1. Leadership

3. Time

6. Culture & Climate

2. Effective Staffing

4. Curriculum

7. Family & Community

5. Data

The Turnaround Principles

School Leadership: Ensuring that the principal has the ability to lead the turnaround effort, past track record of success and operational flexibility;

Effective Staffing: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;

Effective Use of Time: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning;

Rigorous Curriculum: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;

The Turnaround Principles (cont.)

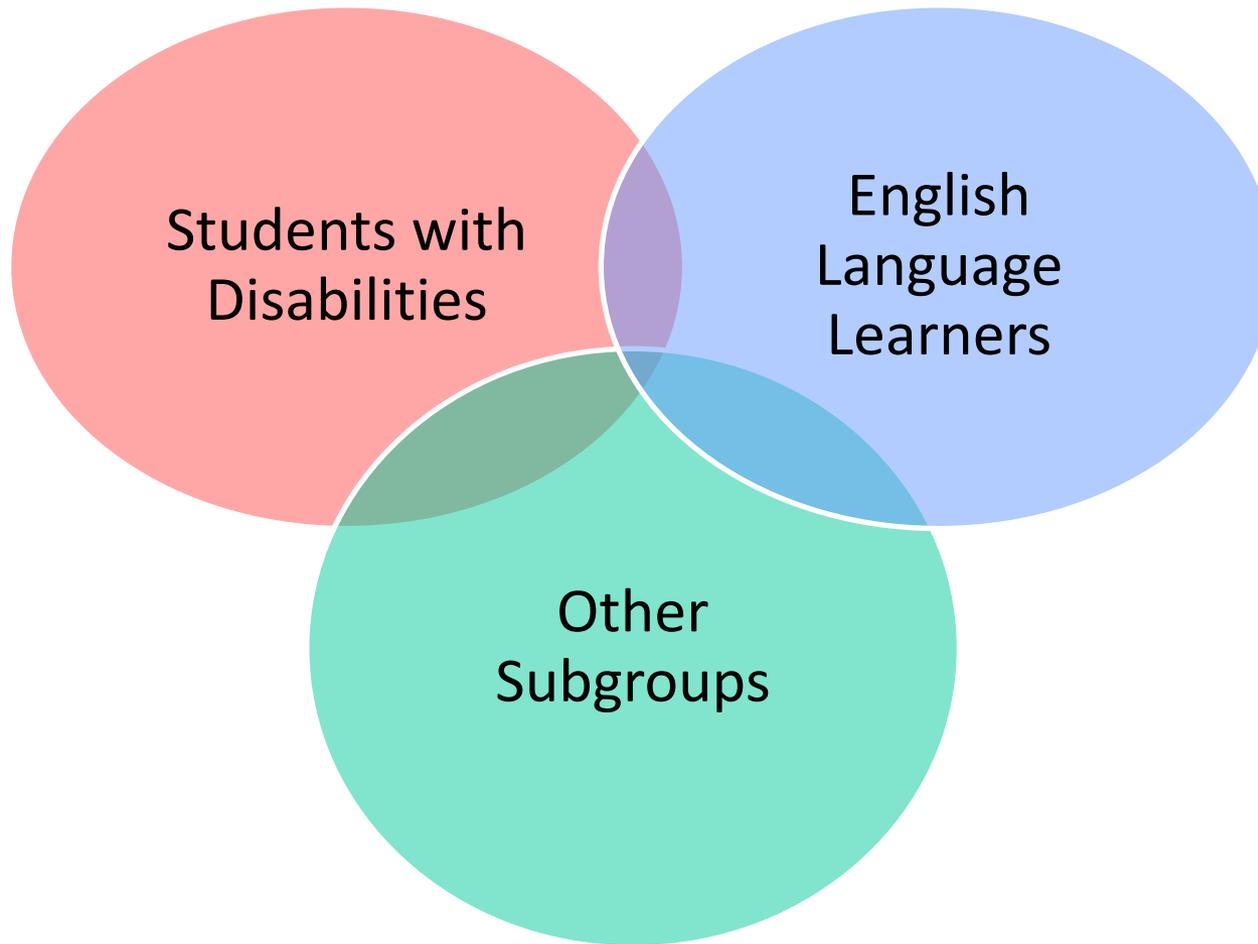
Effective Use of Data: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;

School Climate and Culture: Establishing school environments with a climate conducive to learning and a culture of high expectations; and

Effective Family and Community Engagement: Increasing family and community engagement with a focus on academic learning.

Focus Schools

Differentiated Interventions for Subgroups



Resources to help



Priority Schools: Seven Turnaround Principles Intervention Strategies

Priority schools are required to implement all seven Turnaround Principles using intervention strategies that are sufficient to achieve change and demonstrate progress. One or more interventions must be selected from each of the seven principles described below.

