



University of the State of New York  
State Education Department

# **2013-14**

## **Required Plans and Use of Funds**

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# 2013-14

## Required Plans and Use of Funds

### **PURPOSE**

The intent of this webinar is to present the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) templates to LEAs and provide technical assistance on completion of the plans. At the end of the presentation we will provide LEAs an opportunity for an in depth question and answer session.



## **ESEA Flexibility Waiver**

**For the 2013-14 school year all Focus Districts are required to complete a DCIP.**

**All Focus and/or Priority Schools are required to complete a SCEP.**

**Schools that have not been identified as Priority or Focus, but have persistently failed to make AYP with one or more subgroup(s) on an accountability measure, or that have large gaps in student achievement among subgroups are required to develop a Local Assistance Plan (LAP). The LAP will be incorporated into the DCIP.**



## District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Overview

- **DCIP:** details how the identified district plans to improve instruction, allocate resources, and address the identified needs of Focus, Priority, and LAP Schools.
- **SCEP:** details how the identified school plans to improve instruction and address the identified needs.



# **District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Overview**

Both plans are:

- Aligned to the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE).
- Based on the findings and recommendations contained in the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews (Focused on Tenet 3) with District Oversight, and the DCIP/SCEP feedback letter.\*

The DCIP must detail how the district plans to improve instruction and address the identified needs of Focus, Priority, and Local Assistance Plan (LAP) Schools.

\* If the district identifies a need that is not contained in a major recommendation but is aligned to the 6 tenets, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.



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# **District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Templates**



# **DCIP/SCEP: Information Sheet**

The information sheet captures a variety of information about the District and Schools. All aspects of the information sheet must be fully completed.

District Information Sheet											
District Grade Configuration		Total Student Enrollment		% Title 1 Population		% Attendance Rate					
% Free Lunch		% Reduced Lunch		% Student mobility		% Limited English Proficient		% Students with Disabilities			
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native		% Black or African American		% Hispanic or Latino		% Asian, Native Hawaiian /Other Pacific Islander		% White		% Multi-racial	
Overall State Accountability Status											
Number of Focus Schools Identified by District		Number of Priority Schools		Number of Local Assistance Plan Schools (LAP)		Number of Schools in Status		Number of SIG (a) Recipient Schools			
								Number of SIG (g) Recipient Schools			
% ELA Performance at levels 3 & 4		% Mathematics Performance at levels 3 & 4		% Science Performance at levels 3 & 4		% 4 yr. Graduation Rate (for HS only)		% 6 yr. Graduation Rate (for HS only)			
Federal Funding											
Fund Source		District Allocation		Mandated Set-Aside Amounts							



# DCIP/SCEP: Overview Statement

The Overview Statement is a required component of the submission. All questions must be addressed in the response.

The overview statement provides the reader with a clear picture of the improvement mission or guiding principles at the core of the DCIP/SCEP, the district/school(s) strategy for executing the mission/guiding principles, the key design elements of the educational improvement plan presented in the DCIP/SCEP, and other unique characteristics of the plan (if any).

The overview also provides evidence of the district's/school's capacity to effectively oversee and manage the improvement plan.



# DCIP/SCEP: Required Activities

The Required Activities Chart provides the district and schools an opportunity to identify required activities that may be implemented as part of the improvement initiative, but are not necessarily aligned to a specific Statement of Practice (SOP).

Activities include:

- Public School Choice
- Distinguished Educator (DE)
- Outside Educational Expert (OEE)
- Supplemental Education Services (SES)

### Required Activities

Use this table to demonstrate costs associated with public school choice (SC), the DTSDE, the Distinguished Educator (DE) (if applicable), the Outside Educational Expert (OEE), and Supplemental Education Services (SES)(if applicable).



