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Orange County Board of Education Meeting

October 10, 2022

Dr. Monique Felder, Superintendent

ENGAGE. CHALLENGE. INSPIRE.



Mission

Our mission is to educate students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.

Vision

Preparing every learner for lifelong service and success

Belief Statements

1. Value Diversity
2. Put Students First
3. Excellence in All We Do
4. Prioritize Equity
5. Provide a Safe Environment
6. Serve the Whole Child
7. Inclusive Culture & Climate Starts with Us
8. Accountability in All We Do
9. Collaborate To Do Great Work





Welcome!

Call to Order:

- Public Charge
- Pledge of Allegiance
- Moment of Silence

Strategic Plan Outcome Goals

1

Teaching Tomorrow's Leaders

2

Excellence & Efficiency

3

Exemplary Staff

4

Empowering Culture



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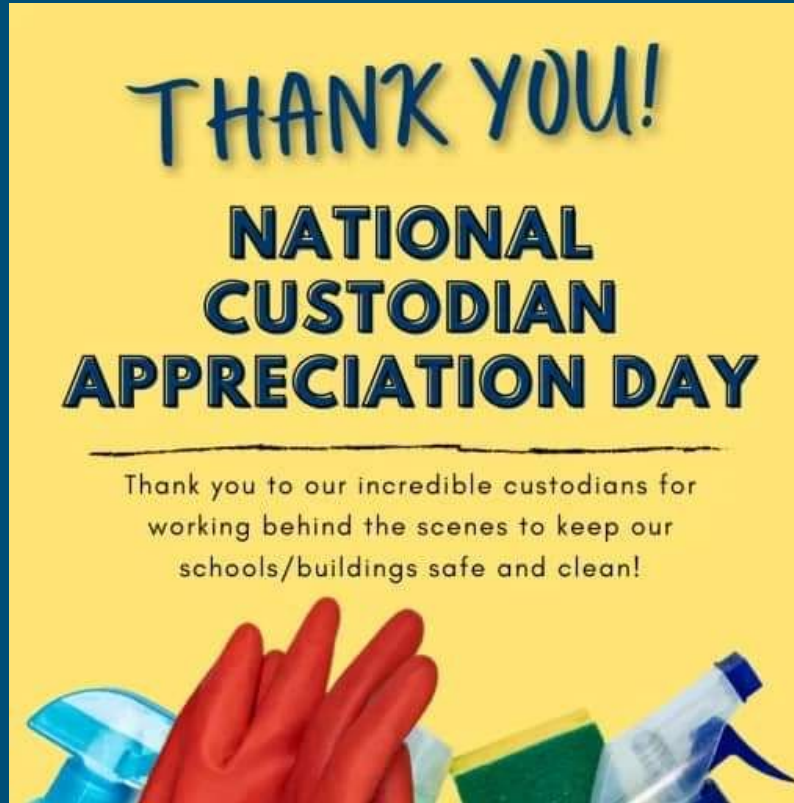
Recognitions



200 E. King Street · Hillsborough, North Carolina 27278 · 919.732.8126 · WWW.ORANGECOUNTYFIRST.COM







October 2nd was National Custodian Day



Grand Prize Winners!

- **CONGRATULATIONS!**
- **BOOKOPOLY “Summer Reading Challenge” Big Winners!**

| | | | | |
|---|---|---|------------------------------|--|
|  Level 1 goal | Read a book with a character you can relate to. | Read a book that won an award. | Read a graphic novel. |  GO TO THE LIBRARY |
| Read the first book in a series. | <div>2022 Bookopoly Challenge</div>  <p>Orange County Schools is challenging you to a game of Bookopoly during Summer 2022. Advance through each square by following the reading prompt provided in the square. Once you have successfully completed the reading prompt, write the title of the book that you read in the colored rectangle at the top of the square. Bring your completed game board to your new teacher in August 2022, and you will receive a prize!</p> | | | Read a book that you own and have never read. |
| Read a book that has been made into a movie or TV series. | Read a book that is recommended by a friend. | | | Read a book released after 2019. |
| Just checking out books. | Read a book set in another country. | Read a book that teaches you something new. | Read a book about an animal. |  |



Ben Yachtis
River Park



Callie Thomas
Grady A. Brown



Tanner Trickett
Pathways



Amelia Santiago
Orange Middle



Perla Francisco
River Park



INDIGENOUS PEOPLES' DAY

“Movie Under the Stars” Night



Saturday, October 15, 6:30pm
Gravelly Hill Middle School

Come and enjoy a movie night on the lawn to celebrate Hispanic Heritage with our families in OCS.

