

# Using Title I Funds to Close Achievement Gaps

Stacy Broach and Christina Thuli  
Title I Equity Education Consultants  
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## Objective/Purpose

- Understand the process for determining equitable use of Title I funds.
- Determine how to use Title I funds to strategically address the most critical achievement gaps within your school.

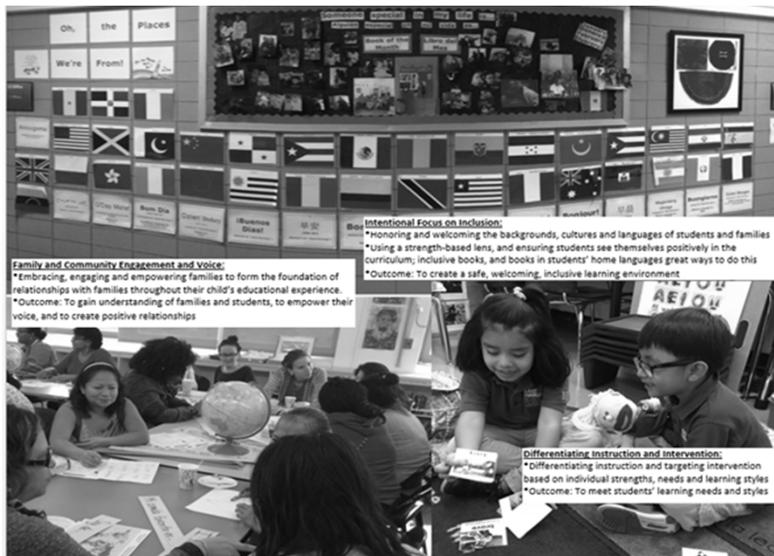


# Wisconsin's Consolidated State Plan

Wisconsin has set the ambitious goal of cutting the achievement gap in half for each subgroup within six years.



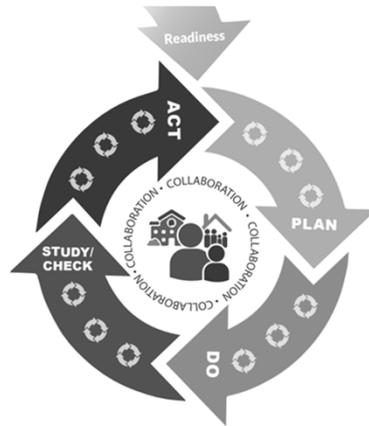
## Equity



Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.

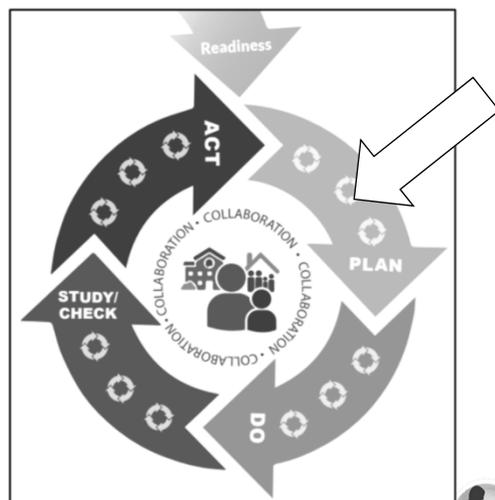


# Continuous Improvement Process



## Using Title I Funds to Close Achievement Gaps

- Gather data
- Analyze data for achievement gaps
- Engage in data inquiry to determine root cause for achievement gaps
- Create a plan for closing achievement gaps
- Use Title I funds to close achievement gap
- Implement plan
- Study results, follow school improvement cycle



# Gather/Analyze Data

## Quantitative

- WISEdash
- WISEdash local (STAR, MAP, required reading readiness screener)
- WISEcoach
- Common assessments

## Qualitative

- Conduct interviews and focus groups with:
  - Community
  - Staff
  - Students
- Parent advisory
- Create a counsel
- Climate surveys
- Formative assessments
- Attendance/behavior data



