

Title I Office Hours November 17, 2011

Colorado Department of Education

Online Office Hours

- Purpose: Provide an opportunity for Colorado educators to stay informed about issues related to Title I in the state
- When: The third Thursday of the month

No Child Left Behind: NCLB

- Reauthorized Elementary and Secondary Education Act (ESEA) of 1964
- Authorization of federal funds to carry out the requirements and to support programs
- Set of “Title” programs designed to increase academic achievement through programmatic frameworks
- Overall framework to supplement local efforts to increase academic achievement

Title IA Formula Grant Program

- The Title I program has a unique formula to determine the amount of funds to “allocate”
 - ~ From the U.S. Department of Education to each State Education Agency (SEA), using state-level data, and
 - ~ From the SEA to the Local Education Agency (LEA), using local data

Formula = A mathematical calculation of data elements

Title IA Formula, Cont.

- Takes into consideration:
 - ~ US Census Poverty Rate (2009 was used for 2011-12 allocations)
 - Number of 5-17 year olds living in families below the poverty threshold
 - The state's contribution to K-12 schools (Colorado's Title I allocation was reduced in 11-12, because the state's contribution to K-12 education dropped in 2009-10)
- Allocations fluctuate year to year

Purpose of Title I, Part A

- Title I, Part A is the largest federal program supporting both elementary and secondary education.
- The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.

Title I Critical Dates 2011 - 2012

Title I Office Hours— November 17, 2011

September

- Parent notification letter for ELL students eligible for English Language program (required under Title I and Title III)
 - ~ Ongoing 30 days after the beginning of the school year OR
 - ~ 15 days during the school year
- Update school parent compact to reflect 11-12 activities.

September, cont.

- Review school-level parent involvement policy with parents and make any revisions as needed.
- Distribute the policy and compact to all parents (SW parents) or parents of Title I students (TA program).

September, cont.

- If the district had to set aside 1% of its Title I allocation for parent involvement activities, 95% of this had to be sent to Title I schools.
 - ~ Parents in the Title I school must be involved in the decision about how these parent involvement funds are to be used.
- If nonpublic schools are participating in Title I, the program should be operating.

October

- Ensure that annual Title I parent meeting has been conducted.
- If the district has to offer Supplemental Educational Services (SES):
 - ~ Send out notification letter must to parents no later than October 15.
 - ~ Upload parent notification letter to Tracker.
- If providing SES/Choice
 - ~ Update website with # of eligible students, # served, etc.

November

- Online Comparability System available.
 - ~ Comparability ensures that Title I schools are receiving their commensurate share of state and local funds, in addition to Title I.
- If a district had to offer SES, those tutoring services must have begun for eligible students.
- Ensure that Time and Effort certifications are completed for FTE paid out of both Title I and state and local funds.

December

- Continue to host required parent involvement activities as outlined in the school-level parent involvement policy and compact.
- Post Award Revision site opens.
 - ~ Districts should complete a revision if there are changes to the scope of the original application, additional equipment purchases, indirect costs, contracted purchases.

January

- Title I Improvement Plans (for schools on Improvement, corrective action, or restructuring) and District Program Improvement/Corrective Action Plans are due January 15.
- These plans should be embedded in the district/school UIP or included in the UIP addendum.

January, cont.

- Second SES enrollment notification should be sent.
- Districts will be able to reallocate or carry over any remaining SES funds later in the Spring, after it is clear that all requests have been met.

March

- Verify that Time and Effort Certifications are completed.
- March 31th is the deadline for submitting any budget revisions.
- Submit application to carryover/reallocate any unused SES funds, if applicable.

April

- Consult with non-public schools regarding inclusion on the 2012-2013 Consolidated Application.
- Host stakeholder meetings to gather input about the use of Title I funds in the 2012-2013 Consolidated Application.

May

- Complete consultation with non-public schools regarding their participation in 2012-2013 Consolidated Application.
- Complete annual evaluation of the district's Title I parent involvement policy. The following URL has a document that can assist with this.

http://www.cde.state.co.us/FedPrograms/dl/ti_parents_pipolicy_comp.pdf

May, cont.

- Title I Schoolwide Programs should conduct the annual evaluation of the schoolwide plan with the involvement of parents.
- Begin consulting with parents about the use of the parent involvement set aside, if applicable.
- Continue to work on the district's plan for the 2012-2013 Consolidated Application.

June

- 2012-2013 NCLB Consolidated Application and budget due June 30.
- Submit evidence of consultation with nonpublic schools to Tracker no later than June 30.

Title I Programs: Schoolwide and Targeted Assistance

Title I Office Hours— November 17, 2011

What is a Schoolwide Program?

- A Schoolwide program is a comprehensive school reform model.
- The model is designed to generate high levels of academic achievement in core academic areas for all students, especially those who are not demonstrating proficiency in meeting the State's academic content and achievement standards.