The movie will be played in Spanish only with subtitles to show awareness of the importance of speaking and understanding another language.

Food trucks will be on site at 5:30pm.

Makenzie Mason

- **The 2022 OCS
Beginning Teacher of the Year**
Grady A. Brown, Kindergarten



David Barrow

- **The 2022 OCS
EC Teacher of Excellence**
Orange High School



Guest Presenters

- Orange High School Junior, Tia Hilber
 - Mr. Xavier Adams, OHS Educator & 2022 NCCAT Beginning Teacher of the Year
- Special guests at the recent National Governors' Association Institute





#ThankAPrincipal

OCS Celebrates National Principal Month



OCTOBER

**NATIONAL
BULLYING
PREVENTION
MONTH**

Celebrate

National School
LUNCH WEEK

OCT.10-14
2022



#NSLW22 | #peaceloveschoollunch

Agenda Adoption



Agenda

III. A. Teacher Working Conditions Survey Data Work Session/Information Item

III. B. State Teacher Turnover & Vacancy Data Work Session/Information Item

III. C. Update on School Improvement Plans Work Session/Information Item

IV. A. School Improvement Plan for Gravelly Hill Middle School Discussion/Action Item

IV. B. Federal Programs Director Position Request Discussion/Action Item

V. A. Board Goals & Priorities Work Session/Information Item

1. School Culture & Climate

2. Budget Transparency and Shift to Equity Based Resourcing

3. School Profiles Update

VI. Closed Session (If Necessary)

VII. Adjournment

Public Comments



Board Comments



Consent Agenda



Consent Agenda

- 01 Minutes
- 02 Personnel Report and Recommendations
- 03 Bounceback/Educator Stress Contract
- 04 PowerSchool Software Add-on Modules Purchase
- 05 Budd Group Custodial Supplies Contract Extension
- 06 School Calendar Revision – Use of Remote Learning Option for Inclement Weather or Emergencies
- 07 Approval of Contracts for Tree & Landscape Services



Bounceback/Educator Stress Contract

- Moved from Consent Agenda to Discussion

Work Session/ Information Items



Teacher Working Conditions Survey Data

October 10, 2022

Joyce Hatcher, Chief Human Capital Officer

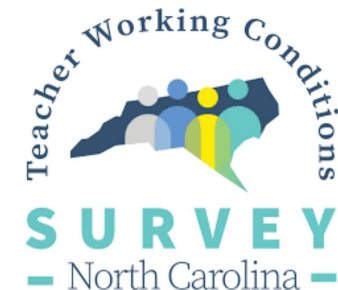
Connie Brimmer, Director of Staffing and Licensure

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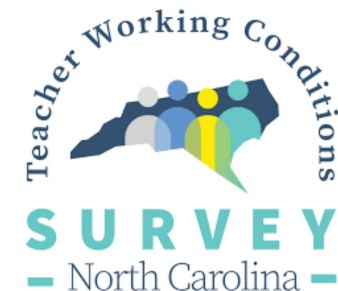


NC Teacher Working Conditions Survey District Results



| NC TEACHER WORKING CONDITIONS SURVEY | > OR = 70% | > OR = 50% | > OR = 30% | < 30% |
|--|------------|------------|------------|-------|
| Time (7 Questions) | 0.00% | 85.71% | 14.29% | 0.00% |
| Facilities and Resources (10 Questions) | 90.00% | 10.00% | 0.00% | 0.00% |
| Community Support and Involvement (8 Questions) | 62.50% | 37.50% | 0.00% | 0.00% |
| Managing Student Conduct (7 Questions) | 14.29% | 85.71% | 0.00% | 0.00% |
| Instructional Practices and Support (18 Questions) | 50.00% | 38.89% | 11.11% | 0.00% |
| Teacher Leadership (8 Questions) | 62.50% | 37.50% | 0.00% | 0.00% |
| School Leadership - Leadership In Your School (11 Questions) | 54.55% | 45.45% | 0.00% | 0.00% |
| School Leadership - District (7 Questions) | 71.43% | 14.29% | 14.29% | 0.00% |
| School Leadership - Collective School Leadership (9 Questions) | 11.11% | 88.89% | 0.00% | 0.00% |
| Professional Development (13 Questions) | 7.69% | 69.23% | 23.08% | 0.00% |
| Retention (2 Questions) | 50.00% | 50.00% | 0.00% | 0.00% |
| Equity (6 Questions) | 66.67% | 33.33% | 0.00% | 0.00% |
| Safety (18 Questions) | 61.11% | 38.89% | 0.00% | 0.00% |
| New Teacher Supports (2 Questions) | 66.67% | 33.33% | 0.00% | 0.00% |

