



2007-08 Title VI, Part B,
Subpart 2 Project Application

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

[Overview]

- Title VI application is similar to last year.
- Major difference - all identified eligible districts have received funding for three years and have not made AYP.
 - Must implement activities aligned with Section 1116.

[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 – 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 III – Identification of Activities

- School Improvement!
 - Identify activities in alignment with Section 1116. The activities must support the targeted objectives listed in Part 2 and be supplemental to the activities currently carried out under Section 1116. Examples include:
 - Supplemental Educational Services;
 - Choice with Transportation;
 - Professional development designed to assist schools in need of improvement;
 - Corrective Action activities;
 - Restructuring activities; and
 - Other activities described in the District Assistance and Intervention Plan.

[Section IV – Program Goals]

- Reading, Mathematics, Writing, and Achievement Gap Targeted Objectives Must:
 - Use “Gap Analysis” to determine students/subgroups performance between the targeted group and all other students;
 - Address subgroup(s) currently not achieving state proficiency targets in fourth-grade reading.
 - Provide 2007-08 targets for reaching the general objectives based on the gap analysis.

[Section IV – Program Goals]

- Reading, Mathematics, Writing, and Achievement Gap Strategies Must:
 - Describe specific strategies that are being used to improve student achievement, such as before school, after school, and extended year.
 - Describe the frequency and duration of the activities identified; and
 - Describe additional services, educational support, or extended learning opportunities to be provided to identified groups of students.

[Section IV – Program Goals]

- Graduation Rate Targeted Objectives and Strategies Must:

Targeted Objectives must:

- Use “Gap Analysis” to determine students/subgroups not graduating on time.
- Provide 2007-08 targets for reaching general objective based on the gap analysis.

Strategies must:

- Describe specific activities that are being used to improve graduation rates.
- Describe the frequency and duration of the activities identified; and
- Describe additional services, educational support, extended learning opportunities, or credit recovery, to be provided to identified groups of students.

[Section V – Additional Goals]

Goals must:

- Address the specific activities and anticipated result(s) in alignment with Rural and Low Income Schools Program activities

Objectives must:

- Be specific, measurable, attainable, realistic, and time-bound;
- Use “Gap Analysis” to determine the specific needs; and
- Provide those data.

Strategies must:

- Describe specific activities that are being used;
- Describe the frequency and duration of the activities identified;
- Describe additional support services to be provided; and
- Describe the use of professional development, if applicable.

A decorative graphic consisting of a thin gold circle on the left side. A thick black bracket is positioned on the left side of the circle, and a thick gold bracket is on the right side. A horizontal bar with a light olive green background is centered across the circle, containing the text.

*All Goals, Objectives, and
Strategies Must Support the
Activities Identified in Section III*

Section IV – Needs Assessment

- Describe the needs assessment process used to determine the 2007-08 goals and objectives and identify the following:
 - The multiple data sources used, including student performance, climate surveys, staff surveys, parent surveys, and teacher evaluations;
 - The results of the needs assessment; and
 - How the decisions were made regarding the targeted objectives, strategies, and additional goals identified in the application.

Section V – Program Evaluation

- Describe how the program will be evaluated and identify the following:
 - The data sources used;
 - The stakeholders involved in the evaluation;
 - The results of the evaluation; and
 - How those results were used to improve the program.

[Section VI – Strategic Imperatives]

- Identify which Strategic Imperative(s) are supported with project activities and the related targeted objectives.

The Strategic Imperatives

- 1) Increase the Supply of Highly Effective Teachers
- 2) Set, Align & Apply Academic Curricular and Testing Standards
- 3) **Improve Student Rates of Learning**
- 4) Improve the Quality of Instructional Leadership
- 5) Increase the Quality and Improve the Quality of Education Options
- 6) **Align Workforce Education Programs with Skill Requirements of the New Economy**
- 7) **Align Financial Resources with Performance**
- 8) Coordinate Efforts to Improve Higher Student Learning

Section VII – Reading Initiatives

- Identify how elements of such initiatives as “Just Read, Florida”, “Reading First”, and “Just Read, Family” will be strategically used to accomplish the objectives for RLIS Goals, 2, 3, and 4.

[How Would You Revise the Following?]

“The following indicates the targeted District-wide Achievement Levels for FY 2006 (2006-07) for minority Students at Level 2 or above in FCAT Reading: Grade 3 - 36%; Grade 4 - 57%; Grade 5 - 75%; Grade 6 - 65%; Grade 7 - 56%; Grade 8 - 48%; Grade 9 - 57%; Grade 10 - 17%.”

[Suggestion]

“The average gap between African-American and White students will be reduced in 2007-2008 from 20% to 15% in reading; from 18% to 10% in math; and from 15% to 10% in writing. The average gap between Hispanic and White students will be reduced from 25% to 20% in reading; from 15% to 10% in math; and from 18% to 15% in writing.”

How Would You Revise the Following?

“For our Needs Assessment we used the FCAT testing data as well as our AYP reports to determine the 2006-2007 Targeted Objectives.”

[Suggestion]

“Needs were determined based on surveys of parents, teachers, school based administrators, and district level administrators regarding instructional practices and the use of technology for instruction and instructional support. Consideration was also given to data from the FCAT for the past five years. A district task force was formed to review all data and make a prioritized list of determined needs.”

How Would You Revise the Following?

“The district will collect data from various sources, including the annual administration of the FCAT. Data on staff development activities will be recorded. The evaluation will include an account of the activities/services provided, the populations served, and progress made towards the four RLIS program goals and the district's Targeted Objectives.”

Suggestion

“The School Advisory Councils will function as the oversight committee. A survey will be disseminated to parents, staff, and the community regarding the effectiveness of Title VI activities, teacher training, the impact on student learning, and overall effectiveness of the learning environment. The Council will use this information to evaluate the activities conducted and adjustments to programs and services will be made accordingly.”

[Budget]

- Please provide detail in the budget narrative.
- Title VI funds must be used to supplement the regular education program.
- Title VI funds can not be used to meet state requirements.
- Title VI funds must supplement other federal program funds.

[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.

FDOE Contact

Lisa.Bacem@fldoe.org

Office of Title I Programs

850-245-0709

Or Your Regional Program Specialist