

Title I Basic Training

Terry Strayhand

MEGA Conference 2016



Welcome

Overview

ESEA – Title I Background

First Steps

Programs

Monitoring Cycles

ALEAT

Parent Engagement

Highly Effective Teachers /Title II

Fiscal - GME

What is the purpose of Title I?

- Ensures that *all children* –
 - *particularly those from low income schools and who are identified as most academically at-risk* – have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

FIRST STEPS

Notify Title I

Contact

AzEDs DATA

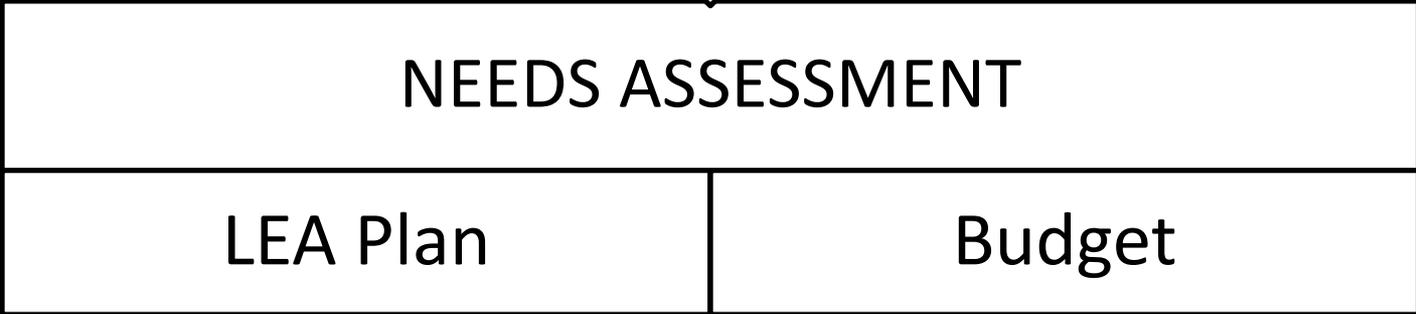
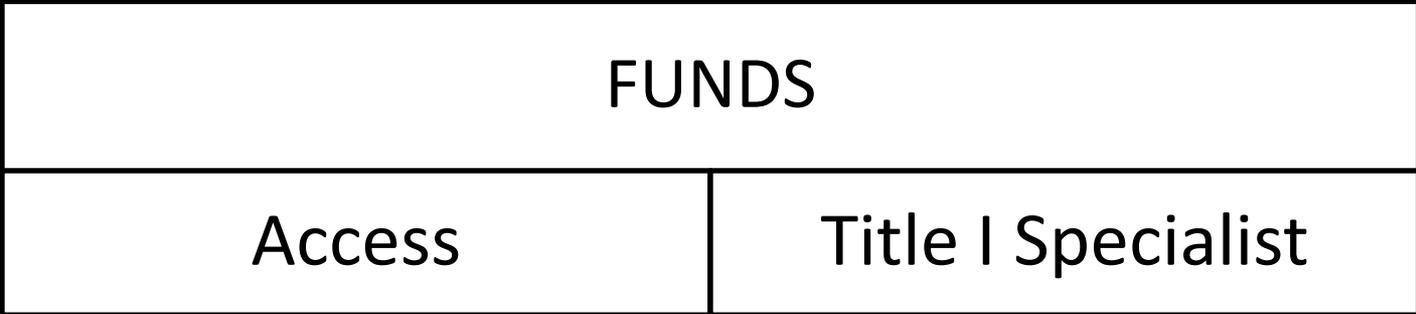
SUPPD 72/73

OCTOBER 1st

POVERTY COUNT

NCLB 1 – NCLB 2

ALLOCATION



Eligibility - How are Title I funds generated for LEAs?



- Title I funds are determined through the most current census report of the poverty level within the LEA's boundaries.



Who is *Eligible* ~

- Children who are most at - risk of failing to meet performance standards.
- Children who are economically disadvantaged, homeless, children with disabilities, migrant children, or limited English proficient.



***Important to remember!**

The Poverty level generates funds, BUT services are for the academically at-risk student.

Schoolwide vs Targeted Assistance Title I Program

Targeted Assistance (TA):

- Title I program model that concentrates or “targets” services to students identified as most at-risk academically based upon rank ordered criteria.