# Data Inquiry

## Resources available to support the data inquiry process:

- CESA (WISExplore coaches can walk you through the WISExplore data inquiry process)
- WISExplore resources
- WISELearn
- AWSA (Data Leadership Academy)



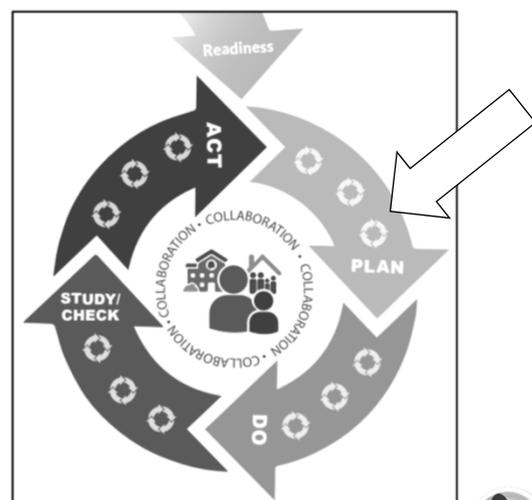
## Create a Plan for Closing Achievement Gaps

- What are the root causes for your school's achievement gaps?
- What plan of action will address the root causes and close the achievement gaps? How is this plan of action different from what currently exists?
- How can Title I funding be used to support this plan of action?



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## Culturally Responsive Lens



The Equity Lens

**Culturally Responsive Practices:** An approach to teaching that recognizes the value of learners' cultural beliefs and practices and draws upon them to inform instruction, enhance learner self-advocacy, and bridge learners' home and school experiences.



## Definition of Culture

**Culture** describes how we live on a daily basis in terms of our language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on.

(Singleton, 2006)



## Common Allowable Costs for Equitable Use of Title I Funds

Through a culturally and linguistically responsive lens, consider:

- Salary and fringe for staff,
- Instructional media and supplies,
- Professional development,
- Family engagement, and
- Social and emotional support.



The Equity Lens

## Salary and Fringe for Staff

### Questions to consider for equitable use of Title I funds:

Are staff appropriately licensed in the content area of need; as well as, trained to work with the students they are hired to teach?

Do staff who provide interventions have in-depth pedagogical, content-area, and social-emotional expertise for the unique needs of the students receiving the instruction?

*See more questions on handout [here](#)*



# Salary and Fringe for Staff

## Common Allowable Costs:

### Schoolwide:

Classroom teachers  
Parent liaisons  
Title I reading teacher, Title I math teacher,  
counselors  
Paraprofessionals, instructional coaches

### Targeted Assistance:

Paraprofessionals  
Title I reading teacher, Title I math teacher



# Salary and Fringe for Staff

## Revisit questions to ensure equitable use of funds:

- Does this use of funds address your achievement gaps?
- Is this use of funds evidence-based and culturally responsive to your students' needs?



More on who can provide interventions [here](#)





# Instructional Media and Supplies

## Questions to consider for equitable use of Title I funds:

- How are the instructional materials implemented into your continuous improvement process?
- Have teachers participated in a curriculum and resource alignment process?

See more questions on handout [here](#)



# Instructional Media and Supplies

## Common Allowable Costs:

### Schoolwide:

- Instructional math program
- Instructional literacy program
- Reading/math intervention materials
- Instructional materials
- Assessment, progress monitoring, and program evaluation materials

### Targeted Assistance:

- Reading/math intervention materials for TI students
- Instructional materials for TI students
- Progress monitoring for TI students
- TI program evaluation materials



# Instructional Media and Supplies

## Revisit questions to ensure equitable use of funds:

- Does this use of funds address your achievement gaps?
- Is this use of funds evidence-based and culturally responsive to your students' needs?



