The Buzz

A consolidated federal programs newsletter

Issue 7 **March 2004**

UPDATE ON NOTIFICATION FOR PUBLIC SCHOOL CHOICE

With the close of the current school year quickly approaching, districts with Title I schools that did not make Adequate Yearly Progress (AYP) in 2003 must develop public school choice notification documents for parents. Potentially, there are an additional 29 districts that will have to offer public school choice in 2004-2005. Even though 2004 CSAP scores will not be available to districts until July, districts that did not make AYP in 2003 are required to have school choice notification document(s) prepared by May 15, 2004. The law requires that districts with schools identified for improvement (two consecutive years of failure to make AYP) must notify parents before the first day of school. Thus, plans for implementing public school choice should be in place well before this time.

Fortunately, there are many example letters available for districts to use as models, since 27 districts had to offer public school choice in 2003-2004. Example letters are available on the CDE website at: www.cde.state.co.us/cdeunified/tia_psc.htm, as well as additional information about requirements associated with public school choice.

Finally, the U.S. Department of Education recently released updated non-regulatory guidance on Public School Choice in which the department expounds on commonly asked questions. On page 2, there are a few of these new interpretations. Subsequent issues of ***The Buzz*** will discuss more of these.

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Title I, Private Schools and Meaningful Consultation

The Non-Regulatory Guidance regarding Title I services to eligible private school children discusses in depth what is meant by "meaningful consultation".

Consultation with officials from private schools is an essential requirement of an LEA's implementation of an effective Title I program for eligible private school children, their teachers, and their families

Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation establishes positive and productive working relationships that make planning easier and ensures that the Title I services provided meets the needs of eligible students.

Annually an LEA must contact officials of private schools that enroll children who reside in the LEA regardless of whether the private school they attend is located in the LEA. One way to accomplish this is for the LEA to convene a meeting of private school officials to explain the intent of Title I and the roles of the public and private school officials.

Consultation between the LEA and the private school officials must occur before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs.

An LEA must meet with appropriate private school officials throughout the implementation and assessment of Title I services. This consultation must include early discussions to prepare for the next school year so that there is a timely start of the Title I program at the beginning of each school year, and throughout its implementation and assessment of services.

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- When both the option for public school choice and supplemental services exist, parents need to know that they can choose one of these. For schools on second year improvement, corrective action, or restructuring, LEAs must ensure that parents understand this choice, (i.e., by opting for public school choice, parents give up the option of supplemental services).
- An LEA must make choice available for students no later than the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified as in need of school improvement, corrective action, or restructuring *[Section 1116(b)(1)(E)]*. If possible, an LEA should notify parents about their available choices well before the beginning of the school year in which those choices will be available. Under no circumstances should an LEA wait until the next school year before providing the opportunity to transfer to eligible students. For example, an LEA that receives its list of schools identified for improvement in the fall might offer choice to students immediately or for the second semester *[34 C.F.R. Section 200.32(f)]*.
- In addition, if an LEA has both schools in their first year of improvement and schools in their second year of improvement or undergoing corrective action or restructuring, it must give priority for supplemental educational services to students enrolled in the schools in their second year of improvement or in corrective action or restructuring (the students who, under the statute, are entitled to be given the opportunity to receive those services).
- The Title I statute requires that choice be made available to all students enrolled in schools identified for improvement (or corrective action or restructuring), but does not define "enrollment." Therefore, it depends on how States and LEAs define that term and how they determine when a student is officially enrolled in a school. The Department believes, however, that students planning to enter a school for the first time, such as entering kindergartners, or students moving from elementary to middle school, or those who have just moved into the school attendance area served by a Title I school, should generally have the same opportunity to exercise choice as students previously enrolled in a school.
- In the case of specialty schools, such as schools for the performing arts, LEAs do not need to disregard entrance requirements when identifying transfer options for students. For example, an LEA may require students wishing to transfer to a fine arts magnet school or to a school for gifted students to meet the normal eligibility requirements for those schools, even if there are no other choices available to eligible students in the district.

Learning Opportunity for Schoolwide Development

When: Tuesday, March 30, 2004
Pikes Peak BOCES
9:30 a.m. -2:30 p.m.

Thursday, April 1, 2004
Adams 12 Training Center
9:30 a.m. -2:30 p.m.

Who: The training is designed for current schoolwide schools and Title I schools considering a schoolwide program.

The training will also be useful to other district staff including Title I Directors.

Each schoolwide school in attendance should bring a 3 person team (include at least one administrator).

