

Uses of Title I

- LEAs may use their Title I, Part A recovery funds consistent with the Title I, Part A statutory and regulatory requirements, including the requirements to provide equitable services to eligible private school students. Uses should be aligned with the core goals of ARRA to save and create jobs and to advance reforms.

- Because the recovery funds constitute a large increase in Title I, Part A funding that will likely not be available at the same level beyond Sept. 30, 2011, schools and LEAs will have a unique opportunity to improve teaching and learning and should focus these funds on short-term investments with the potential for long-term benefits, rather than make ongoing commitments that they might not be able to sustain once recovery funds are expended.

- Congress in its ARRA conference report indicated its intent that grantees use some of their Title 1 funds for early childhood programs and activities. The Administration is committed over the long term to expanding early childhood educational opportunities and creating a more seamless web of high-quality services for parents and children. In coming weeks, the Department will provide additional guidance on opportunities to use ARRA funds to expand high-quality early childhood educational services.

- Examples of potential uses of the Title I, Part A recovery funds that are allowable under Title I and consistent with ARRA principles:
 - o Establishing a system for identifying and training highly effective teachers to serve as instructional leaders in Title I school- wide programs and modifying the school schedule to allow for collaboration among the instructional staff;

 - o Establishing intensive, year-long teacher training for all teachers and the principal in a Title I elementary school in corrective action or restructuring status in order to train teachers to use a new reading curriculum that aggressively works on improving students' oral language skills and vocabulary or, in some other way, builds teachers' capacity to address academic achievement problems;
 - *Additional ongoing professional development related to research based literacy instruction, with special emphasis on small group instructional approaches and classroom based interventions for struggling readers. For grades 4 and 5, this component would be critical.*

- *Development of systematic and explicit classroom (or Tier 1) literacy instruction (including content area reading and writing), particularly at the grade 4 and 5 levels,*

o Strengthen and expand early childhood education by providing resources to align a district-wide Title I pre-K program with state early learning standards and state content standards for grades K–3 and, if there is a plan for sustainability beyond 2010–11, expanding high-quality Title I pre-K programs to larger numbers of young children;

o Providing new opportunities for Title I school-wide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements;

o Using longitudinal data systems to drive continuous improvement efforts focused on improving achievement in Title I schools;

o Providing professional development to teachers in Title I targeted assistance programs on the use of data to inform and improve instruction for Title I-eligible students;

- *Opportunities for collaborative grade level data meetings with classroom teachers, interventionists, coaches, and principals to analyze data, use it to inform instruction, and to coordinate tiers of intervention support.*

- *Compass Learning Software*

o Using reading or mathematics coaches to provide professional development to teachers in Title I targeted assistance programs; and

o 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, or over an extended school year.

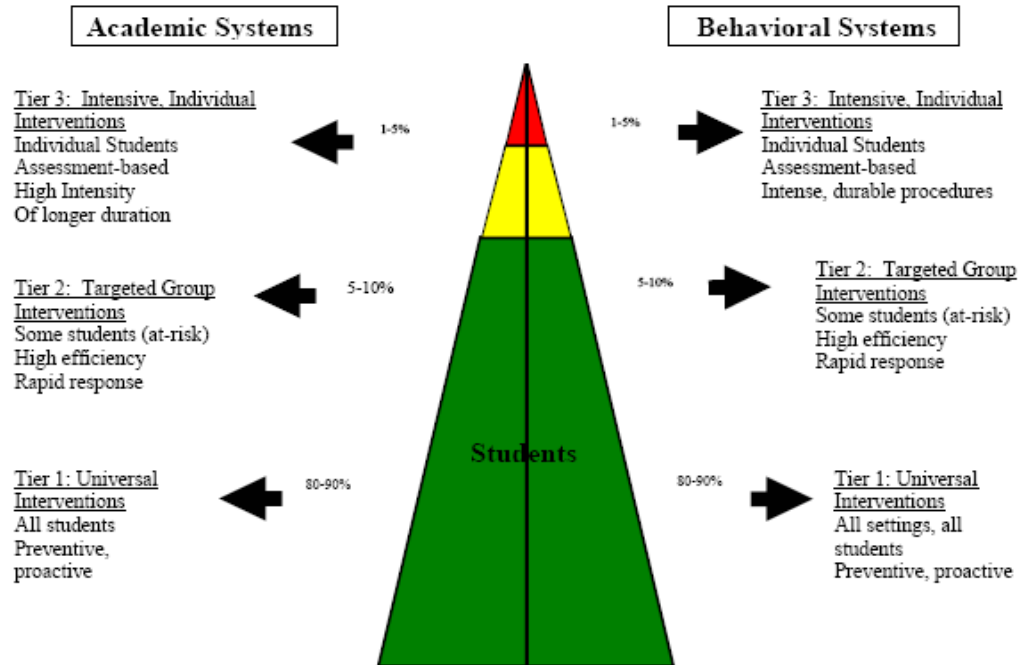
o *Response to Intervention [RTI]*

- *Curriculum-based literacy assessments for universal screening and ongoing progress monitoring*
- *Research-based Tier 2 and 3 intervention support for struggling readers*
- *Reading interventionist training and positions to provide interventions and support coordination of classroom based interventions for struggling readers*

- *Reading coach training and positions to provide ongoing professional development to strengthen literacy instruction for struggling readers, and to provide some intervention support directly to students*

Specific Reporting Requirements

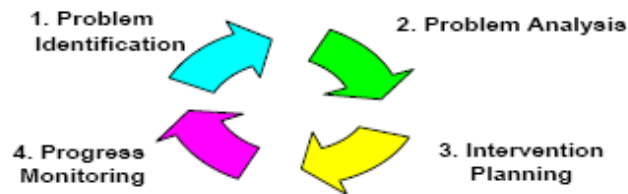
Each LEA shall report a school by school listing of per-pupil educational expenditures from state and local sources for the 200802009 academic year.



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).
 Note: Percentages are approximations and may vary by district.

Problem-solving method of decision-making: Across the tiers, the problem solving method is used to match instructional resources to educational need. The problem-solving method is as follows:

- Define the problem by determining the discrepancy between what is expected and what is occurring.
- Analyze the problem using data to determine why the discrepancy is occurring.
- Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
- Use progress monitoring data to evaluate the effectiveness of the intervention plan.



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al. 2005).

