



March 30, 2009
A WisLine Web
Teleconference
11:00 am

**Strategies and Potential Use of Title I funds
in CLC Programs
Wisconsin Department of Public Instruction**

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Good Morning

Your DPI Host and Facilitator Today



San Marino Italy

Stan Potts

DPI Consultant

Presenter – Myrna Toney, DPI;

Migrant Education Program Coordinator

- We are so pleased to have Myrna with us today.. Myrna is the go-to staff member when questions arise in Title I at DPI.
 - Myrna has been associated with Title I Education Programs in the state of Wisconsin for thirty-two years. She has provided leadership for improvement of student achievement through the Title I A supplementary, Title I C Migrant Education and Title I D programs for incarcerated youth.
 - Myrna has also been an elementary teacher in Wisconsin schools 1957-1970; Associate Professor of Education at Illinois State University, Normal Illinois; 1971-1975;
 - Ms. Toney has has a Ph.D. in educational administration from the University of Wisconsin-Madison.
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DPI CLC Team

Douglas White,
Director
SSPW Team



Gary
Sumnicht,
Consultant

Dan Wilttrout,
Consultant



Judith Kuse,
Consultant – Counseling
Missing Picture

DPI Staff



**DPI CLC Consultant
Alison Wineberg**



**Linda Piefer
Office Operations Associate**

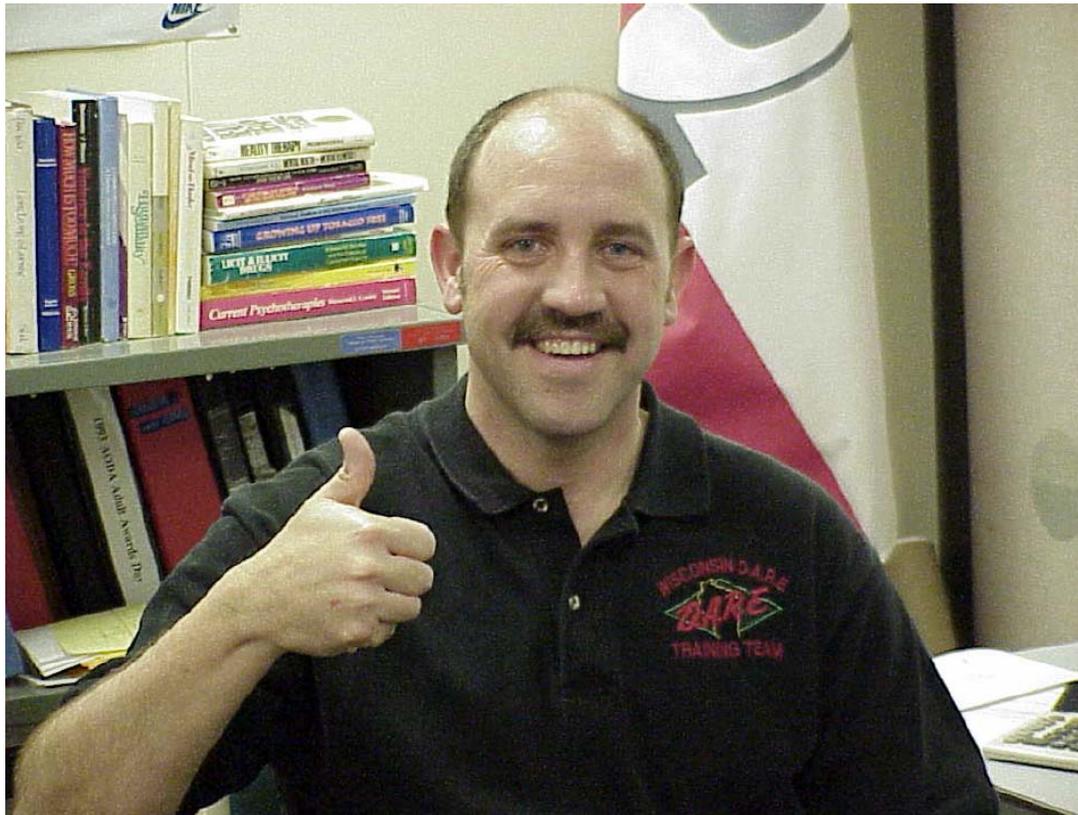
Teleconference Etiquette

- The phones are muted during the presentation
 - You may ask questions at anytime. On the menu bar click on Q&A
 - During the presentation we will open the phone lines for questions. When we open the lines, keep the background noise to a minimum such as shuffling papers, etc.
 - Thanks for your cooperation!
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DPI Updates

