



The Buzz

A consolidated federal programs newsletter

Issue 11

August 2004

SAVE THE DATE

The Office of Special Services at CDE will be hosting the annual Fall Title I Director's Meeting on September 22nd at the Sheraton West Hotel, 360 Union Boulevard in Lakewood. Responding to suggestions for greater session variety, this year's meeting will provide three different session formats: overview, in-depth, and help. Title I directors can get in-depth information on requirements associated with district program improvement, school improvement plans, monitoring, parent involvement, and more. Overview sessions will cover broad topics such as School Improvement Grants and the consolidated application. *Help!* sessions will give participants the opportunity to get answers to specific questions related to such topics as AYP, Supplemental Services, and budgets. Finally, a new addition to the meeting this year is a special breakfast and orientation for new Title I directors to be held prior to the day's general session. If you or someone you know is new to Title I, make sure you alert them to this opportunity.

Registration materials will be available on the CDE calendar at *continued on page 2*

SUPPLEMENTAL SERVICES

Sixteen new providers have been added to Colorado's List of Approved Supplemental Services Providers for the 2004-2005 school year. Colorado now has a total of 49 providers from which parents can choose. The list of approved providers includes school districts, faith-based organizations, community organizations, private schools, individuals, online providers and other for-profit organizations. We have updated our website so that district personnel, parents and providers can search for available providers by district and school. The supplemental services' website also includes sample parent letters, sample contracts, recent guidance and other useful information.

www.cde.state.co.us/cdeunified/SuppServices.htm

Schools in their 2nd year of improvement, on corrective action or in restructuring are required to offer supplemental services. Schools who were on 1st year improvement during the 2003-2004 school year that do not make AYP will be required to offer supplemental services for the 2004-2005 school year.

Supplemental services are tutoring opportunities for eligible students, conducted by an approved provider outside of the school day. Eligible students are those who are enrolled in a school on 2nd year school improvement, corrective action or in restructuring and identified as low-income. These tutoring services are free to parents and paid for with district Title I funds.

Districts with schools in their 2nd year of school improvement, on corrective action or in restructuring are responsible for notifying parents of eligible students that these services are available to them. The notification must be in a language understandable to parents, identify the approved provider(s) within the district, and

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www.cde.state.co.us/cdeedcon/index.htm and emailed out to all district superintendents and Title I contacts in early August, along with session descriptions and meeting agenda. For questions about this important meeting, contact Clara Algiene (303) 866-6777 or Trish Boland (303) 866-6998.

School-Home Links

Are you looking for high-quality materials to help parents work with their K-3 students? Are you interested in learning how Title I schools can promote family literacy? Is your district struggling to implement the parent involvement requirements of NCLB? Look no further! The Statewide Parent Coalition, in collaboration with CDE, is presenting a series of **Trainer of Trainers (TOT)** workshops to support use of the *School-Home Links* resource. *School-Home Links Colorado* is a school-home reading program that aligns with Colorado model content standards for reading and writing. It provides 100 reading activities in both English and Spanish for Kindergarten through 3rd grade students and encourages greater family and community involvement.

This TOT workshop will train individuals such as district personnel, school personnel, or parents who could educate others in their schools, districts, or regions on the use of *School-Home Links Colorado*. TOT Workshop participants will receive a *School-Home Links Colorado* CD-ROM, which contains all the Kindergarten through 3rd grade materials necessary to implement the program. Participants will also receive training materials for use with other individuals interested in using *School-Home Links Colorado*. The following dates and locations are planned:

September 7 th	Wheat Ridge Recreation Center 4005 Kipling, 1:00-4:00 p.m.
September 8 th	Adams 12 Training Center 1500 E. 128 th Ave., 1:00-4:00 p.m.
September 9 th	Lamar Community Center 6 th and Pearl, 1:00-4:00 p.m.
September 14 th	Washington County Event Center Hwy. 34 in Akron, 8:30-11:30 a.m.
September 15 th	Pueblo Library 100 E. Abriendo, 1:00-4:00 p.m.
September 20 th	Delta Vocational Tech. Center 1765 U.S. Hwy. 50, 1:00-4:00 p.m.

Registration for these workshops can be found on the CDE calendar website. To ensure quality training, participation will be limited to 25 people per location. For more information, contact Trish Boland at (303) 866-6998.

describe their services, qualifications, and evidence of effectiveness. The letter must also provide procedures and timelines for parents to follow in obtaining services.

Sample parent letters are available on CDE's website. CDE will be requesting an electronic copy of the letter sent to parents informing them of the opportunity of supplemental services in October.

As discussed in the June issue of *The Buzz*, new choice guidance states that if an LEA has schools in both 1st and 2nd year improvement or undergoing corrective or restructuring it must give priority for supplemental services to students enrolled in the schools in their 2nd year of improvement or in corrective action or restructuring.

Last year, notebooks were distributed to each district with provider descriptions. For this year, districts can access information about each provider from our website. We have developed a database that allows a user to access descriptions for each provider capable of serving students in their district. This information can be printed and distributed.

