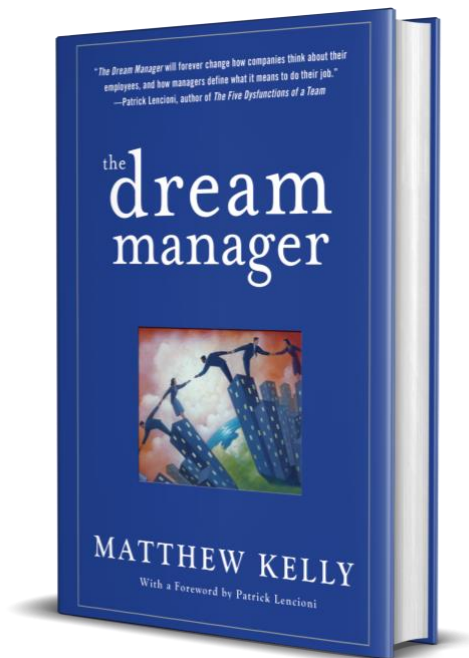


Using Federal Funds to Implement the Bigger and Better Future for Schools Program

Floyd Consulting

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Based on *New York Times* Best Selling Author Matthew Kelly's "***The Dream Manager.***"

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Schools can now implement a world-class program for teacher development, engagement and retention through the use of Federal Funds.

Executive Summary

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It is clear that student engagement is a key factor in their success. Perhaps no factor is more important to this success than teacher and parent engagement. With studies suggesting that up to 71% of teachers are not engaged in their jobs, teacher engagement both in their professional and personal lives should be a top priority for schools across the country.

Teacher engagement level is a prevalent factor in teacher retention. In addition to the ill effect teacher turn-over has on student success, financially the cost is also high. With an average teacher salary of \$38,617, and using standard metrics on employee replacement cost, **a school district may spend between \$19,308 and \$193,085 to replace a single teacher.**

Floyd Consulting excels in helping companies increase employee engagement. The newly released **“Bigger and Better Future Program, based on Matthew Kelly’s *The Dream Manager*”** provides schools and school districts a turn-key solution for increased teacher engagement and the resultant student success. This paper provides research, details of the program and a simplified process for using Federal Funds to implement the program.

About Floyd Consulting

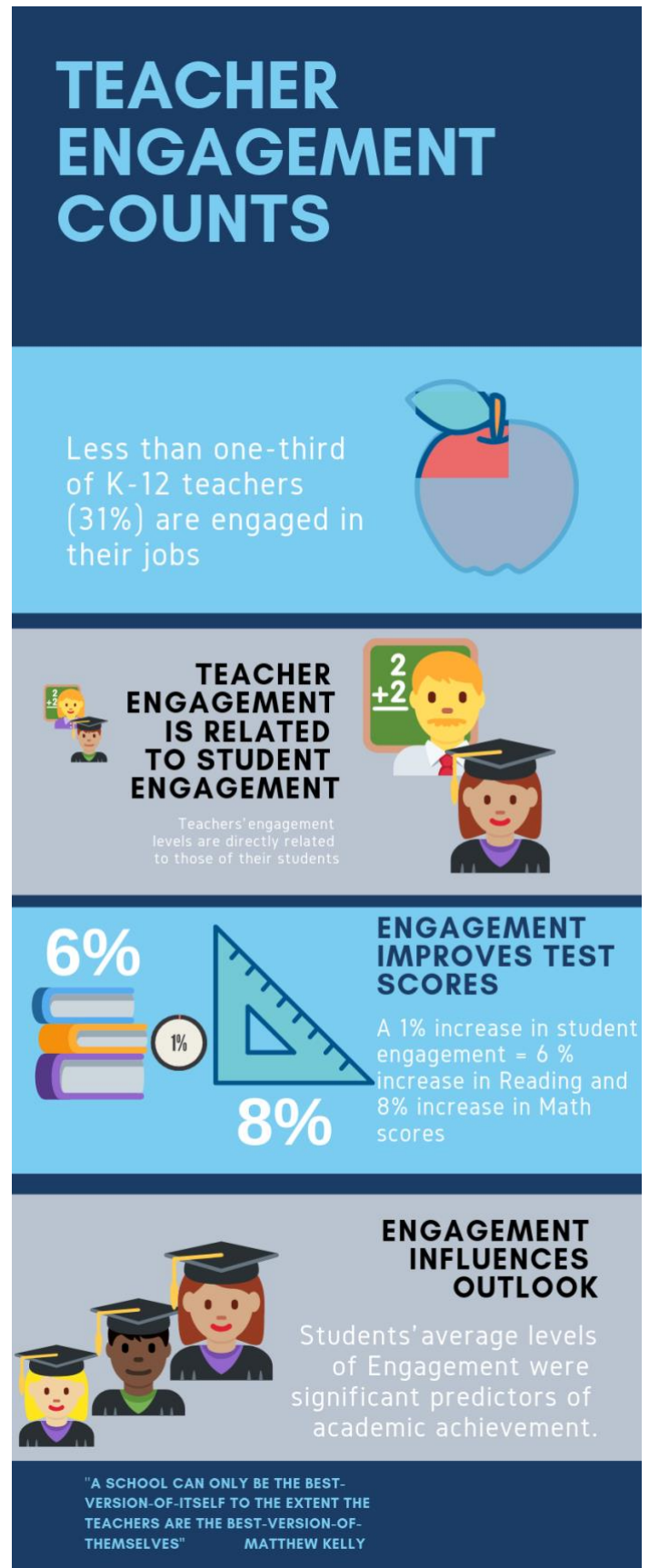
Floyd Consulting is an industry leader in providing world-class employee engagement consulting to business ranging from Fortune 500 companies to market leading small businesses. With a proven track record of delivering results, Floyd Consulting, led by *New York Times* Best Selling author and president, Matthew Kelly operates with a simple principle;