- March 19th Afterschool Academies Training
 - Hold the Date – October 14, 2009
 - DPI Annual CLC Gathering – Kalahari
 - Renewal Date – May 22, 2009
 - Future WisLine Web dates – May 6 @ 10 AM
 - 09-10 CLC Grants - Updates
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Welcome and Purpose of Today's Session



**Steven Fernan
SSPW Team
Assistant Team
Director**

Today's Agenda

- Welcome and Introductions
 - Overview of the Session
 - DPI Updates
 - Linkages between Title I and CLC
 - Myrna Toney – Title I requirements
 - Local Wisconsin CLC Testimonials
 - Green Bay, La Crosse and Wausau
 - Questions and Comments
 - Adjourn
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Poll Slide

- Current use of Title I Funds in CLC Programs
- Click an area that you have used Title I funds:



Introduction

- “Title I provisions in NCLB specifically encourage the use of strategies such as extended day, extended year, and summer programs to increase learning time. In addition, schools are encouraged to use Title I funds to coordinate services and programs, increase parental involvement, and hire highly qualified staff.”[\[1\]](#)
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Resource

- [1] Finance Project and Council of Chief State School Officers, “Using NCLB Funds to Support Extended Learning Time” Strategy Brief, (2005)
 - <http://www.financeproject.org/publications/usingnclbfunds.pdf>



Title I grants are allocated to:

- Help LEAs improve the teaching of children who are failing, or are most at risk of failing.
 - Target schools with concentrations of children from low-income families, defined as having at least 40% Free and Reduced Lunch eligibility.
 - Upgrade instructional interventions that contribute to student academic improvement.
 - For more information about DPI Title I, go to:
 - <http://dpi.wi.gov/titleone/index.html>
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NCLB Funding Sources

- **Title I Part A –**
 - Staff salaries, Professional development and materials, and Parent Involvement
 - **School Improvement Funds** (part of Title I Part A) (fail to make AYP)
 - **Supplemental Educational Services** – In AYP schools (3 years) families are eligible for support outside the regular school day.
 - **Comprehensive School Reform** (Title I Part F) to implement school-wide reform
 - **Safe and Drug-Free Schools and Communities** (Title IV Part A) Programs that prevent violence, prevents illegal use of drugs, tobacco, and alcohol by youth, and foster a safe and orderly learning environment (also school security)
 - **Innovative Programs** (Title V Part A) School reforms that are aligned with statewide reform efforts to implement promising practices that reflect scientifically based research
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Proposed Distribution in the stimulus package for education:

- \$53.6 billion in the state stabilization fund. About \$39 billion goes toward helping states restore cut programs,
 - \$2.1 billion for Early Head Start and Head Start, the early-childhood programs for low-income children ages 0-5.
 - \$13 billion for Title I, additional aid for schools with a high numbers of low-income students.
 - \$12.2 billion for IDEA, a program for special education grants.
 - DPI Stimulus Packet General information
 - <http://dpi.wi.gov/recovery/index.html>
 - Estimated amounts to your district:
 - <http://www.ed.gov/about/overview/budget/titlei/fy09recovery/index.html>
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Myrna Toney

Migrant Education Program Coordinator

- Afterschool program services may access a number of Title I programs. Myrna will be addressing the following areas in the next few slides
 - Staffing
 - Parent Involvement
 - Transportation
 - Technical Service and Training
 - Planning Coordination and Collaboration
 - Assessment
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Title Requirements - Myrna Toney

DPI – Certified Teachers

- **Staffing: Title I funds** can contribute to staff salaries for certified teachers and paraprofessionals.
- Certified teachers meet the “highly qualified teacher” requirements in NCLB.
- Paraprofessionals, working in or overseeing extended learning programs, must have; either completed 2 years of study in an accredited institution of higher education that is equivalent to at least 48 semester hours; or, obtained an associates, or higher, degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, ability to assist in instructing reading, writing, mathematics or assist in leading similar readiness activities in the same subject areas.