<b>Category:</b> Identify the appropriate category associated with the activity, fund source(s), district cost(s), set-asides, targeted schools, and timeline referenced; e.g.: SC, DTSDE, DE, OEE, or SES.	<b>Activity(ies):</b> Must detail the actions that will take place.	<b>Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>District Cost(s):</b> Identify the district cost associated with each fund source.	<b>Improvement/Parent Engagement Set-Aside(PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>Targeted Schools:</b> Identify the school(s) targeted by each activity and their identification status.	<b>Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE  <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE  <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE  <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE  <input type="checkbox"/> NA		



# DCIP/SCEP: Action Plans

**Each planned activity must be aligned to one of the 6 Tenets and be responsive to a major recommendation.**

## **STRUCTURE**

- |                            |  |
|----------------------------|--|
| A. Statement of Practice   | F. Fund Source                             |
| B. HEDI Rating             | G. Cost                                    |
| C. Major Recommendation(s) | H. Improvement/Parent Engagement Set-Aside |
| D. Goal(s)                 | I. Targeted Schools (DCIP ONLY)            |
| E. Activity(ies)           | J. Timeline                                |



# DCIP/SCEP: Action Plans (continued)

- **Statement of Practice (SOP):**
  - Using the check box select the SOP that is being addressed. If the District/School was rated effective or highly effective for an entire Tenet, the District/School may address the entire Tenet as a whole as opposed to individual SOPs. If the District/School has not received a rating for any SOPs within a Tenet, the District/School may address the SOPs or the Tenet as a whole depending on the District/School priorities.



# DCIP/SCEP: Action Plans (continued)

- **HEDI Rating**
  - The HEDI rating that was assigned as a result of the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews (Focused on Tenet 3) with District Oversight must be identified by selecting it in the check box. If the district addresses a SOP that does not have a HEDI rating, “Not Applicable” should be selected as the HEDI rating.



# DCIP/SCEP: Action Plans (continued)

## ■ Major Recommendation:

- Must come from the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews (Focused on Tenet 3) with District Oversight, and/or the DCIP/SCEP feedback letter.
- If the district identifies a need that is not contained in a major recommendation but is aligned to the 6 tenets, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.



# DCIP/SCEP: Action Plans (continued)

## ■ Goals:

- Must be in direct alignment with the achievement of the major recommendation. Goals should be specific, measurable, attainable, and relevant to the recommendation identified.

e.g.: By May 2014 staff will have fully aligned the ELA and Math curriculum to the Common Core Learning Standards.



# DCIP/SCEP: Action Plans (continued)

## ■ Activities:

- Must be detailed actions of the steps that will take place in order to achieve the identified goal(s).

e.g.:

Goal: By May 2014 staff will have fully aligned the ELA and Math curriculum to the Common Core Learning Standards (CCLS).

Activities:

Building level professional development on curriculum alignment.

Grade level curriculum audit.

Cross grade level curriculum audit.

Grade level meeting to organize needed curriculum materials and review CCLS.

Grade level meetings to align content materials to CCLS.

Grade level meetings to align instructional strategies to content and CCLS.

Grade level meetings to align assessments to instructional strategies, content, and CCLS.



# DCIP/SCEP: Action Plans (continued)

- **Fund Source(s)/District Cost/School Cost (example slides 21-22) :**
  - **MUST** identify **all** Federal, State, and Local fund sources that will be used for completion of each activity. For school level activities, total the school amounts in all SCEPs by SOP number and fund source so they can be reported as line items in the DCIP parallel to the targeted school name. The **improvement and parent engagement set-asides** should be clearly indicated and fully accounted for within the DCIP. Funds associated with the Expanded Learning Time Program should also be clearly indicated within the DCIP.



# DCIP/SCEP: Action Plans (continued)

- **Improvement/Parent Engagement Set-Asides:**
  - Use the check box to identify if the activity is satisfying the improvement or parent engagement set-aside requirements.
  
- **Targeted Schools (DCIP ONLY):**
  - Must identify the school(s) and corresponding identification status. Only school(s) that are impacted by the activity should be identified. If the activity is a District level activity and the impact is District wide, that should be noted here by writing District Level Only (example slides 21-22). Initiatives implemented at LAP schools must be reflected in the DCIP.



