



The Buzz

A consolidated federal programs newsletter

Issue 17

February 2005

Consolidated Federal Programs Workshops

As mentioned in last month's issue, CDE will be holding a series of Consolidated Federal Programs Workshops this spring. A survey was sent to everyone listed on the Consolidated Application; 111 out of 513 people responded to the survey. The survey asked several questions regarding the timing, the format and the content of the regional workshops. From the surveys, we have developed a format that will meet the needs of the regions and deliver the necessary information for developing an approvable application.

The majority of the surveys preferred the workshops be held in early spring, however, due to CSAP testing and spring break conflicts, the decision was made to hold the workshops in the month of April. The eight regional workshops will take place in Pagosa Springs, La Junta, Denver, Longmont, Eagle County, Grand Junction, Sterling and Colorado Springs. The one day workshop will begin with a general session followed by program specific breakout sessions. "Save the Date" information with specific locations and registration will be sent mid February.

Title V, Part A Funding Update

Title V, Part A is one of the most valuable programs under NCLB because it is so flexible and can be used for a wide array of projects. Title V is also the only federal funding available to all districts to support each of the NCLB goals. Once a district determines its needs, Title V can fill in gaps for projects in which the district needs additional support or is limited by other Titles' restrictions. In addition, Title V is the most popular Title for the transfer or the "Reaping" of funds because it can accommodate projects without the restrictions of many programs.

As many of you know, Title V, and the former Title VI, have been zeroed out several times in the past on both the Presidential bills and in the House, but have managed to survive. Unfortunately, this year the program has been zeroed out again. Title V opponents believe that with so many districts throughout the nation transferring dollars into the program, there is no need to fund it with additional dollars. Thanks to House representatives, particularly, Congresswoman Musgrave and the President's bill, Title V has been saved again. Title V did take a 33.1% cut in funding this year, but fortunately the program will be around for at least another year.

CDE would like to thank those who sent letters to your schools and vendors encouraging them to contact local representatives and state senators and to those who sent letters in support of the Title V program.

For more information on Title V contact Gina Salazar at salazar_g@cde.state.co.us

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2003-2004 NCLB STATE REPORT CARD NOW AVAILABLE ONLINE

The Colorado Department of Education is pleased to announce the publication of the *2003-2004 No Child Left Behind State Report Card*. Every year, CDE publishes a state report required by the U.S. Department of Education, which includes information about the accountability results for Colorado. The report can be found on the Colorado Department of Education website at www.cde.state.co.us/cdeunified/nclbsterpt.htm.

The intent of the NCLB Report Card is to inform parents, the general public, and decision makers about the status of education in Colorado, as measured by the federal *No Child Left Behind Act*. Much of the data in the report is interactive, and thus the Internet proves to be the best vehicle for viewing the report. However, hard copies of the report are available upon request

Specifically, the report includes:

- Assessment Data- the results of the reading and math state content assessments (CSAP, CSAPA and Spanish Lectura)
- Accountability Data- the Adequate Yearly Progress (AYP) results for the state
- Graduation Rate Data
- Federal accountability status of individual school districts in the state
- Improvement status of Title I schools in the state
- Information about teacher qualifications and percentages of classrooms taught by highly qualified teachers

Additionally, this year the Colorado Department of Education is excited to offer district and school No Child Left Behind profiles, which include detailed information about AYP results, improvement status, and highly qualified teachers. Access to this information is also available at www.cde.state.co.us/cdeunified/nclbsterpt.htm.

For more information about AYP, visit the AYP Information Page at www.cde.state.co.us/ayp/index.asp

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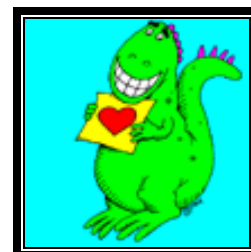
Highlights from the 2003-2004 *No Child Left Behind State Report Card*

The accountability data in the 2003-2004 report shows that Colorado is making significant growth for some subgroups of students, especially at the elementary levels. Five subgroups that missed targets in 2002-2003 (English language learners in math, students with disabilities in reading and math, and migrant students in reading and math) made targets at the elementary level this year. Additionally, while Black students still are not making the math target (75.86% of students scoring partially proficient, proficient or advanced) at the elementary level, there is growth being made.

At the middle and high school level, some growth is evident, although not as much as at the elementary level. Hispanic students are now making the math target (59.51% of students scoring partially proficient, proficient or advanced), which they did not make in 2002-2003. Additionally, English language learners are showing growth in reading and math, but not enough to make the statewide targets. At the high school level, students with disabilities and migrant students are now making the reading targets (79.65% of students scoring partially proficient, proficient or advanced). Black students, Hispanic students, English language learners, economically disadvantaged students, students with disabilities, and migrant students are not making the high school math target (47% of students scoring partially proficient, proficient or advanced).

