

Title I Schoolwide Authority-Next Steps Webinar

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TOPIC:

Title I Schoolwide Authority-Next Steps

INTRODUCTION

Hello Everyone! This is Monique Sullivan and I am the Title I Program Director for the Maine Dept of Education. Welcome to the Title I Schoolwide-Next Steps Webinar. Congratulations on becoming or thinking about becoming a Title I Schoolwide program!

This presentation is designed for schools who have already been approved for Title I Schoolwide Authority including Tier III Identified Schools and for any other schools thinking about applying for Title I schoolwide authority.

If you have any questions, my contact information is listed at the end of the presentation

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PRE-ASSESSMENT

Before we get started, let's see how much you know about Title I Schoolwide authority. Here is a quick True and False Quiz. Read the statement and answer True or False.

Quiz Statements:

1. Title I funds may only be used to support reading and math instruction.
2. Title I funds may be used only to provide remedial instruction.
3. Title I funds may only be used to serve low achieving students.
4. If a school does not consolidate funds through a schoolwide program, Title I funds may be used only to provide services in a pull-out setting.
5. Title I funds may only be used for instruction.

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PRE-ASSESSMENT CONTINUED

As with the previous slide, read the statement and answer True or False.

6. Resources can only be used for "eligible" students;
7. Parents need to be notified of students' eligibility and intervention plan;
8. Title I funds may only be used provide PD for staff providing direct support to Title I identified students
9. Only Title I teachers and Ed Techs must meet state certification requirements;
10. PD is aligned with Title I identified students' needs

Hold on to your answers until the end of the presentation.

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PURPOSE

What is the purpose of having a Schoolwide Title I program?

Summary of Slide

According to statute, the purpose of Title I Schoolwide Status is "to raise the achievement of the lowest-achieving students by improving the entire school program."

Schoolwide status allows schools to consolidate all their resources including federal, state, and local funds to better meet the needs of students in the school. Unlike Targeted programs where "eligible" students need to be identified through a transparent identification process, no identification is required in a schoolwide program. Students do not have to be "eligible" to participate in school programs.

Schoolwide status requires developing and implementing a *Multi-Tiered Systems of Support (MTSS) where all students have access to core instruction and intervention supports with individualized support provided to the most "at-risk" students.

Schoolwide status allows a school to maximize resources and address the unique academic and non-academic needs in a school.

With Title I Schoolwide Title I authority, you will have more flexibility to leverage your resources to best meet the needs of students in your school.

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Title I Schoolwide Authority Policies and Programming

Summary of Slide:

Becoming Title I schoolwide program requires a mindset or cultural shift regarding policies and programming.

Schools need to update all previous Targeted Title I programming and policies to reflect whole school interventions or Multi-Tiered Systems of Support.

Core instruction is provided to all students with Tier II and Tier III supports provided to the most "at-risk" students as determined by a school's MTSS.

In a schoolwide program, Title I applies to all students. There is no longer a distinction between Title I students and Non-Title I students.

All classrooms are Title I classrooms. Schoolwide schools need to transition to referring to Title I classrooms as an "intervention" or "break-out" or "small -group" spaces/rooms/classrooms

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Title I Schoolwide Authority Policies and Programming Continued

Summary of Slide

Continuing with Title I schoolwide policies and programming, schools with Title I Schoolwide authority need to update their Title I handbooks to reflect whole school interventions and Multi-Tiered Systems of Support. All teaching staff are considered to be Title I teachers.

In Title I Schoolwide program, there is no distinction between Title I teachers and Non-Title I teachers. Schools with Title Schoolwide authority need to transition to using the term "interventionist" or another agreed upon term for support staff providing Tier II and Tier III supports to students. In a Targeted Title I program, only staff teaching identified students need to hold valid state certification. In a Title I schoolwide program, all instructional staff (teachers, ed techs, para-professionals) must hold valid state certifications.

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Parent Involvement and Family Engagement

Summary of Slide:

In a Schoolwide Title I program, ALL parents participate in the on-going review, planning and implementation of the schoolwide plan and parent involvement policy. In addition, parent involvement and family engagement policies and the schoolwide program need to reflect all parents and families in the school.

Parent and Family activities need to be available to all students and their families. Notification should be sent to all parents/families including notices about student academic progress, school intervention programs (MTSS), parent resources and training, and parent learning opportunities. The annual meeting is still required and is open to all parents and families in the school.

