

CEP Planning: Aligning Instructional Goals with Fiscal Resources

**Presented by
*Integrated Service Center
Senior Grants Officers***

Reimbursable Foundation

The Comprehensive Educational Plan (CEP)

- > Instructional Goals and the Budget
- > CEP Appendices: AIS, ELLs, C4E
- > PW May 27, 2009
- > http://intranet.nycboe.net/NR/rdonlyres/33C24F7D-375B-4BD3-835B-C27DA3B988E4/0/PW20090527.doc#develop_prelim_cep

The School Leadership Team (SLT)

- > SLT Stipends

Fund Sources

Schools receive funding from two sources:

Tax Levy – represents funds derived from the city tax revenues and state aid to school districts.

Reimbursable – represents those grants derived from specific state and federal programs; and competitive grant sources (State, Federal, and private).

How do schools decide how to use this money?

Schools Develop a Comprehensive Educational Plan (CEP)

- > The CEP is the school's guide to instructional goals and objectives.
- > For each **Reimbursable Allocation Category**, the school must have an acceptable **supplemental** program described in its Comprehensive Educational Plan (CEP).
- > The CEP contains several appendices that describe specific programs and services that the school will provide and/or the use of specific reimbursable funding streams.
- > There is an appendix for Academic Intervention Services (AIS). *Note: AIS is a State mandate. However, the State does not provide additional funding to meet this mandate.*
- > There is an appendix for the provision of services to English Language Learners (ELLs). Schools must provide a description of their CR Part 154 program, their Title III program and their budget as well as other services.
- > There is also a Contracts for Excellence (C4E) appendix. This appendix describes how the school will use their discretionary C4E allocation.

The School Leadership Team

- > The School Leadership Team (SLT) is charged with writing, revising and implementing the CEP
- > The SLT is made up of school administration, staff, parents and may include students.
- > There must be a balance between the number of staff and parent members on the SLT – e.g. 50/50 representation.
- > Members of the SLT are entitled to a stipend of up to \$300 for 30 hours of involvement per year. This remuneration is paid through the SIPPS process and can be pro rated using Tax Levy funds only.
- > Members can choose to forgo the stipend but they *must* do so in writing.