Schoolwide Program (SW):

- Title I school model that defines the services to students by encompassing the entire school. It is built on reform strategies.

Developing Title I Programs

Targeted Assistance Programs (TA)

- Targeted Assisted programs:
- signify that services are provided to a selected group of children who are identified as being most at-risk of not meeting performance standards.
- are always supplemental services programs for low achieving students and should occur outside the core academic period.
- are part of the comprehensive LEA plan continuous improvement plan (CIP) in ALEAT and school plan in ALEAT.

Needs Assessment

- - At a minimum, consists of data collection from:
 - Students
 - Parents
 - Teachers
 - Community
- - Identifies strengths, weaknesses and critical areas of the Title I program.
- - Aligns goals, strategies and action steps to critical needs.
- - Aligns resources and expenditures with needs and plan.

Student Selection

FOR GRADES K-2 Eligibility FOR TA

- Written assessments are not necessary to determine who receives services.
- Use:
 - Teacher recommendation
 - Interviews with parents
 - Developmentally appropriate measures
 - Children from Head Start programs
 - Children from other selected group

Student Selection Eligibility FOR grades 3-12 FOR TA

Eligibility is determined through multiple academic measures:

- Standardized test scores
- Report card grades
- Progress Reports
- Diagnostic achievement tests
- Previous inclusion
- Specific designated group
- Teacher observation/request*
- Parent request*

Eligibility and Rank Order

- The LEA determines what multiple academic measures will be used.



The LEA must use the same measures for identifying students in all schools to preserve uniformity.

- The LEA creates template for schools to follow.

Eligibility and Rank Order

- SCHOOLS use one measure that equalizes all students to create the list. Include **every** student in the school.
- SCHOOLS select students who will receive services based on a **cut off score** determined by the LEA with possible criteria added by school.
- SCHOOLS rank students in order of most academic needy at the top of list.

Eligibility

- Services will depend on how the school intends to use Title I funds.

Across School

Most academically needy in
each grade

Across Grades

Most academically needy in
selected grades

Writing the Criteria

Name the **tests** included in the criteria, for example,
“Students eligible for Title I Services shall be those who:

1. on the AIMS test, score FFB in Reading and/or Math...
2. on the Terra Nova test ,score 2 or more years below present grade level...”
3. have a grade of 70 or below in Reading/Math on last year’s report card...

Sample Eligibility List

Big Foot Elementary School Grade Level Eligibility List 2011-12

Terra Nova

| Name | Grade | Reading Comp | Math Concept & Application |
|------------|-------|--------------|----------------------------|
| Juan H. | 4 | 8% | 9% |
| Maria V. | 4 | 9% | 12% |
| Becky R. | 4 | 12% | 12% |
| Alana C. | 4 | 13% | 45% |
| Paul G. | 4 | 16% | 75% |
| Ivette R. | 4 | 20% | 56% |
| Roberto C. | 4 | 65% | 8% |
| Matt V. | 4 | 80% | 10% |

Name of Test should appear on the form as well as what section of the test equals the score, eg. Comprehension...

Sample Eligibility List

Big Foot Elementary School

Eligibility List 2011-12

Terra Nova

| Name | Grade | Reading Comp | Math Concept & Application |
|---------------|-------|--------------|----------------------------|
| Juan Hernadez | 4 | 8% | 9% |
| Maria Blake | 4 | 9% | 12% |
| Becky Ruiz | 4 | 12% | 12% |
| Alana Cartop | 4 | 13% | 45% |
| Saul Guttman | 4 | 16% | 75% |
| Yvette Jones | 4 | 20% | 56% |
| Roberto Coco | 4 | 65% | 8% |
| Matt Veto | 4 | 80% | 10% |

Reading & Math eligible (for Juan Hernadez, Maria Blake, and Becky Ruiz)

Reading only (for Saul Guttman)

Math only eligible (for Roberto Coco and Matt Veto)

Name of Test should appear on the form as well as what section of the test equals the score, eg. Comprehension...

