



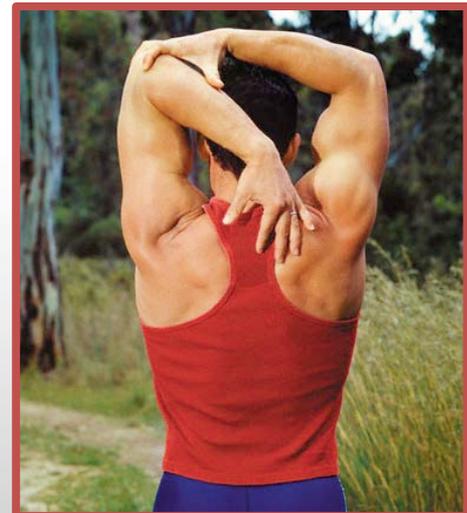
Title I Fiscal Practices That Build Sustainability and Maximize Impact

VDOE Coordinators' Academy
July 30, 2014



Warm-up

- ***Complete the short questionnaire***
- ***Share your thinking with a colleague***



Session Outcomes

- Revisit the intent of Title I, Part A and the fiscal tools that support this goal
- Envision highly effective and sustainable fiscal practices
- Reflect on current practices and consider adjustments to increase impact



Why Is This Topic Important?

- Budget uncertainty
- Fiscal stewardship
- Academic return on investment

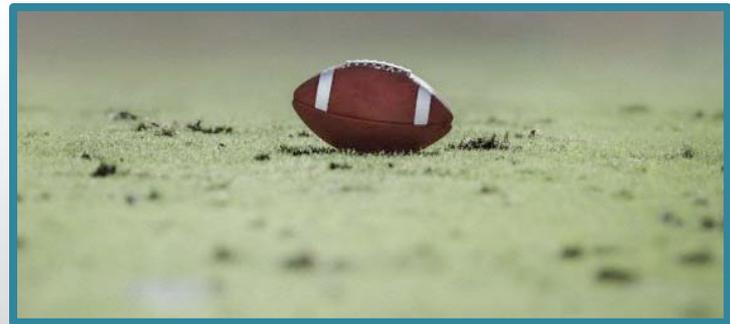




The Purpose of Title I, Part A

Leveling the playing field:

**“... to help the neediest schools and students reach the same challenging standards expected of all children.”
(Public Law 107-110)**



Say Something

What are some ways your division focuses Title I, Part A funds to level the playing field for students?

- A) Early childhood education***
- B) Supplemental staff and resources***
- C) Intervention programs***
- D) Other...***



Envisioning Highly Effective Practices

- Evidence-based
- Having close correlation to student learning
- Aligned with Title I, Part A goals
- Reinforcing division priorities
- Sustainable





Title I Handbook for Effective Use of Funds

Title I Handbook Overview

About This Handbook

School-Level

Division-Level

Resources

School-Level



Division-Level

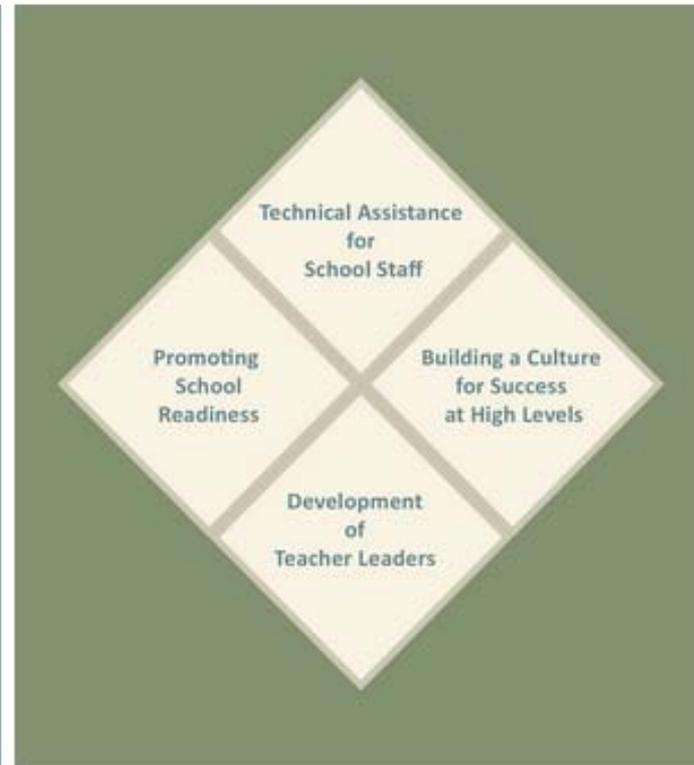


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School-Level



School-Level: Professional Development for Effective Instruction

Quadrant of Focus:

Professional development is a key strategy for ensuring teachers are able to provide high quality educational experiences for students of high-poverty communities that enable these students to reach the same high standards expected of all students.

The Elementary and Secondary Education Act (ESEA) identifies staffing with highly qualified teachers and ongoing professional development for teachers as federal requirements for schools receiving Title I funds, and schools that do not meet federal accountability expectations are required within the grant to focus a certain amount of their Title I funding on professional development for staff.

A school that has attained the "desired state" for use of Title I funds toward professional development leverages resource teachers who are highly skilled in mathematics and/or language arts to co-lead a systematic schoolwide professional development plan to develop instructional capacity and teacher leadership while addressing specific school improvement goals.