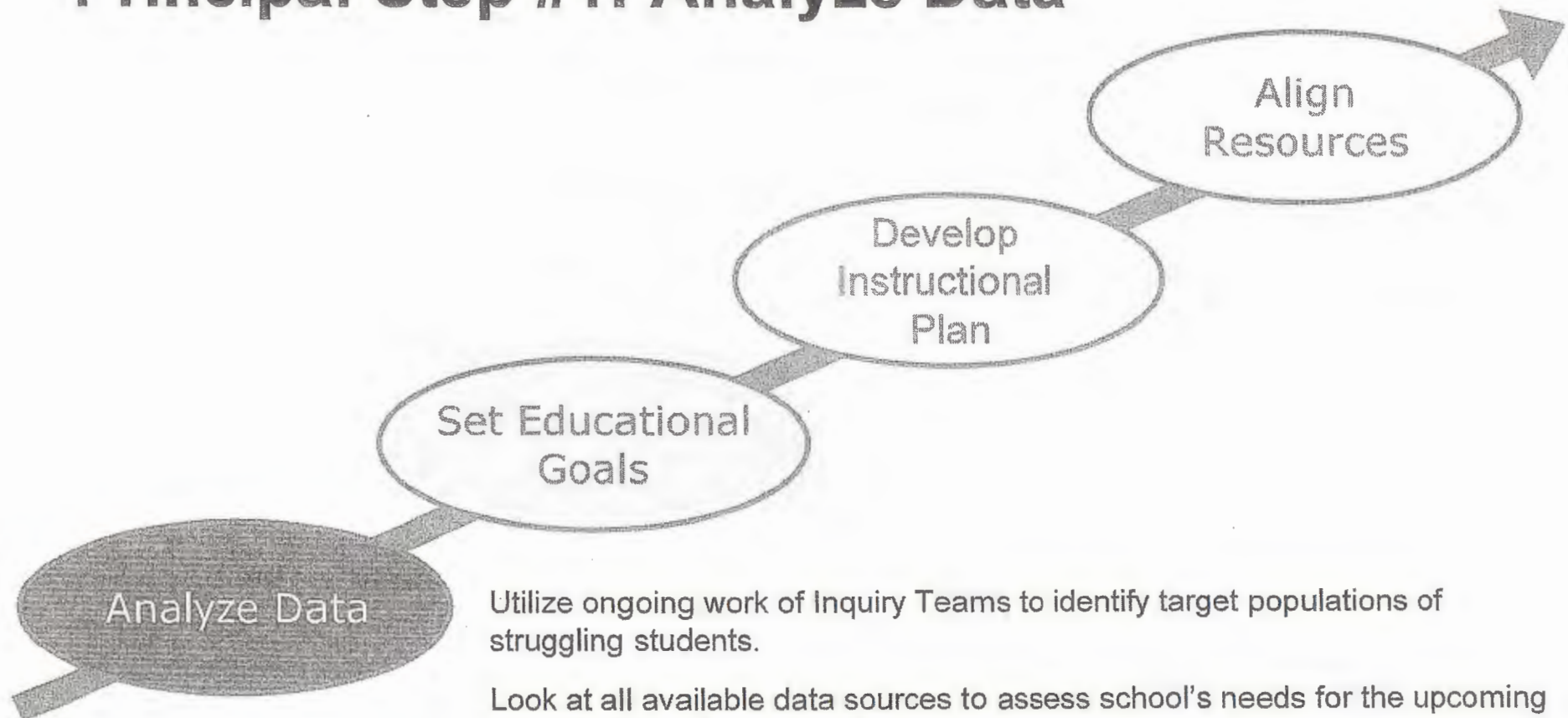
Budgets should be driven by data and instructional goals



For principals, a good annual planning process begins with data and goals and builds to a strategic alignment of resources.

Mutual reinforcement from ISCs and SSOs is needed to ensure that principals have the support they need as they engage in this process.