Eligibility – Whole School

Eagle Mountain Elementary School Eligibility List 2011-12

Terra Nova

| Name | Gr | Reading Comp | Math Concepts/App |
|----------------|----|--------------|-------------------|
| Jose Juarez | 8 | 8% | 10% |
| Carl Johnson | 8 | 10% | 10% |
| Maria Valdez | 6 | 12% | 8% |
| Ruby Downs | 6 | 13% | 13% |
| Chad Whitehead | 5 | 15% | 76% |
| Alena White | 5 | 18% | 80% |
| Ted Bedford | 4 | 80% | 13% |
| Rebecca Raisin | 3 | 80% | 12% |

Reading only

Read & Math El

Math only

Eligibility & Other Factors

| Name | G | AIMS | | TERRA NOVA | | Report | | Birth Date | Teacher | |
|-------|---|-------------|-------------|---------------|-------------|----------|----------|----------------|------------|-----------|
| | | <u>Read</u> | <u>Math</u> | <u>Read C</u> | <u>Math</u> | <u>R</u> | <u>M</u> | <u>Mm/yyyy</u> | <u>Yes</u> | <u>No</u> |
| Alana | 5 | FFB/240 | FFB/255 | 2.3 | 3.5 | D | C | 11/1995 | X | |
| | | | | | | | | | | |
| Jose | 6 | FFB/429 | FFB/457 | 5.7 | 6.1 | B | B | 08/1995 | | X |
| | | | | | | | | | | |

- In the example above, FFB are eligible. Use the numerical score in order to rank order students.
- In some cases, grade scores are used to identify achievement levels. In this case, students 2 years or more below may qualify.
- Whatever the main determiner is, that is the score used first.
- Not all students *eligible* have to be served- depends upon funding.

Selection List

- Student list must include all students who are *eligible* for services.
- Students are rank ordered on the basis of the *academic* criteria.
- Students most at risk are served first and are listed at the top of the rank order list.
- If the school is unable to serve all selected students, include this information on the rank order list.
- Rank order list should identify what program or services the student receives.
- Rank order list must be maintained at the site and be available to all staff.
- New students must be considered as soon as they enroll in the school.

Program models

Design models for Targeted Assistance Program

- Push- In model
- Pull-Out model
- Summer school
- Before/After School

Academic interventions are provided through *extended learning* times and are above and beyond the regular reading/LA , math program.

Planning Academic Services

Planning Team must :

- Determine who delivers services (must be HQ)
- Determine where services take place
- Determine how services are supplementary to and coordinate with regular classroom instruction*
- Determine how to evaluate student achievement
- Determine how to evaluate program
- Determine how parents will be involved in process

***Title I teachers are not the teacher of record (except for secondary elective credit classes) but must give a student progress report.**

Planning Academic Services

Planning Team must :

- Determine what resources are needed
 - Teacher?
 - Para-pro?
 - Supplementa
|
materials?
- Resources should be programmatic and must align with the Title I targeted assistance plan.
- Resources must be allowable under Title I regulations.

Targeted Assistance Plan

All schools with targeted assistance programs must have a written plan in ALEAT.

- A Title I targeted assistance plan must be developed and written by a planning TEAM.
- The planning team should include:
 - administrators, Title I staff, parents of Title I students, and regular education teachers and support staff, as appropriate.
- The planning team will be responsible for the annual review of the plan as well as the ongoing review of students and services.

ALEAT

Continuous
Improvement
Plan

- CIP

School Plan

Targeted Assistance Plan

Standards for Effective LEAs
and
Continuous Improvement Plans

Targeted Assistance Programs

- Must:

- Ensure Title I planning is incorporated into existing school planning
- Use Title I funds to assist identified students
- Use effective instructional strategies based on Scientifically Based Research
- Coordinate and support the regular education program without supplanting
- Provide instruction by highly qualified teachers
- Provide professional development
- Provide strategies to increase parental involvement
- Coordinate services and programs
 - Effective transition strategies to elementary from early childhood; elementary to middle school, middle school to high school

More on TA

- *Professional Development*
- All Title I Teachers and Paras must receive professional development on an on-going basis
- Professional development should be sustained and high quality.
- *Highly Qualified in the content area (LA, Math)*
- All Title I teachers and Paraprofessionals must be highly qualified in order to teach students.

Parent Engagement

<http://www2.ed.gov/programs/titleiparta/parentinguid.pdf>

- Title I law requires that schools and families work together to increase student achievement.
- The school provides parents with an opportunity to be involved in the academic program of the school.
- The principal, staff and parents develop, monitor, and evaluate the parent involvement section of the school plan to implement programs and services that support students.
- The school requests parent participation in parent and student surveys and meetings.