A letter to parents will meet the requirements of the law. However, due to the confusing nature of this choice provision one mailing may not ensure maximum participation from eligible students. Some strategies that have been used in other states to build understanding and encourage involvement include:

- Host a provider fair in the district, an opportunity for parents to meet providers and determine the best fit for their child
- Discuss the supplemental service provision with eligible parents at parent/teacher conferences
- Use parent liaisons to call homes or make home visits to explain free tutoring option
- Work with local parent organizations to get the word out
- Work with providers to disseminate information through public service announcements

Supplemental services are a parent choice. It is the parents' responsibility to choose the appropriate provider for their child. After parents have chosen a particular provider and notified the district, it is the responsibility of the district to develop a contract with the provider. In collaboration with the Colorado Association of School Boards (CASB), we have developed a sample contract that can be used by districts. The contract will need to be tailored to your district but all the main components are present. The sample contract is available on the web.

We have ordered posters in both Spanish and English that advertise supplemental services. We will inform you when those posters arrive at CDE.

For more information or answers to particular questions visit our website at www.cde.state.co.us/cdeunified/SuppServices.htm or contact Laura Hensinger Hensinger_l@cde.state.co.us

CALENDAR OF EVENTS

August 4th – 6th

35th Annual CASE Convention
Beaver Run Resort, Breckenridge
For more information visit case@co-case.org

August 27th

Title I Committee of Practitioners Meeting
1200 Grant Street, Denver
10 a.m. – 1 p.m.
For more information contact Trish Boland at boland_t@cde.state.co.us

September 21st

New Principals' Seminar
State Board Room, 8:00 a.m. – 4:00 p.m.
For more information contact Ai Dam at dam_a@cde.state.co.us or (303) 866-6678.

September 21st – 22nd

Colorado Principals' Leadership Institute in Math
Marriot Tech Center & Hyatt Regency Tech Center
8:30 a.m. – 3:30 p.m.
For more information contact Dr. Susan Adams at (303) 632-5552.

September 22nd

Title I Director's Meeting
Sheraton Denver West
8:00 a.m. – 4:30 p.m.
For more information contact Clara Algiene (303) 866-6777 or Trish Boland (303) 866-6998.

September 23rd

2004 Fall CABE/ADOBE Leadership Day
Annual ELA Coordinators Symposium
Hyatt Regency Downtown
8:00 a.m. – 5:00 p.m.
For more information contact Norma Lawson at lawanson_n@cde.state.co.us or (303) 866-6757.



A Strong Connection Between Healthy Kids and Education

Kaia Gallegher from the Center for Research Strategies compiled a fact sheet which summarizes the available evidence linking coordinated school health programs and academic achievement. The two main articles used to compile that fact sheet were *Healthy Kids Learn Better* and *Making the Connection: Health and Student Achievement*. For more detailed information and the references for the fact sheet visit our website at www.cde.state.co.us/pdssp/.

Overall Benefits of a School Health Program

Students

- Improved student performance and test scores
- Reduced drop out rates
- Less absenteeism
- Less fighting
- Improved rates of physical activity

Schools

- Save money
- Reduce absenteeism
- Improve staff morale
- Support teacher teamwork

Students who participate in health education classes that use effective curricula

- Increase their health knowledge and improve their health skills and behaviors.
- Decrease risky behaviors relative to the program.
- Have higher reading and math scores.
- Improve school and test performance, attendance and school connectedness.

Physical Education

- Students with poor nutrition and low levels of physical activity are more likely to be absent and tardy.
- Schools that offer intensive physical activity programs see positive effects on academic achievement even when time for PE is taken from the academic day, including: increased concentration, improved mathematics, reading and writing scores, reduced disruptive behaviors.
- Physical activity among adolescents is consistently related to higher levels of self-esteem and lower levels of anxiety and stress.

School Health Services

Preventive health services provided through schools, coupled with health education and counseling that promote healthy lifestyles and self-sufficiency, can help contain health care costs. Schools with school-based health centers report: increased school attendance, decreased drop-outs and suspensions, and higher graduation rates. *continued on page 4*

School Nutrition Services

Poor nutrition decreases cognitive functioning and performance in the areas of language, concentration and attention. Students who regularly attend school breakfast programs perform better, have fewer psychosocial symptoms, less hyperactivity and better daily attendance.

School Counseling, Psychological and Social Services

School-based mental health services, with the involvement and support of families and educators, improve educational outcomes by addressing behavioral and emotional issues and other barriers to learning. Youth receiving mental health services have experienced decreases in course failures, absences, and disciplinary referrals, and improved grade point averages.

Healthy School Environment

The physical condition of a school is statistically related to student academic achievement. Students who develop a positive affiliation or social bonding with school are:

- More likely to remain academically engaged
- Less likely to be involved with misconduct at school

School Site Health Promotion for Staff

Teachers who participated in a health promotion program focusing on exercise, stress management, and nutrition reported:

- Increased participation in exercise and lower weight
- Better ability to handle job stress
- A higher level of general well-being

Students benefit from having healthy teachers because the teachers are more energetic and absent less often. A healthy staff does a better job of teaching and creates a better working and learning environment. Health promotion for staff influences productivity, morale and a greater personal commitment to the school's coordinated program, which is transferred into student enthusiasm.