Principal Step #1: Analyze Data

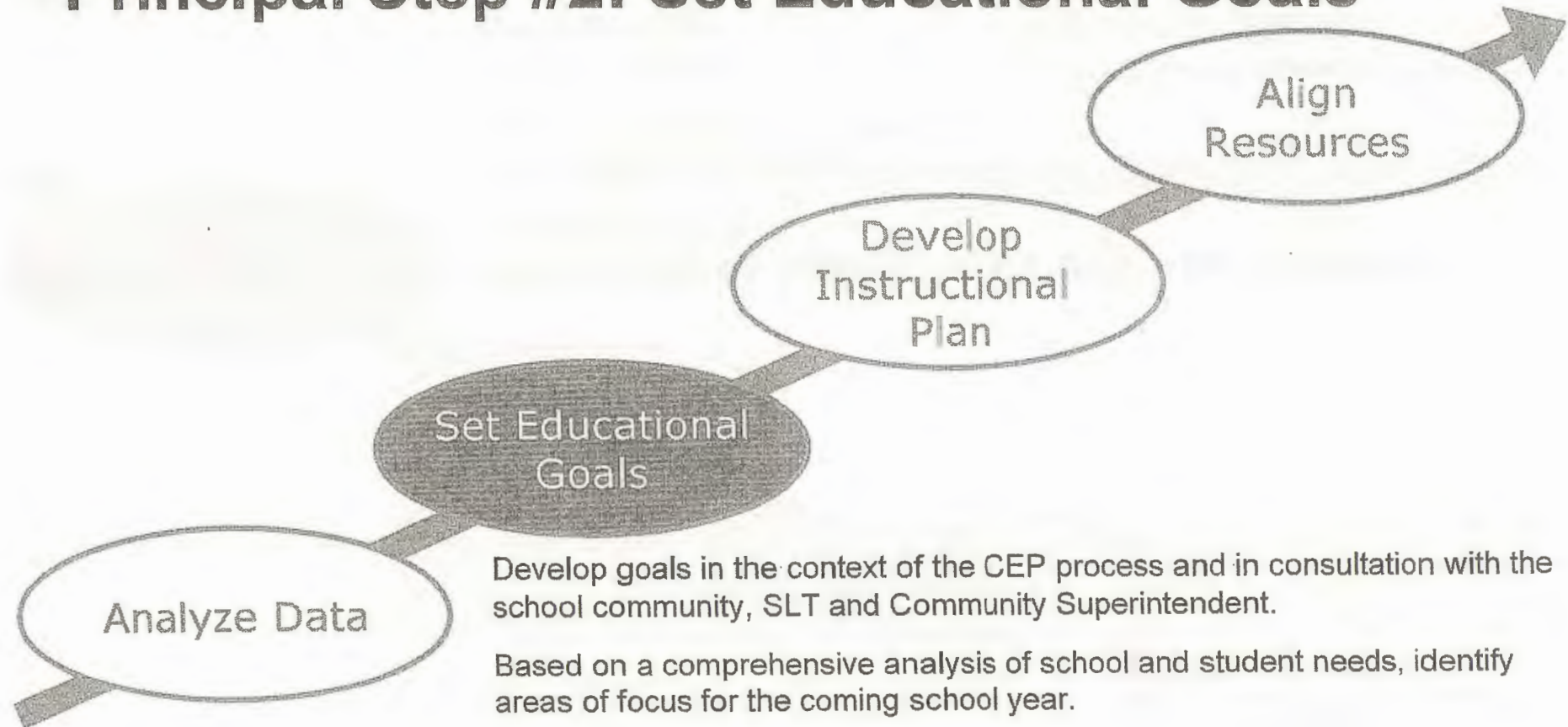


Utilize ongoing work of Inquiry Teams to identify target populations of struggling students.

Look at all available data sources to assess school's needs for the upcoming year, including but not limited to:

- > Progress Reports
- > Quality Reviews
- > Parent, Teacher & Student Feedback
- > Annual & Periodic Assessment Results
- > Learning Environment Study
- > Student Work

