

**Horizon Wimba Live Event - NCLB Flex Provision – Seattle School District
December 2004**

Jan: This is an exciting opportunity for us to try out a meeting like this across the country and we do have people from east and west joining us. The purpose for this opportunity, this event is, really, what we know that NCLB has focused a lot of national attention on – increasing accountability for states and for school districts to improve student achievement; but a lot of that very complicated piece of legislation I-s amongst that there is some little known provisions amongst it that were also cast as part of it that give states and school districts some added flexibility with regard to how they would go about meeting the goals of NCLB - and, one of those areas –where there were two demonstration provisions of state and local flex, which have not been widely utilized or known about by states as far as school districts and there is an open application for people in districts and states to apply to for these flexibility provisions. But, mostly, people do not know what that means; what would be required; or, what they could do with it if they had it. We have the opportunity, through a collaboration between the US Department of Education, which is also the funder of our Northeast and Islands Regional Technology in Education Consortium, which is NEIRTEC, and through the RTECs across the country and with the Seattle Schools in trying to get more information out about what this is all about. In doing that, we have had the great assistance and we've the story, and hope to share that with people who are on this event, to work with two people in Seattle as of now – Jay Iman, who is the grant procurement and maintenance officer in Seattle Public Schools and also with him, Jane Goetz, who is the director of instructional services. Both of them are long time Seattle Public School people. In Jay's case, he manages all the external grants and procures them with the Superintendent and, it's a huge district, so he has a big responsibility – its about 80 million dollars per year, and he really is the person who was most directly involved in writing and developing and submitting the district's local flexibility program, and he then coordinates the initiative with the Seattle Schools and with the state of Washington. At the same

time, in learning about it from the technical standpoint from Jay and the overview that he has, we are really happy that Jane could join in this presentation because her background is as a teacher in the Seattle schools for 20 years. She was a primary teacher, she came into the Central Office in 1999 and she is a presenter in many different venues, especially around mathematics, teaching and assessment, new teacher induction, teacher evaluation, teacher standards. She was involved in setting up the professional development and teacher induction in the Seattle Public Schools and she oversees the office of curriculum and professional development for Seattle. So, she is involved on the curriculum and instructional side and will be able to kind of highlight what they have been able to do because of the flexibility of using funds that have come to Seattle in different ways to target the needs that they have. So, without further ado, I think we can move to our main presenters and they will tell their story and it's a pretty exciting one, as well, and with that, perhaps we should go down the -
(Julie, should we go to)

Julie: presentation 5 - you can just say, "this presentation is made possible by."

Jan: All right, and this is the collaboration that we are thanking the WestEd Schools Moving Up for support to make this possible for other people around the country to be involved.

Jan: Our presenters include myself (Jan Phlegar) and I'm part of WestEd, as well, Jay and Jane, and Jill Weber, who is the Director of the Northeast and Islands Regional Technology in Education Consortium, which is NEIRTEC at EDC, and she'll also be talking about the flexibility website which we are just now putting together. It is up and there are quite a few resources on the website around flex and, thanks mostly to Seattle for sharing so much of what they have been able to do, will, hopefully, pave the way for other districts. And, knowing who we are it would be really helpful now to see who is with us on the call. So, we are thinking and know that we have some school district folks on the call, as

well as people who are in particular roles in a particular title area or perhaps at the district level as a grants manager. I don't know if there are any state department of ed people event people because there is also a state version of this and also to know better what is going on with districts in your state, if this is an option for some districts, in particular.

Jan: In addition we have a variety of other possible roles – policy makers and I believe we have some other technical assistance providers on the call on this event because this is a fairly complicated provision in NCLB and does potentially will require some assistance for people to know more about this in order to be able to guide districts as to whether this is a tool that might be appropriate for them to use. So let's see, actually what is your role and what we have here is –

AT THIS POINT THOSE ON THE CALL WERE INSTRUCTED ON HOW TO IDENTIFY THEMSELVES AND THEIR ROLES

Julie: So, you just click in the check box to which one matches you or you can just hit other if it doesn't apply.

Jan: So if everybody will take a minute and submit, we can take a look and see whom we have on the call.

Julie: And, if anyone who is just joining us by phone and PowerPoint, you can chime in now and let us know what your role is.

Julie: OK Jan once we get to about 60 or 65, you might want to hit 'publish'. What we have is 11 responses.

Jan: Well, we see that we have a large predominance of "other leaders," as they are called on this inventory, and it's curriculum director, grants manager, and also Superintendent or Asst. Supt. Would some of the people who represent different groups - would you " say a little about what you do – are you Technical

Assistance providers in a service agency. You can just type in or *6 on the phone call and give us feedback about your role. (I think some people are typing in.) Just a word about what you do – are you a technical assistance provider? Some ‘other’ could be a combination.

Art Greenberg: Hi my name is Art Greenberg and I’m in New York. I work for a non-profit organization, “School Reform Institute for Student Achievement,” and we work on a national level.

Julie: Great! And, Beth says she is a non-profit technical assistance provider. Kim is a senior researcher at WestEd.

Jan: So, we have a lot of people who are interested in this from the standpoint of providing assistance to others and we know that now. So we will see if we can...there is a question about which level of the system do you most work at, and, we know that most of you are technical assistance providers - perhaps you would say if you are at the state level, district, or some other way. If you just click on that, we will get a sense of where your interests lie.

(AT THIS POINT THOSE ON THE CALL FOLLOWED JAN’S INSTRUCTIONS.)