NC Teacher Working Conditions Survey Key Performance Indicators (Orange)



Time

- The non-instructional (time) provided for teachers in my school is sufficient. [*Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.*]

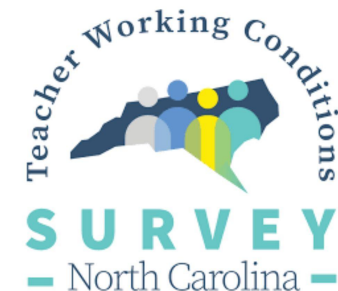
School Leadership – District

- There is an atmosphere of trust and mutual respect within this district.

Professional Development

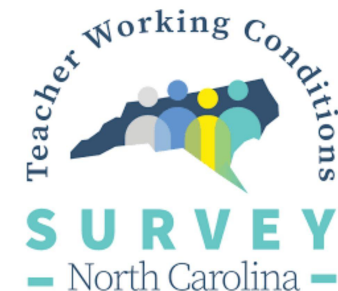
- Professional development is differentiated to meet the individual needs of (teachers.) [*"Teachers" means a majority of teachers in your school.*]
- Professional development is evaluated and results are communicated to teachers

NC Teacher Working Conditions Survey (NC TWCS) District Strategies Include:



- Mandatory use of NC TWCS in School Improvement Planning
- Added goal regarding NC TWCS in the Strategic Plan (with 4 KPIs)
 - By 2024, Orange County Schools district and each individual respective school site will be greater than or equal to 50% (Blue or Green) on the NC Teacher Working Conditions Survey Agree Analysis for all categories and indicators: Time, School Leadership, Professional Learning
 - Goals for NC TWCS embedded and addressed in all Outcome Goals 1-4
- Annual administration of OCS TWCS

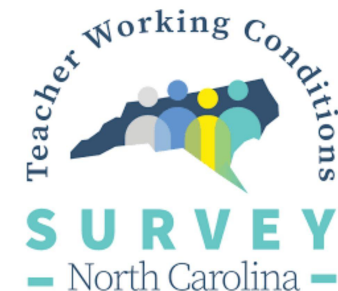
NC Teacher Working Conditions Survey District Strategies



Time

- 4 additional workdays in the school calendar
- Bell schedule adjusted to allow more planning time and to assist with students arriving on time at the start of the instructional day.
- Working to protect planning time, so educators are compensated when asked (and willing) to cover during planning

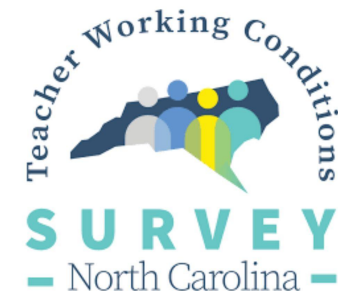
NC Teacher Working Conditions Survey District Strategies



School Leadership – District

- Superintendent Roundtable with Teachers of the Year, principals & classified staff
- OCS annual TWCS to include classified staff
- EC Teacher Advisory Group
- Monthly collaboration meetings with OCAE.
- OCS Connections Newsletter
- Affinity Groups
- Biannual meetings with school-based staff
- Wellness Surveys; Social Emotional Wellness Committee, monthly newsletter; and related activities/opportunities for staff
- Quarterly Exit Survey reviews
- 360 Survey (under review)

NC Teacher Working Conditions Survey District Strategies



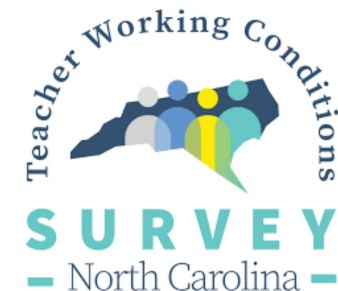
Professional Development

- Evaluations required with all staff development.
- Focus on differentiation of staff development for staff for district level trainings.
- Coaching cycles for job-embedded PD.

