

Question:

Provide a grants analysis including:

- Entitlement grant description
- Items moved off IDEA entitlement
- Items moved to IDEA entitlement

- **Summaries of the Titles under the Reauthorized elementary and Secondary Education Act (ESEA)**
- **IDEA Changes**

Title I -- Improving the Academic Achievement of the Disadvantaged

The stated purpose of Title I is to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments." To that end, Wisconsin has developed a comprehensive set of standards to measure what students need to know and be able to do, and an assessment system to determine to what extent Wisconsin students have met these standards. We will continue to provide Wisconsin students the highest quality education as we implement the requirements of the No Child Left Behind Act of 2001.

Title I Funding

Title I – Part A is the federal education program that provides money to supplement the education being provided to students who are eligible for free and reduced lunch. It is the largest of the federal poverty programs. There are some Central Office positions which support schools which are funded out of this Title. Title I programs can not supplant existing programs in the district.

In the 2005-2006 school year MMSD received \$4,492,394; 67% or \$3,024,762 was sent directly to the schools. At this point it appears that the allocation for Title I – Part A for 2006-2007 will be \$3,844,279, a reduction of \$648,115. If the percentage of students in a school who are eligible for free or reduced lunch meets or exceeds the district average the school becomes eligible for Title I funds. The funds are allocated specifically for the eligible students in targeted schools. Title I teachers in Targeted Title I schools (Huegel, Lapham and Sandburg) provide supplemental reading instruction for these students and these services may not supplant other services existing in the school. They must be additional resources.

If the percentage of eligible students in a school meets or exceeds 40% of the school's population the school can be designated as a Schoolwide Title I school (Allis, Emerson, Falk, Glendale, Hawthorne, Lake View, Leopold, Lincoln, Lindbergh, Lowell, Mendota, Midvale, Nuestro Mundo, ORE and Schenk, Thoreau). As a Schoolwide Title I school, the principal is allowed flexibility in spending. These schools may integrate their programs, strategies and other assistance and resources to develop a comprehensive plan of improvement that will benefit all students within the school. Title I is still intended to provide supplemental reading instruction if this tutorial approach is being used in the school.

2006-2007 MMSD Title I Schoolwide (SW) and Targeted Assisted Schools (TAS)
Schools

009	Glendale (SW)
012	Hawthorne (SW)
038	Huegel (TAS)
014	Lake View (SW)
016	Lapham (TAS)
072	Leopold (SW)
037	Lincoln (SW)
071	Lindbergh (SW)
019	Lowell (SW)
021	Mendota (SW)
022	Midvale (SW)
065	Nuestro Mundo (SW)
025	Orchard Ridge (SW)
053	Sandburg (TAS)
027	Schenk (SW)
023	Thoreau (SW)

16 SCHOOLS ARE TITLE I SCHOOLWIDE

3 SCHOOLS ARE TITLE I TARGETED
ASSISTANCE

Title II -- Preparing, Training, and Recruiting High Quality Teachers and Principals

Title II of the ESEA Reauthorization is dedicated to four basic parts: Teacher and Principal Training and Recruitment; Mathematics and Science Partnerships; Innovation for Teacher Quality; and Enhancing Education Through Technology.

Title II-A The purpose of Title II-A is to increase student academic achievement through strategies such as improving teacher and principal quality, increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools, and hold local educational agencies and schools accountable for improvements in student academic achievement

Title II-D

Title II-D entitlement grants are used to support district technology innovations. At least 25% of the funds must be spent on professional development.

Title III -- Language Instruction for Limited English Proficient and Immigrant Students

The purpose of Title III Part A is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all children are expected to meet.

The money from Title III is only used for students who are ELL. Programs and services include 3.5 reading specialists at the Middle School, 1.0 transition teacher, based at Glendale, Launching into Literacy for Latino Child Care Providers, 1 PST, parent meetings, curriculum translations, low incidence language interpreters, simultaneous translation equipment.

Title IV -- 21st Century Schools

Title IV includes the Safe and Drug Free Schools and Communities and 21st Century Community Learning Centers Programs. Safe and Drug Free Schools includes local, state, and national programs to: prevent violence in and around schools; prevent illegal use of alcohol, tobacco, and other drugs; involve parents and communities; and coordinate with other resources to foster a safe and drug-free environment that supports academic achievement. 21st Century Community Learning Centers support communities to create or expand before- and after-school opportunities for academic enrichment, particularly for students in low-performing schools. Such Community Learning Centers also offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program. Title IV also bans smoking within any indoor facility regularly used for kindergarten, elementary, or secondary education, library services to children, or routine health care or day care or early childhood development services.

Title IV-A

Program purposes include support of two security assistants in the High Schools from 1pm to 8pm. All AOD and violence prevention activities and materials are purchased under this title.

Title V -- Promoting Informed Parental Choice and Innovative Programs

Title V provides for increased public school choice opportunities by amending previous grant programs supportive of the voluntary provisions of school choice. Title V includes education block grants, charter schools, magnet schools, and the fund for the improvement of education, which provides authority for 21 specific program-like activities. There are four parts in Title V: Part A-Innovative Programs, Part B-Public Charter Schools, Part C-Magnet Schools Assistance, and Part D-Fund for the Improvement of Education.

