

Charter Schools' Title II and Title IV Handbook

2023-2024

Title II: Supporting Effective Instruction

Title IV: Student Support and Academic
Enrichment

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Overview

Title II: Supporting Effective Instruction	Title IV: Student Support and Academic Enrichment
<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • Increase student achievement consistent with the challenging State academic standards • Improve the quality and effectiveness of teachers, principals and other school leaders • Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools • Provide low-income and minority students greater access to effective teachers, principals and other school leaders. <p><u>Activities</u></p> <p>High quality professional development for—</p> <ul style="list-style-type: none"> ▪ Academic content knowledge ▪ Instructional leadership ▪ Technology integration ▪ Social-emotional learning and supports ▪ Understanding and using data ▪ STEM-related subjects ▪ Serving gifted learners <p>Recruitment and Retention</p> <ul style="list-style-type: none"> • Pay incentives based on student achievement outcomes <p><u>No materials/supplies</u></p>	<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • Provide students with access to a well-rounded education. • Improve safe and healthy school conditions for student learning. • Improve the use of technology in order to improve the academic achievement and digital literacy of all students. <p><u>Activities</u></p> <ul style="list-style-type: none"> ▪ College and career preparation and support ▪ Programs for health, nutrition, and physical fitness ▪ Technology hardware and software for digital literacy ▪ Materials and resources for academic enrichment ▪ Mental health services and resources ▪ Resources for a safe learning environment <p>Focus on <u>direct services to students</u></p>

Professional development activities and other activities supported with Title II or Title IV funds must be *in addition to, not in place of*, what the school would otherwise provide. It would be supplanting to use federal funds to provide services or resources a charter school should provide in the absence of federal funds.

Charter School Participation in Title II and Title IV

Section 1002.33, F.S., Charter schools. “(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district. Funding for a charter lab school shall be as provided in s. 1002.32. (c) Pursuant to 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible, not later than 5 months after the charter school first opens and within 5 months after any subsequent expansion of enrollment.

Notification

The Department of Education recommends that the district set up a process to annually notify charter schools of their ability to participate in federal programs, with instructions for submitting a plan. This information is provided during Pinellas County Schools’ Annual Charter School Meeting.

Participation Options

A charter school has the choice to submit a reimbursement plan for Title II and Title IV services OR to participate in activities that are offered by the district. For schools opting for a reimbursement plan, a total allocation will be provided, based on a per pupil formula.

Reimbursement Process

Unless otherwise mutually agreed to by the charter school and the district, and consistent with state and federal rules and regulations governing the use and disbursement of federal funds, the district shall reimburse the charter school monthly for invoices submitted by the charter school for federal funds available.

To be reimbursed, any expenditures made by the charter school must comply with all applicable state rules and federal regulations, including, but not limited to, the applicable federal Office of Management and Budget Circulars; the federal Education Department General Administrative Regulations; and program-specific statutes, rules, and regulations. Such funds may not be made available to the charter school until a plan is submitted to the district for approval of the use of the funds in accordance with applicable federal requirements. The district will review and approve plans promptly or provide guidance on necessary revisions.

Authorized Use of Funds for Title II

The primary goal of Title II, Part A is to **enhance the quality of teaching and principal leadership in order to improve student achievement**. A needs assessment of professional development for improved teacher and principal quality should be conducted. Professional development provided using Title II, Part A funds must target the needs of private school personnel and be aligned to the following authorized uses of funds:

1. Providing high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—

- effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy)
- use data to improve student achievement and understand how to ensure individual student privacy is protected
- effectively engage parents, families, and community partners, and coordinate services between school and community
- help all students develop the skills essential for learning readiness and academic success
- participate in opportunities for experiential learning through observation

2. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.

3. Providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing and the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators that address the transition to elementary school.

4. Carrying out in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness, and issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
5. Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.
6. Supporting the instructional services provided by effective school library programs.
7. Providing training for all school personnel, including teachers, principals, or other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
8. Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics (STEM) subjects, including computer science.

Authorized Use of Funds for Title IV

The primary goal of Title IV, Part A is to provide students with access to a well-rounded education, improve safe and healthy school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Resources and supports provided by Title IV, Part A funds may include (but are not limited to) the following:

Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Schools (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> • Improving access to foreign language instruction, arts, and music education. • Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA. • Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups. • Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IP) programs, dual or concurrent enrollment programs and early college high schools. • Strengthening instruction in American history, civics, economics, geography, government education, and environmental education. 	<ul style="list-style-type: none"> • Promoting community and parent involvement in schools. • Providing school-based mental health services and counseling. • Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline. • Establishing or improving dropout prevention. • Supporting the re-entry programs and transition services for justice-involved youth. • Implementing programs that support a healthy, active lifestyle (nutritional and physical education). • Implementing systems and practices to prevent bullying and harassment. • Developing relationship building to help improve safety through the recognition and prevention of coercion, violence, or abuse. • Establishing community partnerships. 	<ul style="list-style-type: none"> • Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. • Building technological capacity and infrastructure. • Carrying out innovative blended learning projects. • Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities. • Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