*WI academic standards linked [here](#)*



The Equity Lens

# Professional Development

## Questions to consider for equitable use of Title I funds:

- Is your current professional development culturally and linguistically responsive to your students?
- Do you have job embedded training and coaching aligned with professional development?

*See more questions on handout [here](#)*



# Professional Development

## Common allowable costs:

### Schoolwide:

Well-rounded professional development  
(e.g. *culturally responsive teaching, academic programs, data inquiry, evidence-based strategies to support English learners, building capacity with family and community engagement, social/racial justice*)

Conference registration linked to PD plan

Travel expenses (lodging, public transportation, mileage, meals)

Available to all staff

### Targeted Assistance:

Well-rounded professional development to meet the needs of students identified for TI services

Conference registration linked to PD plan

Travel expenses (lodging, public transportation, mileage, meals)

Available to staff supporting students identified for TI services



# Professional Development

## Revisit questions to ensure equitable use of funds:

- Does this use of funds address your achievement gaps?
- Is this use of funds evidence-based and culturally responsive to your students' needs?



Literacy specific PD resources found [here](#) and [here](#)  
Math specific PD resources found [here](#)





# Family Engagement

## Questions to consider for equitable use of funds:

- How are families empowered to engage in their student's learning?
- How is the effectiveness of family engagement strategies evaluated and revised, as needed?

See more questions on handout [here](#)



# Family Engagement

## Common allowable costs:

### Schoolwide:

(Available to all families)

- Transportation
- APTT
- Light snacks
- Family liaisons
- Childcare
- Extended contract time for staff
- Professional development for families
- Supplies for family engagement activities
- Employee travel
- Professional development, conference/workshop fees

### Targeted Assistance:

(Available for families of TI students)

- Transportation
- Light snacks
- Childcare
- Extended contract time for staff
- Employee travel
- Professional development, conference/workshop fees
- Supplies for family engagement activities
- Professional development for families



# Family Engagement

## **Revisit questions to ensure equitable use of funds:**

- Does this use of funds address your achievement gaps?
- Is this use of funds evidence-based and culturally responsive to your students' needs?



*Family engagement resources found [here](#)*



The Equity Lens

# Social and Emotional Support

## **Questions to consider for equitable use of Title I funds:**

- Is there a positive school culture that contributes to student learning?
- What school-based mental health programs currently exist in your school?

*See more questions on handout [here](#)*



# Social and Emotional Support

## Common allowable costs:

### Schoolwide:

- Counseling
- School-based mental health programs
- Mentoring services
- PD for staff
- PBIS, Trauma Informed Care
- School climate interventions (e.g. *anti-bullying strategies, positive behavior interventions and supports*)

Available for all students

### Targeted Assistance:

- Counseling
- School-based mental health programs
- Mentoring services
- PD for staff supporting students identified for TI services

Available for students identified for TI services



# Social and Emotional Support

## Revisit questions to ensure equitable use of funds:

- Does this use of funds address your achievement gaps?
- Is this use of funds evidence-based and culturally responsive to your students' needs?



Resources for social and emotional support found [here](#)





## Supporting English Learners

**Under ESSA, it is possible for an LEA to combine Title I and Title III funds for the same EL-related purpose, even if it is not a schoolwide program.**

- Example: An LEA could use a combination of Title III and Title I funds for the salary of a supplemental EL math specialist for a Title I high school serving low-achieving ELs, assuming that supplement-not-supplant guidelines are met.

**Title I requires that each LEA that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include:**

- Holding and sending notice of opportunities for regular meetings in order to gather and respond to recommendations from parents.  
(ESEA Section 1112(e)(3)(C)).



## Practice Scenarios

# Let's practice some scenarios!

- Take 2-3 minutes to read scenarios

- [kahoot.it](https://kahoot.it)



## Salary and Fringe for Staff: Scenario

The district allocated Title I funds for a schoolwide program. The data exposes that there is an achievement gap in reading and math between students experiencing poverty and students who are not. The school has decided to invest Title I funds in a Title I reading teacher to close this achievement gap.