Principal Step #2: Set Educational Goals

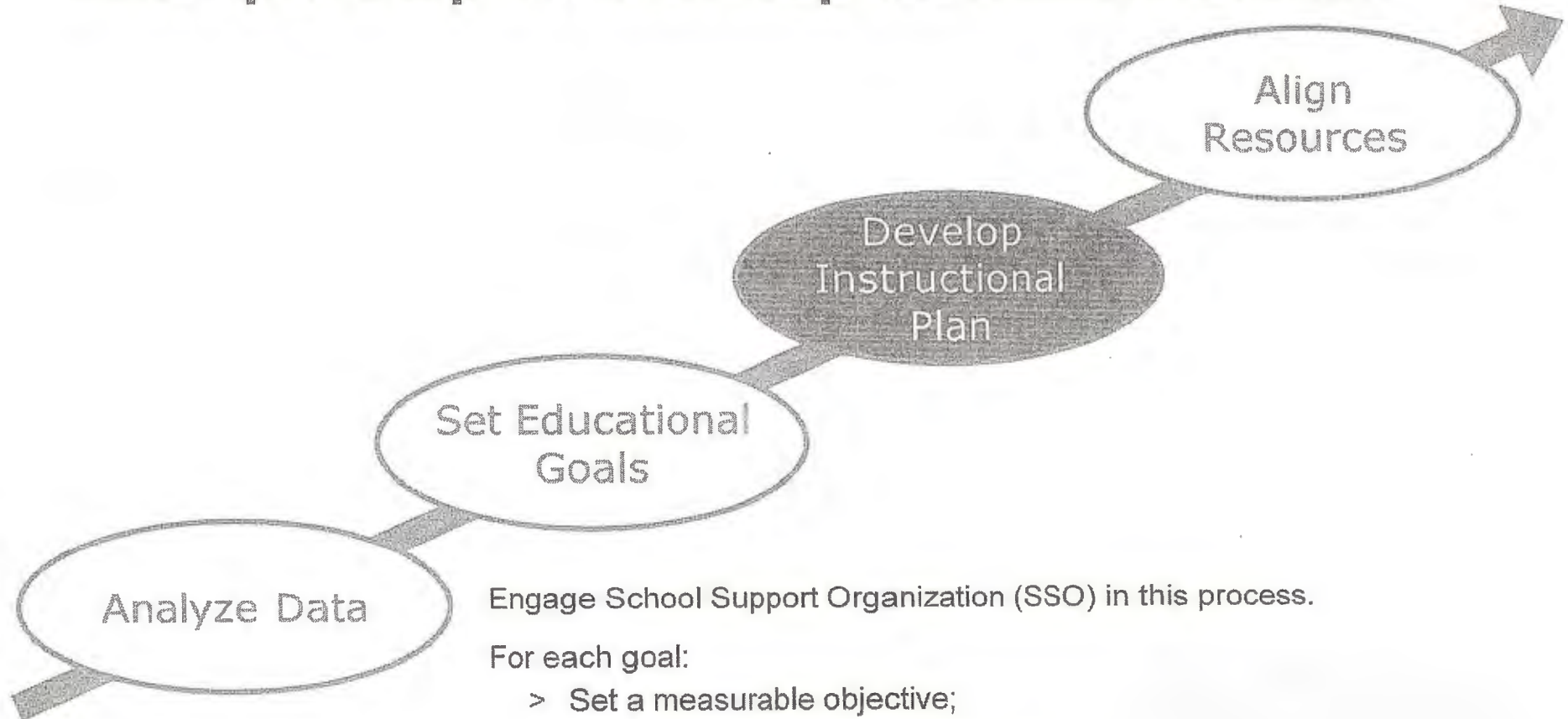


Develop goals in the context of the CEP process and in consultation with the school community, SLT and Community Superintendent.

Based on a comprehensive analysis of school and student needs, identify areas of focus for the coming school year.

- > Who are your target populations?
- > What do you want to see them achieve?
- > What are your goals for all students in the school?
- > How will you measure progress towards your goals?

