

# 2007-08 Title I, Part A Project Application

Spring Technical Assistance Forum  
April 23-25, 2007  
Orlando, Florida

# Agenda

- Overview of the Application
- What's New in 2007-08
- Group Exercise
- Budget Issues

# Needs Assessment – Consolidated

- New format - the columns have been re-titled and the Indicator list has been revised to include a performance goal that addresses High School Graduation (mandatory for Title I, Part A).
- The section that provided for the description of the scientifically based programs and activities was removed from the Needs Assessment. This section become a new component on the Consolidated and Stand-Alone applications labeled "**Activities**".

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http://data.fldoe.org/titlegrants/consol/default.cfm?action=NeedsAssess

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## Needs Assessment

**It is strongly recommended that responses to these questions be developed collaboratively to ensure equitable representation of selected titles.**

**If you are consolidating Title I, Part A:**

**One Performance Goal (Column 2) must address High School Graduation.**

**If you are consolidating Title I, Part C:**

**One Performance Goal (Column 2) must address High School Graduation.**

[View all records](#)

**Briefly provide evidence of need for each of the selected NCLB programs** (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) that will be funded through this consolidated application. In the description, include reference to the method used to conduct the needs assessment for each of the NCLB programs included in the LEA's consolidated application. Summarize results.

*(text responses limited to 2000 characters or about 330 words.)*

(1) Selected Priority Problem (s)/ Populations Identified During Needs Assessment	(2) Performance Goal(s) <b>Indicator</b> (To select multiple hold down the <ctrl> key.)	(3) Measurement Tool/Method	(4) Actual Outcomes from 2006 or Most Recent Results	(5) 2007-08 Performance Targets with Measurable Objectives	delete
<input type="text"/>	1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 District-developed <input type="checkbox"/> If District-developed: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
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# Section I - Activities

- Description of major activities and how they contribute to closing the achievement gap (consolidated and stand-alone).

Description must address:

- Targeted groups and the use of needs assessments to identify those groups;
- Supplemental instructional activities, their frequency and duration, and the scientific research-base for those activities;
- Plans for professional development; and
- Anticipated program outcomes and how the district will monitor the progress of students.

## Section II – Consultation with Private School Officials

- Detailed plan and upload of sample letters (consolidated and stand-alone). Description must include:
  - Timeline of consultation;
  - Method for feedback;
  - The proportion of Title I funds that will be set-aside for services;
  - The method(s) used to identify eligible students; and
  - How the needs of the private schools were identified, the services offered, and how decisions were made about their delivery.

## Section II – Consultation with Private School Officials

- Detailed plan and upload of sample letters (consolidated and stand-alone). Description must include:
  - How, where, and by whom the services will be provided;
  - How students will be assessed;
  - The services provided to teachers and parents of eligible private school students;
  - Third-party contractors, if applicable;
  - Complaint policies/procedures; and
  - Consultation regarding district-wide activities, if applicable.

## Section II – Consultation with Private School Officials

- Detailed plan and upload of sample letters (consolidated and stand-alone).
  - Sample notification and consultation letters must be provided. Consultation must be timely, meaning before decisions are made regarding delivery of services.

Note: Letters of attestation will be required when submitting the self-evaluation for the 2007-08 monitoring cycle.

## Section III – Collaborative Partners

- Federal/state/local (consolidated and stand-alone). Description must include:
  - The specific collaborative partners and the activities provided;
  - Targeted groups and how they will benefit from these activities; and
  - Anticipated outcomes.

## Section IV – Coordination of Programs and Participation

- Coordination with other NCLB programs, stakeholder input, dissemination, reporting of student outcomes (consolidated and stand-alone). Description must include:
  - The specific programs and the activities provided;
  - How this coordination will contribute to attainment of the objectives of this application;
  - How and when stakeholder input will be obtained;
  - How and when information will be disseminated, to whom, and in what languages; and
  - How and when student and program outcomes will be reported.

# Section V – Instructional Services to Increase Student Achievement

- Goals, objectives, and strategies for increasing reading and math achievement for children and youth who are:
  - In Title I programs;
  - Educationally disadvantaged;
  - Homeless;
  - Neglected or Delinquent;
  - Migrant; and
  - Eligible for services in a targeted assistance program. In addition, the method for identifying eligible students must be provided.