NC Teacher Turnover Data



State Teacher Turnover Data— Teacher Turnover Report

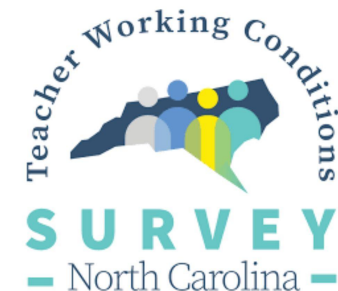


| School | 2018-19 | 2019-20 | 2020-21 | Three Year Average |
|----------------------------------|---------|---------|---------|--------------------|
| Central Elementary | 16.33% | 21.74% | 12.50% | 16.86% |
| Efland-Cheeks Elementary | 14.49% | 20.00% | 14.30% | 16.26% |
| Grady Brown Elementary | 13.33% | 2.74% | 13.70% | 9.92% |
| Hillsborough Elementary | 3.13% | 6.45% | 13.30% | 7.63% |
| New Hope Elementary | 12.24% | 20.83% | 14.10% | 15.72% |
| Pathways Elementary | 19.44% | 19.44% | 5.90% | 14.93% |
| River Park Elementary | 11.90% | 9.65% | 4.80% | 8.78% |
| A.L. Stanback Middle | 4.08% | 26.09% | 14.90% | 15.02% |
| Orange Middle School | 7.14% | 32.94% | 17.10% | 19.06% |
| Gravelly Hill Middle | 11.11% | 32.35% | 24.20% | 22.55% |
| Cedar Ridge High | 10.74% | 19.31% | 10.50% | 13.52% |
| Orange High | 10.71% | 19.28% | 9.90% | 13.30% |
| Partnership Academy | 50.0% | 20.0% | 16.70% | 28.90% |
| LEA Attrition Rate | 10.20% | 19.48% | 12..5% | 14.06% |
| State wide Attrition Rate | 12.45% | 7.53% | 8.20% | 9.39% |

Data Highlights:

- Teachers on the payroll on March of one year and not on payroll on March of the following year.
- Data includes classroom teachers only.
- Official state Teacher Turnover data for March 2021-March 2022 is not available yet.
- However, we do have some informal data points.

State Teacher Turnover Data— Attrition Code

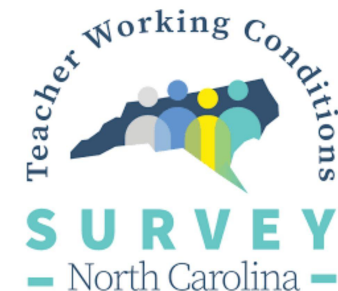


| Reason Codes | March 2021 - March 2022 | |
|---|-------------------------|---------|
| | Numbers | Percent |
| Career Change | 11 | 9.82% |
| To Teacher in Private or Charter School | 1 | 0.89% |
| To Teach in Another NC School System | 38 | 33.93% |
| Interim Filled by Retired Teacher | 3 | 2.68% |
| Interim Contract Expired | 3 | 2.68% |
| Moved to Non Teaching Position in LEA | 4 | 3.57% |
| Other | 7 | 6.25% |
| Relocation | 7 | 6.25% |
| Family Responsibility/Child Care | 10 | 8.93% |
| Education Sabbatical | 1 | 0.89% |
| Performance Concerns | 0 | 0.00% |
| Deceased | 0 | 0.00% |
| Health or Medical | 5 | 4.46% |
| Resigned to Teach in Another State | 4 | 3.57% |
| Retired | 13 | 11.61% |
| Did Not Meet Licensure Requirements | 1 | 0.89% |
| Dissatisfied with Teaching | 4 | 3.57% |
| District Total | 112 | 100.00% |

Highlights:

- 112 Teachers left from March 2021 - March 2022
- 33.93% left to “Teach in Another NC System”
- 11.61% “Retirement”
- 8.93% Family Responsibilities

State Teacher Turnover Data— Attrition Code



Beginning Teacher Turnover Data (Percent Turnover)

| Years of Experience | March 2018 - March 2019 | March 2019 - March 2020 | March 2020 - March 2021 | March 2021 - March 2022 |
|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| BT 1 | 9.09% | 6.67% | 9.53% | 14.29% |
| BT 2 | 20.00% | 5.00% | 20.00% | 6.67% |
| BT 3 | 33.33% | 21.05% | 26.67% | 25.00% |