Well, it’s pretty equally divided – a little bit less at the ‘state’, mostly ‘district’, and some ‘other’, which I imagine could be combination of the two as well. ‘

Jan: Let’s try one more set of questions and these are “to what extent have you really considered the flexibility provision of NCLB?” In other words, we were trying to get a sense of “is this something you have investigated a lot and know quite a bit about...Perhaps you’ve held some discussions, or perhaps you are considering actually moving forward on it.” And, if you are a TA provider, if you would think about the group to whom you provide assistance and answer whether they know much about it at all - sort of at the beginning level or, if they are actually discussing it at all. So here we’ll give you a chance to fill in the level here.

If you fill in the survey of this – people are really in; are they just very new to this and don't know very much about it; or, whether somebody that you are working with is seriously considering it.

Jan: About half of the people have responded.

Julie: Yup

Jan: OK, most of us are at the beginning stages of this and that matches up with our experience, as well, in knowing that very few people actually know about this provision. So it gives us an opportunity to find out a little bit more directly right from the get go “what is this all about?” So we'll turn this now to you, Jay, and to you Jane, in Seattle, and if you would like to ...we have a picture of Jay there so you can see him and we have a picture of Jane we'll show you now just so you know who you are talking with. We'll keep their pictures up and as we go along, if you have questions, as Julie said, you can do a number of things. You can type in to the open box on the bottom, you can also hit the 'raised hand' button by your name and we'll try and keep an eye out on that to pay attention then, we'll stop along the way, as well, to see if this is translating into something that is making sense for everyone.

Jay and Jane –

(Directions given here)

Jay: First of all, we want to thank you for the broadcast. This is Jay and Jane, and we are here to kind of give you the practical information about our experiences with the local flexibility program demonstration program. For those of you who haven't been in Seattle, it's 45degrees and a little wet outside. We

are not too far away from Starbucks and because of the 3-hour time difference from NY - we are still having our breakfast coffee, so thanks for joining us. In addition to what we are going to be presenting here, we have provided information that will be on the website that deals with our application, our interim reports to the US Department of Education. Also, our annual performance report that will outline the performance for the first year that ended in August of 2004. We also have an assessment instrument that is a self-assessment for you to look at to determine your readiness to take advantage of the flexibility offered under the local flexibility program. And also, there is a set of assumptions and realities about the local flexibility program and some real actual experiences to determine whether those are actually assumptions or the real deal. So we'll provide plenty of opportunity for interaction and questions. I think Jane and I are prepared for about 20-30 minutes of presentation. So, I think we'll get started. Jane, why don't you say "hi"?

Jane Goetz: Good morning, everyone, it's nice to be here today, and we hope we are able to share some information that is helpful to all of you.

Jay Iman: On the presentation guide before you what we are going to attempt to do is share with you a little bit about our district, both in terms of its commitment and also a little bit about the profile of the district in terms of population, its size, the number of schools. And then talk some small amount about the national reform published edition and then get specifically into the local flex demonstration program, both in terms of what we see as the benefits of the program, and also how we, in the Seattle School District, are using the program to benefit students. The Seattle school district represents - is the only district currently in the United States that has successfully applied for and received local flex authority. We prepared our application in July of 2002 and it was approved by the Department of Education in November 2003.

The plan that we are using takes four (4) federal programs under the Elementary Secondary Education Act and allows us to consolidate those funds into a single

application, and those funds are then used to meet specific local priorities consistent with NCLB. Our focus basically in Seattle deals with actually improving the quality of teaching, the quality of learning for all students. They are designed to meet or exceed our state standards in academic achievement. The Seattle school district when we became aware of the local flex authority recognized that we as a district had made a commitment to assure that all students achieve academically. So our vision and mission in our district was very much consistent with the purposes of not only NCLB, but also the local flex demonstration program. The second item on this slide also gives us a comfort zone that we feel confident that we do have the skills, knowledge and understanding and also sufficient resources to really improve academic achievement in our district, and that represents all of our basic ed funds, including grant funds. So we believe that funding, although we'd prefer to have much more, is what we have, is restricted and targeted and uses our reform efforts to drive high levels of academic achievement. So we very much look forward to looking at the trouble signs to see how we can use those to address our education reform efforts versus the specific nature of the specific grants that were not in the local flex program. A little profile about the Seattle School District so you can compare your district with our school district. We have a district that is the largest district in the state. It has a current student population of 47,000 students; approximately 40% are low income. And, we have a very rich diversity of students in terms of ethnic breakout – 23% are Asian, 23% are African American; 40% being Caucasian; 11% being Chicano or Latino; and, 3% being Native American. So we have a rich diversity within our school population. We currently serve grades K – 12, we have over 100 individual schools and traditionally they are broken out into K-5, 6 through 8, and 9 through 12 grade span groupings. We are one of the largest employers in the state of Washington - Where we have over 6,500 employees and we have an annual operating budget of \$480,000,000 dollars. The educational programs that we have in Seattle School District are really addressing what all school districts are now experiencing – that is making a difference in reducing the gap in student

achievement between ethnic groups and social economic groups. We do have in our district transformation plans, both at the Central Office and individual buildings, and we are now in the process of developing and adopting a 5-year academic plan. So, our local flex plan, which is a 5 year plan, currently is in its second year will be part of our 5 year academic plan for the Seattle School District. Next slide -

We recognize as other school districts across the nation their challenge with including the achievement levels in the core areas of reading and mathematics and also they are challenged by making sure the achievement gap between white to Caucasian students and students of color continue to be less so all students are experiencing high quality. The commitment that most school districts have are in fact meeting those needs, looking at the population groups under NCLB that are at risk and not meeting our state standards, and then identifying what we call proven practices or practices that have a very high promise of meeting the needs of all these population groups and all the students who are at risk of not meeting our state standards.