# Section V – Instructional Services to Increase Student Achievement

- Goals must:
  - Address subgroups that did not make AYP;
  - Address participation rates, if applicable; and
  - Address the provision of highly-qualified teachers and paraprofessionals.

# Section V – Instructional Services to Increase Student Achievement

- Objectives must:
  - Be Specific, Measurable, Attainable, Realistic, and Time-Bound; and
  - Use a gap analysis to identify the needs of the targeted group.

# Section V – Instructional Services to Increase Student Achievement

- Strategies must:
  - Describe specific strategies that are being used to improve student achievement;
  - Describe the frequency and duration of the activities;
  - Describe additional services, educational support, or extended learning opportunities to be provided to identified students; and
  - Describe the use of appropriate scientifically-researched based curriculum and instructional strategies.

## Section VI – Reporting Requirements/ Information Dissemination

- Upload Parent's Right to Know, four-week, and school improvement notifications. Parent letters must:
  - Be in an understandable and uniform format;
  - Include all required information;
  - Be sent in a timely manner; and
  - Be sent in languages other than English, when practicable.

## Section VII – Public School Eligibility Survey

- Public School Eligibility Survey must:
  - Indicate the correct district ranking option for the methodology used;
  - Serve schools in rank-order;
  - Provide detailed explanations for skipped schools;
  - For Provision 2 schools if applicable, indicate the data source and year.

## Section VIII – Activities to Support Required Set-Asides

- 5% set-aside for highly-qualified teachers:
  - Percent of courses taught by highly-qualified teachers in Title I and non-Title I schools provided. District may overwrite these data with explanation.
  - The amount to be set-aside may be provided.
  - A description must be provided related to the provision of professional development for non highly-qualified staff and new teachers.

## Section VIII – Activities to Support Required Set-Asides

- 1% set-aside for parent involvement:
  - A different amount may be provided in your budget, but must be at least 1% for districts allocated more than \$500,000.
  - Detailed descriptions must be provided for:
    - Activities that enhance and expand current programs;
    - Strategies to ensure meaningful parent participation in both public and private schools;
    - Activities provided by the district-wide parent resource center, if applicable;
    - How the Parent Involvement Policy was developed (upload official Policy); and
    - How the Policy is evaluated.

## Section VIII – Activities to Support Required Set-Asides

- Other required set-asides:
  - Homeless and Neglected and Delinquent:
    - Indicate the amount to be set-aside;
    - Describe the method for determining the set-aside amount;
    - Describe the method for identifying eligible children and youth;
    - Describe the method of distributing funds;
    - Describe the services to be provided; and
    - Describe the responsibilities of the homeless liaison.

## Section VIII – Activities to Support Required Set-Asides

- Optional set-aside for district-wide activities:
  - Indicate the amount to be set-aside;
  - Describe the activities to be implemented;
  - Describe the method for ensuring meaningful consultation with private schools and how equitable services will be provided;
  - Provide the timelines for implementation; and
  - Indicate the anticipated program outcomes.

# Section IX – School Improvement

- Overall district plan for assisting SINIs – description must include:
  - Technical assistance provided;
  - How Title I funds will be used to implement school improvement activities;
  - The annual measurable goals for each of the subgroups;
  - Address the fundamental teaching and learning needs; and
  - Identify extended learning opportunities.

# Section IX – School Improvement

- Linkage between the Title I application and School Improvement Plans – description must include:
  - The technical assistance provided to schools;
  - The process for ensuring the alignment of activities;
  - The LEAs peer-review process; and
  - The LEAs evaluation process.

# Section IX – School Improvement

- Measurement of schools' progress – description must include:
  - The methodology and data sources used to monitor progress;
  - Timelines; and
  - How the results of the analysis will drive adjustments to School Improvement/Schoolwide Plans.

## Section IX – School Improvement

- Strengthening the core academic program – description must include:
  - Strategies/activities to strengthen the core academic program;
  - The fundamental teaching and learning needs; and
  - The methodology and data sources used to determine those needs.

# Section IX – School Improvement

- SINI high-quality professional development – description must include:
  - Specific professional development activities, timelines, frequency, duration, and anticipated outcomes;
  - How the professional development activities were determined;
  - How the LEA will ensure SINIs utilize the 10% set-aside; and
  - How the professional development activities directly relate the areas that caused the school to be identified as in need of improvement.

