

A man wearing a cowboy hat, a light-colored button-down shirt, and jeans is captured in a dynamic pose, kicking a soccer ball on a lush green field at night. He is smiling and looking towards the camera. The background features a large stadium with a curved roof and bright, glowing lights that create a sense of depth and atmosphere. The overall scene suggests a blend of traditional Western imagery with modern sports and technology.

BEYOND THE SLIDE DECK:

*REIMAGINING FINANCE TRAINING
THROUGH CUSTOMIZED
INTERACTIVE LEARNING*

AGENDA

- 01 The Training Gap
- 02 Rethinking the Strategy
- 03 The Game Plan : Our Approach
- 04 The Learning Experience
- 05 In Action : HR Perspective
- 06 Hands -On Demo



REFLECTION

Think about the last training you had:

- How much of the training relied on slide decks?
- Was everyone able to attend?
- How did those who were absent receive the training?
- Did everyone receive the same experience?



THE TRAINING GAP



THE TRAINING GAP



INCONSISTENT DELIVERY

Training varies by campus, presenter, and setting, leading to uneven implementation across the district.



LIMITED ACCESS

Staff who miss training —or need a refresher —often don't receive the same learning experience.



PASSIVE LEARNING

Slide-based sessions limit interaction, reducing engagement and long-term retention.

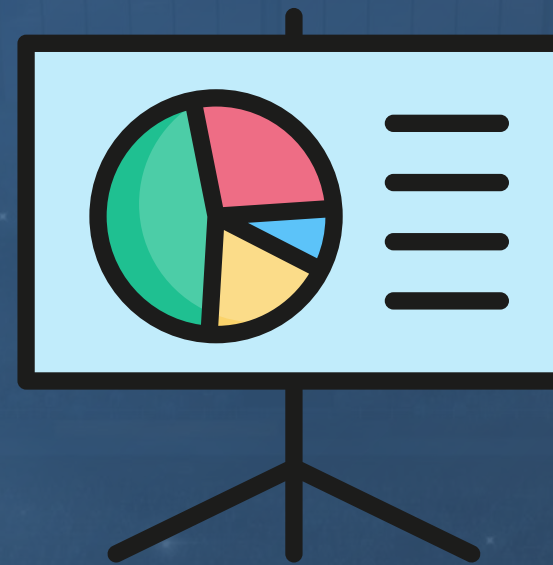
SAME TRAINING... DIFFERENT EXPERIENCE



CAMPUS A

Engaging Presenter

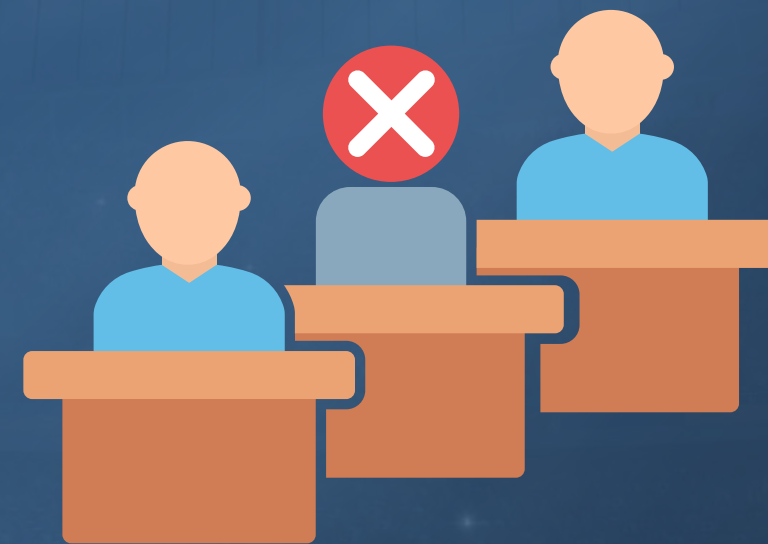
Interactive delivery
with discussion and
participation



CAMPUS B

Reads slides

Minimal interaction
with a focus on
content delivery



CAMPUS C

Missed Training

No access to the full
experience

WHY THIS MATTERS



Gaps in Understanding

Staff leave training with different levels of clarity and confidence.



