

20% Set Aside Application



Office of the State Superintendent of Education

September 2014

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

- DC was granted an ESEA Flexibility Waiver by the U.S. Department of Education (USED) July 2012.
- 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 take the set aside?

- 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 must only set aside a total of 20% of Title I, Part A funds.
- NOTE: LEAs DO NOT have to take the set-aside for **missed AMO** schools, per DC's amended waiver.

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

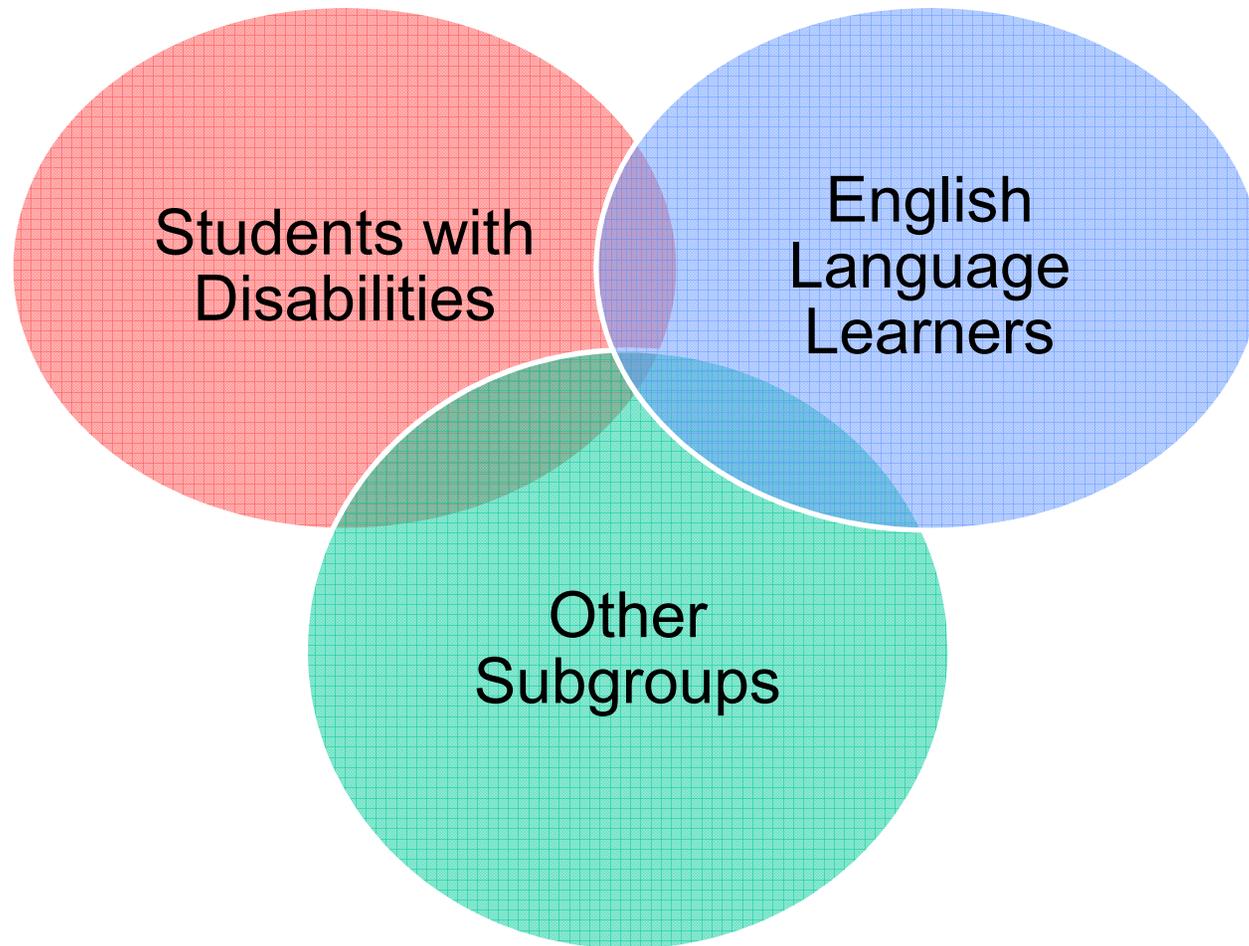
Effective Use of Data: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;

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.