Expenses

Materials / Supplies

- ❑ Materials must be over and above what the regular student gets.
- ❑ Supplemental books/workbooks are solely for the TA students' use.
- ❑ Computer labs and materials designed for TA use may only be used by others when not in use by TA students.
- ❑ Materials and/or hardware bought with Title I monies must be labeled as Title I.
- ❑ Inventory lists must be kept showing:
 - when items are purchased
 - for whom they are purchased (grade or teacher)
 - where items are located.

Expenditures - Ask before spending

- Is the proposed expenditure intended to raise identified students' achievement?
 - The more remote the benefit, the less justifiable the expense.
- Is the proposed expenditure included in the Title I application?
- The district must seek approval from the state to change its application.
- Do the services duplicate services or materials provided to non-Title I students?

Expenditures

- Is the expense allowable?
 - Typically Title I expenses in a targeted assistance school consist of additional assistance in reading/language arts and math.
 - Targeted assistance schools must follow the “supplement, not supplant” requirement.
- Is the expense “reasonable and necessary”?
 - OMB Circular A-87 Cost Principles

Supplement, Not Supplant

- It is defined as follows:
 - An LEA may use Title I funds only to supplement, and to the extent practical, increase the level of funds that would, **in the absence of Title I funds**, be made available from non-Federal sources for the education of students participating in the Title I program. In no case may Title I funds be used to supplant—i.e., take the place of—funds from non-Federal sources.

Continued:

- Questions to determine compliance with supplement, not supplant
- Is the program or activity to be funded required by state, local or another federal law?
- Were the same programs or activities paid for with state and/or local funds in the previous years?
- Are the same programs and activities offered to non-Title I students or at non-Title I schools and paid for with state/local funds?
- *The answer to all three questions must be NO in order to be supplemental.*

Monitoring Cycles

notes:

Cycle (s)

1 – 2 – 3 – 4 – 5 – 6

ALEAT

point of contact

Tee Lambert -602-542-4353

LEA – plan

School - plan

Parent Engagement

Point of Contact:

Mark McManus

- 602-542-5046

Highly Effective Teachers /Title II

point of contact:

602-542-5343 Raquel A.

602-364-3452

Fiscal

THE NEW GME AND YOU!

GME

Review

- Questions ?



THE NEW GME AND YOU!
System Overview
External Users

Overview



- Introduction to the New System
- New Single Sign-On (*Identity Management System*)
- Managing Users Within GME
- The Funding Application (*ESEA Consolidated Example*)
 - Allocation
 - Contacts
 - Budget
 - Program Details
 - Approving and Submitting the Application
 - Amendments
 - Communication and Documentation To/From ADE

System Access – External Users



- External users must be registered with ADEConnect for Grants Management access in order to continue working with grants as they are migrated to the new system.
- LEA external users should first contact the Entity Administrator for their district regarding ADEConnect and Grants Management access.
- Entity Administrators and/or LEA external users can receive access support by contacting ADE Support at ADESUPPORT@AZED.GOV or by phone at 602.542.7378.

Accessing the System



- No longer use “COMMON LOGON” to access Grants Management System



Accessing the System...continued



- New Grants Management access via ADE Connect Single Sign On



Arizona Department of Education Single Sign On

Type your user name and password.

User name:

Password:

[Forgot Password?](#)

[ADEConnect Help Desk](#) | [FAQs](#)

Copyright © 2013 [Arizona Department of Education](#) . All rights reserved.

Accessing the System...continued



- Click Sign-In to access GME functions
- Enter Email Address and Password

| |
|--------------------|
| GME Home |
| Search ▶ |
| Contact ADE |
| Document Library |
| Help |
| GME Sign-In |

Public Access

Production

| Sign-In | |
|---------------------------------------|--|
| Email Address: | <input type="text" value="gms.user@azed.gov"/> |
| Password: | <input type="password" value="••••"/> |
| Forgot your password? | |

Special Resource

<http://www.azed.gov/program-operations/audit/>

Time Distribution Records A Quick Guide on Time Distribution Records

- Individual Semiannual Certification Template
- Individual Semiannual Certification (Completed Example)
 - Group Semiannual Certification Template
 - Personnel Activity Report Template
- Personnel Activity Report (Littleton ESD Example)
- Personnel Activity Report (Completed Example)
 - Payroll Records
 - Payroll Journal Distribution Report

First Contacts:

Terry.strayhand@azed.gov

602-542-3112