

DEVELOPING A TITLE I PROGRAM

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Montana Office of Public Instruction

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TITLE I ELIGIBILITY

- ◉ This year the Montana Office of Public Instruction began using the free and reduced lunch count to determine Title I eligibility
- ◉ The old method used the Census count
- ◉ More schools became eligible for Title I monies
- ◉ Schools that have never had or had lost programs now must develop a Title I program to use the dollars

TARGETED ASSISTANCE SCHOOLS

- ◎ What is a Targeted Assistance School?
- ◎ Title I, Part A funded school that is
 - Not eligible for or choose not to operate a schoolwide program;
 - Serve eligible children identified as having the greatest need for special assistance;
 - Children identified as failing or most at risk of failing to meet State academic standards;
 - Based on multiple, educationally related, objective criteria establish by LEA
 - Assistance given mainly in reading and/or math

TARGETED ASSISTANCE SCHOOLS

- ◉ What may Title IA funds be used to provide?
 - Services to children with greatest need for assistance
 - Services in addition to regular school program

ELIGIBLE STUDENTS

- ◉ Economically disadvantaged children;
- ◉ At-risk
- ◉ Children with disabilities;
- ◉ Migrant children;
- ◉ Limited English proficient children;
- ◉ Children from Head Start, Even Start, Early Reading First programs;
- ◉ Neglected or Delinquent children; and
- ◉ Homeless Children.

TARGETED ASSISTANCE ELIGIBILITY

What kinds of criteria may be used to select children in pre-school - grade 2?

- ◉ Teacher judgment
- ◉ Interviews with parents
- ◉ Developmentally appropriate measures

TARGETED ASSISTANCE ELIGIBILITY

What criteria is used to select children grades 3-12?

- ◉ MontCAS
- ◉ District assessments
- ◉ Classroom performance
- ◉ Parental interviews
- ◉ Teacher judgment
 - Must be based on academic/educationally related criteria
 - More than one measure should be used

TAS ELIGIBILITY

Are disabled students eligible for Title IA services?

- Selected using district/school criteria
- Avoid supplanting
- May not use Title IA funds to provide services to meet Federal, State, or local law
- May only supplement required services

TAS ELIGIBILITY

Are LEP students eligible for Title IA services?

- Selected using district/school criteria
- Avoid supplanting
- May not use Title IA funds to provide services to meet Federal, State, or local law
- May supplement required services

TARGETED ASSISTANCE COMPONENTS

- ◉ Use funds to help eligible children meet same academic standards expected for all children;
- ◉ Ensure that planning for eligible children is incorporated into existing school planning;
- ◉ Use effective methods and instructional strategies based on scientifically based research,
 - Give primary consideration to extended learning time
 - Provide an accelerated, high quality curriculum, including applied learning
 - Minimize removing children from the regular classroom during regular school hours.
- ◉ Coordinate with and support the regular education program, which may include services to assist preschool children in the transition to elementary school.

TARGETED ASSISTANCE COMPONENTS

- Provide instruction by highly qualified teachers.
- Provide opportunities for professional development with Title I funds, and to the extent practicable, from other sources, for teachers, principals, paraprofessionals, and other staff who work with participating children in TA programs or in the regular classroom.

REQUIRED TAS COMPONENTS

- Minimize removing children from classroom
- Strategies to increase parent involvement
- Coordinate with regular education program
- May include
 - Counseling and mentoring
 - College/career awareness/preparation
 - Prepare students for transition from school to work
 - Preschool transition to elementary school

TARGETED ASSISTANCE INSTRUCTION

○ Strategies:

- Enable students to meet standards
- In-class assistance
- Collaborative teaching among Title IA and regular classroom teachers

○ Extended Day/Year

- Summer school
- Before- and after-school programs
- Preschool program
- Extended Kindergarten
- Extended Learning Time

TARGETED ASSISTANCE INSTRUCTIONAL MODELS

◉ Inclusion Model

- Title IA teacher/Classroom teacher collaborate on lessons
- Team teaching
- Push In
 - Title I teacher or paraprofessional works with small groups of children
 - Must be under the direct supervision of the classroom teacher

TARGETED ASSISTANCE INSTRUCTIONAL MODELS

◎ Pull-Out

- Not recommended
- Must not be during classroom instructional time
- Provides supplemental instruction and practice
- Must be done by a highly qualified teacher-cannot be done by a paraprofessional

TARGETED ASSISTANCE COMPREHENSIVE SERVICES

- ◎ Title IA funds may be used to provide
 - Basic medical equipment
 - Health, nutrition and social services
- ◎ If services are unavailable elsewhere

