

# Title Programs and School Improvement



School Improvement Conference

April 14, 2011



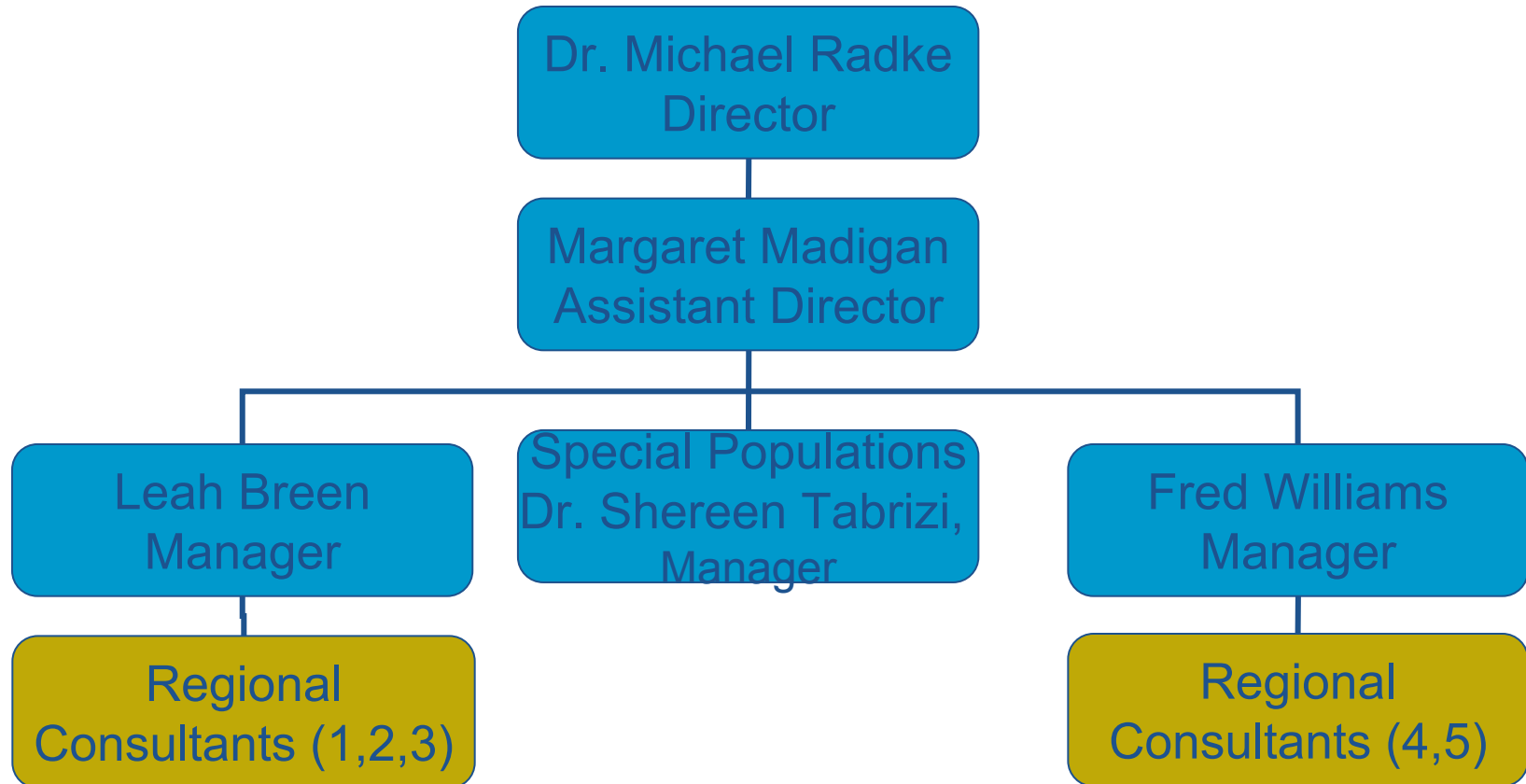
# Presenter

Yvonne Mayfield

Field Services Consultant,  
Office of Field Services,  
Michigan Department of Education



# Office of Field Services





# Purpose

- Overview of Title I Programs
- Program Planning and Evaluation
  - Targeted and Schoolwide
  - Needs Assessment
  - Parental Involvement
- Adequate Yearly Progress
- American Reinvestment and Recovery Act (ARRA)
- Title II, Part A
- Supplement, NOT Supplant
- Questions and Answers



# Federal Funding Begins

- Federal funding to state education began in 1965.
- Purpose is to contribute ***additional resources*** to provide targeted services beyond the normal education program to specific categories of students.