Inconsistent Implementation

Expectations are applied differently across campuses and classrooms



Lost Time in Repetition

Training must be repeated multiple times to reach all staff



Limited Accountability

It's difficult to ensure completion and measure learning outcomes



CHANGING THE FORMATION



RETHINKING THE STRATEGY



CONSISTENT DELIVERY

Every staff member receives the same training experience across campuses



ON-DEMAND ACCESS

Training is available anytime, ensuring all staff can access it when needed

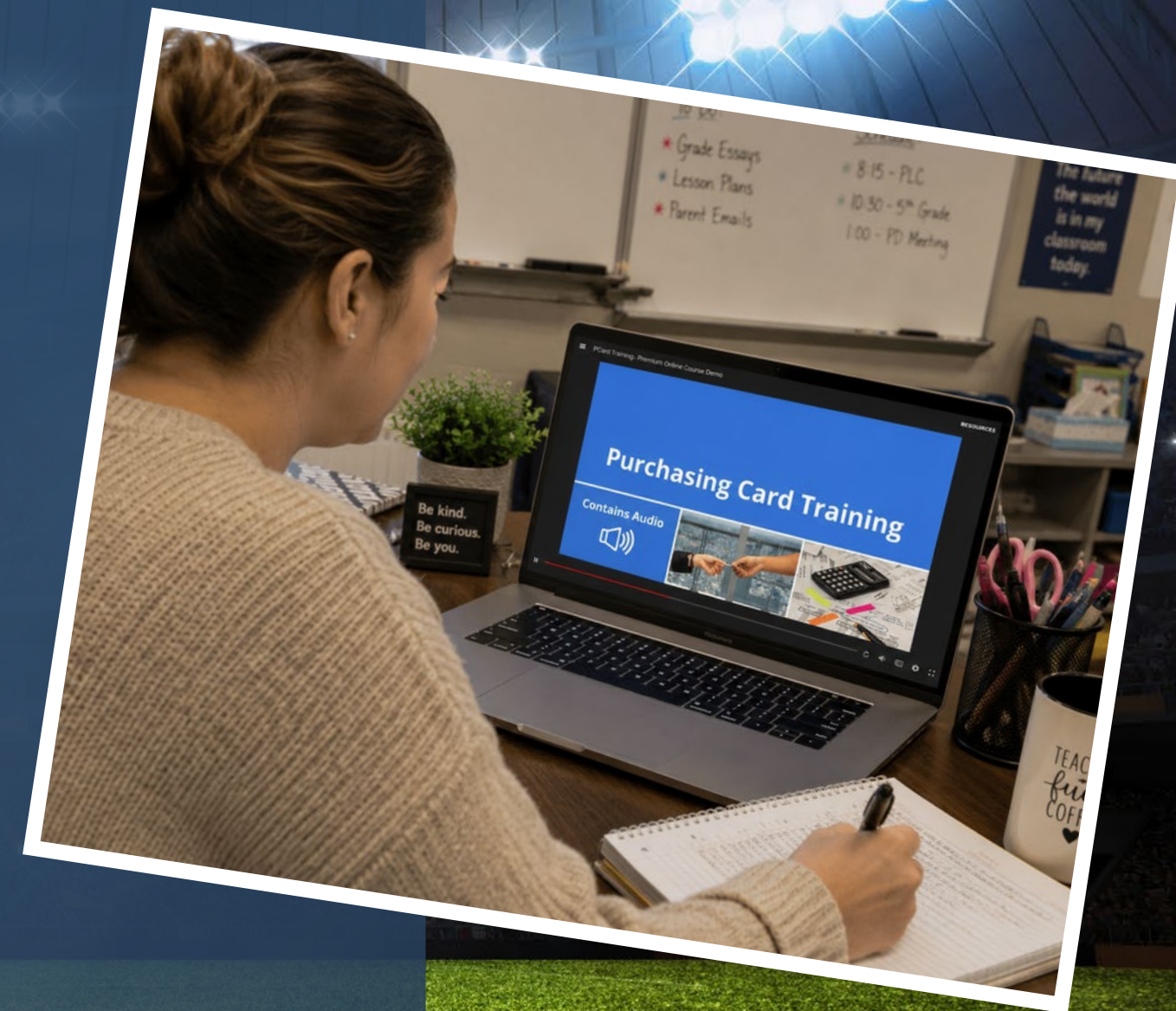


ACTIVE LEARNING

Learners engage with content through interaction, feedback, and application

CONSISTENT DELIVERY ACROSS THE DISTRICT

- ⚽ Same training experience for all staff
- ⚽ Clear, aligned expectations
- ⚽ Reduced variation between campuses
- ⚽ Supports district -wide implementation



