



The Buzz

A consolidated federal programs newsletter

Volume 1, Issue 4

December 2003

Consolidated Federal Programs Unit Update

The Consolidated Federal Programs (CFP) Unit would like to welcome our newest Title I Senior Consultant, Brad Bylsma. Brad comes to the unit from the Schools of Choice Unit and is well-schooled in No Child Left Behind and its implications for Colorado. Filling this fifth consultant position completes the regional team assignments for Title I. These assignments are as follows:

- x Trish Boland: North Central and Northeast Teams
- x Brad Bylsma: Southwest Team
- x Laura Hensinger: Metro Team
- x Alyssa Pearson: West Central and Northwest Teams
- x Darrell Ryan: Pikes Peak and Southeast Teams

District staff may choose to refer questions and issues to their regional team consultant or contact the individual that they feel will be most able to assist. Additional contact information is forthcoming. To ensure a consistent message to the field, the CFP Unit also has identified several coordinators to oversee work in policy, administration and technical assistance. Laura Hensinger coordinates the policy aspect of NCLB; Gina Salazar coordinates administrative work; Trish Boland coordinates the technical assistance and support for the field; and Anita Foxworth coordinates professional development and school support. This internal reorganization enables the Unit to provide a more consistent and cohesive message to all areas of the state related to NCLB.

THE TWELVE YEARS OF NCLB

The following is an article by Chester Finn which was published in the The Education Gladfly on December 19, 2002.

In the first year of NCLB, my Uncle (Sam) gave to me
A law based on A.Y.P.

In the 2nd year of NCLB, my Uncle (Sam) gave to me
Two state report cards, and
A law based on A.Y.P.

In the 3rd year of NCLB, my Uncle (Sam) gave to me
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 4th year of NCLB, my Uncle (Sam) gave to me
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 5th year of NCLB, my Uncle (Sam) gave to me
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 6th year of NCLB, my Uncle (Sam) gave to me
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 7th year of NCLB, my Uncle (Sam) gave to me
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

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National Grants and Funding Opportunities

Breakthrough High Schools: Call for Nominations

Breakthrough High Schools is a unique project by the National Association of Secondary School Principals (NASSP) featuring schools with high minority and high poverty populations. These schools have demonstrated significant student achievement, as well as high graduation and college admission rates. NASSP seeks additional nominations for successful high-poverty schools that meet the Project's 50-50-90-90 criteria: the student population consists of at least 50% minority students and 50% qualify for free and reduced-price meals; at least 90% of the students both graduate and are accepted into college. Visit www.principals.org/breakthrough/ for more information.

Excellence in Mathematics and Science Teaching

Do you know a great K-6 math or science teacher? Nominate him or her to receive Presidential Recognition. The National Science Foundation is looking for outstanding K-6 math or science teachers for the 2004 Presidential Awards for Excellence in Mathematics and Science Teaching. The awards are sponsored by the White House and administered by the National Science Foundation. Every year up to 108 National Awardees receive a special citation signed by the President of the United States, a \$10,000 award, and a paid trip for two to Washington, DC to attend a weeklong series of recognition events. Anyone can nominate a K-6 teacher. Teachers should submit completed application materials by May 3, 2004. Visit www.nsf.gov/pa for more information.

NEA Foundation Innovation Grants

The NEA Foundation for the Improvement of Education (NFIE) funds hundreds of grants each year, up to \$5,000 per project, to public educators. All practicing U.S. public school teachers in grades K-12, education support professionals, and higher education faculty and staff at public colleges and universities are encouraged to apply. Innovation Grants fund break-the-mold innovations that significantly improve achievement for underserved learners. Application deadline is February 1, 2004. Visit www.nfie.org/programs/howtoapply.htm for more information.

Department of Education Launches Statewide Recruitment Tool

The Colorado State Board of Education is pleased to offer an interactive tool that can assist qualified educators, nationwide, in their search for available employment opportunities in Colorado. The web site is intended to become the State's leading job search engine for education. **TeachinColorado.org** will offer the opportunity to anyone interested in working in any aspect of education, in Colorado, to apply online for vacancies in districts or schools of their choice. "Ensuring a quality teacher for every Colorado classroom, every day, is essential to increasing student achievement," stated Randy DeHoff, chairman of the Colorado State Board of Education.



"I commend the Colorado Department of Education for facilitating this TeachinColorado.org to help meet this goal."

The Office of Professional Services and Educator Licensing will manage the site and provide technical support at no cost to districts. TeachinColorado.org is intended to provide one common application, which can be used by all districts to find matches between jobs and applicants.