## Curriculum and Instruction: Scenario

Your team is determining the use of Title I funds in a schoolwide program. The school's data shows that there is an achievement gap between students of color and white students in reading. Your team decides to invest Title I funds into an evidence-based literacy intervention program to support the academic growth of your students of color.



## Professional Development: Scenario

The district allocated TI funds for a school implementing a TI targeted assistance program. The school's data shows that there is an achievement gap between English learners and English proficient students. All English learners are also students identified for TI services. In order to support the English learners throughout the school day, the school invests in professional development for teachers that is focused on culturally responsive, evidence-based strategies for supporting English learners.



## Family Engagement Scenario

The district allocated Title I funds to Rainbow elementary school for a schoolwide program. The leadership team has noticed issues with chronic tardiness and absences at their school over the past 3 years, due to lack of transportation for students. After pulling attendance data, it is confirmed that this is an area the school needs to address. They decide to plan a family night to talk with parents about the importance of being at school and its effect on the academic achievement of students. They plan to use Title I funds to pay for light snacks during the event, supplies for hands on educational activities, childcare, and extended contract time for teachers to be present.



## Social-Emotional Support: Scenario

Your team is determining the use of Title I funding for a schoolwide program. Data reveals that there are disparities in the number of behavioral reports between students of color and white students. The school leadership team decides to use Title I funds for staff to attend an annual PBIS conference, and to implement job-embedded coaching on PBIS.

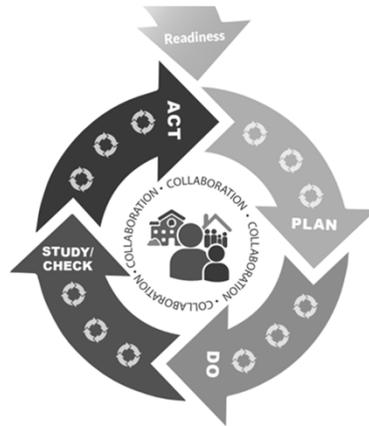


## Share Out

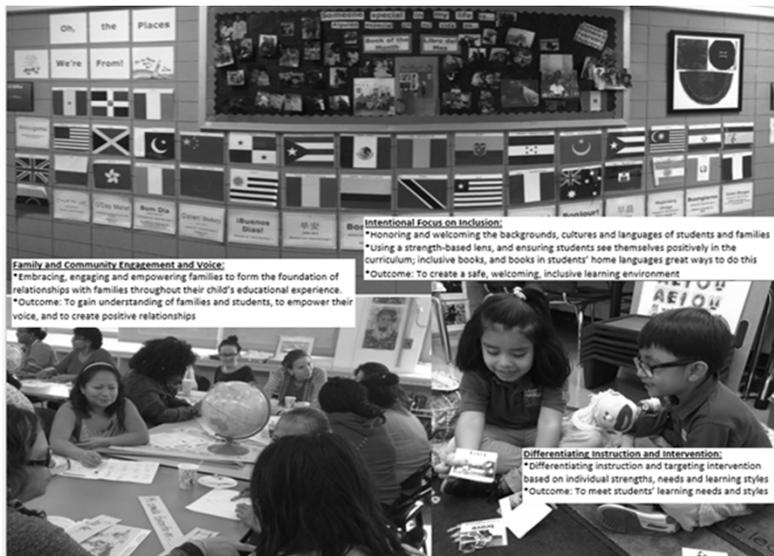
What have you done to close achievement gaps in your schools/districts?



# Continuous Improvement Process



# Equity



Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.



## Objective/Purpose

- Understand the process for determining equitable use of Title I funds.
- Determine how to use Title I funds to strategically address the most critical achievement gaps within your school.



## Reflection

- What might you do differently in the future to close achievement gaps using Title I funds?
- What questions do you still have about using Title I funds to close achievement gaps?