Program Requirements

- 40% poverty threshold
- One-year planning required prior to implementation
- Identification of students is not required
- Annual evaluation of program effectiveness

Program Requirements

- A schoolwide program that consolidates funds is not required to maintain separate fiscal accounting records for each of those programs.
- A schoolwide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purpose of each of the Federal programs consolidated to support it.
- The amount of Federal funds used in a schoolwide program must be supplemental to the amount of State and local funds the school would otherwise receive.

10 Implementation components

- Comprehensive needs assessment
- Schoolwide reform strategies
- Instruction by highly qualified teachers
- High quality and ongoing professional development
- Strategies to attract highly qualified teachers
- Strategies to increase parental involvement

10 Implementation components

- Plans for assisting preschool children in the transition from early childhood programs to local elementary programs
- Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement

10 Implementation components

- Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels.
- Coordination and integration of Federal, State and local services and programs.

Benefits of Schoolwide Programs

- Flexibility – combining resources, serving all students, redesigning the school and its services.
- Coordination and Integration – reduction in curricular and instructional fragmentation.
- Accountability – clear and coordinated; all students are responsible for achieving the same high standards.
- Unified Goals – schoolwide programs bring parents, the community and the school together to redesign and improve the school.

Effective Schoolwide Programs

Guiding Principles and Practices

- Redesign of organizational infrastructure
- Investment of resources to support the emerging system
- Continuous self-assessment
- Use of a meaningful planning process
- Accommodation and support of a diverse student population

Effective Schoolwide Programs

Guiding Principles and Practices, cont.

- Strong leadership
- Reform goals that are based on a shared vision by stakeholders
- Commitment to the investment of time and risk-taking
- Training of participants prior to implementation of reform
- Flexible reform strategies that accommodate a variety of approaches

Targeted Assistance Model

- A student is eligible to receive Title I services in a targeted assistance school if the school identifies the student as “failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards.”

Targeted Assistance Model

- The targeted assistance school makes the determination of student eligibility based on multiple, educationally related, objective criteria, and assessments.
- The school targets its services on specific, identified children using a rank order list of student needs and those served.

Targeted Assistance Model

- **Responsibilities:** The administrator and the Title I teachers who are paid with Title I funds are responsible for making sure regulations are met.
- **Plan Development:** To be based on the annual needs assessment with input from teachers, staff, and parents.

Components of a TA Program

- Comprehensive needs assessment.
- Planning for students incorporated into existing plan (School Improvement Plan).
- Methods and strategies are based on scientifically-based research.
- Coordination and support to the general education program.

Components of a TA Program

- Provide instruction by highly-qualified teachers and paraprofessionals.
- Provide opportunities for professional development.
- Strategies to increase parent involvement.
- Coordination of federal, state, and local services.

Targeted Assistance Model

- **Professional Development:** All staff may participate in PD activities paid for with Title I funds provided such participation will result in a school being better able to address the needs of its Title I students.
 - ~ The only limitation is that Title I-funded PD may not include staff who do not serve Title I students at some point during the school day.

Title I Parent Involvement: District and School Policies

Title I Office Hours– November 17, 2011

District Parent Involvement Policy

- Involve parents in jointly developing the Title I program plan, reviewing implementation of the plan and suggesting improvements to the plan
- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance

District Parent Involvement Policy

- Build the schools' and parents' capacity for strong parental involvement
- Coordinate and integrate Title I parental involvement strategies with those of other educational programs
- Involve parents in the activities of the schools served

District Parent Involvement Policy

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the District Title I Parent Involvement Policy with regard to improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law.
- Findings of such evaluation shall be used to design strategies for more effective parental involvement and revision of District Title I Parent Involvement Policy

District Parent Involvement Policy

- As part of the annual evaluation, review the effectiveness of parent involvement actions and activities of district schools receiving Title I funds.

School-Level Parent Involvement Policy

- School-level Title I Parent Involvement policies include the school/parent compact
- All schools receiving Title I funds must have a school/parent compact, regardless of their standing as a targeted assistance or schoolwide program
- School/Parent Compacts are not required to be signed by parents or staff

School-Level Parent Involvement Policy

- The policy and compact must be joint developed and agreed upon by the school and parents of students served in the school
- For elementary schools, hold at least one parent/teacher conference during which the School-Level Parent Involvement Policy (School/Parent Compact) is discussed as it relates to the student's achievement.

Developing the School-Level Policy

Important Questions to Ask:

- Are parents being given a meaningful opportunity to participate in developing the policy?
- Is this policy a result of open discussion and serious thought?
- How does the policy advance the best educational interests of all students?

Developing the School-Level Policy

More Questions to Ask:

- How does this policy support the purpose, mission and goals of the Title I program, the school, and the school district?
- What do the current literature and research say that is relevant to the policy?
- How is the policy related to other school and district policies?

Developing the School-Level Policy

More Questions to Ask:

- How consistent is compliance with the policy likely to be?
- How can the effectiveness of the policy be evaluated?
- What support does the policy require to be successful?

Developing the School-Level Policy

- More Questions to Ask:
- What will it cost, in human and fiscal terms, to implement the policy?
- What steps will be taken to implement and enforce the policy?
- Is the policy understandable and clear?
- How is the policy affected by federal and state legal mandates?

Questions?