So we collectively have the same expectations. We also have high cost students or students that are in need of assistance. Yet at the same point in time, it appears that most of our districts across the country have less resources or dollar resources over time to serve those needs.

In looking at federal education from a grant perspective, since 1965 when the Elementary and Secondary Education Act started, it really had title programs that were really targeted to specific usage. So the concepts of the Elementary Secondary Education Act were to prescribe the types of programs for which funding would be make available with little discretion at the local level. We then moved into the Education Consolidation Improvement Act of 1981, and what that attempted to do was to take some of the previous titles to consolidate them into fewer so it would be easier for local school districts – it also retitled those so it became chapters. So under the Elementary and Secondary Education Act of 1965 there was the Elementary Secondary Education Act Title I and the Consolidation Act it became Chapter I; and then, as we moved to the Improving

America's Schools Act of 1994, we go back to the Elementary Secondary Education Act Title I description, but we also now started to have states set standards and assessments that we across districts and across all states; and, finally, now with the enactment of the No Child Left Behind Act - what the department of education has done is that they have represented more of a massive overhaul of redefining the federal role by giving local school districts more discretion in how they meet the needs of students and it would be a trade off in terms of flexibility for outcomes for student achievement. And, No Child Left Behind Act, again, the one we are currently under for Elementary and Secondary student schools represents a 6-year authorization that would run through the 2007 – 2008 school year.

Julie: So, we would like to open up the opportunity at this point for any question or discussion that those of you who are participating might have. So, does anyone on the call want to ask a question by the phone? We have it open.
Debra, Ott, Frank.

Jan: I think we are interested in what you've done with this at this point – with the flex provision – what you've been able to accomplish.

Julie: OK, great.

Jay: OK, what we will do is – I have 2 more slides and they'll get specifically to terms in what we have been able to do. Does that work?

Julie: Sounds good.

Jan: Yup..

_____ : I'm also curious about what – what we're curious about – what was the main driver in applying for the flex provisions?

Jay: We actually had 4 major drivers for the Seattle School District to participate. One is the intent of No Child Left Behind and the intent of the provisions of local flexibility were very consistent with our vision mission, and goals of the Seattle School District. As a matter of fact, they were in direct alignment in terms of focusing on student needs and reducing proportionality. The second thing is our community expectations and our central and school leadership also have the same commitments relating to using our local reform efforts to drive academic achievement feeling that categorized or discrete funds limited our ability because we felt in our local initiatives with other resources that we have we could probably have higher levels of achievement. The third thing is, we felt with other fund sources like the Bill and Linda Gates Foundation and some state funds, we had sufficient funds to meet the purposes of the 4 programs before we consolidated them. So then, we could use the flexibility to be more targeted to meet the needs of students in schools. So those are really the 3 major reasons why we elected to go into the Local Flexibility Program.

Julie: Thanks. Are there any other questions?

I would just keep moving on, Jay, with the presentation.

Jay: The No Child Left Behind Act really has a focus that really is an investment in the concept of education and it allows us to create our own solutions versus prior years – and, if you look at the No child Left Behind Act, if you look at the planning provisions, the No child Left Behind Act does authorize funds under various programs – there are 8 entitlement programs – and so to allow us to have funds available to meet the purpose of No Child Left Behind. So, on the next slide, we'll get very specific in terms of what the local flexibility demonstration program is, how it's an advantage, and then, Jane, will explain how we've taken advantage of that and what the benefits are to the Seattle School District. But, again, the purpose is similar to No Child Left Behind - meeting the needs of children – that resulting in a more accountability result with the relationship of requirements. So it really eliminates the barriers that we have

been doing locally in our own educational reform. The program - INAUDIBLE - is a 5-year initiative and that means as a district applies for and receives local flexibility authority, they have program approval for 5-year periods. It allows us to consolidate one or more funds under the purposes of the SEA and in Seattle; we elected to consolidate all 4 of the flexibility programs that were authorized. And, it allowed us then to submit an application that had some parent involvement and community involvement, and that report was then widely distributed within the Seattle School District. So that's a little bit about the local flexibility program and the final introductory slide talks about the application of requirements that is - is now an open application process, the application has to meet certain measurable objectives, it needs to be a tight probability in meeting the needs of students, and the review process by the department of education and that the probability at this point is you look at the experiences of the Seattle School District and the application, review comments and the probability that you had an interest might be quite high.

Jan: Maybe we should point out that all those things are on the NEIRTEC Flexibility website that Jill is going to talk about here also.

Julie: We have a question from Frank. He says, "I have a question- the assertion that you have the capacity to meet the existing needs is a bold one that many districts we work with don't make. How did you research that assumption?" And, if Frank, if you are on the phone and you want to expand on the question a little bit more, you can; or, Jay or Jane, would you like to take that comment on line?

Jay: Well, let me try and see if I can give a pretty concise answer. We looked at the 4 programs that were consolidated – one of those was the SEA Title II, but _INAUDIBLE_ dealt with technology. We had a massive technology grant from the Bill and Melinda Gates Foundation where we had that need pretty much attended to. If you look at the ESEA Title II, Part A section that covers quality

staff and teachers; we also had a very large grant from the Bill and Melinda Gates Foundation for Professional Development. Also, if you look at the Safe and Drug Free Schools section, as well as the innovative programs, we had other state funding that came through that assisted us to meet those needs. So what this allowed us to do was to take the local flexibility funds to supplement other funds that were already available to meet some of the needs of the 4 federal programs. So, we looked at it from a budget perspective and also a program perspective. And, I'll ask Jane if she will look at the benefits to the district and see if she wants to highlight this and then go into the specific design of the Seattle schools.