Training Topics:

- ✓ Schoolwide program as a comprehensive school reform model
- ✓ Adjusting schoolwide plans to meet changing needs
- ✓ Integrating professional development into the schoolwide process
- ✓ The schoolwide cycle: planning, implementing, revising
- ✓ Required components for a schoolwide program
- ✓ Integrating schoolwide with school improvement and accreditation
- ✓ Funds flexibility
- ✓ Evaluating the schoolwide program for effectiveness

PLEASE BRING CURRENT SCHOOLWIDE PLANS

Space is limited at each location so be sure to register. On-line registration will be available beginning March 8th.

For more information contact:

Stan Paprocki, 303-866-6869
paprocki_s@cde.state.co.us or

Tina Tamayo, 303-866-6705
tamayo_t@cde.state.co.us

Calendar of Events

March 2nd
Dr Seuss' Birthday

March 3rd and 4th
Accountability Conference
Radisson Southeast, Denver
Register online at
www.cde.state.co.us/cdeunified/acctconf.asp

March 8th
Supplemental Services RFP due to CDE (postmarked by March 5). Contact Laura Hensinger at hensinger_l@cde.state.co.us for more information.

March 30th
Schoolwide Training
Pikes Peak BOCES
9:30 a.m. -2:30 p.m.
For more information contact Tina Tamayo at tamayo_t@cde.state.co.us

April 1st
Schoolwide Training
Adams 12 Training Center
9:30 a.m. -2:30 p.m.
For more information contact Tina Tamayo at tamayo_t@cde.state.co.us

April 6th - April 9th
National Council of Teachers of Mathematics Annual Meeting in Anaheim, California
Visit www.nctm.org/meetings for more information.

April 18th - April 24th
National Library Week

April 19th-20th
West Slope Superintendent's Spring Conference
Grand Junction
For more information contact Ed Vandertook at vandertook@earthlink.net or (719) 486-2603

May 2nd - 6th
49th Annual International Reading Association Conf.
Reno-Tahoe, Nevada
Visit www.reading.org
for more information.

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Title I consultation with private school officials must, at a minimum, address the following issues:

- How will the LEA identify the needs of eligible private school children?
- What services will the LEA offer to eligible private school children?
- How and when will the LEA make decisions about the delivery of services?
- How, where, and by whom will services be provided to eligible private school children?
- How will the LEA assess the academic services to private school children, and how will the LEA use the results of that assessment to improve Title I services?
- The size and scope of the equitable services that the LEA will provide to eligible private school children and the proportion of its Title I funds that the LEA will allocate for these services.
- The method or the sources of data, that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.
- The services the LEA will provide to teachers and families of participating private school children.
- Discussion of service delivery mechanisms the LEA will use to provide service; and
- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider.

Each LEA must maintain and provide CDE with a written affirmation, signed by officials of each private school with participating children or appropriate representatives of the private school officials, that the required consultation has occurred.

When an LEA has not obtained a written affirmation signed by private school officials, CDE will request that the LEA provide a reason for the lack of affirmation. In some cases, the reason may be that the private school officials did not want Title I services. However, if the reason is that there is a disagreement between the LEA and private school officials, CDE may facilitate resolution of their differences.

For a complete version of the Non-Regulatory Guidance visit:
www.ed.gov/programs/titleiparta/psguidance.doc

Regional Workshops

In addition to the Accountability Conference, CDE will be hosting Regional Workshops to instruct district personnel on the completion of the Consolidated Application. We realize that April and May are busy times in any school district however CDE strongly believes that the day long workshop will provide enough information to save district personnel time in the completion of the application and the approval process. Below are the dates and locations for the workshops. Feel free to attend any workshop whose location or date works with your schedule. Registration will be available online by mid-March.

April 13th	Durango Glacier Club at Tamarron
April 15th	Pueblo Pueblo Convention Center
April 20th	Lamar Best Western Cow Palace
April 22nd	Glenwood Springs Colorado Mountain College
April 23rd	Montrose Location TBD
April 27th	Greeley University of Northern Colorado
April 29th	Sterling Location TBD
May 4th	Denver Location TBD

Q&A

When will we know our federal allocation for the 2004-2005 school year?

Preliminary allocations are established as soon as CDE receives the allocation tables from the Education Department (USDOE). This may happen as early as March, but sometimes these tables are based on the prior year counts, with the new year's funding. The final numbers were received by e-mail on April 30, 2003. These "final" numbers were revised twice by the Education Department after that date.