Title Requirements - Myrna Toney

DPI – Paraprofessionals

- **Staffing: Title I funds** can contribute to staff salaries for certified teachers and paraprofessionals.
 - **Paraprofessionals**, working in or overseeing extended learning programs, must have; either completed 2 years of study in an accredited institution of higher education that is equivalent to at least 48 semester hours; or, obtained an associates, or higher, degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, ability to assist in instructing reading, writing, mathematics or assist in leading similar readiness activities in the same subject areas.
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Requirements - Myrna

- **Parent Involvement:** Can be used to fund parent engagement activities, providing a link between schools and families.
 - **Programs Serving Multiple Sites:** May access Title I funds reserved at the district level.
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Requirements - Myrna

- **Transportation:** Can be used for services that provide transportation for program activities.
 - **Technical Service and Training:** Can support services or activities that provide technical support and/or professional development to organizations providing youth services.
-

Requirements - Myrna

- **Planning, Coordination, and Collaboration:** Can contribute to activities to plan and coordinate youth services.



Questions? Type right on the screen

Testimonials

- Green Bay – Trina Lambert
 - La Crosse – Sue Peterson
 - Wausau – Nancy Cedar
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- DPI thanks our three presenters!!!!!!
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Green Bay CLC – Trina Lambert

- Uniting Resources to Support Student Learning
 - Site Specific
 - Literacy focused/assessment driven
 - Afterschool/Summer Opportunities
 - Family Connections



Sue Peterson – La Crosse

- La Crosse partners with the Title teacher to train tutors and afterschool staff on reading strategies.
- La Crosse also partners on the parent engagement portion of the Title plan with the literacy-nights, mother-read/ father-read. Also camp read-a-lot and read-a-lot at the beach



Wausau – Nancy Cedar

- Parent Partnership Coordinators
- Role and structure within our district
- Parent involvement and education
- activities and events
- Parent and Community Volunteer Recruitment
- Piloting of a new volunteer management program with 4 Parent Partnership Coordinators under the direction of a VISTA through DPI.
- National Network of Partnership Schools-Johns Hopkins University



Wisconsin - The Badger State

Final Questions

Archive Access After Your Meeting

- **Subject: Use of Title I Funds in CLC Programs**
- To access the archive of the meeting go to:
<https://www.livemeeting.com/cc/wislineweb/view>
- - Enter Your Name
 - Recording ID: **UseTitleCLC-090330**
 - Recording Key: (Leave Blank)
 - Click View Recording
 - Click the ICON for either Microsoft Office Live Meeting High-Fidelity Presentation () OR Microsoft Office Live Meeting Replay () as shown below.
- **NEW!** Archives remain on the web for **365 days** following the conference. You and your attendees may view the archive as many times as you wish during this time at no extra charge.

Summer Johns Hopkins info

- Dear Stanley, There's good news for summer programs in recently released guidelines from the United States Department of Education (USDE) and Department of Labor (DOL). Summer programs are part of the federal government's American Recovery and Reinvestment Act (ARRA), with funds available for programs in 2009! Specifically, the guidelines recommend that school districts and workforce investment boards invest portions of their Recovery Act Title I and Workforce Investment Act funds in summer programs, starting this summer. This bulletin from the National Center for Summer Learning at Johns Hopkins University will highlight these recent developments and their implications for summer learning programs. **Government Makes Funding Available for Innovative Education Strategies** On Friday, the USDE released guidance for Title I to help states and school districts quickly disburse \$10 billion in new funding that was part of the recovery bill. Following are two key highlights from the guidance with clear implications for summer learning:
 - According to the guidelines, *"These funds create an unprecedented opportunity for educators to **implement innovative strategies in Title I schools that improve education for at-risk students and close the achievement gaps while also stimulating the economy.**"* The Center believes firmly that high-quality summer learning programs represent such an innovative model, particularly when they involve community partners. An investment in summer learning programs in 2009 will also quickly stimulate the economy by providing jobs to educators and other summer program staff.
 - The guidance provides examples for districts to spend funds in ways that are allowable under the recovery act and includes the following as an example: *"Establishing or expanding fiscally sustainable extended learning opportunities for Title I eligible students in targeted assistance programs, **including activities provided before school, after school, during the summer, and over an extended school year.**"*Again, this provides two opportunities for summer learning stakeholders:
 - School districts can use their new Title I funds **to establish and expand their summer learning programs this summer**, including providing more comprehensive programming that goes beyond typical remedial programs.
 - Summer program providers should contact their local school district and school principals to seek partnerships with school summer programs funded by Title I. Such programs could either utilize Title I funds, if approved by the school, or provide wrap-around programming that provides services to Title I students served by the school.
 - In either case, the Center believes that utilization of Title I funds for high-quality summer learning programs meets the two goals of ARRA by providing jobs quickly to stimulate the economy and implementing innovative program models to close the achievement gap. [Learn how your school district and state will receive these new Title I funds.](#) [Learn more about the educational components of the recovery bill.](#)