# Elementary and Secondary Education Act

- Highly-qualified teachers in core areas
- Testing 3-8 in ELA and mathematics
- Adequate Yearly Progress (AYP) consequences:
  - Title I schools
  - Non-Title I schools
  - Districts
- English Language Learners (ELL) annual testing
- Annual report cards



# Categorical Programs

## *Federal Funds*

- Title I, Part A      Improving Basic Programs
- Title I, Part C      Education of Migratory Children
- Title II, Part A      Teacher/Principal Training/Recruiting –  
Class Size Reduction
- Title II, Part D      Enhancing Education Through  
Technology (ARRA Recovery Funds only)
- Title III              Limited English Proficient (LEP) Sub Grant
- Title V                Innovative Programs (Innovative Programs  
only for Small Rural School Achievement  
Program, SRSA Districts only)
- Title VI, Part B      Rural and Low-Income School Program



# Who Decides How Categorical Funds Are Spent?

**Superintendent** - Gatekeeper for state/local laws and policy interpretation on what is the district's responsibility

## District/Building School Improvement Teams

- Federal legislation states that expenditure decisions on federal funds are made by a **collaborative and site-based decision making process.**
- The collaborative and site-based decision making process is always based on a **needs assessment.**





# Program Design

- **Purpose**
- **Participation (Who is Served?)**
- **Planning**
  - School improvement plan required
  - Contact with private non-profit required
  - Parent participation required
    - Title I, Part A & C
    - Title II, Part A
    - Title III



# Title I Program Purpose

- Designed to help disadvantaged children meet high academic standards
- Provide supplemental instructional services to identified children in both schoolwide and targeted programs



# Targeted Assistance/Schoolwide

- Targeted Assistance
  - Required Components
  - Needs Assessment
- Schoolwide
  - Required Components
  - Needs Assessment
  - Planning Grant



# Targeted Assistance Program

- A targeted assistance program provides supplementary services only to identified students failing to meet core curriculum standards
- Students are served based on a comprehensive student needs assessment
- Program services are research based
- Supplementary services are provided in all four core curriculum areas



# Targeted Assistance Program

- Incorporation of planning for students served by Title I into existing school planning.
- Instructional strategies that give primary consideration to providing extended learning time, helping provide an accelerated, high-quality curriculum, and minimizing removal of children from the regular classroom.
- Coordination with and support for the regular education program.
- Instruction by highly qualified staff.



# Targeted Assistance Program

- High quality professional development for administrators, teachers, and other staff who work with participating children, and, where appropriate, parents.
- Strategies to increase parent involvement in supporting their children's learning.
- Coordination of Title I and other resources to enable participating children to meet the state core curriculum standards.
- Ongoing review of the progress of participating children and program revision, if needed, to provide additional assistance to children having difficulty meeting state standards.



# Schoolwide Program

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



# Schoolwide Program Requirements

## Comprehensive Plan Elements

- Describes components
- Describes resources
- Lists related programs
- Describes parent support



# Schoolwide Program Requirements

- *Comprehensive needs assessment*
- *Schoolwide reform strategies*
- *Instruction by highly qualified teachers*
- *High quality professional development*
- *Attract highly qualified teachers to high needs schools*



# Schoolwide Program Requirements

- ***Parent involvement***
- ***Transition plans***
- ***Teacher participation in assessment decisions***
- ***Timely additional assistance***
- ***Coordination of services and programs***



# School Improvement Planning

In addition to required components of a school improvement plan, the School Code requires the inclusion of specific elements.

S.C. 1277



## Elements of a School Improvement Plan

- Mission Statement
- Goals based on student academic objectives for all students
  - Centered on academic learning
  - Strategies to accomplish the goals
  - Address core subject areas of English language arts, social studies, mathematics and science



## Elements of a School Improvement Plan

- Strategies to accomplish goals
- Curriculum aligned corresponding with goals
- Evaluation of processes and evaluation of the plan
- Staff Development



## Elements of a School Improvement Plan

- Development and utilization of community resources and volunteers
- Role of adult and community education, libraries, and community colleges in the learning community



## Elements of a School Improvement Plan

- Building level decision-making
- Alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies



## Schoolwide Program Requirements

### **Schoolwide programs are not relieved of requirements relating to:**

- Health, safety, civil rights
- Student and parental participation and involvement
- Services to private school children
- Maintenance of effort
- Comparability of services





## Schoolwide Planning

To Become Schoolwide, a School Must:

- Meet a 40% poverty threshold
- Participate in a one-year school improvement planning process

Once a School is Schoolwide, It Must:

- Conduct an annual evaluation of program effectiveness



# Schoolwide Planning Grants

- \$3,000 planning grant available through MDE - Grant helps defray cost of one year of planning with a MDE approved outside facilitator
- Application available at [www.michigan.gov/osi](http://www.michigan.gov/osi)



# Parent/Guardian Participation

## Definition –

The participation of parents/guardian in regular, two-way, and meaningful communication involving student academic learning and other school activities.