Title V-A

Program purposes include support of educational reform, implementation of reform and improvement programs based on scientifically based research, support of educational innovation and improvement, assistance to meet the educational needs of all students, and assistance to improve educational performance. Local allowable activities include, among other things: professional development and class-size reduction activities; charter schools; community service programs; consumer, economic, and personal finance education; public school choice; programs to hire and support school nurses; school-based mental health services; alternative education programs; prekindergarten programs; academic intervention programs; programs for CPR training in schools; smaller learning communities programs; activities to advance student achievement; programs and activities that use best practice models; same-gender schools and classrooms' service-learning activities; school safety programs; programs that use research-based cognitive and perceptual development approaches and rely on a "diagnostic-prescriptive modes" to improve students' learning; Title I supplemental educational services; magnet schools; dropout prevention; gifted and talented education; and parental and community involvement.

Title VI --Flexibility and Accountability

*Title VI is designed to provide flexibility to assist states in the development of strategies to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Funds will be provided to enhance state and local assessment systems and to improve the dissemination of information on student achievement and school performance to parents, community and other interested parties. States and local educational agencies will have the flexibility to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Additionally, there are allocations for certain activities authorized under this act. **Title VII -- Indian, Native Hawaiian, and Alaska Native Education***

Title VII contains three parts: Indian Education, Native Hawaiian Education, and Alaska Native Education. Parts B and C deal with Native Hawaiian and Alaska Native Education and are not applicable to Wisconsin schools. As part of the federal trust responsibility, Title VII addresses the "unique educational and culturally-related academic needs," including language-related needs, of American Indian students through formula grants to eligible LEAs and tribes from U.S. Department of Education. The act also provides competitive grant opportunities for "Special Programs and Projects to Improve Educational Opportunities for Indian Children," and authorizes other expenditures to serve American Indians, including fellowships, gifted and talented education, and tribal educational planning grants.

Part C -- McKinney-Vento Homeless Education Assistance Improvements Act of 2001

Sec. 1032. Education for Homeless Children and Youths.

Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is amended to read as follows: "Subtitle B -- Education for Homeless Children and Youths" (EHCY) The act sets out educational rights and responsibilities to children and youth who are experiencing homelessness. Each state and local educational agency shall ensure that each child of a homeless individual and each homeless youth

have equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth. Further, homeless children and youth shall have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. The new act requires DPI to provide leadership and assistance to all school districts in the state as they meet the requirements above. Further, there is a competitive grant program for districts with high need and high quality programs for homeless children and youth.

Title X-C is used to support .7 FTE teacher in the Transition Education Program (TEP)

4/27/2006

IDEA Changes

Change in IDEA Requirements to Address Disproportionality

A major issue facing the special education community throughout the nation is the disproportionate identification of students of color in special education. The goal of the Department of Public Instruction (DPI) is to address disproportionality as an educational issue not just a special education identification issue. The New Wisconsin Promise is to improve the quality of education statewide so all students, including students with disabilities, students of color, and students living in poverty have equal opportunity to a quality education.

A school district is considered to have “significant disproportionality” when criteria have been met for at least three consecutive years. The criteria include a cell size of at least 100 students enrolled from the particular racial group and at least ten students from that particular racial group within the particular disability category.

Based on data from school year 2002-03 through school year 2004-05, the Madison Metropolitan School District (MMSD) demonstrates significant disproportionality of students of color in special education. Specifically, the data demonstrates an overall over identification of African American students and specifically in the areas of emotional behavioral disability, cognitive disability, and specific learning disability.

Designation of 15% IDEA Funds for Early Intervening Services

When a school district is found to have “significant disproportionality” with respect to identification or placement, section 618(a)(2) of the Individuals with Disabilities Education Act of 2004 (IDEA) requires the district to:

1. Review (and revise, if appropriate) policies, procedures, and practices used in identification and placement.
2. Reserve 15% of IDEA funds (for 2006-2007 school year) to provide comprehensive coordinated early intervening services to serve children in the district, particularly children in those groups that were significantly over identified.
3. Report publicly on the revision of policies, practices, and procedures.

Budget Items Moved Onto IDEA

To comply with requirement #2 stated above, the MMSD has targeted 15% of our IDEA funds (projected by DPI to be approximately \$5,000,000. plus an estimated \$250,000 in carryover) for early intervening services. This 15% represents \$750,000. Below is an account of the targeted items to support early intervening services in the MMSD that will be moved off the local budget and funded on IDEA entitlement grant dollars:

Item	Amount
Elementary Lead Principal Position	\$120, 663
Framework Teacher Position	104,395
Program Support Teacher – Psychologist	84,198
Program Support Teacher – Social Workers	73,997

Health Services Director	114,251
Research & Evaluation .75 FTE Position	77,305
Special Assistant – Race Relations Position	119,139
Supplies & Materials – Race Relations	45,131
Supplies & Materials – Minority Achievement	45,264
Total	\$784,343

Reductions to IDEA Budget

To make room on the IDEA budget for the 2006-07 for the addition of these expenditures will require the following reductions from the current year IDEA budget:

Item	Amount
Special Education Supplemental Music	10,632
Early Childhood Itinerant Clerical	21,009
Staff Technology	100,000
Professional Development	134,452
Extended School Year Savings	150,000
OB move, to FT replaces Early Childhood site rental	29,859
Hospital School Supplies, Materials, and Equipment	4,300
Cross Categorical Supplies, Material, and Equipment	14,725
IDEA Carryover/Grant Reallocation	200,000
Undesignated Reserve	119,366
Total	\$784,343

The impact of these reductions is detailed on pages 61-63 of the 2006-07 Budget and District Profile book.