# Section IX – School Improvement

- LEAs in Need of Improvement:
  - 10% set-aside does not have to be reserved for districts in corrective action. However, LEAs should consider professional development needs.
  - If setting-aside funds, a description must be included that addresses how the funds will be expended, how the LEA will oversee the funds, how needs were determined, the activities to be implemented, and the anticipated outcomes.

# Choice and SES

## G. NCLB Public School Choice Options Funded by Title I Funds

### **20% Set-aside for Choice with Transportation (CWT) and Supplemental Educational Services (SES)**

*PL 107-110, Sections 1116(b)(10)(A) (C) and  
1116(e)(2)(C)*

- Describe how the LEA ensures appropriate allocation of funds equal to 20%.

## H. NCLB Public School Choice Options Funded by Non-Title I Funds

- Describe the amount and funding source(s) the LEA uses beyond the amount of Title I funds to provide choice with transportation and/or supplemental educational services.

# I. Notification to Parents – NCLB Public School Choice Options

*PL 107-110, Sections 1116(b)(1)(E)  
and (b)(6)*

Describe the process and procedure the LEA uses to notify parents of eligible students regarding NCLB public school choice options (CWT and SES) –

- School status and school comparison in terms of academic achievement to other schools in LEA;
- Reason for identification;
- Options for public school choice – CWT and SES; and
- List of eligible schools available for students as school of choice.

# J. Notification to Parents – Supplemental Educational Services

*PL 107-110, Sections 1116(e)(2)(A)  
and (B)*

Describe the process and procedures the LEA uses to notify parents of eligible students regarding SES –

- List of state-approved SES providers with brief description of those serving the LEA;
- Assistance to parents in selecting state-approved SES provider; and
- Sufficient amount of time for parents to make informed decisions.

## K. LEA/Provider Contract

*PL 107-110, Sections  
1116(e)(3)(B)(C)(D) and (E)*

Describe the process the LEA uses to develop and implement the contract between the LEA and state-approved SES provider –

- Address development and implementation of ISP (formerly PDPA);
- Include timelines ensuring service by October 15<sup>th</sup> and regular reporting of students' progress; and
- Address policies regarding students' attendance, school facilities, confidentiality of students' records, termination, payments, background checks, and fingerprints.

# L. Individual Student Plan (ISP – formerly PDPA)

*PL 107-110, Section 1116(e)(3)(A)*

Describe the process, procedure, and timeline the LEA uses to develop, implement, and monitor the ISP –

- Ensure that individual student needs are assessed and skill gaps identified; and
- Include process to address circumstances when all three parties are unable to meet to approve the ISP.

## Section X - Support for Eligible Private School Students

- Identification of the funds allocated for equitable services and the method used to determine poverty data.

## Section XI – Early Childhood Component

- If applicable, identify the early childhood educational services provided.

## What's New?

- Closing the Achievement Gap was collapsed within the Activities section.
- Consultation with Private School Officials section has been expanded to include upload or web address of private school notification and consultation documentation.

# What's New?

- Public School Eligibility Survey – same format, new parameters.
  - The following data can not be changed: District Number, School Number, Grade Span, School Type, Neglected or Delinquent Site, and New School status.
  - Districts can use the baseline year data for Provision 2 schools through the data upload feature.
  - PPAs must be provided for schools that are skipped.
  - Changes to Selection Codes.

# What's New?

## Changes to Selection Codes:

- A** School poverty rate exceeds 75.49% poverty rate (Section 1113(a)(3)(A) and (B)).
- B** School poverty rate falls between the district-wide poverty average and 75.49% (Section 1113(a)(4)(A) and (B)).
- C** School grade span is not served through Title I, Part A.
- D** School has been selected based on the 35% rule.
- E** **School has been skipped; applicant hereby certifies that ALL the following conditions are met:**
  - **The school meets comparability**
  - **The school is receiving supplemental state/local funds used in Title I-like programs; and**
  - **The supplemental state/local funds meet or exceed amount that would have been received under Title I.**
- F** School has been selected based on **feeder** patterns.
- G** Schoolwide Program school with poverty rate below 40% selected for continuation of a schoolwide project for 1 additional fiscal year (Section 1113(b)(1)(C)) .
- H** **School closed.**
- I** School not served due to the district allocation process.
- J** School is not eligible for funding.
- K** **Other (description limited to 80 characters).**

# What's New?

The following selection codes require detailed explanation:

C = explanation of grade span(s) served;

E = identification of funding source and PPA allocated;

F = formula for determining poverty levels at feeder patterns schools;

I = poverty range district serves;

J = explanation of why the school is not eligible (i.e. adult school); and

K = limited to 80 characters.