# Parent Participation

- Planning
- Annual consultation
- Parent Involvement Policy
- Parent/Teacher/Student Compact
- Annual parent meeting
- Parents Right-to-Know
- Annual evaluation



# Program Evaluation

- Annual review of program data is required
- The review information is the basis for needs assessment and next year's program planning

## Plan With The End In Mind



# Title I Programs

- 1) A targeted assistance Title I program is not intended for all students. A schoolwide Title I program can service all students in some capacity based on the schoolwide reform program design.
- 2) Programs are intended to focus upon supplemental services to eligible children.
- 3) Services are based on lack of student academic achievement to eligible students, not poverty.



# Title I Programs

- 4) Programs exist to impact student achievement in core content areas.
- 5) Services flow to the child and not the teacher.
- 6) Services must be supplementary to basic instruction.
- 7) Services cannot supplant existing educational delivery.



# Title I Programs

- 8) The program is to be delivered only through eligible school buildings (private schools - eligible students).
- 9) The program mandates parent involvement.
- 10) Services are delivered through site-based planning and decision-making aligned with comprehensive needs assessments.





# Title I Programs

## OTHER CONSIDERATIONS



# Adequate Yearly Progress (AYP) Chart Summary

## Schools not making AYP for –

- 1 year (Phase 0) Not Identified for School Improvement (SI)
- 2 years (Phase 1) Identified for SI
- 3 years (Phase 2) Identified for SI, continued
- 4 years (Phase 3) Corrective Action
- 5 years (Phase 4) Restructuring – Planning
- 6 years (Phase 5) Restructuring – Implementation
- Beyond 6 years Restructuring Continues or School Closure



# Subgroups

1. Specific Racial/Ethnic Groups
2. Students with Disabilities
3. Limited English Proficient Students
4. Economically Disadvantaged Students (Students Eligible for Free or Reduced Price Meals)



# AYP Consequences

- Choice Transfer
- 10% Professional Development Set-Aside
- Supplemental Educational Services
- District AYP
- School Closures and Restructuring



# American Reinvestment and Recovery Act

## ARRA



# ARRA Guiding Principles

- Spend funds quickly to save and create jobs
- Improve student achievement through school improvement and reform





# ARRA Guiding Principles

- Report fiscal and programmatic information in order to ensure transparency and accountability
- Invest the one-time ARRA funds thoughtfully to minimize the “funding cliff”



# ARRA Guidance

- Use of Title I Funds Under ARRA

<http://www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.doc>

- Quarterly Reporting

<http://www.ed.gov/policy/gen/leg/recovery/section-1512.html>





# Title II, Part A

## Teacher and Principal Training and Recruitment



## Title II, Part A Professional Development

### Description of Core Academic Subjects –

The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography [Section 9101(11)]



# Professional Development

- To improve the knowledge of teachers and principals (if appropriate, paraprofessionals) concerning one or more core academic subjects that the teachers teach
- Can focus on effective strategies, methods and skills, and use of state academic content standards and state assessments



# Professional Development

- How to teach and address the needs of students with different learning styles
- To provide training in improving student behavior
- To provide training to enable teachers and principals to involve parents in their child's education
- How to understand and use data



# Class Size Reduction

## MDE requirements:

- CSR is identified in needs assessment
- CSR is allowed:
  - Only in grades K-3
  - Where adding teacher reduces class size to 17 or less
  - When serving high risk students
  - When sustained over multiple years
  - When instructional strategies are changed

**Impact on achievement must be measurable**

# What are Budget Considerations?



# Supplement, Not Supplant

- Categorical funds are ***additional resources*** to provide targeted services beyond the normal educational program.
- Categorical funds do not replace nor are they a substitute for foundation dollar expenditures.



## General Budget Review Considerations

- All activities must be linked to the stated needs and plan
- Items included in the budget must connect with the needs, goals, objectives, strategies and activities in the LEA Planning Cycle
- Budget items must have sufficient description to determine if they are supplemental in nature, necessary, reasonable and allowable according to funding source. Items included in the budget for supplies and materials must be descriptive





# Supplement, Not Supplant

State and local funds must be used for all activities that are the district's responsibility.



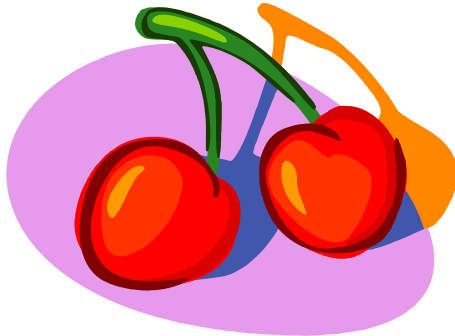
# What is “District Responsibility”?