Jane: OK, good morning. Art has a question, as well j- "What are the four program areas. So the four that we combined are Titles II, Titles 3,4, and 5. Is that correct, Jay? So it's those four programs – it's not including Title I. OK, Benefits.

Jan: When you say combined – unlike just the transferability when you can only use 50% of the money, you can actually take all of the funds from each of these?

Jane: That is correct. So what we did was, and you'll see in just a couple of minutes here, that we have five different areas of focus based on our district needs, and so, we can apply any of those four program funds to any of those five district goals. Does that make sense? So, for example, these are our five basic strategies that we believe have high promise of meeting academic needs of students and in Seattle, as Jay described, we've had a focus on eliminating the achievement gap here to our application for Local Flexibility so when he mentioned earlier that we had a system that was ready for this, that was certainly true for us. And so, what we believe is that these five particular strategies hold promise for us to accelerate the achievement of all kids, but in particular, pay attention to and be able to address the disproportional achievement of kids of color and other children in our system. So, you know, one of those things we

know for sure, is that what makes the biggest difference is the quality of teaching that goes on in the classroom. So that first area or strategy has to do with developing teacher knowledge, in particular, strategies and we have chosen to focus on Mathematics and Literacy, for obvious reasons, in those tested areas. But, we also have focus on culturally responsive teaching and learning -so, those strategies that are culturally responsive.

So those kinds of things are the kinds of areas that we think will make a difference for our students. We also know that we have a huge investment in hiring teachers every year, and that, like most proven systems, and that like most urban systems, somewhere over 80% of our first year teachers are teaching in our highest need schools, and so, the issue with teacher turnover is a huge one, and one that does contribute to the achievement gap. We believe that. So, our third strategy has to do with – umm – paying attention to beginning teacher quality so that we can be more assured that our beginning teachers are highly skilled from the very beginning. We also know from a lot of the research by Bill Sanders in Tennessee, that teachers are not as effective in their first years and become more effective later; and so what we're saying is we need for them to be very effective very early. Especially if they are primarily teaching in our high need schools, so we used all our support on new teacher induction programs, which includes full-time mentor and lead teachers who are released from their classrooms for 3 years, and study groups for beginning teachers in their first 2 years, and on-going course work and new teacher orientation, and we are, right now, investigating on-line support for beginning teachers. Hum, the 4th area is the enhancement of technology in the classroom and because of the flexibility of this grant, we found that, as Jay described, we have grant funding from other sources that support our technology programs, but there are restrictions on those grant funds, as well, and so, what we chose to do is to pay a portion of each of our – we have instructional technology resource teachers – and, those teachers go into schools to coach schools in developing technology plans and then the implementation of those plans in their schools. And so, what we did was we obtained out of the local flexibility grant .2 of their salaries for each of them so

that they are better integrated into Strategy I, which is improving Teacher Knowledge and Skills. So, rather than have to separate things going on in schools unrelated to each other, this offered us the opportunity to bring those teachers together to enhance support for all teachers. And then, finally, providing intervention and support services – re-entry, substance abuse – for targeted students. So those are 5 strategies that we think will make a difference for our students and then what we are able to do with the flexibility of this grant is to use those dollars in the ways that will help us address these strategies. It appears there is a question that says, “Are you providing on-line support for professional development to meet Strategy 1?” We don’t have, well let me back up a little bit – what we have on-line are curriculum alignments and we are fairly far along on the INAUDIBLE mathematics curriculum, K-8. That’s a new thing for us. We’ve been very site-based in the past and so, for us to be more directive about the curriculum issues is something different for us and so the curriculum guide, itself, is on line and you are welcome to access that. But, the professional development that supports teachers teaching in different ways has been two-fold. One is that we have on-going courses where teachers come together from a variety of sites to learn new things in both literacy and mathematics, and included in that, is a component of teacher leadership because what we know about professional development is that coming to something about 80% of the people in the room get it while their there and only about 10% actually implement it in their classrooms unless something else happens along the way. And so, for us, the “what else comes along the way” are instructional coaches and so a large chunk of the money from the local flexibility to meet Strategies I and II...hum. For that we fund 20 instructional coaches that work in our schools to follow-up on the professional development that occurs on our site, centrally. So, one example of that is that we have a literacy initiative. Teachers come to the session on Saturdays and then there is follow-up during the week from presenters and there is also follow-up in terms of in-classroom support from our instructional coaches, so the professional development model has both courses where people learn

new things and also school-based work that supports the learning of those - both the learning and impact of those new strategies.