Family and Community Involvement in School Health Education

Schools that collaborate with students' families, local businesses, community organizations, and health services see:

- Improved classroom behavior
- Increased PTA membership
- Improved family functioning.

Students whose parents are involved in their education show:

- Significantly greater achievement gains in reading and math than students with uninvolved parents
- Better attendance
- More consistently completed homework



Is it possible for all schools in a district to make AYP while the district as a whole does not?

Yes. In Colorado, there are districts in which all of their schools made AYP while the district as a whole did not. Those districts will be placed on **Program Improvement** for the 2004-2005 school year if they do not make AYP for the 2nd consecutive year.

A district's AYP is calculated using an aggregate of all CSAP results for each of three grade spans: elementary, middle, and high. As results are aggregated across schools, the likelihood that there are 30 or more students in any one subgroup of students increases, which means the number of targets to be met by the district is likely to be higher than the number of targets to be met by individual schools. In general, the greater the number of targets to be reached, the less likely it is that a school or district will make AYP.

The data field used to identify children for inclusion in the AYP calculation is also different for schools and districts. For schools, the "continuously enrolled in school" field is used. For districts, the "continuously enrolled in district" field is used to identify students for inclusion. In districts that have more than one school per grade span, there is the possibility that students that may not be included at the school level will be included in making the AYP determination for the district.

In reviewing Consolidated Applications, we have identified a number of districts that answered 1.10 of the Goal One chart by stating that there were no schools on improvement. The questions in this section asked the district to identify the areas that caused the **district** not to make AYP and detail its plan for the 10% professional development set aside if the district is identified for program improvement. School Improvement refers to schools on improvement. Program Improvement refers to districts that did not make district AYP goals for two consecutive years.



UPDATES

The Title programs at the Colorado Department of Education are busy reviewing the **Consolidated Federal Programs Applications**. Completed applications were due June 30th as were any request for extensions. Applications will not be reviewed by the team until all documents (Goal Plans, data tables, electronic budget and any signed pages) of the application have been received. Applications will not be accepted after September 30th.

During the initial review process an application is given either substantial or final approval for each Title program. For applications given substantial approval, a comment log will be sent to the district personnel listed on the application. Please review the comment log and make all corrections to the district/BOCES copy of the application and resubmit one complete revised application (all program corrections must be made and submitted in one revised application) to consolidatedrevisions@cde.state.co.us. A response to the comment log must be submitted within 30 days of the district receiving the comment log. Feel free to contact any of the CDE Contacts listed on the comment log if you have any questions.

School and district **AYP determinations** will be available in the beginning of September. To access the determinations and data, superintendents need to return the "ADE Respondent Form" identifying the district staff member responsible for the AYP data. This representative will be able to look at all district data, submit district appeals, and adjust any school data. We have only received forms from about one third of districts, so please make sure you identify your respondent as soon as possible. If you need a new form, please contact Alyssa Pearson at pearson_a@cde.state.co.us.

If you just cannot wait until September to know your AYP determinations, you can calculate them for yourself. The 2003-2004 AYP calculator is now available at www.cde.state.co.us/ayp. You can use the CSAP data you receive from CTB/McGraw Hill, along with the data elements document (also on the AYP website), to populate the calculator and make preliminary determinations for your schools.

Distinguished Schools

The fourth school to be highlighted in The Buzz's Distinguished School series is Wiley Elementary School which was selected as the Distinguished Title I School for the Southeast Region.

Wiley Elementary School is home to 122 students in grades kindergarten through fifth. Wiley Schools are located in the southeastern corner of Colorado in the town of Wiley just north of Lamar. The school is the hub of activity in Wiley and our community takes a great deal of pride in the school. Parent and family support is extremely strong and has been a key in the development of a strong school system. Parents are highly involved in every aspect of school life including supporting school programs, offering suggestions in program implementation, assisting in classrooms and attending school functions.

Our Title I program is one of the main contributors to the success of our school. We have an extremely dedicated staff, each of whom is highly motivated to increase professional collaboration and take advantage of professional development opportunities. Teachers take a personal interest in each child and is determined that each child will succeed. Our programs are focused to assist each child's individual needs. Each teacher assesses students' reading abilities on a regular basis and determines assignments accordingly. We have integrated scientifically researched programs into our curriculum, especially in literacy and math which are proving to be highly successful. Wiley students are highly motivated and desire to achieve. Our students are proud of their school and of their achievements. Visitors notice the politeness and good manners of the students and how hard they work in their classrooms. This positive attitude has a definite effect on test scores. At Wiley, we expect to succeed and good is not good enough! Our students and teachers have great expectations for the future. We hope the designation of Title I Distinguished School will be a catalyst to launch us into a future of distinction.



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