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Application format


Office of the State Superintendent of Education
Government of the District Of Columbia

Application: 000-0001 District of Columbia Public Schools Application System: [Cancel 0001 Application](#)
Application: 2013-2014 HCLD Consolidated - 00 2013-2014 7/1/2013 0/30/2014
Cycle: Amendment 1 [Click here to return to the 0001](#)

Overview	Content Information	LEA Title I	Intervention Strategies	Title I-A Set-Aside	Allocations	Funding Distribution	Assurances Confirmation	Submit	Application Print
LEA Status	Priority Turnaround Principle 1-2		Intervention Strategies	Priority Turnaround Principle 1-2			Priority Turnaround Principle 1-2	Focus	8/31

Intervention Strategies for Identified Schools: LEA Status

Instructions: If your LEA has a priority and/or focus school that will be implementing aligned strategies in the 2014-2015 year, the LEA must set aside a total of 20% of Title I, Part A funds to use toward interventions and must implement specific interventions as detailed in the following table. Specifically, LEAs with the following school types are required to have the set aside:

- priority schools that are currently in the implementation phase of their classification (in the second year of identification or beyond)
- focus schools that are in the first year of identification or beyond

If your 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 you allocate the 20% set aside among identified schools and among intervention strategies. Based on the status of your schools, please indicate the strategies you will implement in the following table and detail how funds will be used.

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 decides 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	22,720,000.00
Amount of Required Set-Aside	5,546,000.00

Application format

OSSE Government of the District Of Columbia

Applicant: 000-0001 District of Columbia Public Schools
Application Cycle: 2018-2019 OSSE Consolidated - 10- November 2018

Application Sections: **Consolidated Application**

Click to Return to CMS
Click to Return to

Overview	Contact Information	LEA Plan	Intervention Strategies	Title IA Subgrants	Allocations	Funding Distribution	Assurances Confirmation	Submit	Application Draft	Final
LEA Status	Priority	Priority	Priority	Priority	Priority	Priority	Priority	Priority	Priority	Priority

Toward Principles and Preliminary Plans for Priority Schools

Priority schools will be required to implement all seven toward principles using intervention strategies that are sufficient to achieve change and demonstrate progress. Please provide a brief narrative description of the strategy or strategies within each principle that you will implement. Then detail the amount of funds that will be spent toward each strategy and how funds will be used. You may choose how you allocate Title I funding among the strategies, but you must implement strategies within all seven principles.

School Leadership Intervention Strategy

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

- Diagnose, 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 model 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 the toward principle and are sufficient to achieve change and demonstrate progress.

Amount Set-Aside for School Leadership Intervention:

Below, summarize the planned uses of funds set aside to fulfil this requirement.
(17 of 2000 max. characters used)

School Leadership

Application format


Government of the District Of Columbia


Applicant: 000 0001 District of Columbia Public Schools Application Section: Consolidated Application

Application Title: 2019-2024 RFP RFP Consolidated - 000- Click Here to GO Back to My Page

Applicant ID: 2019-2024 RFP RFP Consolidated - 000- Click Here to My List / Sign Out

Overview	Contact Information	LEP Plan	Intervention Strategies	Title IA Subgrants	Intervention	Funding Distribution	Assurances/Commitment	Submit	Application Print	Application History
LEP Status	Priority Turnaround Principles 1-2		Priority Turnaround Principles 3-5			Priority Turnaround Principles 6-7		Issues	Set-Aside Summary	

Set-Aside Summary

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

School Leadership Set-Aside	500.00
Effective Staffing Practices and Instruction Set-Aside	500.00
Effective Use of Time Set-Aside	500.00
Curriculum, Assessment, and Intervention System Set-Aside	500.00
Effective Use of Data Set-Aside	500.00
School Climate and Culture Set-Aside	1,000.00
Effective Family and Community Engagement Set-Aside	1,100.00
Qualified Subgroup Set-Aside	(200.00)
ELL Subgroup Set-Aside	2,760,236.88
Other Subgroups Set-Aside	3,768,525.00
Set-Aside Grand Total	5,546,573.68

By selecting this checkbox, our LEA acknowledges that we are required to Set-Aside the total amount of funds for Intervention Strategies to support our priority and focus school

Save Page

Application format

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 Threshold	Initial Funds	Delete Row
			Available Services				0.00	
			Rec. and Outing				0.00	
			Housing				0.00	
			Admin				0.00	
			Off the Job Services				0.00	
			Financial Incentives				0.00	
			Prof. Development				0.00	
			Suppl. Ed. Services				0.00	
			Lightly-Quarant.				0.00	
			Parent Involvement				0.00	
			WCLP Services				0.00	
			Spec. Disabled Subgroup				0.00	
			Trans. - All Subgroups				0.00	
			Trans. - Other Subgroups				0.00	
			Priority - Career/Culture				0.00	
			Priority - Com. Access/Incentives				0.00	
			Priority - Comm/Comm. Engagement				0.00	
			Priority - Leadership				0.00	
			Priority - Staffing/Transition				0.00	
			Priority - Use of Data				0.00	
			Priority - Use of Time				0.00	
							0.00	

Agenda for Webinar

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Application review process

- Each LEA application will be reviewed by a cross-functional team within OSSE comprised of staff from the Divisions of Elementary, Secondary and Specialized Education, the Office of Data, Assessment and Research, and the Office of Grants Management
- The team will use 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

- Application due date: September 30
- Resources found on website: OSSE Home> Programs> Grants Management>Policy & Guidance

Questions?

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