Effective Practices:



Hire Highly Skilled Mathematics & Literacy Teachers to Build Staff Capacity



Implement a Comprehensive Approach to Develop Teacher Leadership



Carry out Professional Development Tied to Specific School Improvement Goals





High-Quality Instructional Materials

Provide Diverse Student Reading Materials

What:

When purchasing reading materials, the most effective selections provide for multiple access points and their families to experience diverse literacy resources representing a variety of formats, genre, content areas, reading levels, cultures, interests, and languages. This includes books for students to read independently, with peers, and with adults applying the full range of scaffolded reading activities found within a balanced literacy experience.

Why:

Research on reading instruction indicates that reading at the instructional and independent levels—90 percent accuracy—promotes reading achievement (Juel, 1994; Erhi, et al., 2007; O'Connor, et al., 2006). It is critical to have an adequate selection of reading levels available for frequent student use as they improve their reading skills. Effective reading instruction within a balanced literacy framework includes application of a variety of research-based practices, including explicit teaching, small group instruction, student engagement, and reading strategy instruction. As part of these practices, students access a wide variety of reading materials which address diversity in genre, level, interest, and culture (Taylor, et al., 1999; Biemiller & Snow, 2006). Additionally, research shows that a key contributor to achievement gaps in reading ability is the setback experienced during summer months by low-income, minority, and less skilled readers when they are out of school (Allington & McGill-Franzen, 2008). It follows that providing ample access to appropriate reading materials for students during the summer and in other situations when their access would otherwise be limited is a valid strategy for combatting these achievement gaps (Kim & White, 2008).

How:

Title I funds may be used for purchase of student reading materials, as described above, supplementing materials provided by the division. Books selected should be of high quality and supportive of the school's instructional goals.



Say Something

What about this model so far fits with your thinking?

What questions are you forming?



School-Level Self-Reflection/Planning Tool

Theory of Action for Effective School-Level Use of Title I, Part A Funds:

When used effectively, Title I, Part A grant funds allow school administrators to supplement existing resources and practices to:

- Provide embedded professional development to strengthen core instruction and deepen schoolwide practices for improved outcomes;
- Promote school readiness at all levels through meaningful family engagement and intentional efforts to develop essential skills and behaviors;
- Offer responsive and engaging intervention and enrichment opportunities aimed at helping students meet their full potential; and
- Ensure access to high-quality instructional resources, including relevant and engaging reading materials and technology tools;

So that students in the neediest schools will reach the same challenging standards expected of all children.

Element	Continuum of Funds Implementation				Desired State
	Exploring	Emerging	Implementing	Sustaining	
Professional Development for Effective Instruction	When hiring Title I resource teachers, focuses on filling vacancies with qualified candidates and leaves it to the individuals to define how they will work to impact teacher practice.	When hiring Title I resource teachers, selects individuals who show a potential for being able to impact teacher practice in addition to having solid content knowledge.	When hiring Title I resource teachers, selects individuals who have demonstrated the ability to make a significant immediate impact on instructional practice within the focus content area.	When hiring Title I resource teachers, selects individuals who are highly skilled in adult learning, content, and instructional practices and who are able to effectively facilitate capacity-building among staff.	The school leverages resource teachers who are highly skilled in mathematics and/or language arts to co-lead a systematic schoolwide PD plan to develop instructional capacity and teacher leadership
	When planning school-wide professional development, primarily accesses one-time external opportunities that connect to school or division goals.	When planning school-wide professional development, identifies a key area of focus based on observation of individual teachers' or teams' deficiencies that relates to school priorities or initiatives and is carried out periodically through access to external resources.	When planning school-wide professional development, identifies an overarching focus based on staff input that broadly addresses school climate or practices, and accesses a combination of internal and external resources to carry out this focus throughout the school year.	When planning school-wide professional development, identifies a comprehensive approach based on broad data that fosters teacher leadership at all levels with a focus on enhanced implementation of the instructional cycle to raise the bar for all students and close achievement gaps.	



Sharing with Colleagues

1. *How do the effective practices outlined in this tool compare with practices found to be effective in your division?*
2. *How might practices outlined in this tool further enhance the impact of Title I, Part A funds?*
3. *How might this tool support administrators' decisions about use of funds?*
4. *What might not apply or need to be adapted?*



Development and Roll-out



- Offering technical assistance and support
- Collecting feedback and refining school- and division-level guidance
- Measuring affect on school-level practices
- Connecting content to division initiatives



Resources

Title I Handbook Overview

About This Handbook

School-Level

Division-Level

Resources

- [Technical Assistance: How to Use this Handbook \(ppsx\)](#)
- [School-Level Self-Reflection/Planning Tool \(pdf\)](#)
- [General Feedback Form](#)
- [Ideas for Schools: Supports for Student Achievement \(pdf\)](#)
- [Title I FCPS Intranet](#) —Select "Finance" under Hot Topics for budget
- [Title I FCPS Public Internet](#)
- [VDOE Title I, Part A Resources](#)
- [USED Title I, Part A Resources](#)



Related Guidance

- U.S. Education Department [Laws, Regulations, and Guidance](#)
- VDOE [Guidelines and Procedures](#)



Say Something

What might you expect from conversations around these ideas in your division?



Questions



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