

# 1003 Formula Grants & Evidence-Based Requirements

September 6, 2017



*Working Together for Student Success*

# Agenda

- 1003 Program Overview
- Evidence-Based Requirements and Resources
- Fiscal Guidance
- Questions



# Logistics

- Formula federal grant under ESSA through the 7% set-aside of Title I
- Indiana's ESSA plan will determine the structure of the 1003 grant moving forward.
- In the year of transition, 1003 will be a one-time, one-year formula grant of \$40,000 per school
- Held to ESSA rules
- School-based grant, for current Title I served focus/priority schools, including first time D and F from 2016
- 1003(g) is a separate funding opportunity that will be phased out after the competition this year



# Logistics

- September 6: 1003 webinar
- September 30, 2017: Application due
  - Once approved, LEAs will be able to request reimbursement back to the date the grant was submitted in substantially approvable form
- October 1 – October 31, 2017: Feedback and approval of final grant awards (tentative)
- September 30, 2018: All funds must be encumbered
- October 15, 2018: All funds must be expended and reimbursement requested



# Logistics

- Website walkthrough [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

## School Improvement Grants

Posted: Fri, 12/11/2015 - 9:12am

Updated: Mon, 08/28/2017 - 9:13am

### 1003 Formula Grants

- [17-18 Tier II Directions](#) 
- [17-18 Tier II Application](#) 
- [Eligible School List](#) 



# Legal Requirements

ESSA includes a definition of “evidence-based” in the general provisions title of the bill (Title VIII). This placement applies this definition to the term wherever it is used in the Act. The term is defined as:

**EVIDENCE-BASED.— (A) IN GENERAL.—**Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

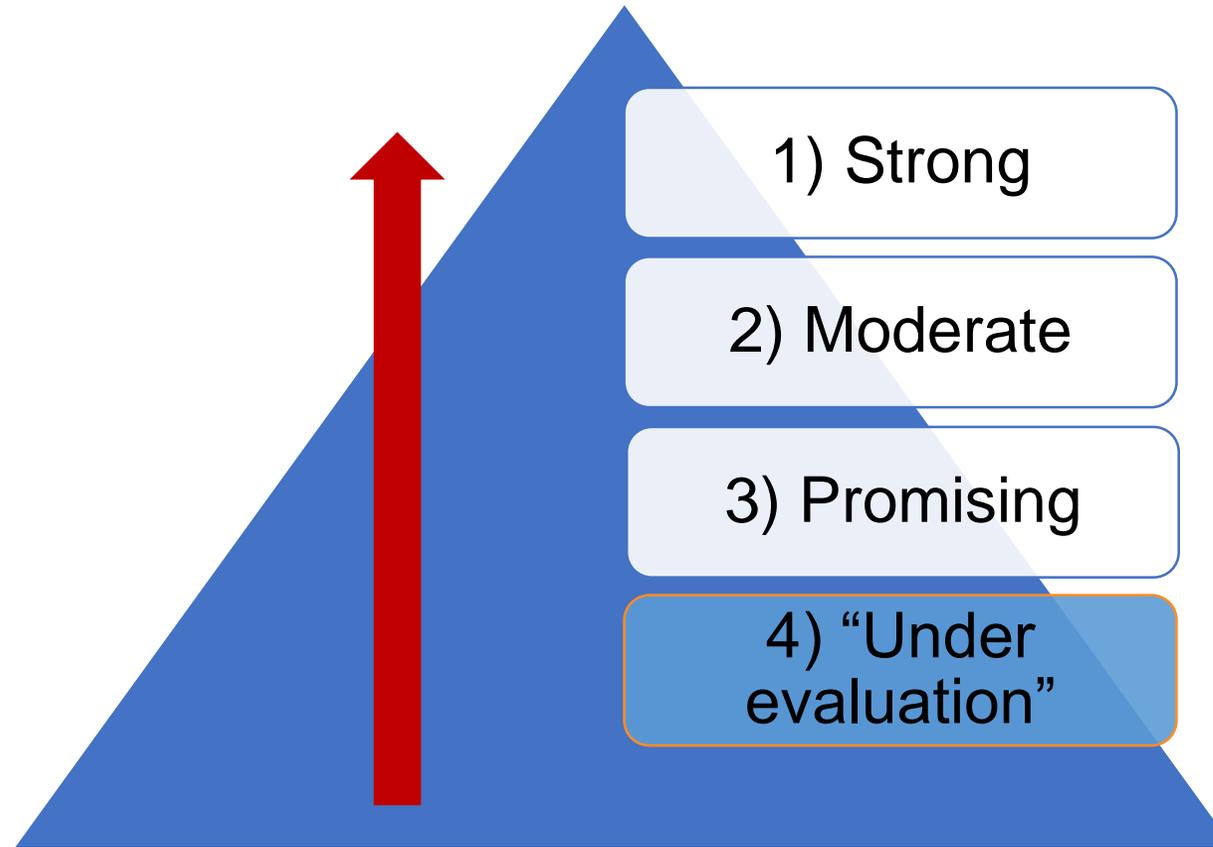
(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

**(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.—**When used with respect to interventions or improvement activities or strategies funded under section 1003, the term ‘evidence-based’ means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).