So the next slide describes some of those interventions that we believe meet those 5 strategies that will help us to achieve our goals – and, again, as I said, expert coaching in reading and mathematics. When we applied for this grant and then received it, we had people working in our Central Office, but they were mostly curriculum and instructional specialists – so they spent most of their time in the Central Office working on instructional issues here, and so we displaced all of the people that were teachers on special assignment working in our Central Office and asked them to re-apply for their positions and the job descriptions were changed – and the job description was changed so that they spent First of all, we hired some new people who had expertise in reading and mathematics, but that also knew aspects of school change. So, hum, you can see from the other strategies that, hum, I noted. The third bullet, professional development for Culturally Responsive Teaching and Learning, has been a huge – we’ve done that primarily in three ways. One of them was that we worked with a consultant by the name of Glen Singleton on a course of study that we call Courageous Conversations about Race, and he worked with - throughout the system with principals, with teachers, and in the end, with teams of teachers and principals in what we call, “The Collaborative,” and we trained, centrally, groups of teacher leaders that we call Courageous Conversation Guides, and we had – really whole conversations in all of our buildings, all 100 buildings, every office, centrally, about how race affects teaching and learning in our schools as a contributed achievement gap, so, hum, and the other thing we did with that, was that we are working in collaboration with the University of Washington with their Department of American Studies, and we have courses that have been developed in collaboration with the professors from the American Ethnic Studies Department and those coaches that you see in bullet one, the expert coaching in reading and mathematics, so we had our coaches working with the professors to both design these courses and to teach them. So, that was huge learning groups to do that. The great experience is that we had teachers lining up to do that kind

of workINAUDIBLE.....excuse me, excuse me, if you are on the call...sorry Jane, I think someone has just joined us. If you've just joined us could you please mute your phone...excuse me, excuse me...I'm just putting it on hold so we can work that out...Jane, Jane.....INAUDIBLE

Jane continues...and the mentors for the beginning teachers and INAUDIBLE and __INAUDIBLE_ research resources and instructional technology. So these are the intervention that we have been working on. The final one has been professional development with teachers of advanced learners, so we are also in the process of realigning both our bilingual programs and our programs for advanced learners in order to make sure that we are meeting the needs of all students. So, what I am going to do now, is just kind of go through the process of how we initiated the support and how we chose which schools to work with. As Jay said, we have 100 schools in our system and our Instructional Coaches don't work with all 100 of them, so, rather than sort of a spreading people too thin approach, we have chosen to focus our energy on what we call Tier I and Tier II. Those schools that have not made Adequate Yearly Progress in four or more years and those schools that have not made Adequate Yearly Progress for a year. So, the first thing that we did was that we convened a group of the principals, instructional coaches, the education directors, who are supervisors of principals, and we came together to look at data to see what it was that was necessary for the school to move forward to meet student needs and that, with a review of what are called our "transformation plans." And then, the second phase of that was that, based on the data, based on the school "transformation plans", the group together determined what mix of resources would be most helpful in moving forward; and then, finally, we went forward and implemented those and have been monitoring the impact of those strategies on student performance. A cyclical process, so that plans are reviewed every year, the whole process starts over again, and we either stay with the same strategies or we change the strategies or re-allocate resources based on the data that is shown through our state's exam.

Julie: Jay, do you want to check in for any questions that we have at this stage? OK – do you want to check back with the folks to see if they have any questions at this stage? I think someone came on and was a little confused that we had already started the event. So, are there questions out there? Does anyone have some questions that they would like to ask at this stage or, ask Jay to expand on? I'll ask those people who have just joined us – could you *6 your phone so that we don't get your background noise. Thank you. If you don't have a question...

Jane: If people have questions, feel free to interrupt.

Jane: We just wanted to go back to the benefits after hearing now what our strategies are, and, again, have this greater flexibility in the use of the funds being less descriptive, has been very helpful to us in working through those 5 strategies; that we have stability because it is a 5-year plan versus annual plans has been really helpful to us; that we can modify our plans and strategies without prior approval – this part is huge – if it is a plan that goes through a cycle of using data to inform whether or not our choices have been meeting student needs and then, changing our strategies as necessary has been very helpful. The integration of the funds with other federal programs not in the local flex chain in – Jay described for you the used of Gates monies, but we also combine those sources with other dollars, as well. Hum, and I think that the last one is also an important point to bring up during this and, that is that we are working with our private schools in the area and they have the same flexibility that we have, and that we had had opportunities to meet with them and to work with them on helping them to access the flexible nature of this grant. Anything to add there, Jay?

Jay: Yeah- there are a few other items that have proven to be very helpful to the Seattle School District, and I think our relationship with the State Office of Public

Instruction where the funding formula still drives funds from the department to the state and from the state of the district, and, because, we are now receiving funds from our state, because of the consolidation, we do have the ability to not use individual ___??? _____ on the total amount of the program so, financially, it is a lot easier. The second thing is that we have one evaluation only for programs versus have an evaluation for each of the four, as other districts have; the third thing is that, I think, the US Department of Education has also been very helpful with this in providing technical support in how we can connect and do a better job of using our local flex funds; and, finally, I think our annual report requirements are no larger than what the report requirements in terms of our Adequate Yearly Progress would be any way with our state. So, there is no higher expectation or any more level of scrutiny in terms of academic achievement than would be required even if you stayed within the discretionary programs.

Julie: Thanks. We have a question from out there.

Jane: Oh yes...fine, OK.

Since the authorization through 2008 – and I don't know the answer to that question. Jay, do you know?

Jay: Yes, the situation is that at this point you have an ability to apply and the application, if approved, would be for a 5-year period, and there is no way of knowing what would happen after the reauthorization. So, my assumption is that if No Child Left Behind remains, and that section of No Child Left Behind stays, I think that 5-years would continue to be rolling. So, for the Seattle School District, if we prove to be somewhat successful, we could also extend the transitional 5-years according to the current law. If you look at the slide that we have put in front of you now, this talks about what we have experienced in terms of academic achievement and our state standards ending August of 2004, so this would have been for last school year, and a result of that first year's experience, we found that our tools that we had targeted (and, again, we had 2 types of schools – Tier I

schools were schools that have not made Adequate Yearly Progress in our district for at least 2 years; and, Tier II schools were schools that had not made it for one year) and, so what Jane did as coordinating the services- targeted the central services of the schools that we know were either not making it or have the high probability of going into school improvement under Title I.