Highlights:

- Revamped OCS Beginning Teacher Support
- Beginning Teacher & Mentor Support Coordinator
- 20 Lead Mentors
- Intensive Support from NC New Teacher Support Program
- Issue: Losing Beginning Teachers at Year 3

Vacancy Data



Vacancy Data – State Rate

From: State of the Teaching Profession in North Carolina

| LEA Name | 21-22 Vacancy Rate NOT AVAILABLE YET | 20-21 Vacancy Rate | 19-20 Vacancy Rate | 18-19 Vacancy Rate |
|----------------------|---|--------------------|---------------------|--------------------|
| Orange | | 9.08% | 2.40% | 5.20% |
| Chapel Hill/Carrboro | | 3.08% | 4.20% | 2.50% |
| Alamance-Burlington | | 4.43% | 1.30% | 5.10% |
| Person | | 13.03% | Not listed in draft | 3.0% |
| Durham | | 9.00% | Not listed in draft | 1.90% |
| Wake | | 2.74% | 1.30% | 0.90% |

Historical Vacancy Data – First Day of School

Number of Vacancies on 1st Day of School

| Positions Vacant | |
|------------------|------|
| 2022-2023 | 44 |
| 2021-2022 | 36.5 |
| 2020-2021 | 28 |

Highlights:

- Data does not include Alternative Licensure candidates that are included in state vacancy report
- Increase in vacancies over the past 3 years, which is a statewide trend.

For comparison, per district websites:

- Chapel Hill/Carrboro = 114 certified vacancies
- Person County = 14 certified vacancies
- Chatham County = 90 certified vacancies

Recruitment Efforts

- **Fall Recruitment Events:**
 - ECU, Appalachian State University, UNC Charlotte, North Carolina Teacher of Mathematics Conference, HBCU Specific Recruitment
- **Recruitment/Retention Bonus**
- **Increase in Supplement Rates for Years of Experience**
- **Tuition Reimbursement for Residency License**
- **Incentive Pay For Staff:**
 - Covering Classes During Planning Periods
 - TAs Covering Classes
- **Competitive Substitute Rates and Incentives**
- **Student Teacher/Interns**
 - 32 Fall/Spring Placements
- **Grow Your Own**
 - 31 OCS TAs Hired as OCS Teachers since 2019-2020
- **Collaboration with Communications**
 - Social Media
 - Job Posting Boards
- **BOY Teacher Support**
- **30-Day Hiring Assessment**

Retention Efforts

- **Recruitment/Retention Bonus**
 - Installments for returning (3 years)
- **Staff Affinity Groups**
- **Superintendent Roundtables**
- **Increased Use of NC TWCS for Improvement**
- **Restructure of the Beginning Teacher Support Program**
 - Beginning Teacher & Mentor Support Coordinator
 - Lead Mentors
 - NC New Teacher Support Program



Questions?

Work Session/ Information Items



Update on School Improvement Plans

October 10, 2022

Laurie J. Carr, Chief of Schools & Achievement

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School Improvement Plans

- Presented to the Board of Education every 2 years for approval
- Approved 2021-2022 School Year (video presentations)
- Platform: NCStar
 - Introduced in 2011.
 - 2661 of 2767 schools in North Carolina utilize NCStar.
- Continuous Improvement Plans
- Updated in light of new data points (TWC, Panorama, EOG-EOC-WorkKeys-etc.)

Research-Based Best Practices Aligned with, and in support of, district systems, initiatives & assessments:

- MTSS
- PLCs
- FAM-S
- TWC data points
- Panorama Survey - Safety & SEL

Key Indicators Connected to TWC

Managing Student Conduct

Safety

Instructional Excellence & Alignment

- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (NEW)
- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.
- A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (NEW)

Key Indicators Connected to TWC

Time

**School Leadership
Community Support & Involvement**

Teacher Leadership

Leadership Capacity

- B1.01: The LEA has an LEA Support & Improvement Team
- B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.
- B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.
- B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers

Key Indicators Connected to TWC

Teacher Leadership

New Teacher Supports

Professional Learning Opportunities

Professional Capacity

- C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Key Indicators Connected to TWC

Community Support & Involvement

Families & Community

- E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Other Indicators Connected to TWC

Facilities & Resources

Planning & Operational Effectiveness

- D1.02 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.
- D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

**130 Indicators in All*

TWC Themes Connected to SIPs

Safety:

- bullying, cyberbullying, physicality
- consistent enforcement of rules
- understanding of rules

Indicators Assessed:

- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them
- A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.
- A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

Sample Action Steps/Strategies:

- Training on Code of Conduct/Educators' Handbook.
- Explicit instruction in defining bullying.
- Teaching of bully prevention strategies and reporting system.
- Utilization of PBIS.
- Implementation of positive referral system.
- Professional development in SEL instruction.
- Implementation of weekly SEL lessons.