Principal Step #3: Develop Instructional Plan

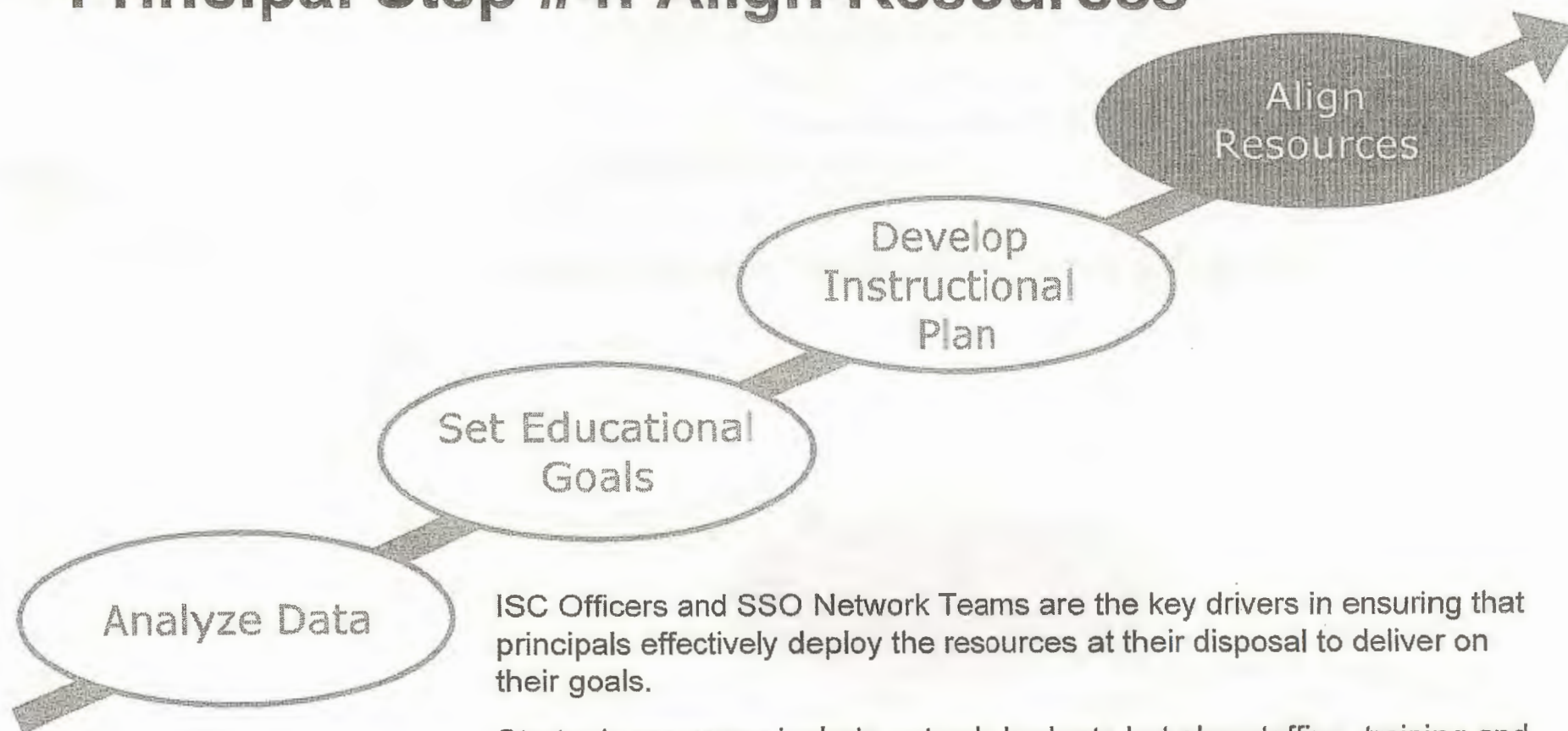


Engage School Support Organization (SSO) in this process.

For each goal:

- > Set a measurable objective;
- > Identify initiatives and actions, such as:
 - New programming of your school;
 - Instituting curricular changes;
 - Rethinking delivery of mandated services;
 - Introducing, expanding or reshaping supplemental programs.