# What's New?

- Support for Eligible Students in Private Schools:
  - The application will automatically select tiering or non-tiering based on allocations to public schools (i.e. if you allocate the same PPA to public schools, you will complete the non-tiering section).
  - The private school per-pupil allocation will automatically be populated from the PSES.

[Non Public Schools Directory](#)

Please contact the CHOICE Office at (850) 245-0502 for the nonpublic school number.

District Level Data: **Date Certain: 02/26/2008, not pooling**

**Add new records:**

All fields are required.

	2	3	4	5	6	8	9	10	delete
	Nonpublic School Name	Nonpublic School Number (4 digit)	Grade Span	Number of Private School Students Residing In PSAA	Number of Children from Low Income Families	Dollars Generated	Dollars Allocated (if Pooling)*	Public School Number PPA used	delete
1	<input type="text" value="PS 2"/>	<input type="text" value="1001"/>	<input type="text" value="6-8"/>	<input type="text" value="89"/>	<input type="text" value="33.00"/>	\$ 13,200.00		<input type="text" value="0031"/>	<input type="checkbox"/>
2	<input type="text" value="PS 1"/>	<input type="text" value="1001"/>	<input type="text" value="K-12"/>	<input type="text" value="85"/>	<input type="text" value="66.00"/>	\$ 19,800.00		<input type="text" value="0041"/>	<input type="checkbox"/>
3	<input type="text" value="PS 2"/>	<input type="text" value="1003"/>	<input type="text" value="K-5"/>	<input type="text" value="75"/>	<input type="text" value="40.00"/>	\$ 12,000.00		<input type="text" value="0041"/>	<input type="checkbox"/>
4	<input type="text" value="PS 3"/>	<input type="text" value="1001"/>	<input type="text" value="K-6"/>	<input type="text" value="88"/>	<input type="text" value="2.00"/>	\$ 800.00		<input type="text" value="0051"/>	<input type="checkbox"/>
5	<input type="text" value="PS 4"/>	<input type="text" value="1002"/>	<input type="text" value="K-8"/>	<input type="text" value="100"/>	<input type="text" value="50.00"/>	\$ 20,000.00		<input type="text" value="0091"/>	<input type="checkbox"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			<input type="text" value="----"/>	<input type="checkbox"/>

# Small Group Exercise

Best Practices

How would you revise the following response?

**Notification to parents regarding  
NCLB public school choice  
options**

*“The parent notification letter regarding NCLB public school choice options will be sent out early August and give parents approximately one week to notify the district of their interest in specific choice options.”*

# Suggestion

## **Notification to parents regarding NCLB public school choice options**

*"The parent notification letter regarding NCLB public school choice options will be sent out late June or early July and give parents approximately three weeks to notify the district of their interest in specific choice options."*

How would you revise the following response?

## **LEA/Provider Contract**

*“Progress reports are required to be sent to both district and parents.”*

## Suggestion

### LEA/Provider Contract

*“Progress reports are required to be sent to both district and parents monthly (or any other approved timeline). Failure to furnish progress reports is considered a violation of the contract and the district may terminate agreements with providers who fail to comply.”*

How would you revise the following response?

## **Individual Student Plan**

*"In the event any or all parties are unable to physically be present to sign and date the ISPs, every effort will be made."*

## Suggestion

### Individual Student Plan

*“In the event any or all parties are unable to physically be present to sign and date the ISPs, a site liaison will serve as the district representative. The liaison will arrange for home visits, accompanying the provider in such circumstances as needed to facilitate parent participation.”*

How would you revise the following response?