TWC Themes Connected to SIPs

Professional Development:

- Professional development is differentiated to meet the individual needs of teachers.
- In this school, follow up is provided from professional development.
- Professional development is evaluated and results are communicated to teachers.

Indicators Which Could Be Assessed:

- C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.
- C1.02 The principal plans opportunities for teachers to share their strengths with other teachers.

Sample Action Steps/Strategies:

- Identified teachers share their best practices at the start of each faculty meeting, according to school needs based on observations.
- SIT develops a plan for quarterly school-based PD which is tiered to meet the needs of both beginning and veteran teachers.
- Google Forms will be utilized to collect evaluation results after each PD session.
- PD Evaluation results will be shared with faculty within a week of completion.

LEA Key Indicator

B1.01: The LEA has an LEA Support & Improvement Team

Action Steps:

- A district team will be developed, comprised of necessary Central Office staff members and facilitated by the Chief of Schools and Achievement (COSA), initially focusing its efforts on any schools designated as low-performing by NCDPI.
- The Support & Improvement Team will actively participate in SIT meetings 1x month at the school designated low-performing, securing resources, monitoring school improvement, and identifying necessary supports and next steps.
- A plan for providing feedback on school's SIP will be developed with feedback being provided a minimum of twice per year; initial feedback will be provided by December 31, 2022.
- District support & Improvement team efforts will expand to reach the four Title 1 elementary schools.
- The second round of feedback will be provided to schools on their plans by Central Office by 04/28/2023.



Questions?

Discussion/ Action Item



School Improvement Plan for Gravelly Hill Middle School

October 10, 2022

Laurie J. Carr, Chief of Schools & Achievement

Dr. Gwen Roulhac, Principal – Gravelly Hill Middle School

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How did we get here?

SY 2021-2022

- **Staffing**
 - Vacancies: ELA and Math teachers; AIG Specialist; Athletic Director; EC Separate Setting teacher
 - Coverage
 - Variability in Course Load from Year to Year
 - Classified Vacancies
- **Limited Capacity**
 - Provide Highly Effective Core Instruction
 - Utilize Planning Periods for the Work of PLCs
 - Benefit from Expertise of Academic Coaches

Data Dig * Challenges & Responses

- | | |
|--|--|
| ● Core instruction to develop proficient readers and mathematicians | ❑ Implementation of new HMH <i>Into Literature</i> curriculum, ThinkCERCA |
| ● Interventions to grow students | ❑ Math 180, HillRAP |
| ● Progress monitoring implementation with fidelity | ❑ Branching Minds MTSS platform |
| ● NC Check-Ins data to monitor likely performance on reading EOG assessments | ❑ Intensified utilization of CFAs (Common Formative Assessments) |
| ● Prioritizing student engagement in the classroom | ❑ Administrator roundtables; establishing a student equity team |

Developing Our Plan

What Is Working

- Shared vision
- Group process problem-solving
- Attendance

Challenges

- Historical EOG results
- Attrition rate
- Professional development

Addressing Challenges

- Greater MTSS fidelity
- Strengthen PLC
- Intensify CFA use

Research-Based key indicators determined through Wise Ways process



Entered into NC Star School Improvement Planning process

NCStar Key Indicators for Improvement

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Strategies/Action Steps

- Student Services staff will train all staff members on the RethinkED SEL curriculum.
- Teachers will implement two RethinkED lessons per month with all students.
- Staff will engage in BounceBack wellness sessions during monthly staff meetings.

NCStar Key Indicators for Improvement

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Strategies/Action Steps

- School Improvement Leadership Team (SILT) engaged in NC Star training.
- SILT will meet a minimum of twice per month with support of the District Support & Monitoring Team in attendance at least once per month; maintain agendas and minutes for each meeting; and assure that indicators/objectives are monitored at every meeting on a rotating basis.