District responsibility is defined as the requirements for operating a school under state and local laws/policy. This includes categories such as, but not limited to:

- Basic education classroom teacher salaries
- Support personnel salaries
- Administrator salaries
- Basic classroom supplies and materials
- Operation and maintenance
- Contractual agreements with unions
- Transportation



# Supplement, Not Supplant



- Categorical federal and state funds cannot replace district program responsibilities

**BUT**

- Categorical federal and state funds can provide ***additional resources.***





# Supplement, Not Supplant



- For example textbooks are a district responsibility,

**BUT**

- Extra leveled books (for Title I or III students) can be considered an ***additional resource.***



# Supplement, Not Supplant



- Curriculum development is a district responsibility,  
**BUT**
- Professional development on teaching strategies can be considered an ***additional resource.***



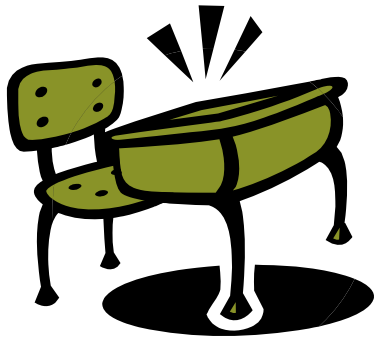
# Supplement, Not Supplant



- Classroom teachers are a district responsibility,  
**BUT**
- A Reading Recovery teacher may be considered an ***additional resource***.



# Supplement, Not Supplant



- When the desks, chairs and buses wear out and need to be replaced or repaired, the district funds (state and local) must pay the cost.



# Supplement, Not Supplant



- When the computer for the Title I program wears out and must be replaced or repaired, federal categorical funds may pay the cost.





# Staffing Example - Director

The director of state and federal programs position is split-funded between state funds and federal categorical funds.

- 50% of salary is paid to provide administrative oversight of district responsibilities.
- 50% of salary is paid to provide administrative oversight of Title I, Part A and to provide professional development for Title II, Part A activities. Time logs must be kept to ensure that only Title I and Title II activities are conducted during this time period.



# Staffing Example - Principal

EDGAR Federal Regulations do not allow payment of a part of a building principal's salary out of Title I, Part A unless:

- Documentation exists from board action, which shows that the position as a principal is not full time.



# Staffing Example - Principal

Documentation exists which states what part of the day, specifically, is designated for Title I activity – a reasonable time when the principal is not available as a principal to talk with students, parents, etc., because they are working on Title I activities (perhaps a separate office).



## Staffing Example - Split Funding

Documentation exists that includes a time log of all activities charged to Title I and is maintained for single audit purposes when a person is paid with more than one funding source.



# Professional Development

- Professional development items must meet the criteria of sustained, ongoing and research based
- Professional development budget item detail description includes the professional development topics, approximate number of staff, number of days planned, costs per day for staff and/or contracted consultants, supplies and materials or other related expenses; and/or a detailed description that links to the School Improvement Plan or AYP status or a separate Professional Development Plan
- Items included in the budget for supplies and materials must be descriptive



# Professional Development

5 Required Days ...

Funds can be utilized to facilitate speakers/consultants relative to Title II, Part A topics



# Allowable Expenses for Curriculum Development Activities

## Examples:

Allowable	Not Allowable
Training on how to do curriculum mapping – Title II, Part A	Funding to write curriculum maps
Training on how to do MEAP analysis – Title II, Part A, Title II, Part D	Conducting a training that includes the completion of the district's MEAP analysis
Paying for registration to attend one of the MDE school improvement frameworks conferences – Title II, Part A	Funding a workshop in the local district that includes planning the district's core curriculum around the school improvement frameworks



## Allowable Title II, Part A Expenses for Substitute Teachers

### Guidelines:

- Reasonable and necessary
- Substitute services for Title II, Part A Class size reduction teachers
- Substitute services for teachers who are participating in Title II, Part A funded professional development activities





## Allowable Expenses for Teacher Mentoring

- Guidelines:
  - The district is required to have new teacher mentoring
    - Assign a mentor
    - At least 15 days of professional development over 3 years
  - Some contracts require mentoring under certain circumstances
  - Title II, Part A mentoring must be in addition to the legal requirements



# Items to Think About

- Annual Education Reports, School Improvement Plans, District Parent Involvement policies – random reviews
- Title II, Part A – ISD county-wide programs and workshops
- Move away from single day, single person conferences

# Title I and School Improvement



## Questions and Answers



# Questions, Comments and Concerns

Contact your regional Field Services Unit consultant:

- Region 1 . . . . . 517-373-4009
- Region 2 . . . . . 517-373-0161
- Region 3 . . . . . 517-373-6341
- Region 4 . . . . . 517-373-4004
- Region 5 . . . . . 517-373-4212