When does CDE declare allocations to be "final"?

CDE can not declare allocations to be final until we receive our actual grant award from USDOE. We should receive our grant awards in July, subject to change of course.

Will the USDOE numbers received need to be modified by CDE prior to release to districts?

Yes. The allocation tables received from the USDOE are recalculated by CDE to determine the required set-asides, hold harmless, administration, etc. that are provided for in the statutes. Therefore, the final allocations released to the districts by CDE will always be less than the USDOE numbers.

Are there any estimates available that districts can use for budget purposes?

Some of the general trends coming out of Washington for the 2004-2005 school year are for Title II and Title III to be level-funded and a fairly significant decrease in Title V funding. Remember, that funding under Titles II, III, and V are contingent upon finalizing the Title I allocations. The general trends for Title I are for level or slight decreases in the Basic and Concentration grant portions, and for some increases in the Targeted and Education Finance Incentive grant portions of Title I. Without the specific allocation tables from the USDOE, the Total Formula Counts, as well as the other data elements, we can not estimate the NCLB funding for individual districts.

What student data will be used for next year's allocations?

Last year USDOE used the estimated 1999 census data and other factors as determined by USDOE. At this time USDOE should use the 2000 census data, plus other factors as determined by USDOE, to do the allocations to the states for the 2004-2005 school year. Those data sources will probably alter some of the LEAs ability to qualify for funding, or qualify some LEAs that had not previously been qualified.

UPDATES

Request for Proposals (RFP) to be a state approved provider of Supplemental Services are due on March 8th. For more information on Supplemental Services and a copy of the application please visit CDE's website at www.cde.state.co.us/index_funding.htm

The Professional Development and School Support Program will launch a new website on March 1st 2004. Several topics can be reviewed:

- **Parent Involvement** has information about how to develop closer parent/school partnerships.
- **Professional Development** contains information on highly qualified teachers, professional development activities, coaching activities, etc.
- **School Support** contains information on the new Colorado School Support System (CS³).
- **Spotlight** looks at unique approaches, successful programs, and best practices used in organizations, schools, and classrooms around Colorado.
- **Resources** provides links to:
  - Regional Laboratories
  - Research information on various subjects
  - Grant and Funding information
- **Professional Development and School Support Calendar** provides on-line registration and dates of seminars, classes, conferences, and other information sponsored by CDE.

For more information contact Arti Winston at (303) 866-6905 or winston_a@cde.state.co.us

The Professional Development and School Support Program has also developed a resource guide for schools. The booklet, entitled Title I Resource Information Guide: A Collection of Essential School Improvement Resources will initially be available to those schools on school improvement or corrective action, but will also be made available to all schools in Colorado.

Designed as part of a statewide system of school support, the guide provides a quick reference to the basic resources for Colorado schools. It includes the resources of eight CDE units, eleven Boards of Cooperative Education Services (BOCES); and six Collaborative Organizations. There are five areas noted throughout the guide:

- Mission and/or Services
- Professional Development Services
- Electronic Resources
- Technical Assistance Resources
- Other

For more information contact Arti Winston at (303) 866-6905 or winston_a@cde.state.co.us

Distinguished Schools

Each year the Colorado Department of Education has the privilege of honoring the highest scoring Title I school in reading and math for each of Colorado's eight regions. Each school will be recognized and awarded $5,000 at the Accountability Conference Luncheon on March 3rd.

CDE would like to congratulate the following schools for achieving such a dignified honor:

Northwest:	Walden Elementary North Park School District Walden, Colorado
North Central:	Laurel Elementary Poudre School District Ft. Collins, Colorado
Northeast:	Julesburg Elementary Julesburg RE1 Sedgwick County Julesburg, Colorado
West Central:	Dos Rios Elementary Mesa 51 School District Grand Junction, Colorado
Southwest:	Pagosa Springs Intermediate Archuleta 50 School District Pagosa Springs, Colorado
Southeast:	Wiley Elementary Prowers 13J School District Wiley, Colorado
Metro:	South Elementary, Adams 27J School District Brighton, Colorado
Pikes Peak:	Carlile Elementary Pueblo 60 School District Pueblo, Colorado

In future issues of The Buzz, we will highlight each of these schools and identify the strategies and techniques that led to their success. For additional information and criteria for this award visit the Awards Program page on CDE's website.

Colorado Department of Education
Office of Special Services
201 E. Colfax Avenue
Denver, CO 80203

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