Principle 1: Provide Strong School Leadership

Ensure that leaders are effective. Possible intervention strategies:

- a. Evaluate, in-depth, the performance of the current leadership.
- b. Implement changes in leadership, where appropriate.
- c. Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction.
- d. Partner with a reward School or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan.
- e. Provide flexibility in the areas of scheduling, budget, staffing and curriculum.

Principle 2: Effective Use of Staffing Practices & Instruction

Ensure that all teachers are effective and able to improve instruction. Possible intervention strategies:

- a. Review and retain effective staff that have the ability to be effective in a turnaround effort.
- b. Develop a recruitment plan that screens out ineffective teachers from transferring into these schools.
- c. Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers.
- d. Develop an overall recruitment and retention plan for the principal and leadership team.

Agenda for Webinar

- Intervention strategies for Priority and Focus schools
- Application submission in EGMS
- Application review process

Application format: Key elements in EGMS (1/4)

Applicant: 000-0001 District of Columbia Public Schools
Application Cycle: 2015-2016 NCLB Consolidated - 00- Original Application
2015-2016 7/1/2015 - 9/30/2016
Application Sections: Consolidated Application

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LEA Status | **Intervention Strategies** | Title IA SetAsides | Allocations | Funding Distribution | Assurances Confirmation | Submit | Application Print | Application History

Intervention Strategies for Identified Schools: LEA Status

Instructions: If an LEA has a Priority and/or Focus school that will be implementing aligned strategies in the 20 school types are required to take the set aside:

- Priority schools that are currently in the implementation phase of their classification (In the second year of
- Focus schools that are in the first year of identification or beyond

If an LEA has schools in multiple categories, you will only set aside a total of 20% of Title I, Part A funds. You may choose how following tabs and detail how funds will be used.

List of Priority and Focus schools for implementation in 2015-2016

Priority Schools	Focus Schools
DCPS 1. Johnson John Hayden MS 2. Kramer MS 3. Luke Moore Alternative HS 4. Anacostia HS 5. Dunbar HS	Achievement Preparatory PCS 1. Achievement Preparatory PCS-Elementary Capital City PCS 1. Capital City Lower PCS

The application can be found on the "Intervention Strategies" tab in the ConApp

LEA has been identified as having at least one Intervention School. Please complete the following Strategy pages. The 20% Set-Aside of Title I-A funds must be budgeted on the Title I-A Detailed Planning Expenditure pages. In order to ensure these Set-Aside funds are tracked distinctly from the 80% of the Title I-A funds that remain, each budget line should be associated with one of the Program Activities that are only used for Intervention Strategies. For example, if your LEA elects to utilize funds from the 20% Set-Aside for the School Leadership Intervention Strategy on the Priority Turnaround Principle 1-2 webpage, then on the Title I-A Detailed Planning Expenditure pages, the budget line items that correspond to that Set-Aside should select "Priority - Leadership" within the Program Activity drop down list.

Current Year Title I-A Allocation	25,908,480.84
Amount of Required Set-Aside	5,181,696.17
Carryover from the prior year	

Application format: Key elements in EGMS (2/4)

Cycle: Original Application

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Overview	Contact Information	LEA Plan	Intervention Strategies	Title_IA SetAsides	Allocations	Funding Distribution	Assurances Confirmation	Submit	Application Print	Application History
LEA Status	Priority Turnaround Principle 1-2			Priority Turnaround Principle 3-5		Priority Turnaround Principle 6-7		Focus	Set-Aside Summary	

Turnaround Principles and Preliminary Plans for Priority Schools

Priority schools are required to implement all seven turnaround principles using intervention strategies that are sufficient to achieve change and demonstrate progress. Please detail the amount of funds that will be spent toward each strategy or strategies and then respond to the questions below. You may choose how you allocate Title I funding amongst the strategies. **LEAs are not required to commit set-aside funds to all turnaround principles.**

School Leadership Intervention Strategy

The Priority school must develop a plan to implement one or more of the following intervention strategies:

- Evaluate, in-depth, the performance of the current leadership;
- Implement changes in leadership, where appropriate;
- Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction;
- Partner with a Reward school or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan;
- Provide flexibility in the areas of scheduling, budget, staffing, and curriculum; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Amount Set-Aside for School Leadership Intervention:

Summarize the planned uses of funds set aside to fulfill this requirement.

(0 of 2000 maximum characters used)

The instructions note that LEAs are not required to commit funds to all turnaround principles.

Provide the names of the school(s) that will be targeted with this intervention strategy.