“A company can only be the best version of itself to the extent the people in the company are the best versions of themselves.”

Until recently, these transformative services may have exceeded the financial resources available to schools and school districts. With the development of “A Bigger and Better Future, an engagement event for school communities based on Matthew Kelly’s *Dream Manager*”, Floyd Consulting is now able to deliver their world-class consulting to the education market.

Supporting Research

- A 2010 Gallup study of 148 schools in a large urban school district found that students' average levels of **hope and engagement** were significant predictors of academic achievement.
- In 2009, Gallup conducted an in-depth study of more than 78,000 students in 160 schools across eight states and found that a one-percentage-point increase in a school's average student engagement score was associated with **a six-point increase in reading achievement** and an **eight-point increase in math achievement**.
- The study also found that **teachers' engagement levels are directly related to those of their students** — and thereby to student achievement outcomes.
- Less than **one-third of K-12 teachers (31%) are engaged** in their jobs.



Teacher Retention Tied to Engagement

Gallup research shows that 48% of teachers say they are actively looking for a different job or watching for opportunities.

Almost 60% of teachers who left voluntarily cited reasons related to personal and/or professional development. The percentage shows that teachers may not have felt challenged or received opportunities to grow.

“Even though many districts invest heavily in professional development programs, these opportunities might not be individualized to the teacher’s specific growth and development needs.”

“Why Your Best Teachers Are Leaving.”, Gallup 2016

Research also shows that when high performing teachers are not engaged in their jobs, they are just as likely as disengaged, low performers to quit their job.

However, teachers who are engaged **are 62% less likely to leave** than teachers who are not engaged or actively disengaged.

“In the war for highly talented teachers, retention is the best defensive strategy a district can use. If you are not engaging and developing your teachers, they will find another district or profession that will”

Title I & Title II Funds & Teacher Engagement

In 2016, approximately 14.8 billion dollars was allocated by the Federal Governments Title I Funding program.

- A stated purpose of these funds includes *“significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development”*; (SEC. 1001, Article 10)
- While directed more proportionately to schools with disadvantaged students, *“Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a “schoolwide program” to upgrade the instructional program for the whole school.”*
- Title I funds may be used for professional development targeted directly toward building the capacity of school personnel including principals, teachers, volunteers, and other pupil support staff to effectively work with families, the community, and service providers.
- Buildings designated at “Title I Schools” may use funds to support “School-Wide Initiatives” and may be **required to use a percentage of Title I funds for Professional Development**
- This Professional Development may include training such as the “Bigger and Better Future” events that provide *“In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (Part D)” and “Strategies to attract high-quality highly qualified teachers to high-need schools (Part E)”*

(Source U.S Dept. of Education:
LAWS & GUIDANCE ELEMENTARY & SECONDARY EDUCATION)

With over \$2 billion, the purpose of Title II, Part A is to improve teacher and leader quality and increase student success

- This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals
- Title II offers a school the flexibility to design and implement a wide variety of activities that can promote staff to meet the individual needs of educators.
- The funds are designed to provide evidence-based **professional development activities** that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.
- Funding supported programming strives to make efforts to provide low-income and minority students greater access to effective teachers, principals, and school leaders
- Research indicates that schools with higher teacher engagement have an average of 10% more students who were engaged and 4% more “hopeful” students.
- Title II, Part A supports improving teacher and leader quality by funding the **“Preparation, recruitment, induction, and retention strategies for highly effective teachers.”**
- Programs should be sustained, lasting beyond the event, conference or activity. The Bigger and Better Future for Schools Program provides **on-going coaching and assessment** for both school leader and teachers.