NCStar Key Indicators for Improvement

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Strategies/Action Steps

- Core content PLC's (Math, ELA, 8th Science) will develop common formative assessments (CFA's) and conduct data analysis for next day implementation of reteaching and/or extension activities.
- PLCs will track individual student data via physical or electronic data walls.
- Administrators, instructional support staff and teachers will utilize common walkthrough tool to collect data that is then shared with the staff to update our progress on implementing the school's adopted high yield instructional strategies.

NCStar Key Indicators for Improvement

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Strategies/Action Steps

- Principal sends weekly message to families including updates, opportunities for family engagement, celebrations, athletics information; the weekly message includes newsletters from all teachers.
- Staff will plan and host quarterly academic parent nights focused on sharing home strategies for supporting learning and showcasing student achievements.
- Staff utilize Talking Points, family liaisons and translation of documents to assure families have access and can communicate with staff in home languages.

Implementation Timeline

Now

Professional Development:

- NCStar
- RethinkEd
- Into Literature
- ThinkCERCA
- PLC Capacity Building with onsite coaching
- Branching Minds MTSS Platform

Dec. 2022

- Implement 2 RethinkEd lessons per month
- Utilize Branching Minds for progress monitoring students receiving tiered interventions
- Update data walls
- Host academic focused family events

Mar. 2023

- Participate in recruitment events
- Administer and use results from school-based TWC survey

June 2023

- Share transition plans with families
- Respond to 2nd round of feedback from District Support Team

Next steps

1

OCS Board of Education Initial Approval

2

Submission within 5 days to NC DPI for Feedback and Approval

3

Post Plan to Local and State Websites after Final OCS Board of Education Approval



Questions?

Action needed

- Feedback on the GHMS School Improvement Plan
- Approval of the GHMS School Improvement Plan
- The Superintendent recommends the Board approve the School Improvement Plan for Gravelly Hill Middle School, as presented

Federal Programs Director Position Request

October 10, 2022

Dr. Denise Greene, Chief Academic Officer

Dr. Meredith Maier, Principal – New Hope Elementary

Rhonda Rath, Chief Finance Officer

Joyce Hatcher, Chief Human Capital Officer

Dr. Chris Gammon, Executive Director – Curriculum & Instruction

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Federal Programs Position Perspectives

- Historical Perspective
- Current Perspective
- School Support/Title I Support
- Accountability/Compliance
- Next Steps/Missed Opportunities
- Financial Perspectives

Dramatic Increase in Federal Programs

Number of Grants and Program Dollars have more than tripled over the past 5 years



Dramatic Increase in Federal Programs

| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|---------|
| 103 | Improving Teacher Quality | 195,974 | 176,141 | 158,913 | 174,389 | 198,762 | 268,591 | 286,346 | | |
| 104 | Language Acquisition State Grant | 74,833 | 74,092 | 74,310 | 78,753 | 85,271 | 88,040 | 90,290 | | |
| 108 | Student Support & Academic Achievement | | 29,874 | 88,900 | 84,079 | 85,762 | 82,168 | 101,100 | | |
| 111 | Language Acquisition-Significant Increase | 2,325 | 2,144 | 2,398 | 2,532 | 2,365 | 16,617 | - | | |
| 115 | Title I Targeted Support & Improvement | - | - | 100,000 | - | - | - | - | | |
| 017 | CTE | 77,481 | 75,380 | 72,512 | 83,730 | 88,610 | 110,649 | 114,461 | | |
| 049 | IDEA PreSchool | 51,185 | 50,605 | 52,379 | 51,015 | 50,842 | 51,452 | 51,375 | | |
| 050 | Title I | 1,905,086 | 1,252,549 | 1,146,392 | 1,133,152 | 1,122,831 | 1,546,429 | 1,312,569 | | |
| 060 | IDEA VI-B Handicapped | 1,658,450 | 1,662,905 | 1,655,926 | 1,694,894 | 1,773,969 | 1,729,100 | 1,712,733 | | |

| 103 | Improving Teacher Quality |
|-----|---|
| 104 | Language Acquisition State Grant |
| 108 | Student Support & Academic Achievement |
| 111 | Language Acquisition-Significant Increase |
| 115 | Title I Targeted Support & Improvement |
| 017 | CTE |
| 049 | IDEA PreSchool |
| 050 | Title I |
| 060 | IDEA VI-B Handicapped |