ON-DEMAND ACCESS FOR ALL STAFF

- ⚽ Available anytime, anywhere
- ⚽ Supports absentees and new hires
- ⚽ Eliminates need for repeat sessions
- ⚽ Flexible pacing for busy schedules



ACTIVE LEARNING THAT ENGAGES STAFF

- ⚽ Interactive elements and checkpoints
- ⚽ Immediate feedback for learners
- ⚽ Opportunities to apply learning
- ⚽ Improved retention and understanding





THE GAME PLAN: OUR APPROACH

OUR APPROACH



PLAN WITH DISTRICTS

We collaborate with districts to understand their goals, audience, and existing training needs.



DESIGN FOR LEARNING

We transform content into engaging learning experiences that promote interaction, understanding, and retention.



BUILD FOR IMPACT

We develop accessible, scalable courses that support consistent training and long-term implementation.

PLAN WITH DISTRICTS

- ⚽ Identify training goals and priorities
- ⚽ Define audience and needs
- ⚽ Review existing materials



DESIGN FOR LEARNING

- ⚽ Organize content into structured modules
- ⚽ Add interaction and engagement
- ⚽ Build real -world scenarios



BUILD FOR IMPACT

- ⚽ Develop interactive online course
- ⚽ Ensure accessibility and usability
- ⚽ Prepare for delivery on learning platform



THE LEARNING EXPERIENCE



FROM SLIDES TO...

INCORPORATING EMPATHY IN THE CLASSROOM

Creating a supportive classroom environment means acknowledging and respecting students' emotions, needs, and perspectives. It involves understanding and responding to students' feelings in a compassionate way, fostering a positive atmosphere where students feel valued and supported.

Why is this important for substitutes?

- Empathy helps substitutes connect with students, especially in the absence of the regular teacher. It encourages a safe, supportive environment where students feel valued and understood, which is essential for maintaining classroom management, promoting engagement, and addressing emotional or behavioral needs. When substitutes show empathy, they build trust and rapport quickly, making it easier to manage a classroom and ensure students feel supported.

Examples for Substitutes:

- Active Listening: When students express concerns or share their feelings, substitutes should listen attentively without interrupting. This shows students they are heard and valued.
- Acknowledge Emotions: If a student seems upset, frustrated, or anxious, acknowledge their feelings with phrases like, "I see you're frustrated. Let's take a moment to calm down." This helps students feel understood and supported.
- Positive Reinforcement: Encourage students with positive feedback, especially when they demonstrate effort, good behavior, or progress. This builds a supportive classroom atmosphere where students feel motivated.
- Be Patient and Flexible: Understand that some students may need extra time or support to complete tasks or adjust to changes. Being patient and flexible in your expectations helps students feel respected.
- Model Empathy: Demonstrate empathetic behavior in your interactions with students. For example, if a student is struggling, offer help in a calm and reassuring manner, showing them that it's okay to ask for assistance.
- Encourage Peer Support: Promote collaboration and kindness by encouraging students to support each other. Peer interactions, when empathetic, can create a more inclusive and compassionate classroom environment.

By incorporating empathy into their interactions, substitutes can create a positive and supportive learning environment that fosters student growth and well-being, even when they are not the regular teacher.

SELF-DISCOVERY

Empathy In Action

Examples of Flexibility

- ☐ Active Listening
- ☐ Acknowledge Emotions
- ☒ Positive Reinforcement
- ☐ Be Patient and Flexible
- ☐ Model Empathy
- ☐ Encourage Peer Support

Positive Reinforcement

Recognize effort and improvement with specific praise. Encouragement builds confidence and creates a supportive environment.

CHUNKING CONTENT

What are six main components of an effective tutoring program?