Overall, Colorado is seeing growth in students meeting the statewide targets for proficiency in reading and math content standards. However, the statewide targets increase for 2004-2005, and thus greater proficiency will be expected for all students.

Another highlight from the 2003-2004 No Child Left Behind Report Card shows that 91% of core academic classes in the state are taught by highly qualified teachers.



CALENDAR OF EVENTS

January-May

Program Evaluation Training, 8:30 a.m. – 2 p.m.
For more information contact Jason E. Glass at
303-866-6701 or glass_j@cde.state.co.us

February 4th Eagle
February 25th Denver
March 18th Montrose
April 15th San Luis Valley/Alamosa
May 13th Colorado Springs

February 21st
President's Day
Colorado Department of Education will be closed.

March 4th
Comprehensive School Reform (CSR)
Information Workshop and Grant Writing Training
Denver Sheraton West, 8:30 a.m. – 4:00 p.m.
For more information contact Jackie Webb at
webb_j@cde.state.co.us or (303) 866-6756.

March 30th – April 2nd
National Association for Alternative Certification
15th Annual Conference, Denver
Uniting Theory, Policy and Practice
For more information visit
www.alternativecertification.org

April 15th – April 16th
Association for the Education of Gifted
Underachieving Students (AEGUS)
2005 Conference
Developing Talent: Finding "Islands of
Competence"
Radisson Hotel Denver Stapleton Plaza
Registration information available at
www.Aegus1.org

April 29th – May 1st
The Colorado Alliance for Environmental
Education (CAEE) is presenting its
Teaching OUTSIDE the Box Conference
Snow Mountain Ranch, Winter Park
Visit www.caee.org to register or for more
information.



COLORADO

Family Literacy Training Center

The infant/toddler program at the Center for Family Learning at Helen Hunt Elementary in Colorado Springs has received a four-star rating from Qualistar (Educare) of Colorado. Four stars is the highest designation given and indicates that the center offers outstanding programming for young children. Qualistar (Educare) is a non-profit organization in the state that provides ratings of early childhood programs based on five criteria: learning environment, family partnerships, training and education of staff, adult/child ratios, and accreditation. Achieving a high Qualistar (Educare) rating is a rigorous procedure. The staff at Hunt's Center for Family Learning is to be congratulated for reaching the four-star level. The program is provided through Colorado Springs School District 11's Office of Adult and Family Education, is part of the services provided by Pikes Peak Even Start, and is a demonstration classroom of the Colorado Family Literacy Training Center.

In its initial six months of operation, the Colorado Family Literacy Training Center in Colorado Springs hosted 138 participants in trainings for the Colorado Department of Education's Office of Adult Education and Family Literacy, Colorado Parents as Teachers, and the National Center for Family Literacy. The Center also provided direct training to an additional 238 individuals in such topics as family literacy programming, as a component of parent involvement outreach efforts for Title I, Part A; the basics of community-based family literacy service-delivery; implementation of the *Parent Education Profile* [PEP] assessment instrument; and use of the *Colorado School/Home Links* curriculum with parents.

Debbie Butkus is the Coordinator of the Colorado Family Literacy Training Center; she may be reached at butkudl@d11.org. Additional information about family literacy, and about Even Start services in particular, may be obtained by contacting Frank Fielden, the Even Start State Coordinator, at fielden_f@cde.state.co.us.

Colorado Basic Literacy Act AWARENESS PRESENTATIONS



The Colorado State Board of Education in May of 2004, updated the Colorado Basic Literacy Act (CBLA) rules for administration to align proficiencies with scientific research on reading, to better reflect the grade level accomplishments which are predictive of later reading success.

This year, it is our goal to ensure that all Colorado educators are aware of the changes and are beginning to incorporate updated proficiency expectations in ILPs of students who are reading below grade level. Please note, reporting for CBLA end of year automated data collection for 2005 remains the same as 2004.

Overall, you will notice a few general differences. What has been removed from CBLA rules includes: references to stages of reading development and three cueing systems for word identification which do not have support in scientific research. In their place is a more explicit, though not comprehensive, list of proficiencies for each of the five essential components of reading, and the requirement for technically valid and reliable assessments that diagnose reading difficulties in these five components and monitor on-going progress of students' reading growth and gaps.