Application format: Key elements in EGMS (3/4)

OSSE Government of the District Of Columbia

Applicant: 000-0001 District of Columbia Public Schools
Application: 2013-2014 NCLB Consolidated - 00-
Cycle: Amendment 2

Application Sections: Consolidated Application

2013-2014 7/1/2013 - 9/30/2014

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Overview	Contact Information	LEA Plan	Intervention Strategies	Title_IA SetAsides	Allocations	Funding Distribution	Assurances Confirmation	Submit	Application Print	Application History
LEA Status	Priority Turnaround Principle 1-2		Priority Turnaround Principle 3-5		Priority Turnaround Principle 6-7		Focus	SetAside Summary		

Set-Aside Summary

Total of All Turnaround Principles and Selected Strategies of Intervention from the LEA's Title I, Part A Allocation

School Leadership Set-Aside	500.00
Effective Staffing Practices and Instruction Set-Aside	600.00
Effective Use of Time Set-Aside	700.00
Curriculum, Assessment, and Intervention System Set-Aside	800.00
Effective Use of Data Set-Aside	900.00
School Climate and Culture Set-Aside	1,000.00
Effective Family and Community Engagement Set-Aside	1,100.00
Disabled Subgroup Set-Aside	1,200.00
ELL Subgroup Set-Aside	2,769,235.83
Other Subgroups Set-Aside	2,769,335.83
Set-Aside Grand Total	5,545,371.66

By selecting this checkbox, our LEA acknowledges that we are required to Set-Aside this total amount of funds for Intervention Strategies to support our priority and fo (s).

Save Page

In order to finalize the application, the box must be checked and "save page" must be clicked.

Application format: Key elements in EGMS (4/4)

Capture set aside activities on “Detailed Expenditures” tab

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	Program Activity	LSI	FTE	Expenditure Description and Itemization	TitleIA Funds	Delete Row
			Equitable Services				0.00	
			Neg. and Delinquent Homeless Admin				0.00	
			Off the Top Reserve Financial Incentives				0.00	
			Prof. Development Supp. Ed. Services Highly-Qualified Parent Involvement				0.00	
			NON-SETASIDE				0.00	
			Focus - Disabled Subgroup				0.00	
			Focus - ELL Subgroup				0.00	
			Focus - Other Subgroups				0.00	
			Priority - Climate/Culture				0.00	
			Priority - Curric/Assess/Intervene				0.00	
			Priority - Fam/Comm Engagement				0.00	
			Priority - Leadership				0.00	
			Priority - Staffing/Instruction				0.00	
			Priority - Use of Data				0.00	
			Priority - Use of Time				0.00	

Set aside activities must be budgeted on the “Detailed Expenditures” tabs

Agenda for Webinar

- Intervention strategies for priority and focus schools
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Application review process

- Each LEA application will be reviewed using a rubric to rate the application in the following areas:
 - **Alignment:** Are the strategies aligned to the turnaround principles (for Priority schools) or targeted to the specific subgroup (for Focus schools)?
 - **Evidence base:** Is there evidence that the strategy has been shown as effective, within the school, LEA or nationally?
 - **Data:** Is there data to demonstrate the need for the chosen strategies?
 - **Allowability:** Is the expenditure allowable?

Review Rubric



Rubric for Reviewing 20% Set- Aside Applications

Directions:

LEAs with schools identified as priority and/or focus are required to implement the U.S. Department of Education's seven turnaround principles using intervention strategies that are sufficient to achieve change and demonstrate progress. LEAs must provide a brief narrative description of the strategy that will be implemented for each principle via the 20% set aside tab in the Consolidated Application for Title I funds. The LEA should address each of the required priority and focus schools in the set-aside application. The scoring rubric that will be utilized to review applications will be based on four criteria outlined in detail below:

Rating Scale:

1 – Does Not Meet Requirements	<ul style="list-style-type: none">• Alignment: Strategy not aligned to turnaround principle.• Evidence Base: Plan lacks detail about the effectiveness (evidence base) of each identified strategy.• Data: No data identified to support school need and/or the identification of the chosen strategy.• Allowability: Expenditure is not allowable.
2 – Requirements Partially Met	<ul style="list-style-type: none">• Alignment: Strategy is partially aligned to the turnaround principle.• Evidence Base: There is limited evidence of effectiveness of the identified strategy either at the local or national level.• Data: Some data is provided to support the identification of the strategy, but more information is needed to support the selection of the strategy.• Allowability: More information is needed to assess allowability.
3 – Meets Requirements	<ul style="list-style-type: none">• Alignment: Plan comprehensively addresses the turnaround principle.• Evidence Base: There is clear evidence of prior effectiveness of this strategy either within the school/LEA or nationally.• Data: Strategy is directly aligned to the school's data.• Allowability: The expenditure is allowable.

Important Information

Resources found on website: OSSE Home>
Programs> Grants Management>Policy & Guidance
<http://osse.dc.gov/service/grants-administration-policy-and-guidance>

Questions?

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