But, in spite of the improvement that we have, we still do have areas that we need to improve in terms of disproportionality. If you look at the last three bullets, we are very pleased with the results in terms of mathematics; in terms of grades 4, 7 and 10; also, with the result of improvement in terms of unexcused absences and also, finally, with the improvements in our high school graduation on times. Our program has proven to be thoroughly effective for the first year.

Jane: OK, so we are at a point now where we'll pause again for questions.

Julie: Well thank you very much. Does anyone have any questions? I think everyone has been taking a lot in. Thank you. OK, so we'll move over to, I think, Jill, and I just want to say that if anyone does have any questions or something happens after this, we have set up an informal discussion group where you can sort of send those questions. I know that Jan has just posted something about the application to support your comment – Jay, up there – and on the NEIRTEC website, they'll be a link to more information. So, Jill, on that note we can hand over to you to tell us more about where we can find more information.

Jill: OK, Hi everybody. I'm just going to take you on a really brief tour of our website as soon as this loads up here; and, if you are taking a look at if there are other folks that you think would be interested in this information, at the very end, I'm going to provide my e-mail address and you can send me their e-mail addresses also because there might be folks, especially for the technical assistance providers that you're working with, that might benefit from the information both that Jay and Jane shared today, but, also, the kinds of things that are on the website. So, this is the URL for our website. It's off of the front page of the NEIRTEC website and it just adds the word "flexibility" to the end of

it. I can put that up at the very end again and if folks – I'm just going to show you some screen shots – it's not going to be live – and just tell you about some of the resources that are on the website. One of the primary sets of resources, I think, are the things that Seattle has provided to us and, I think, Jan and Jane and everybody else from Seattle who has really been doing a lot of work to put some resources together – some really helpful resources. There are actually 5 things – 6 things – on this site now, so 2 things just got added today, which don't appear on the screen shot, but, I'll tell you about them. The very first link is a PowerPoint – a very similar PowerPoint to what Jay and Jane went through today, but there is also an audio introduction to that PowerPoint. So, especially for folks who might not have been on this call, if you want to refer them to that, they get at least get some live interaction with Jay talking about the program and then you can see the information on the PowerPoint. The second thing on this page is a letter that actually came from Ray Signman and the University of Seattle encouraging other districts – talking about Seattle's success in the program and that they are participating in the program and encouraging other districts to participate, ask them questions. It was a letter that went out to all the states and districts. The third is actually a PDF of Seattle's actual application that they filed. So, for folks that are thinking about doing this and want to see an example of an application that was successful, Seattle has graciously provided that for you. The fourth thing listed on this slide is a Q and A, where Seattle talks about success with the program. It's in a Q & A format. The two things that you don't see listed here, but you will when you go to the website live, is a self assessment survey where...hum...it really lets you do a checklist to a lot of factors to assess the readiness of a local district to take advantage of participation in this program and that's a really nice resource or tool that district's can use, and technical assistance providers – you can take to your districts and can talk about this program with them. And, the last thing that, again, you are not seeing on this slide that exists on the website, is something called Assumptions and Realities of Participating in the Local Flex Program. And, this really is a personal perspective from Seattle Office of Grant Services. The assumptions

that they had about this program prior to participation and the realities that they are understanding through participation in the program. So, it's a nice compare and contrast information from Seattle who is actually doing this. And, I don't know, if Jay and Jane, you want to say anything more about these resources because this is all provided by Seattle and there is some great information and tools that they have developed, hopefully, for use by other districts. Jay, do you want to say anything about any of this?

Jay: The only other item, I think, we will eventually have is the performance report and that would I hope also be posted that would be available for others to look at the results of how it impacted schools and in terms of curriculum instruction and individual items relating to individual schools in - INAUDIBLE - So, I think it's probably a pretty neat, well done comprehensive evaluation of Year One of our Local Flex Plan.

Jill: And that will be linked from this site also so thanks for mentioning that.

Jan: I have a question, actually. Jay, when you posted the Seattle site when Jane was describing all of the various initiative interventions that you've done, does that website contain information about your Culturally Responsive Education Program and other things like that that might be of interest in terms of substance that people might use?

Jane: Yes. So if you go to our website, which is seattleschools.org and then on the left hand sidebar, you would go to Department of Services, I think it is – what it's called. And, then, it goes to Academic – at the top left sidebar and Instructional Services – we can put the direct website – we'll send that.

Julie: You can actually post it, if you want to cut and paste it in the Chat Window and hit Return.

Jan: Under Chat?

Julie: Yes. You can just post it there and it will turn up and people who are on the Chat page can actually link directly.

Jane: It's probably better to do it that way.

Jan: And then, we can also link it off to the NEIRTEC site.

Jane: OK

Jane: So, what you want to do is – what you will get is the direct link to our Instructional Services Department and then, I think what you want to look for then is on the sidebar “Print This Conversation.” And specifically, about that work. So, if we go to the section that is – shall I put it up here?

Julie: Sure

Jane: OK. So here we go. This is our Instructional Services website and the math curriculum guides that I mentioned earlier are on the left sidebar here and if you scroll over you can see that those guides are there. And, as our Assessment for __INAUDIBLE__ that's a lot of work we did with teacher groups using Local Flex funds to be able to get that work done.