## **Coordination of Programs and Participation**

*“The district provides guidance and support to schools in the development of their plans to coordinate and integrate the use of funding under Title 1 with the Federal programs (Title II, III, IV, V, and VI).”*

## Suggestion

### **Coordination of Programs and Participation**

*“Title I works closely with Title II in planning and delivering professional development activities, with Title III in developing school improvement strategies to address the needs of our LEP population, and with Title X in planning ways that Title I can support the homeless initiatives made possible by the Title X grant funds. Monthly Director Meetings and quarterly Leadership Meetings provide opportunities for the administrators of the NCLB grants to collaborate.”*

How would you revise the following response?

## **Highly-Qualified Teachers**

*“FL DOE Professional Development Protocol will be followed for all professional development offered in the district.”*

## Suggestion

### **Highly-Qualified Teachers**

*"In collaboration with Title II, Part A, the district implements a program of ongoing high quality professional development to assist teachers in meeting the highly qualified requirements. Professional development opportunities will be provided throughout the year in the areas of reading, reading readiness, mathematics, mathematics readiness, writing and writing readiness as well as in the areas of behavior and conduct management, and teacher pedagogy. Inservice includes a component of follow-up to ensure implementation"*

How would you revise the following response?

**Targeted Assistance Programs –  
Method(s) for identifying the lowest  
performing eligible students**

*“The teachers recommend the students based on current data, observation, and class work. The teachers are then asked to complete a multi-criteria check list for each student.”*

## Suggestion

### **Targeted Assistance Programs**

*“Criterion and/or norm referenced test scores, teacher judgment, checklist of objectives, and performance on other relevant assessments shall be included in the selection process. Students in kindergarten through second grade shall be selected on developmentally appropriate measures. Other criteria such as parent interviews and teacher judgment, backed by objective measures, shall be utilized when selecting students for supplemental services. The selection process shall include procedures for identifying and exiting students who no longer need services from the program.”*

How would you revise the following response?

## **School Improvement Activities that Support Teaching and Learning Needs**

*“Individual student needs will be identified through a detailed analysis of all available data; Progress Monitoring plans for identified students will be developed; curriculum materials will be research based and instruction will be provided by a highly qualified teacher; On-going evaluations to monitor progress will occur for each identified student.”*

## Suggestion

### **School Improvement Activities that Support Teaching and Learning Needs**

*“Extensive training in the Continuous Improvement Model will be provided for those schools in need of improvement. Assigning at-risk and Tier 3 students to high performing teachers and requiring 180 minutes of reading instruction daily will be priority. At-risk students will receive 90 minutes of reading instruction in their regular classroom and intervention strategies to include tutoring and summer school. Additional programs such as Spell, Read, PAT will be used as intensive intervention. Deficiencies in math and writing will be addressed through intensive remediation.*”

# Budget

Watch Out For Using Title I Funds To Pay For:

- ESOL Certification/Endorsement;
- Travel to Conferences, unless it Supports Ongoing Professional Development;
- Overhead Costs that are Normally Provided by the District; and
- Other state mandates.

# Budget

DETAIL, DETAIL, DETAIL!

*Please provide detailed descriptions of expenditures in your budget narratives!*

# Obligations

In an effort to avoid the possibility of funds reverting back to USDE, the Department will be reviewing the “burn rate” of your project on a regular basis. If it appears that funds are not being expended at an appropriate ratio, expect a call from the Program Director.

## Choice/SES Resources

See Commissioner's Memo dated 10/14/05 related to NCLB School Choice funded by Title I funds:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb\\_choic\\_memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3323/nclb_choic_memo.pdf)

See K12 Memo dated 1/25/06 related to NCLB School Choice funded by Non-Title I funds:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12\\_06\\_07memo.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3519/k12_06_07memo.pdf)

See Technical Assistance Paper dated 7/25/06 related to District Provider Agreement:

[http://info.fldoe.org/docushare/dsweb/Get/Document-3878/k12\\_06\\_107att1.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-3878/k12_06_107att1.pdf)

See Bureau of Public School Options' website:

<http://www.firn.edu/doe/flbpso/nclbchoice/ses/memos.htm>

## FDOE Contact

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Office of Title I Programs

850-245-0709

[Anke.Toth@fldoe.org](mailto:Anke.Toth@fldoe.org)

Bureau of Public School Options

850.245.0479

[www.firn.edu/doe/flbpso](http://www.firn.edu/doe/flbpso)