Vacancies posted by districts are searchable by applicants in several ways, including by job type, region, district, position, and qualifications. Candidates will receive an e-mail notification when a posted vacancy matches their profile, and be afforded the opportunity to post their resumes for district review.

TeachinColorado.org will also offer an interactive map of Colorado, divided into regions, as well as a District Profile page, and district demographic information, to profile local features which would attract candidates to a community. Assistance to CDE regarding the website concept development was provided by the Alliance for Quality Teaching and school district personnel statewide. Start-up funding for the project was provided by Title II, Title III, and IDEA.

CALENDAR OF EVENTS

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November 12th

CDE sends Comparability Reports to districts for completion prior to December 31st.

December 3rd

School Accountability Reports (SAR) will be mailed to schools.

December 15th

Deadline for CDE to make final determinations of district AYP status.

December 15th

Deadline for districts to make final determination of AYP status for its schools and communicate the determinations to the schools.

December 19th

Neglected and Delinquent surveys due to CDE
Contact Brad Bylsma at (303) 866-6937 or
bylsma_b@cde.state.co.us with any questions.

December 19th

CDE sends final letters to districts regarding district AYP determination.

December 22nd

Deadline for districts to report to CDE final school AYP determinations.

December 31st

Comparability Assurance form due to CDE. Contact Darrell Ryan at (303) 866-6965 or ryan_d@cde.state.co.us for further information.

February 7th-10th

National Title I Conference 2004
Closing the Achievement Gap One Step at a Time
New Orleans, LA
Visit www.aplusevents.com for more information.

March 3rd and 4th

Single Accountability Conference
Radisson Southeast, Denver
Details to follow at a later date.

In the 8th year of NCLB, my Uncle (Sam) gave to me
Eight supplemental service providers,
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

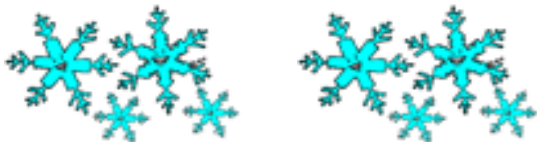
In the 9th year of NCLB, my Uncle (Sam) gave to me
Nine school reconstitutions,
Eight supplemental service providers,
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 10th year of NCLB, my Uncle (Sam) gave to me
Ten new regulations,
Nine school reconstitutions,
Eight supplemental service providers,
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 11th year of NCLB, my Uncle (Sam) gave to me
Eleven threats to withhold funding,
Ten new regulations,
Nine school reconstitutions,
Eight supplemental service providers,
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

In the 12th year of NCLB, my Uncle (Sam) gave to me
Twelve rising NAEP scores,
Eleven threats to withhold funding,
Ten new regulations,
Nine school reconstitutions,
Eight supplemental service providers,
Seven highly-qualified teachers,
Six annual tests,
Five schools to choose from,
Four district improvement plans,
Three disaggregated test scores,
Two state report cards, and
A law based on A.Y.P.

HAPPY HOLIDAYS!



Student Loan Forgiveness for Teachers in High Poverty Schools

Did you know a portion of your student loan can be forgiven if you teach in a high poverty school? Students who become full-time teachers in an elementary or secondary school that serves students from low-income families can have a portion of their Perkins or Stafford Loan forgiven.

For Perkins loans, there are three qualifying categories for loan forgiveness:

1. A full-time teacher at a low-income school as determined by the SEA. To be considered a low-income school, the school must be in a school district that receives Title I and have more than 30% of its students counted in the Title I funding formula which in most schools is free and reduced lunch.
2. A full-time teacher teaching in a subject area that has a shortage of teachers. Each year the SEA determines any subject shortage areas in the elementary and secondary schools within the state. These designated subject shortage areas include mathematics, science, foreign languages, and bilingual education.
3. A teacher of students with disabilities in a public or other nonprofit elementary or secondary school.

If a borrower is eligible for teacher loan cancellation under any of the three categories listed above, up to 100% of the loan may be canceled for teaching service, in the following increments:

- x 15% cancelled per year for the first and second years of service,
- x 20% cancelled for the third and fourth years, and
- x 30% cancelled for the fifth year.

To qualify for a cancellation of up to \$5,000 of a Stafford Loan, a teacher must work as a full-time teacher for five consecutive years in an elementary or secondary school that has been designated as a "low-income" school. Additional conditions are:

- x At least one of the five qualifying years of teaching must occur after the 1997-1998 academic year.
- x The loan must have been made before the end of the fifth year of qualifying teaching.
- x The elementary school must be public or private nonprofit.
- x A defaulted loan cannot be cancelled for teacher service unless a satisfactory repayment arrangement has been made.