Hum...there's Courageous Conversation by --INAUDIBLE --; and there's a Facilitator Guide; the collaborative Norms; The Agreements; the Agenda; Questions/Protocols for how to carry forward with the conversations. We have, hum, links to articles that are either at a beginning level or a more advanced level. Hum, and then, as groups of teachers read the articles, the Protocols to the right give you examples of how to carry forward with those conversations in a less sort of threatening sort of way. Those conversations are often difficult to have – important, but difficult to have. There is a process for looking at data and

Guiding Questions. So, this portion of our website really pulls together a lot of the work that we did...hum...with Glen Singleton in our Courageous Conversations work.

Jan: Great – great substance – thank you.

Jane: Your welcome.

Jill: I see the website just got loaded, at least on my screen, so...

Julie: Yes, and if people scroll down, they can see where the Courageous Conversations begin.

Jane: Again, what you are getting right now is a link to Instructional Services and the left hand sidebar is getting down there towards us.

Jane: I should just say that also on our professional development link that that is on our outside website for private schools to register for the courses that we are providing here in Seattle Public Schools.

Julie: Thank you.

Jill: Great

Jill: Just a couple of other things about the website that I think will be really useful for folks if they are considering this. One is the link called the Resources Area and maybe we don't have anything more live from that. What's in this area is actually four scenarios from different school districts of ways that they might benefit from using the Local Flex Provision. So they talk about, much as Jay and Jane have talked about, their successes and what they're able to achieve – what their goals are for using the flex. These are four different examples that will talk

about different kinds of application or ways that you can use local flex – nice to just kind of show districts, if you have districts that resemble these, or if you are just trying to think about how you might use this. These are some nice examples off that Resource page. There’s a link to the US Department of Education documents (which came up right there) and someone had asked about the application before. The very first link takes you right to the application so you can see that process you would have to fill out. And, don’t forget that Seattle has provided their true application so you can kind of go back and forth between those two. These are just other links from the DOE that have information related to the flexibility – both at the state and local level. It also links to transferability so you can see the differences between those programs. The last thing I’ll mention, because we are a federally funded project, you’ll, if you live on the site now or if you go to this latter, you’ll notice that we’re asking for some profile information before we get you too far into the site. It just helps us figure out who is taking a look at this site and also, will provide some information back to the USDOE about the types of folks that are viewing this site. Does anyone have any questions? I’m going to put my e-mail address on this screen for folks that would like to e-mail me, or like to have some of this information sent to a colleague, to someone that you are supporting if you are a TA provider. Feel free to e-mail me with their names and their e-mail address. So, “next steps.” What are we doing after this? Let me just tell you a little bit about that. Hum, I also want to also mention that on the website, this will be archived – this event – and there is also the PowerPoint and the audio, which we sort of called Event #1 so there is actually 2 different pieces of information where folks that aren’t on today can come to the website and kind of get a personalized piece of information from what’s going on here. Also, you want to be kept informed about things as new events come up, as we plan new events – send me your e-mail or send me e-mail of folks that you think want to be on the invitation list and we’ll keep them informed of events like this or future events. Please, we encourage you to check back at the website as it’s developing and as more information becomes available. We’ll be adding that Year One Performance to the Progress Reports so that a change to the website

that doesn't exist right now. There's a spelling error I see on this website so let me type in the URL into the Chat area.

Jan: Actually, Martin has typed it in so just make sure that you use NEIRTEC. NEIRTEC is spelled N-E-I-R-T-E-C.

Jill: NEIRTEC instead of RC and then flexibility. Thanks, Martin.
Does anyone have any questions about the website or just questions in general?

Art: I would like to pose a question if I may. This is Art. I was on the -
INAUDIBLE - site trying to determine which states have applied for state flex because my understanding of the way local flex works is that it's only available in those states that the state has not opted for the state flex program and since we work on the national basis, I was wondering if there was a handy list that says "here are the states that have already applied for state flex" and then talks about local flex in the state?

Jan: Art, this is not an official answer from the Department of Education, but we have found out from our research is that they initially, when they first opened the program, asked states – you are exactly right with how it would have worked – if the state had applied and gotten state flex, then it would not be open to districts in that state other than those who had gone through a partnership agreement with the state. However, now, I believe, it is correct to say that they are not sequencing the order that way. In other words, a state can still apply with partner districts or a district can apply. And, it is – it's possible – and since no states actually have state flex as of now, it would be, I think, very open.

Art: Let me just respond to that – this is out of total ignorance. I thought I had read that 20 states had submitted plans...hum.. The other thing is that if that is so, it opens up a much wider field of action, which is a good think, but the website, if anyone were to come to it, INAUDIBLE...inform basically and is very

restrictive about that right now because it kind of says that it's limited only to those places where we have INADUIBLE going.

Jan: Are you sure that they have applied for State Flex, or are they Ed Flex applications, which is a different thing?

Art: Hum...I thought it was State Flex, but I could be wrong.

Jan: Well, that's something that we can check in on and few can follow-up with you about....umm.

Jill: Art, this is Jill. If you want to send me your e-mail address -

Art: Sure.

Jill: And, post the question then that would be helpful, and we'll see what we can find out for you.

Jan: Right – many states either – there are states that have the Ed Flex designation and can...hum...therefore, make some variation in what they are requiring internally, but it's a different aspect of No child Left Behind, actually, and it's on the links off the NEIRTEC site, but we'll definitely check into that.