# DCIP/SCEP: Action Plans (continued)

## ■ Time line:

- Each activity should have a tangible target date for completion.

e.g.:

Activities:

Building level professional development on curriculum alignment.

Time Line

8/20/13

Grade level curriculum audit.

8/22/13; 8/27/13;  
8/29/13

Cross grade level curriculum audit.

9/4/13; 9/11/13;  
9/13/13

**Tenet 1**

<b>A. Statement of Practice Addressed</b>	SOP 1.4 The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			<b>B. HEDI Rating:</b> Developing	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Update the District Professional Plan. (DTSDE District Final Report p.6)					
Create a professional development calendar. (DTSDE District Final Report p.6)					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Create a professional development plan by October 2013 that incorporates the guiding principles of Race to the Top and supports the tenets of school improvement in the Diagnostic Tool for School and District Effectiveness rubric.					
2. Create a district Professional Development calendar for 2013-2014 that is published by November 1, 2013.					
3.					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. District Cost(s):</b> Identify the district cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside(PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>I. Targeted Schools:</b> Identify the school(s) targeted by each activity and their identification status.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Form a professional development committee	N/A	N/A	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	8/15/13
1. Committee will review prior	SIG 1003(a) –	\$500	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	9/3/13

years PD plans, DTSDE Rubric, and RttT guiding principles and make suggestions for changes to the PD plan	Improvement Set-Aside				
1. Committee will draft 13-14 PD plan	SIG 1003(a) – Improvement Set-Aside	\$1500	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	9/4, 9/11, 9/18
1. Draft plan to be shared with teaching staff for review and comment	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District Level	9/19 – 9/26
1. Incorporate teacher feedback into plan	Title IIA	\$500	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/2
1. Finalize PD plan	Title IIA	\$500	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/8
2. Committee will review the finalized PD plan	Title IIA	\$250	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/9
2. Committee will conduct outreach to vendors regarding availability.	Title IIA	\$250	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/10 – 10/17
2. Committee will draft the calendar based on vendor availability and district calendar	General Fund	\$500	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/22, 10/23
2. Committee will finalize PD calendar	General Fund	\$250	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/25
2. Committee will disseminate the PD calendar to all staff.	General Fund	\$250	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District Level	10/29



# **SCEP: Action Plans: Expanded Learning Time (ELT)**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the Expanded Learning Time (ELT) program.



# **SCEP: Action Plans: Expanded Learning Time (ELT)**

## **Program Requirements:**

- the program must be offered to all students in those schools implementing a Transformation or Turnaround model, and, at a minimum, to all students eligible for Academic Intervention Services in schools implementing a whole school reform model not funded by 1003(g) School Improvement Grant Funds;
- the program may be either voluntary or compulsory. However, if the program is voluntary, its goal must be to serve at least fifty percent of eligible students. If a district offers Supplemental Educational Services (SES) to students, students who participate in SES will count towards achievement of the 50 percent goal. Failure to achieve this goal may be considered in determining the accountability status of the school;



# **SCEP: Action Plans: Expanded Learning Time (ELT)**

## **Program Requirements:**

- the program must ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging;
- the program must offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation;
- the program must actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting;



# **SCEP: Action Plans: Expanded Learning Time (ELT)**

## **Program Requirements:**

- the program must contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art; and
- instruction in any core academic subject offered in the program must be delivered under the supervision of a teacher who is NYS certified in that particular content area.



# **SCEP: Action Plans: ELT**

## **Program Narrative:**

The program narrative is a required component of the submission that demonstrates compliance with the ELT requirements as dictated by the approved ESEA Flexibility Waiver. All key components must be addressed in the response.



# SCEP: Action Plans: ELT

## ELT Work Plan:

- Set program goals that are results-based and time-bound.
- Activities that clearly convey the actions that will be taken for successful implementation of the ELT program.
- Identify the Fund Source(s) associated with the ELT program. Clearly indicate if the ELT program is being used to satisfy a portion of the mandated improvement set-aside requirement. For example, Fund Source: Title IA – Improvement Set-Aside.
- Identify the cost associated with each fund source.
- Identify the high-quality community partners and their scope of involvement in the ELT program.
- Identify the target population served by the program.