Principal Step #4: Align Resources

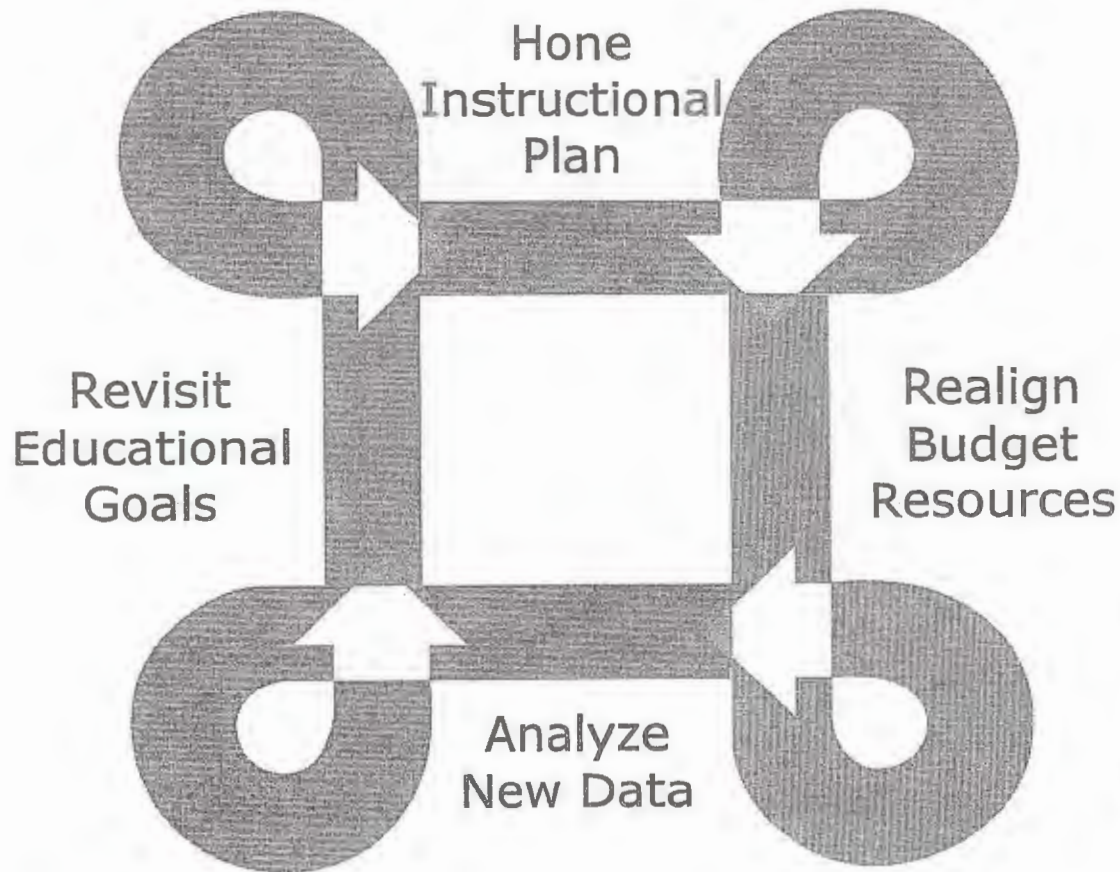


ISC Officers and SSO Network Teams are the key drivers in ensuring that principals effectively deploy the resources at their disposal to deliver on their goals.

Strategic resources include not only budgets but also staffing, training and scheduling.

Mutual reinforcement from SSOs and ISCs is needed to make sure that principals don't default to rolling the prior year's budget forward.

School budgeting is an iterative process



As new data becomes available and principals revisit educational goals and hone instructional plans, budgets should change to reflect these refinements

Reimbursable Basics

Reimbursable Allocations / Grants

- > Sources
- > Applications
- > Approved Budget
- > Programmatic Mandates
- > “Supplement not Supplant”
- > Eligibility, Monitoring and Accountability
- > Purchases / Disallowances / Reimbursements
- > Cost Factors

Teacher Salaries

- > Calculating Fringe

Types of Reimbursable Grants

Schools received two types of reimbursable allocations – *formula* and *competitive*.

- > Formula grants are allocated. They usually come from the State or Federal government and pay for services to targeted populations with specific needs (i.e. Title I, IDEA and Title III).
- > Competitive grants can also come from the State or Federal Government. Typically to receive these funds you must submit an application by responding to a Request For Proposal (RFP).

Reimbursable Grants (cont'd.)

All reimbursable grants, whether formula or competitive, require some form of application. Our application for formula grants can be the DCEP and/or the CEP.

The application for the grant generates an approved budget which forms the basis for the school budget.

Whether we are working from an approved competitive grant narrative or following a CEP we must pay close attention to programmatic mandates.

- > Mandates for competitive grants are listed in the RFP;
- > Mandates for formula grants are written into the legislation that generates the funding. The DOE usually summarizes the requirements of the legislation in the School Allocation Memorandum (SAM);
- > Schools must also follow the plan outlined in their CEP for the use of allocative / formula funding.

Supplement not Supplant

The mantra when using reimbursable funding is

“Supplement not Supplant”.

We use reimbursable funding to *supplement* (i.e. add to, or enhance) the basic services that we are required to provide to students by law. These basic services must be funded with tax levy allocations.

We can not, under any circumstances, use reimbursable funding to pay for those basic – required services (i.e. *supplant*).