Jan: One question we have for Seattle, since Seattle is such a large district and so much money in terms of combing all these funds, as well as having the Bill and Melinda Gates Foundation near you, although, obviously, they have funded other places as well, do you think that your size has anything to do with the kind of “bang for the buck” that you get out of combining the funds, or can you imagine that a smaller district, would have, if they had similar advantages, get the same kind of level of increased flexibility out of this?

Jane: Hum...I'll have Jay speak – speak to the dollar piece. I guess I would say that to some degree, the challenges for us..... INAUDIBLE....being able to implement the strategies that were named that we believe will make a difference are more challenging in a larger district to some degree because of the importance of having system-wide things in place – from the people who supervise principals, to the principals, to the teachers – for everyone, so we struggle with the system-wide issues of implementing of the strategies in a larger system. So, Jay, do you want to speak to the...hum...combining of the dollars and which grants?

Jay: I think one observation that we had in Seattle is that if you elect to take advantage of consolidating all four programs under Local Flex Plans, generally, your ESEA Title II, Part A is your largest fund source of the four. So, it depends upon the magnitude of ESEA Title II, Part A, so in Seattle, as example, we have 4.2 million across the four programs, but 3.2 to 4.2, or three-quarters of it, comes from one fund source. So, my expectation is that if you have a combined total of probably over one million dollars, it's probably something that could be considered. So the size of the district may not be as important as the size of the funds that are going to be consolidated under the Local Flex Program. The reason it's important for Seattle is because if you take three-quarters or 75% of the money and you can use that for any purposes of the act, it gives you much more flexibility than the provisions of transferability at 50% because at 50%, it has to be used for the discretionary purpose, as well as for one of the four purposes of those four programs. Where as, the funds that can be released under Local Flex can be used for any purposes. So, we are using it for Bilingual Education; we're using it for Advanced Learning; we're using it for Special Ed students. We're using it for a variety of things that we could not have done had it stayed within transferability or stayed within the individual discrete programs.

Julie: Do we have any other questions? There was a question by Frank who

wanted to know the difference between State Flex and E-Flex, and he said that, "I presume E-Flex is just Local Flex."

Jill: Yes – I'm actually putting up a URL that gives you a brief explanation of Ed Flex. I can take that into the window, but I don't know if anyone else wants to say anything about that.

Jan: Just that Ed Flex gives states waiver authority and the State Flex Program, which I just checked back to the original question which was, "have a lot of states actually gotten this...hum...the State Flex?", and I do see the link from the feds, which mentions, you know, that they still are not – it mentions you can't get Local Flex if the state has a State Flex application. What we know is that if for State Flex, it allows seven states and then their partner districts to be approved eventually, and the local flex, which is a completely a local district choice to apply directly to the US Department of Education for local flex, which allow that district, because we have still the question about whether, you know, if the state has no application, so in the state of Washington, where they did not have a state application, it allows any district up to a certain number of districts, to apply directly for this flexibility provision and, that really amounts to being able to combine funds and use them differently for purposes that broadly meet No child Left Behind, but not as restricted by the fund category. Does that – would that be consistent with your view, Jay?

Jay: Yes, definitely. Yes.

Julie: Well then, we are going to end here. I want to thank you for being on today. Jan, do you have any information about your follow-up – are you going to have some follow-up events that Jill mentioned on your website and people can keep posted there about what they would look like? On the Schools Moving Up, we'll be posting, as well for NEIRTEC, we'll be posting the archive of this event and it will be linked from the NEIRTEC website, as well, and we have a

discussion group for any questions or answers around this topic on that website that I will be sending out in the next day or so that link to the archives that people can post that on. In the meanwhile, we ask you, for those of you that are here, to do a quick survey before we say “good bye” to our wonderful hosts. Umm...you can do it after we close the event. It does come up in the content area – it will take 5 minutes of your time to ... please just to fill that in while we have you on and send it in – you just hit ‘submit’ so we can get some data back. I think one of the questions will be, as Jan and her team think of follow-up topics – you can also send those in, I’m sure, about what you would like to see some next steps and questions that will follow-up areas. Is that right, Jan?

Jan: Yes.

Julie: That would help inform some of the follow-up events that are going to take place. And, on that, Jan, would you like to say some closing comments as we leave today as people are filing out the evaluation?

Jan: Just that on behalf of NEIRTEC and the US Department of Education and Seattle, we would like to thank you. Um, there are probably as many questions raised as answers...um...in investigating a topic like this and we really thank Seattle for kind of leading the way and, also, be so willing to share all the resources that they have already developed and the application and the Performance Report. I mean, all those things would make it so much easier for a district to be able to look and say. “How do we – What are our goals and objectives; how do we compare with this; is this something that will be a tool we can use?” Or, for a specific reason, it may not be at all and they would be – our hope is that we can provide enough resources that it will better inform decision making about what this is, the extent of what it can do, and, the kinds of things that a district like Seattle has been able to do by utilizing this provision of NCLB. So, thank you so much, Jan and also, Jane, for the rich information you’ve provided. We look forward to other people using the site and, potentially, the

archived version of this, as you would like to share this information with others.
And, thank you, Julie and WestEd for hosting us.

Julie: I think that this is one of your first on-line events, is that right? So thank you for being so brave to jump in with the technology. Thanks a lot, so I'll be just – the website is going to be up so people can fill in the evaluation and for those of you who need to leave us, you just hit the “exit” button above the NEIRTEC logo. When you finish doing that and we thank you, again, and we can just finish the phone call and you can log off the conference call. Thanks, everybody.

Jan: Thank you.

Bye, Bye – thanks everyone.