Private & Parochial Administrators’ Meeting

September 12th and 14th
Today’s Outcomes:

- To know who is supporting the Private/Parochial Schools this year from MMSD
- To continue to better understand the Title Affirmation
- To understand the Title I, Title II and Title IV process
- To understand the importance of identifying your ELL students under Title III
- To understand how allocations are generated for Title I, Title II, Title IV, Title III and IDEA
- To review the SSIT and Referral for Special Education Process
- To have Summer School Information and Dates for Summer 2019
- To understand the CLC Grant and after school options for the Private/Parochial Schools
- To have time for your questions to be answered
What’s New?

- Title IV
- Notice of allocation by DPI

Unknowns?

- Future of Title II and Title IV Allocations
ESSA Resources

https://dpi.wi.gov/esea/new-items-interest

https://www.ed.gov/ESSA

http://all4ed.org/publications/federal-flash/
Affirmations

- What happened in 17-18?
- Pooling
- Timeline
- Private school designation
Title I, Part A

- Elementary and Secondary Education Act (ESEA) 1965
- Every Student Succeeds Act (ESSA) 2015
### Title I

<table>
<thead>
<tr>
<th>PARTICIPATION IN SERVICES AND SUMMARY OF SERVICES BY TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each Title, public and private school officials must:</td>
</tr>
<tr>
<td>1. Identify if the private school will participate in services by checking Yes or No;</td>
</tr>
<tr>
<td>2. Identify if the private school pool Title funds with one or more private schools by checking Yes or No; and</td>
</tr>
<tr>
<td>3. Summarize the equitable services agreed upon during the consultation that the LEA will provide (either directly or through a contract).</td>
</tr>
<tr>
<td><strong>It is not acceptable to state</strong>, “Services are to be determined.”</td>
</tr>
<tr>
<td>A response is required for each Title.</td>
</tr>
<tr>
<td>LEAs should keep detailed records related to the services agreed upon and the process used to determine the services.</td>
</tr>
<tr>
<td>Private school officials may choose not to participate in one or more Titles under this Act.</td>
</tr>
<tr>
<td>Private school officials may choose not to pool funds with one or more private schools in one or more Titles under this Act.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title I, Part A</th>
<th>Yes</th>
<th>No</th>
<th>Pooling Title I, Part A funds with one or more private schools</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Summary of equitable services provided by the LEA (directly or through a contract):

**Title I, Part A funds are targeted to high-poverty school districts and provide supplementary education to students who are educationally disadvantaged or at risk of failing to meet the state standards.** The Madison Metropolitan School District provides equitable Title I services to students in private and parochial schools by:

- Assessing students that teachers recommend for Title I services that live within MMSD Title I attendance areas.

- Providing supplemental reading or math supports taught by highly qualified teachers to students that live within MMSD Title I attendance areas.

- Progress monitoring all private and parochial Title I students and providing quarterly updates to teachers and parents.

- Providing summer activity books and literature for students that have received Title I services during the year in order to extend services and provide family engagement opportunities.

- Invitation for private school teachers of Title I students to participate in MMSD professional development opportunities accessed through the MMSD PD Portal. This information is shared at each consultation meeting.
Title I School Eligibility

• Based on the number of children ages 5 - 17 in poverty in a school’s attendance area

• Public schools are TI eligible if poverty percentage is at or above the district average

• Private school students are eligible for services if they reside in a TI attendance boundary
Poverty/Non-Poverty Survey

- Why is the survey important
  - Impacts Title I Allocations
  - Informs Service Design

- When will the survey happen this year?
  - Will be emailed out in late November
  - Return data to MMSD Jan. 8

- What to do if parents indicate attendance in a district other than MMSD?
Title I Family Engagement Equitable Share

- Professional Development can be accessed through Stephanie Dankert, under Title I as well as through Title II A.
- MMSD Professional Development Portal: https://pd.madison.k12.wi.us/professional-development-information
- Parent Academy: https://face.madison.k12.wi.us/parent-academy
- Invitations to MMSD’s relevant parent meetings
- Participation in your Back to School / Parent Nights
- Emailing parents with quarterly updates (importance of having current email information)
- MMSD Family, Youth, and Community Engagement: https://face.madison.k12.wi.us/
## 2018-19 Title I Allocation for Services

Total number of students in poverty attending private schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
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<tbody>
<tr>
<td>2014-2015</td>
<td>141 students</td>
</tr>
<tr>
<td>2015-2016</td>
<td>163 students</td>
</tr>
<tr>
<td>2016-2017</td>
<td>135 students</td>
</tr>
<tr>
<td>2017-2018</td>
<td>218 students</td>
</tr>
<tr>
<td>2018-2019</td>
<td>170 students</td>
</tr>
</tbody>
</table>
### Title II, Part A

<table>
<thead>
<tr>
<th>Title II, Part A</th>
<th></th>
<th></th>
<th>Pooling Title II, Part A funds with one or more private schools</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Yes</td>
<td>☒ No</td>
<td></td>
<td>☐ Yes</td>
<td>☒ No</td>
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</table>

Summary of equitable services provided by the LEA (directly or through a contract).