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# QUESTIONS





## **Title I LEA Fiscal Requirements**

### **Title I Parent Involvement (ESEA Section 1118)**

<http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

- LEAs with Title I, Part A allocations of \$500,000 or more must set aside 1% of the LEA's Title I A funds for Parent Involvement activities in Title I schools.
- Private school equity applies to the Title I Parent Involvement set-aside.
- Title I A funds must be used for these activities.



# **Title I LEA Fiscal Requirements**

## **Title I Parent Involvement Allowable Activities**

- Involving parents in the development and review of program plans;
- Sharing information related to parent programs, meetings, and other activities in a format and language that parents can understand;
- Maintaining and engaging parents in the development and review of the district and building parent involvement policies;
- Sharing progress reports through parent-teacher conferences, annual meetings, etc.;
- Sharing information regarding curricula, school accountability data, etc.;
- Providing information regarding complaint procedures.



# Focus LEA Fiscal Requirements

## Focus LEA Parent Engagement

- Focus LEAs must set aside an amount equal to 1% of their LEAs Title I A allocation for Parent Engagement activities in Focus and Priority Schools.
- Private school equity does NOT apply to the Focus LEA Parent Engagement set-aside.
- Title I funds may be used for Parent Engagement in Title I Focus and Priority schools, but LEAs MUST use other funds for these activities in Non-Title I Focus and Priority schools.



# Focus LEA Fiscal Requirements

## Focus LEA Parent Engagement Allowable Activities

- Implementation of six Parent Engagement Standards.
- Coordination with parent and family literacy services through designated Literacy Zone Centers.
- Professional development for school leaders and teachers related to working with and building effective parent partnerships.
- Training for parents on working effectively with teachers to enhance student performance.
- Training for parents on building supports for their children, including health and nutrition services.



## **Focus LEA Parent Engagement: Implementation of Six Parent Engagement Standards**

1. Welcoming all families into the school community.
2. Communicating effectively.
3. Supporting student success.
4. Speaking up for every child.
5. Sharing power.
6. Collaborating with community.



## Focus LEA Parent Engagement: Literacy Zone Centers

- Intended to provide systemic focus on meeting the literacy needs of communities.
- Designed to provide pathways for individuals and families.
- Can be direct resources for parent engagement because they work comprehensively to provide instructional opportunities for individuals with limited literacy or English language proficiency.
- Title I funds may be used to support this activity **ONLY** if the LEA has exhausted all other available sources.

<http://www.p12.nysed.gov/accountability/documents/ParentEngagementMemo101712.pdf>



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# QUESTIONS





# Focus LEA Fiscal Requirements

## School Improvement

- The equivalent of 5% - 15% of an identified LEA's Title I A and Title II A funds must be used to support programs and services from the List of Allowable Activities for Improvement.
- LEAs identified for performance of ELLs must also include Title III A funds in this calculation.
- LEAs may use multiple fund sources to meet this requirement.
- Title I A funds may only be used in Title I schools.
- Set-aside rates can be found at:

<http://www.p12.nysed.gov/accountability/documents/SchImpSetAsideFinal.xls>



## **Allowable Activities for Improvement Set-Aside Requirement**

- All set-aside amounts must support the activities in the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
- Up to 50% of the set-aside can be reserved for district level activities that support implementation of interventions at designated Priority and Focus Schools. District level activities must identify which Priority and Focus Schools will be served by the district level activities.
- At least 50% of the set-aside must be used to support school specific activities from the List of Allowable Activities.
- Only activities from the List of Allowable Activities for Improvement count towards the set-aside requirement.



## **Allowable Activities for Improvement Set-Aside Requirement**

- To be considered allowable for the set-aside requirement, costs must meet the following general criteria:
  - Be necessary and reasonable for proper and efficient implementation of the DCIP and SCEPs.
  - Be permissible under applicable state and/or federal laws and regulations.
  - Conform to any limitations or exclusions set forth in the grants finance guidelines, laws or regulations, or other governing limitations as to types or amounts of cost items.
  - Must be used to supplement, not supplant, any Federal, State, or local educational funds that would otherwise be used for these activities.