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Blending and Braiding

Summary of Slide:

Title I schoolwide authority allows the "blending" and "braiding" of funds. Braiding is when funds from several sources are coordinated to support the schoolwide plan. Funds are expenses and invoiced separately. Think of a friendship bracelet where three different strings are braided together to form a bracelet. Each string maintains its' separate identity but together the strings make a pretty and interesting bracelet. Braiding is current practice in Maine for schools with schoolwide authority. Blending is when funds from several sources are combined to support the schoolwide plan. Funds are expensed and invoiced under one funding code. Think of adding colors together to make another color- yellow and green make blue. This is not common practice in Maine. This slides only presents a high-level

view of braiding and blending. Stayed tuned for a more in-depth webinar on how to fund schoolwide programs using “blending” and “braiding”.

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Budget

Summary of Slide:

Regarding the budget for Title I Schoolwide programs, all funds can be consolidated to help support the schoolwide plan/CNA. Funding uses need to align with the intent and purposes of the ESEA statute and still must be allowable, necessary and allocable. Schools can leverage their funds (local, state, and federal) to best meet the needs of students as determined by the school's continuously updated Schoolwide plan/CNA.

A school can upgrade their instructional program (ie-upgrade current math program) as long as the school and district can demonstrate that it is still meeting the intent and purposes of the statutory requirements of ESEA. For example, a district CANNOT reduce local or state funds to a school because the school receives Title I funds and is using these ESEA funds to upgrade whole school instructional programs. ESEA funds are supplemental and a school should still be able to operate in the absence of ESEA funds (Title I, II, III, IV, V and etc.).

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Allowable Expenses

Summary of Slide

Here are a few more allowable expenses for schools with Title I Schoolwide authority programs:

1. Support for online learning (curriculum, digital instructional materials, technology, etc.)
2. Counseling and mental health
3. Instructional support services
4. Behavior support strategies for online environments
5. Professional Development and other supports to improve online instruction
6. Coordinating with Institutes of Higher Education to provide access to post-secondary courses.

Reminder: Keep in mind the notice from the previous slide regarding the intent and purpose of ESEA funds.

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What do you know? -Responses

Summary of Slide

Let's get back to the What do you know responses/answers to the 10 True/False Questions. All of the Responses are FALSE for schools with Title I Schoolwide.

To recap and summarize:

1. Comprehensive Needs assessment outlines how school, local, state and federal resources will be used to meet identified needs of students schoolwide,
2. Title I and other ESEA (Title II, III, IV, and V) funds may be used for activities and strategies designed to raise the achievement of the lowest achieving students identified by a schoolwide program school's comprehensive needs assessment and articulated in the school's schoolwide plan,
3. All teachers and ED Techs in the school must meet state certification requirements,
4. Parent notification is not required for student's requiring additional services. However, parents are involved in the development, revision, and review of the schoolwide plan.
5. PD is open to all staff to support all students and promote whole school reform (as based on school's CNA).
6. All resources can be used to improve achievement for all students and promote school reform while providing additional assistance to the most "at-risk" students.

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Next Steps

Summary of Slide

What are the next steps? Schools with Title I Schoolwide authority NEED to:

- 1) Review, update and implement their Multi-Tiered Systems of Support to reflect a schoolwide program
- 2) Review, update, and implement Title I documents (Parent/Family Handbook, Student Handbooks, and etc.) to reflect a schoolwide program
- 3) Review, update and implement Title I Parent Involvement Policy to reflect a schoolwide program
- 4) Review, update, and implement School CNA* goals and action steps.
- 5) Review, update, and allocate budget and funding sources to reflect a schoolwide program
- 6) Explore, consider, and possibly implement continuity of learning in non-traditional (remote/distant learning) settings.

*CNA must be reviewed and updated on an annual basis

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Notifications

Summary of Slide

For all schools identified for Tier III supports with approved schoolwide/ CAN, Schoolwide status will go into effect on July 1, 2020 effect.

For any school applying for schoolwide status for FY2, the due date for submitting schoolwide applications is July 1, 2020 for FY 2020-21. When schoolwide approval is granted, an approval email is sent to the principal and ESEA coordinator along with a copy of the CNA rubric

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Contact Information

Summary of Slide

In closing, welcome to the wonderful world of Title I Schoolwide Authority. If you have specific questions, please feel free to reach out to your regional program manager (link provided) or Jackie Godbout or me. Our contact information is provided on the slide and on the ESEA webpage. Happy Leveraging! Thankyou!