The purpose of Title II, Part A grant funds is to increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools, and holding local educational agencies and schools accountable for improvements in student academic achievement.

Each private or parochial school participating in Title II services must complete and return a needs assessment document describing student need in the core academic areas based on multiple measures of data. In alignment with these needs, teachers and administrators have the opportunity to attend MMSD courses, request specific professional development from MMSD, attend high quality professional development activities, or enroll in coursework. Participating staff or contracted consultants are reimbursed for expenses they incur through the MMSD Title II approval and reimbursement process. MMSD cannot reimburse the private or parochial school directly. Title II private or parochial school level allocations are calculated through the Department of Public Instruction’s ESSA online grant application and is based on total school enrollment in January of the previous year.
Accessing Title II-A Funds

- Private / Parochial schools indicating “yes” on affirmation for Title IIA must complete the Needs Assessment before accessing the allocation. Submit by October 1, 2018.

- Professional Development must be directly related to core academic area needs defined on approved Needs Assessment

<table>
<thead>
<tr>
<th>Title II, Part A</th>
<th>Yes</th>
<th>No</th>
<th>Pooling Title II, Part A funds with one or more private schools</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Summary of equitable services provided by the LEA (directly or through a contract).

The purpose of Title II, Part A grant funds is to increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools, and holding local educational agencies and schools accountable for improvements in student academic achievement.

Each private or parochial school participating in Title II services must complete and return a needs assessment document describing student need in the core academic areas based on multiple measures of data. In alignment with these needs, teachers and administrators have the opportunity to attend MMSD courses, request specific professional development from MMSD, attend high quality professional development activities, or enroll in coursework. Participating staff or contracted consultants are reimbursed for expenses they incur through the MMSD Title II approval and reimbursement process. MMSD cannot reimburse the private or parochial school directly. Title II private or parochial school level allocations are calculated through the Department of Public Instruction's ESSA online grant application and is based on total school enrollment in January of the previous year.
What are Core Academic Areas?

Core Academic Areas:

- Arts, music, dance, drama/theater
- Civics and government, history, geography and economics
- Foreign languages
- Reading and English Language Arts
- Mathematics
- Science: life science, physical science, earth and space science, astronomy, chemistry, and physics

Non-Core Academic Areas:

- Agriculture
- Bookkeeping, accounting, business, cooperative education, and library science
- Health education, health occupations, and physical education
- Family and consumer sciences, technology education, marketing education, trades and industry, computer science, driver education, and journalism
- Psychology, sociology, and speech
Title II Requests and Reimbursements

Private & Parochial Schools in Madison Metropolitan School District

Reimbursement Form 18-19

This form is to be completed after Professional Event

DIRECTIONS
Send completed reimbursement with all receipts and required signatures to Stephanie Denske at MMSD, 546 West Dayton St., Room 124, Madison, WI 53703.

Grant Funding

□ Title I-A
□ Title IV-A

Private School Principal/
Administrator Approval

Private School Principal/
Administrator Approval

MMSD Staff Director Approval:

Date to request form received by MMSD

Date to request form received by MMSD

Date received

Date received

1st
2nd
3rd
4th

Employee Signature

Date

Itemized Receipt – Attach Here

Credit Card/Received Receipt – Attach Here

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Ideas for Title II Funds

- Grade level conferences
- State Reading Conference
- The Daily Cafe (Daily 5) Training
- Subject specific conferences
- Technology conferences/workshops (as it relates to core content areas)

- Presenters for a curriculum used
- National or Regional Conferences
- Conferences regarding disruptive behaviors

Remember all requests for Title II must be tied to the school’s Needs Assessment. Any religious conferences are only reimbursed for the secular (non-religious) percent of the conference.
## TII Private / Parochial Spending