Note: Title I, IIA, and III funds will not always count towards meeting the set-aside requirement.



## Allowable Activities for Improvement Set-Aside Requirement

- Districts can fund new activities from the allowable activities that are aligned to the six tenets and based on the findings and recommendations contained in the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews (Focused on Tenet 3) with District Oversight, and the DCIP/SCEP feedback letter.
- Districts can also fund existing activities that have demonstrated positive results, are aligned to the six tenets, are based on the findings and recommendations contained in the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews (Focused on Tenet 3) with District Oversight, and the DCIP/SCEP feedback letter, and do not demonstrate maintenance of the program **as long as evidence** of the positive results are embedded in the DCIP and SCEPs.

## **List of Allowable Activities for School Improvement Set-Aside Requirement**

### **Section A: Federal and State Required Activities**

Public School Choice (Up to 20% of the LEA set-aside).\*

Supplemental Educational Services (Up to 30% of the LEA set-aside).\*

\*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.

Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Not allowable for Charter Schools).

Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Not allowable for Charter Schools).

### **Section B: Standards and Assessment**

Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.

Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement scientifically based behavior management programs. .

Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RTI) that are aligned with academic intervention services.

Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.

Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll.

Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.

Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.

Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.

**Section F: Other**

A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative in each box in the following table:

Describe the activity:

List the student data that led to this decision:

Describe the theory behind this action and the expected student outcomes:

Describe the changes in teacher practice that will occur as a result of these activities:

Describe the ongoing evaluation process:



## Set-Aside Examples

### Example 1:

- School A is a Priority School and would like to implement AP level instruction this school year. We would like to provide professional development for AP level teachers related to their implementation of the AP program. Does this count towards the school improvement set-aside?
  - If the school can demonstrate that this activity satisfies a prioritized need, is aligned to the six tenets, and has yielded positive results then yes, this activity can count towards the set-aside requirement.



## Set-Aside Examples

### Example 2:

- School B is a Priority School and implemented AP level instruction last school year. We sent our teachers to professional development on AP implementation last summer. The AP level instruction has yielded data that demonstrates positive effects on students academic achievement. We would like to provide similar professional development for AP level teachers to continue their implementation of the AP program. Can this count towards the school improvement set-aside?
  - Although the AP level instruction has yielded positive results, this ongoing professional development cannot count towards the school improvement set-aside. This is considered maintenance of the program.



## Set-Aside Examples

### Example 3:

- We are a newly identified LEA with 2 Priority Schools and 3 Focus Schools. We do not have any formal reports available but have School Reviews (Focused on Tenet 3) with District Oversight. Are we allowed to purchase equipment for CTE courses to satisfy our set-aside requirement?
  - In order for this to be allowable, the LEA must demonstrate this is a prioritized need based on concrete data, is aligned to the six tenets, and can yield positive results. There must also be an appropriate amount of professional development related to the equipment purchase incorporated into the plan.



## Record Keeping

- The District must maintain fiscal records that clearly delineate the set-aside requirements.
- A matrix identifying all district level and building level expenditures must be kept.
- These records must identify the activities, funding amounts, and funding source.



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# QUESTIONS





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# Feedback

If you have feedback or recommendations  
please email them to  
[emeaker@mail.nysed.gov](mailto:emeaker@mail.nysed.gov)



# Office Hours

If you need additional technical assistance regarding the DCIP and/or SCEPs please send an email request with DCIP/SCEP Technical Assistance in the subject line to:

[CONAPPTA@MAIL.NYSED.GOV](mailto:CONAPPTA@MAIL.NYSED.GOV)

We will then arrange a technical assistance call with you.



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**2013-14**

## **Required Plans and Use of Funds**

Thank you for joining us today.

For more information, please call  
(518) 473-0295

Or Visit

<http://www.p12.nysed.gov/accountability/>