Student
reward system

Addressing
confidence
and challenges
to learning

Setting goals

Learning
content

Practicing
deliberately

Supplemental
homework

Establishing,
nurturing, and
repairing
relationships

Learning how
to learn

Submit

FROM SLIDES TO...

GEAR UP Key Terms

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)- A federally funded program designed to increase the number of low-income and first-generation students who are prepared to enter and succeed in postsecondary education.

Allowable Costs-Expenses that are permitted under federal regulations and program guidelines because they are reasonable, necessary, and directly related to approved GEAR UP activities.

Unallowable Costs-Expenses that cannot be charged to the grant, such as entertainment, alcoholic beverages, and personal items.

Supplement, Not Supplant- A federal requirement stating that GEAR UP funds must add to existing efforts rather than replace other federal, state, or local funding.

Supplant-Refers to "taking the place of, to replace" any other Federal, State, or local education funds.

Supplement-Refers to "adding to, to enhance, to expand, to increase, to extend" any other Federal, State, or local education funds.

Indirect Costs-Expenses that cannot be directly attributed to a specific program activity but are necessary for overall operations (e.g., utilities, administrative overhead). GEAR UP has an 8% cap on indirect costs.

Match/In-Kind Contribution- Non-federal resources contributed by partners to meet the required cost-sharing portion of the grant. This can include cash or donated goods/services. Campus In-Kind: Same as In-Kind/Matching.

Monthly Activity Plan (MAP)-A planning and documentation tool used to outline activities, expenditures, and objectives for each month.

Expenditure Detail Form- A form used to itemize costs for reimbursement requests, including vendor names, purpose, invoice numbers, and amounts.

Request for Reimbursement- The official form submitted to claim funds for allowable expenses already paid by the district or campus.

Time and Effort Documentation-Required record of hours worked by staff whose salaries are funded by GEAR UP, ensuring compliance with federal regulations.

Budget Revision Form- A form used to request changes to the approved budget when priorities or costs shift during the grant year.

Audit Readiness-The process of maintaining accurate records and documentation to comply with federal and state audit requirements.

EDGAR (Education Department General Administrative Regulations)- Federal regulations that govern administrative requirements for U.S. Department of Education grants. (EDGAR, Title 34, Code of Federal Regulations)

OMB Uniform Guidance (2 CFR Part 200)- Federal regulations that consolidate and streamline requirements for cost principles, administrative rules, and audit standards for federal awards.

Grant Amount: Refers to the amount of federal funds that are being provided by the GEAR UP grant.

In-Kind/Matching: Refers to the amount of district funds that are designated as a "match" to the federal funds. Funds that are designated as matching must come from a local or state source. Funds from another federal source cannot be designated as matching funds.

District Budget Fund: This fund classification is to be used to account, on a project basis, for funds granted to provide services and support to low-income minority school districts to ensure that students are academically prepared for higher education, graduate from high school, and have access to higher education opportunities (84.334) (U.S. Department of Education). Funds are on a reimbursement basis and campuses will expend these funds and then request monthly reimbursement from Region One ESC.

GAMIFICATION ELEMENTS



Module 1 – Fiscal Foundations Key Terminology





- Gear UP
- Allowable Costs
- Unallowable Costs
- Supplement, Not Supplant
- Supplant
- Supplement
- Indirect Costs
- Match/In-Kind Contribution
- Monthly Activity Plan (MAP)
- Expenditure Detail Form
- Request for Reimbursement
- Time and Effort Documentation
- Budget Revision Form
- Audit Readiness
- EDGAR
- OMB Uniform Guidance
- Grant Amount
- In-Kind/ Matching
- District Budget Fund

Next



IN ACTION: HR PERSPECTIVE

IN ACTION: HR PERSPECTIVE



THE CHALLENGE

- Inconsistent substitute readiness
- Low engagement in traditional training
- Limited ability to scale and track



THE SHIFT

- Structured online learning
- Standardized delivery
- Expanded accessibility



EXPECTED IMPACT

- Increased engagement
- Stronger classroom readiness
- Consistent training experience

HANDS ON: DEMO



THANK YOU

David Rivera
Distance Learning Specialist
Region One ESC



drivera@esc1.net

Dr. Demian Morquin
Distance Learning Coordinator
Region One ESC



dmorquin@esc1.net