*(Source U.S Dept. of Education:
Improving Teacher Quality State Grants)*

The BBF Program increases Teacher Engagement

Whether in a business or a school setting, one universal truth prevails: we cannot expect people to be engaged in their jobs or their schools unless they are first engaged in their own lives.

This idea is not simply opinion but backed up by scholarly research.

*"According to the literature, employee engagement has often been looked at from the organizational level (Czarnowsky, 2008; Maslach et al., 2001); however, it is clear that employee engagement is **an individual-level construct**. The method of looking at engagement levels across an organization distorts the nature of the concept. This method is similar to averaging the rate of speed in a sprinting race and reporting the idea that everyone in the race ran at the same pace; it does not take into account the individuals who are running, their differences, and the individual variables that affect their process or outcomes. Little can be learned about the best runner or the runner who placed last through an analysis of average speed. **To implement strategic interventions, organizations want to know not only who is running the fastest and who is running the slowest but also what separates them and why.***

*This is not to say that looking at employee engagement at the organizational level is unnecessary; certainly, it can give the current temperature reading of an entire organization. However, **it is at the level of the individual employee where the most insight can be gleaned for the HRD practitioner.***

Engagement is a personal decision chosen by the employee for his or her own reasons (Harter et al., 2002; Wagner & Harter, 2006); those reasons need to be better understood from the perspective of each individual, unit, and team. (Source: *Employee Engagement and HRD: A Seminal Review of the Foundations*; Brad Shuck and Karen Wollard. *Human Resource Development Review*: 2010)

The BBF Program – An Overview

Floyd Consulting has spent the past year pioneering an event for schools that utilizes these concepts **in fast-paced, high-energy event** that brings schools together in a unique way.

World-class coaches with experience in school-life lead participants through a journey that begins by remembering **how to dream again**, how to identify dreams in all areas of their lives, and how to develop **concrete action** that will lead to the achievement of these dreams.



- Participation is increased by the use of **the latest technologies** to gather responses from the teacher-audience including the ability to text answers and provide immediate impact.
- As the energy of dreaming builds teachers are then led through a process of **identifying their dreams for the school**. Floyd coaches then follow-up with schools by delivering a summary of the results of this **“DreamStorming.”**
- After the event, school leaders receive **“The Implementation Roadmap”** with strategies for further implementing the Dream Manager Program at their school.
- 30-45 days after the event, a Floyd Coach schedules a call with the school to help **assess the implementation process** and **identify future needs**.
- Teachers may sign up for on-going electronic **“Coaching Sessions”** that assist teachers in continuing to identify and take steps to reaching their identified dreams and for implementing systems that drive behaviors in both their professional and personal life

The Funding Process - Simplified

Step 1

School Leaders should contact their building or district personnel who oversee the use of Federal Title I and/or Title II Funds.

- Schools or districts typically refer to their Comprehensive Needs Assessment to correlate the Bigger and Better Future Program to a stated objective in the plan.
- On schoolwide campuses, Title I, Part A funds may be used for activities that are part of the Campus Improvement Plan

Step 2

School Leaders should contact Floyd Consulting for a personal consultation to answer any remaining questions, schedule a date for the event portion of the program and arrange billing details.

- Leaders can schedule the consultation by clicking [HERE](#)

Step 3

A professional coach from Floyd Consulting arrives on campus for the Bigger and Better Future for Schools Event.

- Schools receive a report of collected information for future planning and an "Implementation Roadmap."
- Teachers and Leaders sign up for included, continued coaching opportunities provided by Floyd Consulting

Conclusion

***The Bigger and Better Future Event for Schools*, based on Matthew Kelly's *The Dream Manager* provides schools with a simple, effective, research and experienced proven approach to increasing teacher engagement and ultimate student success.**



Matthew Kelly, President of Floyd Consulting, is a New York Times best-selling author of more than twenty books that have sold more than twenty-five million copies and have been published in more than thirty languages.

He is a trusted consultant to many of the most admired companies in the world, yet he's also a lover of small businesses and passionate about helping them succeed



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