

Year 11-13 Funding

REVISED Guidelines for allocation and use

Transition from pro-rata to needs-based allocation

In Term 1, 2012, the allocation of Year 11-13 funding was able to be continued as it had in the past, including the practice of allocating on a pro-rata basis.

From the beginning of Term 2, 2012, guidelines for allocation and use of Year 11-13 funding made it clear that funding could no longer be used on a pro-rata basis, must be allocated on a needs basis and were to be made term by term, for a period of no more than a term.

The guidelines have been revised to provide for more flexible application and allocation decisions.

RTLB Toolkit guidance

Year 11-13 funding provides an opportunity to raise student achievement and to meet local and national education priorities.

The RTLB Toolkit provides broad policy guidelines for the responsible use of Year 11-13 Funding. Page 26 of the toolkit states that the funding:

- supports students in Years 11-13 who have learning or behaviour difficulties
- must be used equitably
- can be used innovatively.

Allocation decisions

An application panel¹ should make allocation decisions based on local cluster goals, and Ministry priorities.

The funding is for planned interventions that support students with learning or behaviour difficulties.² Intervention outcomes or impacts must be measureable and reportable. The collection of pre- and post-measures is required.

Funded interventions³ should:

- be evidence-based practice
- raise student achievement through effective teaching and learning practice
- involve culturally responsive teaching and learning practices that are known to make a positive difference for Māori and Pasifika learners
- promote positive inclusion, successful engagement and active participation

¹ A group to review funding applications and make funding allocation decisions.

² The recommended contribution towards teacher aide payments should be no more than the Ministry of Education, Special Education flat rate (As at Term 1 2012, \$18.02 per hour; subject to change).

³ Refer to the Practice section of the RTLB Service Toolkit for further guidance.

- be ecological and focus on the student within the context of the classroom or the school

It is recommended that the application panel be a sub-committee of the Cluster Advisory Group. It is recommended to include the following representatives:

- SENCO or staff member with responsibility for Special Needs / Learning Support
- Secondary Principal
- Māori representative
- RTLB Cluster Manager (or delegate)
- RTLB

Funding decisions are to be made term by term. The priority for allocation of funding is for short-term interventions and for needs arising on a term by term basis.

Funding applications may be made for projects/interventions that are planned to be implemented within a school year over a timeframe of more than one term. The period of time for the intervention should be negotiated with the allocation group on a case by case basis. For these applications funding can be budgeted for the length of the intervention, with termly payments on receipt of a progress report. If there is no progress report, no continued funding will be allocated.

Evaluation / Outcomes Report

It is important that all interventions are measurable and reportable.

Intervention measures need to be the same measures at both pre and post intervention so that a valid comparison can be made.

An evaluation / outcomes report is required within four weeks of the completion of the intervention.

Application Form

A sample application form is attached as an interim before the nationally-consistent web-based RTLB referral and case management database is developed.