For more information on this subject please visit <http://studentaid.ed.gov> or contact Clara Sanchez at sanchez_c@cde.state.co.us (Perkins Loan) or Barb Lautenbach at Lautenbach_B@cde.state.co.us (Stafford Loan).



How does a district notify CDE about which schools have made AYP and which have not?

In the next few weeks, CDE will be emailing and posting on our website (www.cde.state.co.us/ayp/report) a form to report school AYP determinations. In order for us to do more in-depth analysis on AYP in the state of Colorado, we will need information to be reported at the subgroup level, for reading and math, for all of the targets. We will not be asking for numbers, simply a "YES" or "NO" for each requirement. CDE will be required to report this information to the USDOE. This data will allow us to analyze the problem areas in the state and start making plans for professional development and assistance at the state level. It will also aid us in making any changes to the AYP definition and appeals process. Final school determinations will be due to CDE by December 22nd.

Are Physical Education teachers required to meet the highly qualified requirement of No Child Left Behind?

Pursuant to No Child Left Behind (NCLB), all districts must ensure that teachers in core academic areas hired after the first day of the 2002-2003 school year and teaching in a program supported with Title I, Part A funds meet the definition of "highly qualified." Under NCLB, the core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Physical education was not identified by the legislation as a core academic subject. CDE has not added nor deleted any of the subject areas required by NCLB. "Highly qualified" is a requirement of federal legislation and should not be confused with Colorado State Teacher Licensure. Under Colorado state law, a teacher must have a license to teach. Hiring qualified teachers and appropriate placement is the responsibility of the school district.





UPDATES

AskColorado.org is a free online information service provided by Colorado libraries. Real staff from public, academic, and special libraries throughout Colorado, in real time, answer your questions, help you find information, or point you in the right direction to get what you need. Whether you need the names of Colorado's Fourteeners, an article from last week's newspaper, a hint on how to start your homework, directions to Calgary, or help on remembering the star of that Broadway show you saw in 1954, AskColorado can help. AskColorado is available 24 hours a day, 7 days a week, to all Colorado residents and students.

The **State Committee of Practitioners** has several vacancies that need to be filled. These include a parent, a private school representative, Title I administrator from the Metro, West Central, and Southeast regions, and a charter school representative. The nomination form can be found at www.cde.state.co.us/cdeunified/tia_cop.htm. The duties of the committee include a review of any proposed or final State rule or regulation pursuant to Title I. Meeting quarterly, committee members may participate through teleconferencing. February 9th, 2004, is the next committee meeting date. Please contact Trish Boland at (303) 866-6998 or boland_t@cde.state.co.us for more information.

UPDATE - Academic Advocate Pilot Program: As described in the September issue of The Buzz, The Daniels Fund has a grant opportunity for districts interested in a graduate student that would support the academic performance of homeless students in their district. The grant has been extended however without 6-15 participating districts in this pilot program, the grant application will be withdrawn. Districts would be required to provide a \$3,200 match for the graduate student intern stipend. Interns will work for 20 hours a week for 32 week. Deadline to commit to the program is December 15, 2003. School districts wishing to participate in this program should have their homeless liaison contact Margie Milenkiewicz at milenkiewicz_m@cde.state.co.us by December 15th 2003.

School Highlights

Congratulations to the following school districts for their excellent presentations at the 15th Annual National Association for Homeless Children and Youth Conference held in October in Washington DC. THANKS to each of you who presented at the national conference, Colorado was well represented in sharing successful program models to serve students who are experiencing homelessness.

Evelyn Jacobi and Susan Burnett with **Poudre Schools'** presentation illustrated how Title I and McKinney funds work together to educate homeless students and support families based on nine years of collaborative efforts between Title I, the McKinney Homeless Education Program, Poudre School District and the community.

Kim Blair and Marc Fortney with **St. Vrain Schools** provided attendees a resource guide for working with homeless youth that provides an overview of homeless youth, their numbers, needs, survival skills, barriers to school and community resources as well as creative ways to address issues they face and a list of resources for youth and programs. Marc Fortney began the presentation describing his experience as a formerly homeless youth.

Catherine Haller, Belinda Howery and Debbie Soronen from **Mesa County School District 51** described how a first year, non-funded McKinney program, through a unique structure and minimal financial commitment from the district, effectively served over 400 students. Early data and statistics show a reduction in mobility, attendance, and truancy issues and increases in academic achievement.



Colorado Department of Education
Office of Special Services
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Did you miss the last Buzz? Visit www.cde.state.co.us/index_funding.htm for a copy.

Concerns!!

Questions??

Comments

Do you want to be on the mailing list?

Contact Laura Hensinger at (303) 866-6675 or hensinger_l@cde.state.co.us