



Bureau of Federal Educational Programs Updates

ECTAC Administrators' Meeting

December 18, 2019



Grant Updates

- **Bureau of Federal Educational Programs**
 - Interview Process for Bureau Chief
 - Title I, Part A Plan and Application
 - Monitoring 2018-19
- **Collaborative Grant Cycle Calendar for 2020-21**
- **Requirements for Allowable Grant Funded Activities (Review Draft Language)**



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Interview Process

- 10 internal applicants
- 2 parts:
 - Formal interview
 - Set of scripted questions developed to create a conversation with applicants
 - Answers scored based on quality of answers by each member of the panel
 - Panel of 3-5 members that includes one member voted to participate by members of BFEP
 - Performance task/work sample
 - Applicants will review the updated Title, I Part A application and Federal Law and suggest edits to the application

Title I, Part A-Plan and Application

- Streamlined application
- Internal and external input
- Reduced the number of Areas of Focus
- Removed sections that could be reviewed in monitoring
- Removed redundancy
 - Examples: Re-type data driven information and narrative in the budget
- Added requirement to number activities so in the budget it can be referenced by Area of Focus and activity number

Monitoring 2018-19

Quick win- Received feedback and made changes:

- Removed sections that were redundant in nature
- Updated sections to reflect ESSA language
- Updated language to require an upload only once if evidence spans multiple sections



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Collaborative Calendar

Collaborative Grant Cycle Calendar for 2020-21

- Release of applications will be staggered with targeted release dates
- Draft of the calendar will be finalized by mid-January

Goal: Issue all entitlement awards earlier



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Requirements for Allowable Grant Funded Activities (Review Draft Language)

Proposed Common Federal Program Guidance

- Contracted Services
- Field Trips
- Recruitment, Retention and Reward Incentives
- Out of State Travel



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Bureau of School Improvement Updates

Grant Updates

- Unified School Improvement Grant (UniSIG)
- UniSIG Supplemental Teacher Allocation
- Turnaround Schools Supplemental Services Allocation (TSSSA)

UniSIG Funding Priority

- The funding priority is to serve Comprehensive Support & Improvement (CS&I) schools according to Florida's approved ESSA plan, approved September 26, 2018.
- Eligibility is prioritized to serve:
 - Title I schools who earned a 2019 school grade of "D" or "F" (*including charter schools*)
 - Title I or non-Title I graded schools with a 2018 graduation rate of 67% or less (*including charter schools*)

Per-Pupil Allocation Formula for “D” or “F” Title I schools

- For the 2019-20 school year, funds will be awarded:
 - Based on Per-Pupil Allocation (PPA) according to the 2018-19 Preliminary Survey 3 data
 - Pro-rated up to \$500 per student
 - Pro-rated by the Free or Reduced Lunch (FRL) percentage, ranging from 93-100%.

2019 School Grade	FRL \geq 75%	FRL < 75%
“F” Schools	100% of PPA	98% of PPA
“D” Schools	95% of PPA	93% of PPA

Graduation Support Allocation 2019-20

To provide support for improving the graduation rate at high schools **graduating 67 percent or less** of students:

- High schools with 500 or more students will receive up to **\$50,000**
- High schools with 100 – 499 students will receive up to **\$35,000**
- High schools with less than 100 students will receive up to **\$10,000**



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NEW UniSIG Supplemental Teacher Allocation

\$10,000,000 for 2019-20
1,000 teachers

2019-20 UniSIG Supplemental Teacher Allocation

Annual Recruitment & Retention Allocation of Highly Effective & Effective Teachers

2018 -19 School Grades

- School grades released in July 2019 and D and F schools identified
- Allocation list generated in August 2019

2018 -19 3-yr. state VAM

- 3-yr. aggregate state VAM released August 8, 2019
- Roster verification due to BSI in September 6, 2019

Eligibility for 2019-20 Allocation

Highly Effective: up to \$15,000 & Effective: up to \$7,500

Teachers at a D or F school must meet the following criteria:
have a 2019 3-year aggregate state VAM rating or
a 1-year Algebra state VAM rating of Highly Effective or Effective
as defined by rule 6A-5.0411
and must be teaching by August 30, 2019



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NEW 7070 Turnaround Schools Supplemental Services Allocation (TSSSA)

\$45,473,810 for 2019-20
(\$441.72 per-FTE)

TSSSA Eligibility

Three criteria for eligibility:

1. A school that is implementing a district-managed turnaround plan.
2. A school that has earned three consecutive grades below a “C”.
3. A school that has improved to a “C” and is no longer in turnaround status within the last two years.

Basically, all turnaround schools or turnaround schools who exited with a 2018 or 2019 school grade of C or higher.

TSSSA Plan Requirements

A plan, at a minimum, **must**:

1. Establish comprehensive support services that develop family and community partnerships
2. Establish clearly defined and measurable high academic and character standards
3. Increase parental involvement and engagement in the child's education
4. Describe how instructional personnel will be identified, recruited, retained, and rewarded
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards
6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year
7. Include a strategy for continuing to provide services after the school is no longer in turnaround status by achieving a "C" or higher.



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Evidence-based Interventions/Strategies

ESSA Requires Evidence-based Interventions/Strategies

- Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:
- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.



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K-3 Emphasis

School Improvement Districts and Schools Requirements in Rule 6A-1.099811

- Ensure the instructional programs align to Florida's Standards across grade levels and are proven to be effective with high-poverty, at-risk students using **ESSA's evidence-based levels 1, 2, or 3**;
- Ensure that K-12 intensive reading instruction is provided by teachers **certified or endorsed** in reading;
- Ensure remedial and supplemental instructional resources are **prioritized for K-3 students** with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan; and
- Implement other school improvement strategies recommended by the RED that are designed to lead to school improvement in SI schools.



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