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total funds available</strong></td>
<td>$115,395.36</td>
<td>$120,118.60</td>
<td>$110,092.59</td>
<td>$206,718.75</td>
</tr>
<tr>
<td><strong># of schools accepting funds</strong></td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong># of Schools accessing funds</strong></td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td><strong>Reimbursed</strong></td>
<td>$48,015.42</td>
<td>$63,940.11</td>
<td>$55,337.30</td>
<td>$95,911.87</td>
</tr>
<tr>
<td><strong>Not Used</strong></td>
<td>$67,379.94</td>
<td>$56,178.49</td>
<td>$54,755.29</td>
<td>$110,806.88</td>
</tr>
</tbody>
</table>
MMSD Professional Development

- Many MMSD courses are open to private/parochial staff
- MMSD courses are not reimbursable

MMSD PD Catalog: [www.mmsd.org/pdcatalog](http://www.mmsd.org/pdcatalog)
Important Dates for Title II - A

**October 1** - Needs Assessment Due to the State and Federal Government Office

**April 1** - All Requests for Professional Development and Contracts Due

**June 30** - All Reimbursement Requests, Contract Invoices, and Related Documentation Due

**Receipts and reimbursement requests are to be returned within two weeks of the activity. Please encourage staff to return their reimbursements in quickly with all correct documentation.**
Title IV

<table>
<thead>
<tr>
<th>Title IV, Part A</th>
<th>Yes</th>
<th>No</th>
<th>Pooling Title IV, Part A funds with one or more private schools</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Summary of equitable services provided by the LEA (*directly or through a contract*).

Title IVA funds may be used to provide supplemental services or supports in the private / parochial setting that address one or more of the following priorities:

1. Well-Rounded Educational Opportunities
2. Safe and Healthy Students
3. Effective Use of Technology.
Accessing Title IV - A Funds

- Private/Parochial schools indicating “yes” on affirmation for Title IV-A must complete the Needs Assessment before accessing the allocation.

Allowable Activities

Three areas supported under Title IV, Part A

- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology
Title IV Grant Purchase Request Form 2018-19

DIRECTIONS:
- Complete one form per vendor.
- Forward to Paula Starr pstepar@madison.k12.wi.us, MMSD, 545 W. Dayton Street, Madison, 53703. Questions: 608-663-5454.
- Deadline: Subscriptions – Software/Periodicals: October 1, Furniture: January 31, All other supplies and Instructional Materials April 1
- We receive discounted rates through certain vendors. There is a list attached.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Description (Name of product, color, size etc.)</th>
<th>For online order – Web address</th>
<th>Quantity</th>
<th>Cost per Item</th>
<th>Line Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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How does purchase align with your school’s needs? [ ] Well-rounded education [ ] Safe and Healthy Schools [ ] Effective Use of Technology

Estimated Shipping: $_____________

Purchase aligns with: Select One

Private/Parochial School Administrator Approval

Date

MMSD Office Use Only

<table>
<thead>
<tr>
<th>Type of Purchase:</th>
<th>Direct Pay – Conference</th>
<th>Purchase Orders Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requisition Number:</td>
<td>Vendor Number:</td>
<td></td>
</tr>
</tbody>
</table>

Date PO request form received by State and Federal

Date approval forwarded to P/P School/Entered in Google:

Date order placed:

Entered on Inventory [ ] Yes [ ] No

Asset Tag if (If provided by IT)

Title IV Inventory Tag if

Account number

Charge to Account No: $_____________

Charge to Account No: $_____________
Title III
### Title III Affirmation

<table>
<thead>
<tr>
<th>Title III, Part A</th>
<th>Pooling Title III, Part A funds with one or more private schools</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Summary of equitable services provided by the LEA (directly or through a contract).

The purpose of Title III, Part A is to increase the English proficiency of LEP (Limited English Proficient) children.

English Language Learners that attend a private or parochial school in the Madison Metropolitan School District are first identified by taking the W-APT. Students that qualify for Title III, Part A services through this assessment then participate in the ACCESS test which annually assesses English proficiency levels. MMSD provides a highly qualified instructor to perform the ACCESS testing out at each qualifying private or parochial school. Teachers and schools that participate in Title III can also access professional development and student consultation throughout the year to learn best practices for English Language Learners and strategies to help individual students.
Title III - A Allocations - where does the money come from?