TARGETED ASSISTANCE SCHOOL PERSONNEL

- ◎ Title IA staff may:
 - Assume duties:
 - Beyond classroom instruction or
 - Does not benefit non-Title IA students
 - If duties are the same for similar personnel
 - Participate in professional development and planning
 - Teach collaboratively if such teamwork directly benefits Title IA students

TARGETED ASSISTANCE SCHOOL PERSONNEL

◎ Split Funded Personnel

- Must keep time and effort records
 - Time spent on Title IA activities
 - Names and numbers of students served
 - Time spent on allowable non-Title IA activities
 - May be daily, weekly, monthly schedules
 - Filed at the school and district office

SCHOOLWIDE PROGRAMS

- ◎ What is a Schoolwide Program?
 - Title IA funded school that
 - Has a poverty rate 40% and above
 - Serves all students regardless of eligibility
 - Assists in all core subjects
 - Chooses to adopt a planning and implementation process

SCHOOLWIDE PROGRAMS

◎ Process

- Letter of Intent
- Six - Step Planning Process
- Ten Plan components
- USED Non-Regulatory Guidance
- Enter Plan in the 5YCEP

PARENT INVOLVEMENT

- Required:

- NCLB - Title I, Part A (Sec.1112, d, [1])

- NCLB - Title I, Part A (Sec.1118)

- BPE - ARM 10.55.701 (3)(m)

An LEA Title I Plan shall be developed in consultation with teachers, principals, Administrators and parents of children Served. Sec. 1112, d, (1)

PARENTAL INVOLVEMENT

◉ District Policy

- A district may receive Title I funds only if such agency implements programs, activities, and procedures that involve parents in meaningful consultation for planning and implementation.

PARENTAL INVOLVEMENT

◉ Written Policy for Districts

- Districts shall develop a written policy jointly with, agreed on with, and distributed to parents of participating children
- Districts shall incorporate the written policy into the Title I plan and describe:
 - ✓ district coordination, technical assistance and support to schools in planning and implementing effective parent involvement activities
 - ✓ district building capacity for strong parent involvement
 - ✓ coordination and integration of parent involvement strategies with other State and Federal programs
 - ✓ involvement of parents annually in evaluating the content and effectiveness of the parent involvement policy
 - ✓ parent involvement in school activities

PARENTAL INVOLVEMENT

- SCHOOL POLICY - Each school served shall develop a policy similar to the district policy to be made available to the local community and to be updated periodically.
 - Schools may amend current policy to reflect these requirements
 - Any comment from parents not satisfied with this policy must be submitted with the Title I Plan

PARENTAL INVOLVEMENT

- ◎ 1% ALLOCATION - The district shall set aside one percent of its agency allocation for parental involvement if the allocation is above \$500,000.
- ◎ PARENT INPUT - Parents shall be involved in the decisions regarding expenditures for parental involvement activities.

PARENTAL INVOLVEMENT

- Each School shall: (Section 1118, c)
 - Convene an annual meeting of parents
 - Provide flexible meeting schedules
 - Involve parents in all issues regarding Section 1118
 - Provide parents with:
 - ✓ Timely information
 - ✓ Information about curriculum, assessment, and proficiency levels
 - ✓ Regular parent meetings
 - Include parent comments in the plan

PARENTAL INVOLVEMENT

- School-Parent Compact (NCLB Section 1118, d)
 - Each school shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high academic standards.
 - The compact shall (NCLB Section 1118, d):
 - ✓ Describe school's responsibility
 - ✓ Describe parents' responsibility

PARENTAL INVOLVEMENT

○ School-Parent Compact (Continued)

- Address importance of communication between teachers and parents through:
 - ✓ At least an annual Parent-Teacher Conference in elementary schools that includes discussion about how the compact relates to individual achievement
 - ✓ Frequent reports to parents on their children's progress
 - ✓ Reasonable access to staff, opportunities to volunteer, and observe classroom activities

PARENTAL INVOLVEMENT

○ Building Capacity for Parent Involvement

- To ensure effective involvement of parents and to support a partnership among the school, parents, and community, the school and district:
 - ✓ Shall provide assistance to parents in understanding the state academic content standards, state and local academic assessments, state student academic achievement standards, and how to monitor a child's progress and work with educators to improve achievement
 - ✓ Shall provide materials and training to help parents work with their children to improvement achievement:
 - Literacy Training
 - Using Technology