Para Teaching Qualification Requirements

- <http://dpi.wi.gov/cal/calpara.html> shows the requirements:
 - (Title 1) Section 1119 of the ESEA requires each local education agency receiving assistance to ensure that all paraprofessionals hired after the date of the ESEA reauthorization (Jan. 8, 2002) must have:
 - * at least two years of higher education that is equivalent to at least 48 semester hours from an accredited higher education institution, or
 - * obtained an associate (or higher) degree, or
 - * met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).
 - From Doug
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DPI Fact Sheet Page 1

- With the increase in state and local Title I funds, generated through the recently passed Economic Recovery & Reinvestment Act, there is a significant opportunity to utilize these additional resources for a variety of needs. Among these, is support of after school programs, that have previously been funded primarily through the 21st Century CLC program.
 - The Council of Chief State School Officers (CCSSO), in its strategy brief titled *Using NCLB Funds to Support Extended Learning Time*, states that “Title I provisions in NCLB specifically encourage the use of strategies such as extended day, extended year, and summer programs to increase learning time. In addition, schools are encouraged to use Title I funds to coordinate services and programs, increase parental involvement, and hire highly qualified staff.”
 - It appears timely, for CLC program coordinators, to begin having conversations with colleagues in their districts that have responsibility for management of title I programs and funds. The increased funding, to be received through the “Stimulus Bill”, is subject to the original requirements and restrictions of Title I grants. Therefore, the broad objectives for Title I funded activities remain as follows:
 - The Council of Chief State School Officers (CCSSO), in its strategy brief titled *Using NCLB Funds to S Help LEAs improve the teaching of children who are failing, or are most at risk of failing*.
 - Target schools with concentrations of children from low-income families, defined as having at least 40% Free and Reduced Lunch eligibility.
 - Upgrade instructional interventions that contribute to student academic improvement.
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DPI Fact Sheet page 2

- After school program services, using Title I funds, may be used for all of the following:
 - **Staffing:** Can contribute to staff salaries for certified teachers and paraprofessionals. Certified teachers meet the “highly qualified teacher” requirements in NCLB. Paraprofessionals, working in or overseeing extended learning programs, must have; either completed 2 years of study in an accredited institution of higher education that is equivalent to at least 48 semester hours; or, obtained an associates, or higher, degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, ability to assist in instructing reading, writing, mathematics or assist in leading similar readiness activities in the same subject areas.
 - **Parent Involvement:** Can be used to fund parent engagement activities, providing a link between schools and families.
 - **Programs Serving Multiple Sites:** May access Title I funds reserved at the district level.
 - **Transportation:** Can be used for services that provide transportation for program activities.
 - **Technical Service and Training:** Can support services or activities that provide technical support and/or professional development to organizations providing youth services.
 - **Planning, Coordination, and Collaboration:** Can contribute to activities to plan and coordinate youth services.
 - Ongoing assessment of student progress toward academic objectives, is an additional requirement of Title I funded programs. Services provided in after school programs, funded in part by Title I, must also comply with this expectation.
 - As you initiate these discussions at your local district level, we invite you to contact our CLC consultants, as well as department consultants that also work in other NCLB funded Title programs for information and requirements related to use of these funds.
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