In order to efficiently disseminate this type of information, we have developed a presentation and supporting documents that can be found on the new CBLA website at www.cde.state.co.us/action/CBLA. In addition, we have scheduled the following regional presentations:

Pikes Peak February 15 th 1 p.m. – 3 p.m.	Fort Collins February 23 rd 9 a.m. – 11 a.m.
Denver February 16 th 9 a.m. – 11 a.m.	Greeley February 23 rd 1 p.m. – 3 p.m.
Pueblo February 16 th 3:30 p.m. – 5:30 p.m.	Fort Morgan February 24 th 1 p.m. - 3 p.m.
Lamar February 17 th 1 p.m. – 3 p.m.	Alamosa February 28 th 1 p.m. – 3 p.m.
Steamboat Springs February 18 th 1 p.m. – 3 p.m.	Durango March 1 st 9 a.m. – 11 a.m.
Grand Junction February 22 nd 1 p.m. – 3 p.m.	

The registration website will be available soon. Contact Jeannette Cornier at cornier_j@cde.state.co.us with any questions.

The following question was submitted to the U.S. Department of Education regarding the use of set aside funds for districts identified for Program Improvement.

According to the law, funds that are set aside for Program Improvement must be set aside each year that a district is identified, and the district must “commit to spend” those funds for “high-quality professional development for instructional staff to improve classroom instruction.” Any carryover from this set aside must remain categorical for program improvement activities.

Question: In reference to the 10% program improvement set aside required of districts identified for improvement. Would carryover from this set aside into the next fiscal year need to stay in the program improvement category or could this carryover be part of the general Title I carryover?

Answer: The 10% reserve requirement in the statute for professional development in local educational agencies (LEAs) that have been identified for improvement does not provide for an LEA to spend less if the full amount is not needed. Thus, for example, an LEA that has been identified for improvement in SY 2003-04 must spend at least 10 percent of its SY 2003-04 allocation on professional development activities within 27 months after those funds first became available. Any funds that an LEA reserved in SY 2003-04 for professional development activities but did not spend that year and carried over into SY 2004-05 must be used for professional development activities. In addition to using SY 2003-04 carryover funds for professional development in SY 2004-05, the LEA would be required to reserve 10% of its SY 2004-05 Title I, Part A allocation for professional development if it were still in district improvement status.

Note that Title I, Part A funds reserved by individual schools on improvement for professional development activities at the school building level may count toward the overall 10 percent amount that an LEA identified for improvement must reserve for professional development.



UPDATES

Final revisions are being made to the nomination materials for the **2005 Distinguished Title I Teacher Award**. This award carries with it a check for \$5,000. The application packet will be up for use by mid-February, and an email will be sent out to Title I directors, superintendents, and assessment coordinators to announce its availability. Nomination packets will need to be received at CDE by April, 15, 2005. Teachers may nominate themselves or be nominated by someone else in the district. Please note, this year's application requires the submission of comparative data that demonstrates the effectiveness of the Title I teacher to increase student achievement. This requirement accounts for half of the possible points on the evaluation rubric. For more information, contact Trish Boland at boland_t@cde.state.co.us

The Request for Proposals (RFP) for State Approved Supplemental Educational Service Providers for the 2005-2006 school year is now available online. The RFP is due to the Colorado Department of Education (CDE) no later than April 4, 2005. We encourage all organizations that offer an effective tutoring program to apply to be a state approved provider. For more information about the Supplemental Educational Services program or for a copy of the RFP visit www.cde.state.co.us/cdeunified/SuppServices.htm.

The Kind Acts Foundation (www.KindActs.org) is a privately funded non-profit organization. The sole mission is to offer PK-12 educators in the U.S. an easy and free way to honor their students for kind deeds. Teachers receive a personalized certificate and Kind Acts lapel pin for presentation to the child. The program was launched in Helena, Montana in October 2004 and has sent over 700 awards since then. Visit the above web address for more information.



Congratulations

to the new Mathematics and Science Partnerships in Colorado

The Mathematics and Science Partnership (MSP) program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts.

Congratulations to the two new partnerships, *Increasing Teacher and Student Science Content Knowledge in the Denver Metropolitan Area* and *Pikes Peak Regional Initiative for Science and Mathematics* awarded Mathematics and Science Partnership grants during Colorado's second round. The following provides a brief synopsis of the programs they will offer.

The Colorado School of Mines project *Increasing Teacher and Student Science Content Knowledge in the Denver Metropolitan Area* is designed to provide teachers with content knowledge in science through real world problems in an engineering curriculum. This project is anticipated to increase student achievement in science.

The *Pikes Peak Regional Initiative for Science and Mathematics* will be implementing a set of rigorous College-level courses in mathematics and science that are intended to increase teacher knowledge in mathematics and science. The content and structures of the course work is aligned with state standards in mathematics and science is offered as a companion of on-line and face-to-face interaction, providing a vehicle through which all of the Pikes Peak region may be reached.

Due to limited funds, only two grants were awarded throughout the state. Thanks to all who submitted a proposal. We commend you on your efforts for improving the educational opportunities for middle school children and mathematics and science teachers.

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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