# Unpacking the Definition of Evidence Based



Source: CCSSO, 2016



# Levels of Evidence

New information from ED 8/21/17 on definitions – this will be updated

## (1) Strong

- At least 1 well-designed and well-implemented experimental study (i.e. randomized control trial)

## (2) Moderate

- At least 1 well-designed and well-implemented quasi-experimental student (i.e., matched)

## (3) Promising

- At least 1 well-designed and well-implemented correlational student with statistical controls for selection bias



# Levels of Evidence, cont'd

- Not to be used for 1003 but rather other evidence-based requirements under ESSA
  - E.g. Class-size reduction under Title IIA, parental involvement under Title I, A

## (4) Under Evaluation

- **Demonstrates rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve outcomes
- **Includes ongoing efforts to examine the effects** of such activity, strategy, or intervention



# Resources for Evidence Based

What Works Clearinghouse  
<https://ies.ed.gov/ncee/wwc/>

Best Evidence Encyclopedia  
<http://www.bestevidence.org/>

Results First Clearinghouse  
<http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/results-first-clearinghouse-database>



# Resources for Evidence Based

Council of Chief State School Officers

[http://www.ccsso.org/Resources/Programs/Every\\_Student\\_Succeeds\\_Act.html](http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html)

U.S. Department of Education

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>



# Program Goals

- Alignment to “more rigorous” school improvement plans (SIP) for D and F schools
- Focus areas of leadership, effective instruction, and student supports
- Streamlined Process
  - Determine need through more rigorous SIP
  - Select an evidence-based intervention that has been proven to work
  - Fund intervention through 1003 funding
  - Evaluate implementation



# Program Goals

<i>SAMPLE</i>							
School Improvement Focus Area	School Activity/ Intervention / Support	Goal/ Objective	Rationale and Evidence	Timeline/ Person Responsible	Measurable Outcome	Alignment with SIP	Budgeted Items
<b>Leadership</b> <i>Focusing on the development, training, and support for building leaders</i>	<i>School Improvement District Support Director</i>	<p><i>The goal for this position is to provide direct support to turnaround building leaders to increase principal effectiveness.</i></p> <p><i>This will be met by, supporting building leaders through weekly check-ins, conducting team walkthroughs, analyzing data, and mentoring building leader.</i></p>	<p><i>Rationale: Due to the high turnover of principals in the district, this position is needed to successfully mentor and induct turnaround principals as well as provide consistency and support throughout the district.</i></p> <p><i>Evidence::</i></p> <p><i><u>Wallace Foundation ESSA West Ed Arizona Study Take-Aways</u></i></p>	<p><i>Year-round position</i></p> <p><i>School Improvement District Support Director</i></p>	<p><i>Continuing principals will show growth in evaluation from previous year.</i></p> <p><i>New principals will meet performance objectives established at the beginning of the year.</i></p> <p><i>School data will show increase in ISTEP proficiency and growth.</i></p> <p><i>School data will also show decrease in discipline incidents.</i></p>	<p><i>Section # ____ or Page # ____</i></p> <p><i>The proposed intervention aligns to the student achievement objectives through supporting our leader induction program to institute shared accountability/leadership.</i></p>	<p><i>School Improvement District Support Director salary and benefits – .125 FTE approx. \$12,000.</i></p>



# Indiana's Vision for 1003

- Building capacity of both schools and LEAs by demonstrating the following:
  - Reducing the number of Focus and Priority schools, and
  - Reducing the number of schools that are eligible for state takeover, and
  - Maintaining non-improvement status for at least two years following grant conclusion.



# Supplement not supplant

- Federal funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid for with state or local funds.
- 1003 follows the previous Title I supplement not supplant rules on an individual cost/activity basis
  - Prohibit funding to be used for services required to be made available under other federal, state, or local laws
  - Prohibit funding to be used for services that were provided with nonfederal funds in the prior year
  - Prohibit funding to provide services to eligible students while those same services are provided to non-eligible students with non-federal funds



# Reasonable, Allocable, and Necessary

REASONABLE	Y/N	ALLOCABLE	Y/N	NECESSARY	Y/N
Is this project reasonable to the performance of the grant award?		Will this project directly advance the work or performance of the award?		Is the project necessary for the operation and efficient performance of the grant?	
Is the project justifiable to a prudent reviewer?		Will denial of this project activity hinder the implementation and outcomes of the grant?		Does the project conform to any limitations or exclusions of the grant regarding type or cost?	
Is this project tied to an identified need?		Will this project primarily benefit the intended group?		Will this project provide additional support or service?	



# Support

- Federal grant specialist that supports the LEA with Title I, A and Title II, A will also be the main point of contact for 1003 SIG grants
- Additional Contacts:
  - Nathan Williamson, Director of Title Grants & Support
    - 317-232-6671
    - [nwilliamson@doe.in.gov](mailto:nwilliamson@doe.in.gov)
  - Dwayne Marshall, Asst. Director of Title Grants
    - 317-232-0548
    - [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov)



# Questions