PARENTAL INVOLVEMENT

- Building Capacity for Parent Involvement (cont.)
 - ✓ Shall educate all staff with the assistance of parents, in the value of parent involvement and:
 - How to reach out to parents
 - How to communicate with parents
 - Work with parents as equal partners
 - Implement and coordinate parent programs
 - Build ties between parents and school
 - ✓ Shall, to the extent feasible, coordinate and integrate parent involvement programs and activities with other state, federal, and local programs
 - ✓ Shall ensure that information provided to parents is in an understandable format
 - ✓ May involve parents in developing staff training

PARENTAL INVOLVEMENT

- Building Capacity for Parent Involvement (cont.)
 - ✓ May provide literacy training from these funds
 - ✓ May pay reasonable and necessary expenses of parents
 - ✓ May train parents to enhance the involvement of other parents
 - ✓ May arrange school meetings at a variety of times to maximize parental involvement
 - ✓ May adopt and implement model approaches to parent involvement
 - ✓ May establish a district wide parent advisory council
 - ✓ May involve community-based organizations in parent activities
 - ✓ Shall provide such reasonable support requested by parents

TEACHER QUALIFICATIONS

- Each LEA receiving assistance under Title I Part A shall ensure that all teachers hired after January 8, 2002, and teaching in a program supported with Title I Part A funds are highly qualified.
- Each SEA shall develop a plan to ensure that all teachers teaching in core academic subjects within the state are highly qualified not later than the end of the 2005-06 SY.

PARAPROFESSIONAL QUALIFICATIONS

- Each LEA receiving Title I Part A funds shall ensure that all instructional paraprofessionals hired after January 8, 2002, and working in a program supported with Title I Part A funds shall have met one of the following criteria:

- New instructional paraprofessionals
 - Completed at least 2 years of study at an institution of higher education, or
 - Obtained an associate's or higher degree; or
 - Passed a district-wide test to establish qualifications

PARAPROFESSIONAL QUALIFICATIONS

Existing Instructional Paraprofessionals

- ◉ Each LEA receiving assistance under Title I Part A shall ensure that all instructional paraprofessionals hired by the LEA before January 8, 2002, and working in a program support with Title I Part A funds shall satisfy the requirements described above no later than January 8, 2006.

PARAPROFESSIONAL QUALIFICATIONS

State or local assessments

- ◉ The OPI does not require the use of a specific test for the assessment of an instructional paraprofessional's knowledge and skills.
- ◉ This decision is left to the local district to select from available and appropriate tests.
- ◉ The OPI website has a list of assessment tools.

PARAPROFESSIONAL QUALIFICATIONS

Verification of Compliance

- ⦿ Each LEA shall require the principal of each school operating a Title I program to attest annually in writing as to whether such school is in compliance with this section.
- ⦿ Copies of attestations shall be maintained at each school and shall be available to any member of the general public.

PARAPROFESSIONAL ROLES

Duties of Paraprofessionals

- May provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- Assist with classroom management, such as organizing instructional and other materials,
- Provide instructional services to students
 - Under the direct supervision of a teacher,

PARAPROFESSIONAL ROLES

Duties of Paraprofessionals (cont.)

- ◉ Provide assistance in a computer laboratory,
- ◉ Conduct parental involvement activities,
- ◉ Provide support in a library or media center,
- ◉ Act as a translator

And may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I Part A funds.

PARAPROFESSIONAL ROLES

Duties of Paraprofessionals (cont.)

- ◉ The LEA may use Title I Part A funds to support ongoing training and professional development to assist teachers and paraprofessionals in satisfying this part.

TARGETED ASSISTANCE RECORDS

- Split funded staff Time and Effort records
- Final Program Report-due in June of each year
- Ranking worksheets
 - Rank all students in school using selection criteria for service
 - List of students served
 - Students exited and reason for exit
- Student files include:
 - Date services started
 - Assessment scores at commencement of services
 - List of services provided
 - Exit criteria
 - Date of exit from program
 - Assessment scores at exit

TARGETED ASSISTANCE RECORDS

○ Student Files *continued*

- Record of parent contacts
 - Date compact sent home - if signed and returned - copy of compact
 - Copy of letter describing services
 - Copy of parent refusal of services (if applicable)
 - Copy of progress reports to parents

TARGETED ASSISTANCE RECORDS

- ⦿ Inventory of Title IA equipment/materials
 - Disposal of equipment
- ⦿ Record Retention
 - Records are confidential
 - Keep all records for 3 years
 - Destroy after 3 years

TARGETED ASSISTANCE SCHOOLS

For Further Information:

- www.opi.mt.gov
- NCLB Text and USDE Guidance
 - www.ed.gov/programs/titleiparta/legislation.html
 - www.ed.gov/programs/titleiparta/wdag.doc
- OMB Circular A-133

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