Public School Students (accepting/pending services) + Private School Students
= Total Students Participating in ACCESS 2018 (accepting/pending services)
Grant award / Total Students Participating in ACCESS 2018  x Private School Students
= Allocation for services for Private/Parochial (accepting Title III-A)
Changes for the 18-19 School Year

EL Policy Handbook from DPI (ESSA)

Entry and exit criteria consistent across the state

Proficiency level of 5.0 moves to monitor status (starting with 2018 ACCESS)

Professional Development- Contact Daniel Rea-Giron directly

Coaching/Consultation - Contact Daniel Rea-Giron directly
Title III Dates

ACCESS 2.0 Training: Online format

ACCESS 2.0 Testing Window: December 3, 2018 - February 1, 2019

ACCESS 2.0 Results: Schools typically receive score reports in late April or May
IDEA

Individuals with Disabilities Education Act
Public School Responsibility to Private Schools

- Child Find
  - Coordinated set of activities designed to locate and identify children with disabilities who may need special education services.

- Provision of Services:
  - Offer special education services within the public school system to provide Free and Appropriate Public Education (FAPE)
  - Provide services within a private school based on equitable participation formula
IDEA Funding Proportional Share

- MMSD works with private schools to identify students who have a disability as identified by IDEA (Child Find)
- MMSD provides the Proportional Share of IDEA funds to serve children with disabilities who are enrolled by their parents in private schools
- The annual amount of funding is based on the percentage of students identified with disabilities within the district who are enrolled in private schools
- Child Find costs are in addition to the Proportional Share
# IDEA Funding Proportionate Share

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,964</td>
<td>MMSD Students with Disabilities</td>
</tr>
<tr>
<td>+ 90</td>
<td>Private School Students with Disabilities</td>
</tr>
<tr>
<td>4,054</td>
<td>Total (Ages 3-21)</td>
</tr>
</tbody>
</table>

**Flow Through:** $5,954,241 Total Flow Through (4,054 total students)

$1,468.73 \times 90 \text{ (Private/Parochial students)} = 132,185.91$

**Proportionate Share:** $132,185.91 Private & Parochial School Allocation
IDEA Array of Services

Speech/Language Therapy:
- 4K – 5th Grade: Consultation and/or Direct Service for Speech, Language, & Fluency with documented impact on educational achievement
- 6th – 12th Grade: Consultation for Speech or Language with documented impact on educational achievement. Consultation and/or Direct Service for Fluency

Deaf/Hard of Hearing Instruction:
- 4K – 12th Grade: Consultation and/or Direct Service (does not include ASL Interpretation)

Audiology:
- 4K – 12th Grade: Consultation and/or Direct Service

Vision Instruction:
- 4K – 12th Grade: Consultation and/or Direct Service (does not include materials production)
IDEA Array of Services (Con’t)

Occupational Therapy
- 4K-12th Grade: Short-term Direct Service with required consultation (up to 12 sessions) for documented delays in fine-motor and visual-motor or visual/perceptual skills that impact educational achievement followed by consultation alone
- 4K-5th Grade: Up to 6 consultation sessions for sensory processing needs related to autism or behavioral disorders when academic achievement is impacted

Physical Therapy:
- 4K – 12th Grade: Up to 6 consultation sessions for functional access to the school environment

Professional Development related to the needs of students identified with disabilities
Child Find

- Data Collection at the beginning of each school year
- Preschool developmental screening 608663-8471
- Teacher completed Articulation Screening
  - SLP’s not allowed to administer individual screenings to students
  - Teacher administered screening
  - Training is available for Teachers not previously trained
- School Support and Intervention Team (SSIT)
  - Collaboration among school staff, parents and others
    - Increase knowledge of student’s strengths & challenges
    - Determine strategies & supports
    - Determine appropriate referrals to special education and/or outside agencies
SSIT Data

SSIT Data

SSIT Meetings
SSIT to Referral
Referral found to have a disability
SSIT Meetings

Specific Dates throughout the year October- May

● Review of Information
● Define the specific problem
● Discuss what we want the child to know or be able to do
● Develop a plan that may include:
  ○ Instructional Strategies
  ○ Accommodations
  ○ Modifications
  ○ Interventions
● Based on results, consider a referral for special education
Next Steps for Your Building

● SSIT Training for Building Designees
  ○ Contact Stephanie if interested in having someone trained.
● Coaching through the SSIT Process
● Facilitating an Initial SSIT Meeting at your school
Referrals

If a referral is recommended following a SSIT, MMSD staff will facilitate next steps.