The Needs Assessment

Charter schools' use of Title II and Title IV funds should be based on a documented needs assessment that is aligned to a strategic participation plan. The needs assessment process helps determine if the current methods of participation are meeting the needs of charter schools. Additionally, information from the needs assessment is used in development of the district's Title II and Title IV applications. Participating schools must submit a needs assessment and proposed budget to the Special Projects office for review and approval, **prior to conducting any activity**. Professional development activities that are not aligned to the school's needs assessment will not be approved for reimbursement.

Receipts documenting expenditures for approved activities, along with a memo requesting reimbursement on school letterhead, should be sent to Isabella Torbert, torberti@pcsb.org.

A reimbursement check for approved activities will be processed and issued to the school. The process for reimbursement may take up to 3 weeks.

Needs Assessment Components

The five components of the needs assessment are:

1. Briefly summarize the school's needs assessment process.
2. Identify your students' needs (academic, social-emotional, physical health, digital literacy) that emerged from the process described above. Provide appropriate data for support.
3. Identify your professional development needs, related to addressing the needs identified above.
4. Describe the programs, services or other activities the school intends to implement to address the identified needs.
5. Provide outcome objectives for activities to be funded through Title II and/or Title IV. Describe the plan for determining the extent to which these services and programs contributed to addressing needs identified above.

Common Federal Program Guidance

1. Contracted Services

For contracted services that do not exceed \$3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of \$3,000 per full day of service, including travel, will be presumed unreasonable.

2. Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

3. Recruitment, Retention and Reward Incentives

Recruitment, retention, and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

4. Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

Sample Needs Assessment

Charter School Needs Assessment and Program Development Plan (Title II/Title IV) 2023-2024 School Year

School:

Official/Primary Title II/Title IV Contact:

Phone Number:

E-mail Address:

Needs Assessment:

1. Briefly summarize the school's needs assessment process.

Our school's needs assessment process begins with a review of qualitative and quantitative data collected throughout the year. Data sources include progress monitoring assessments in core subjects, end-of-course assessments, standardized test results, students' grades, course enrollment and completion, teachers' anecdotal records, and teacher surveys. After reviewing the data, any common or substantial needs are noted. Identified needs are prioritized, with input from both teachers and administrators.

2. Identify your students' needs (academic, social-emotional, physical health, digital literacy) that emerged from the process described above. Provide appropriate data for support.

As a result of our needs assessment process, the following priorities emerged:

Academic

1. Students need rigorous, standards-based instruction in core mathematics classes. Only 43% of students in grades 4-8 are demonstrating proficiency on the SAT math assessment.

2. Students need an enriched curriculum in reading/language arts. In grades 3-10, 94% of students scored at proficient or above proficient on the SAT reading/language arts assessment.

Social-Emotional

1. Students need an engaging safe, supportive school environment that is conducive to learning. More than 20% of students reported being bullied at school.

3. Identify your professional development needs, related to addressing the needs identified above.

Need 1: Teachers need to know effective pedagogical practices for engaging all students.

Need 2: Teachers need to know how to extend, enrich lessons for students already demonstrating mastery of standards.

Need 3: Teachers and school leaders need specific strategies for creating and sustaining effective learning conditions for all students.

Programs and Services:

4. Describe the programs, services or other activities the school intends to implement to address the identified needs.

College Course

- *Teaching Diverse Learners- University of South Florida, August – December 2020; Tuition- \$1,200; 2 participants*
Total Estimated Cost- \$2,400

Conference

- *ASCD Annual Conference- Atlanta, GA- April 2-4, 2021; Registration- \$500; Airline- \$450; Hotel- \$230 x 3 nights; Meals- \$150; 5 participants*
Total Estimated Cost- \$8,950

Consultant

- *SafeKids, Inc.- onsite professional development, August 3-5, 2020; \$2,000 per day (contract/scope of services/cost proposal attached); 35 participants*
Total Estimated Cost- \$6,000

Supplemental Materials and Supplies

- *Science lab materials*
- *Heart rate monitors*
- *Books for student literacy circles*

Evaluation Plan:

5. Provide outcome objectives for activities to be funded through Title II, Part A and/or Title IV, Part A. Describe the plan for determining the extent to which these services and programs contributed to addressing needs identified above.

% of students proficient in core mathematics subjects will increase by 10%.

Reports of bullying incidents will decrease by 5%.

Literacy enrichment activities will be offered to all students in grades 3 – 10, during the school day and/or in after-school clubs.