Dramatic Increase in Federal Program Dollars

| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | | | | |
|-----|--|-----------|-----------|-----------|-----------|------------|-----------|-----------|---------|---------|--|--|--|--|
| 103 | Improving Teacher Quality | 195,974 | 176,141 | 158,913 | 174,389 | 198,762 | 268,591 | 286,346 | | | | | | |
| 104 | Language Acquisition State Grant | 74,833 | 74,092 | 74,310 | 78,753 | 85,271 | 88,040 | 90,290 | | | | | | |
| 108 | Student Support & Academic Achievement | | 29,874 | 88,900 | 84,079 | 85,762 | 82,168 | 101,100 | | | | | | |
| 111 | Language Acquisition-Significant Increase | 2,325 | 2,144 | 2,398 | 2,532 | 2,365 | 16,617 | - | | | | | | |
| 115 | Title I Targeted Support & Improvement | - | - | 100,000 | - | - | - | - | | | | | | |
| 017 | CTE | 77,481 | 75,380 | 72,512 | 83,730 | 88,610 | 110,649 | 114,461 | | | | | | |
| 049 | IDEA PreSchool | 51,185 | 50,605 | 52,379 | 51,015 | 50,842 | 51,452 | 51,375 | | | | | | |
| 050 | Title I | 1,905,086 | 1,252,549 | 1,146,392 | 1,133,152 | 1,122,831 | 1,546,429 | 1,312,569 | | | | | | |
| 060 | IDEA VI-B Handicapped | 1,658,450 | 1,662,905 | 1,655,926 | 1,694,894 | 1,773,969 | 1,729,100 | 1,712,733 | | | | | | |
| 163 | Cares Act 2020 | - | - | - | 942,810 | | | | | | | | | |
| 165 | Cares Act Digital Curricula | - | - | - | - | 51,354 | | | | | | | | |
| 166 | Cares Act Learning Management | - | - | - | - | 26,180 | | | | | | | | |
| 169 | GEER Student Health Support | - | - | - | - | 204,104 | | | | | | | | |
| 170 | GEER Supplemental Instructional Services | - | - | - | - | 77,209 | | | | | | | | |
| 171 | ESSER III | - | - | - | - | 3,691,860 | | | | | | | | |
| 173 | ESSER II - Supplemental Contract Instruction | - | - | - | - | - | 47,056 | | | | | | | |
| 174 | CRRSA - School Nutrition Covid | - | - | - | - | - | 30,828 | | | | | | | |
| 176 | CRRSA - Learning Loss Funding | - | - | - | - | - | 177,121 | | | | | | | |
| 177 | CRRSA - Summer Career Accelerator Program | - | - | - | - | - | 121,062 | | | | | | | |
| 178 | ESSER II - Competency Based Assessment | - | - | - | - | 41,471 | 41,471 | | | | | | | |
| 181 | ESSER III | - | - | - | - | 8,270,200 | | | | | | | | |
| 184 | ARP-ESSER III - Homeless | - | - | - | - | - | 42,567 | | | | | | | |
| 185 | ESSER III - ARP Idea Grant to States | - | - | - | - | - | 424,014 | | | | | | | |
| 186 | ESSER III - IDEA PreSchool Grants | - | - | - | - | - | 33,576 | | | | | | | |
| 188 | Summer Learning Loss Programs | - | - | - | - | - | - | 174,925 | | | | | | |
| 189 | Instructional Year Learning Loss | - | - | - | - | - | - | 165,712 | | | | | | |
| 191 | Location of Missing Students | - | - | - | - | - | 33,118 | | | | | | | |
| 192 | Cyberbullying & Suicide Prevention | - | - | - | - | - | 75,456 | | | | | | | |
| 193 | Gaggle | - | - | - | - | - | 23,580 | | | | | | | |
| 194 | ARP-ESSER III - CTE Hospitality | - | - | - | - | - | 264 | | | | | | | |
| 203 | ARP-ESSER III - Teacher Bonuses | - | - | - | - | - | 438,339 | EXPIRED | | | | | | |
| 205 | ARP-ESSER III - Driver Training | - | - | - | - | - | 2,367 | | | | | | | |
| | | | | | | | | | | | | | | |
| | Total Allotment | 3,965,334 | 3,323,690 | 3,351,730 | 4,245,354 | 15,770,790 | 5,383,865 | 4,009,511 | | | | | | |

Action needed

- The Superintendent recommends the Board approve the Director of Federal Programs position

Discussion