For questions regarding other referrals, contact Paula Starr, 663-5454
Summer School 2019 Planning and Key Dates (tentative)

Key Dates:
- February 11, 2019: Student recommendation window opens
- March 20, 2019: Enrollment opens at 10am
- April 17, 2019: Enrollment closes at 4pm

Planning documents/information forthcoming:
- Simplified criteria/guidance document on eligibility
- Online student referral form
- Web presence specifically geared towards Private & Parochial - mmsd.org/summer
- Language for school newsletters
Reminder: Summer School Office Contacts

Briony (Bree) MacPhee Lyon - Coordinator of Summer School
bmacpheelyon@madison.k12.wi.us

Kristin Racchini - Administrative Assistant
kmracchini@madison.k12.wi.us
Madison School & Community Recreation (MSCR)

21st Century Community Learning Center Grants

Eileen Otis, MSCR Elementary Programs Supervisor
Ian Hannah, MSCR Secondary Programs Supervisor
Michelle Graves, MSCR CLC Grant Support Specialist
MSCR 21st Century Community Learning Centers

Madison School & Community Recreation (MSCR), a department of Madison Metropolitan School District (MMSD) currently manages and operates fifteen 21st Century Community Learning Center (CLC) Grants awarded from the U.S. Department of Education through Wisconsin DPI.

These grant programs target low-income, low achieving students. Our programs strive to improve academic achievement, especially in literacy and math, through tutoring/homework assistance and hands-on academic enrichment during after school hours.
Elementary Schools

Allis Elementary School
Falk Elementary
Glendale Elementary Middle School
Leopold Elementary School
Lindbergh Elementary
Mendota Elementary
Midvale Elementary
Nuestro Mundo Community School
Orchard Ridge Elementary
Sandburg Elementary
Schenk Elementary

Middle & High Schools

Black Hawk Middle School
Sennett Middle School
Sherman
Wright Middle School
CLC Statistics from DPI

Among students regularly attending a Community Learning Center:

- Close to 1 in 2 improved their math and Language Arts grades
- Close to 2 in 3 improved their homework completion and class participation
- Close to 3 in 5 improved their behavior in class
CLC Funding Cycles

- Competitive application process
- Funding for five years, then must reapply
- Average Daily Attendance (ADA) Funding Tier
  - 25-40 $80,000
  - 41-55 $100,000
  - 56-70 $115,000
  - 71-85 $130,000
  - 86 & Up $145,000 (MAX)
CLC Grant Requirements

▶ Must Offer:
  ▶ Academic enrichment opportunities for students
  ▶ Additional student activities that complement academic programming
  ▶ Opportunities for active and meaningful engagement in each child’s education for families

▶ Programs should:
  ▶ Target students with greatest need
  ▶ Employ multiple methods for recruiting students
  ▶ Develop plan for retention of students
CLC Grant Requirements

ACTIVITIES & SERVICES FOR STUDENTS

▶ Academic enrichment aligned with challenging state and local standards
  ▶ Academic Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.
  ▶ All student activities should:
    ▶ Contribute to improvement of academic achievement and/or overall student success
    ▶ Be evidence-based
    ▶ Provide opportunities for voice/choice
CLC Grant Requirements

YOUTH DEVELOPMENT ACTIVITIES

What does “youth development” mean?

- Includes activities that are designed to promote social growth in students by intentionally building strengths/assets, positive relationships, and various social and emotional competencies.

- Academic activities may also be youth development activities if they are designed to provide students with opportunities to develop the types of skills outlined above.
CLC Grant Requirements

FAMILY ENGAGEMENT

- Providing programming for adult family members of CLC students that is designed to encourage meaningful involvement in child’s education
  - Family nights
  - Volunteer opportunities
Save the date - Updates and Questions

February 15 (8:30 - 12:30)

New Format

- Updates on the hour

- Administrators available to answer questions and to support you
MMSD Teachers Supporting Private schools

Title I, Title II & Title IV - Stephanie Dankert sadankert@madison.k12.wi.us

Title I - Emily Perkins eebailey@madison.k12.wi.us

Title III - Daniel Rea-Giron - drea@madison.k12.wi.us

IDEA - Patty Otterson - potterson@madison.k12.wi.us

Speech Clinicians- Laura Johnson- lajohnson2@madison.k12.wi.us

Lynda Ruchti- lruchti@madison.k12.wi.us

Website: www.mmsd.org/privateschools
# MMSD Administrators

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<thead>
<tr>
<th>Title I, Title II &amp; Title IV</th>
<th>Jennifer Waldner</th>
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<tr>
<th>IDEA</th>
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Before you go

If you have any questions please stay and get your questions answered.

You will receive a Google Survey on Friday to provide feedback for today’s meeting.