Private & Parochial
Administrators’ Meeting

April 11 and April 13
Locations: High Point Christian School and St. Dennis Catholic School
Agenda

- Welcome & Introductions
- CLC Grant
- Summer School
- IDEA
- Title I
- Title II-A
- Title III
- Title IV
- Dates to Remember
Outcomes of Today’s Meeting

Private & Parochial and MMSD Administrators will…

• Understand the equitable participation component of the CLC Grant and sign Affirmation

• Review results of Special Education Data and Survey

• ESSA review

• Discuss the new Title IV funding
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
Madison School & Community Recreation (MSRCR), a department of Madison Metropolitan School District (MMSD) currently manages and operates sixteen 21st Century Community Learning Center (CLC) Grants awarded from the U.S. Department of Education through the Wisconsin Department of Public Instruction.

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
Falk Elementary
Glendale Elementary
Leopold Elementary
Lindbergh Elementary
Mendota Elementary
Midvale Elementary
Nuestro Mundo Elementary
Orchard Ridge Elementary
Sandburg Elementary
Schenk Elementary

Middle & High Schools

Black Hawk Middle School
Sennett Middle School
Sherman Middle School
Wright Middle School
LaFollette High School
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
Funding for CLC grants - 5 year cycles

- Competitive application process
- Funding for five years
  - Older grants: $100,000 year 1-5, $75,000 years 6-10, $50,000 years 11-15
  - New grant awards based on Average daily Attendance
- 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)
- Must reapply every 5 years
Grant Requirements: Goals, Recruitment & Retention

- **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
Grant Requirements:
Activities and 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

- At least two other allowable student activities

- All student activities should:
  - Contribute to improvement of academic achievement and/or overall student success
  - Be evidence-based
  - Provide opportunities for voice/choice
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
- Often associated with informal learning contexts, like after school programs
- 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
Grant Requirements:  
Family Engagement

Includes:

▷ Providing programming for adult family members of CLC students that is designed to encourage meaningful involvement in child’s education

▷ Involving family members in program by:
  ▷ Providing opportunities for family members to contribute to program
  ▷ Facilitating ongoing communication
Private School Affirmation Form and Survey

The Private School Affirmation form is a DPI Form that Private School representatives complete affirming that they have been made aware of local 21st Century Community Learning Center programming and resources.

The Survey questions are: Next two slides

Hard copies are available and fillable electronic copies can be sent.
Grant Requirements: Consultation with Private Schools

1. Would a representative from your school be interested in giving feedback to MSCR during the CLC grant writing process this year and annually? What is the best way for your organization to provide feedback to MSCR each year?

2. What would be the best way for the MSCR to identify the needs of the children in your school and assess what services should be offered by nearby CLC programs in MMSD schools?
Grant Requirements: Consultation with Private Schools

3. What information would your school need to promote access to CLC programs to your students who live in CLC school attendance areas?

4. What assessment results from CLC sites would be valuable for your school to have access to? What would be the best way for your school to access results?

5. What, if any, are the interests of your school community in participation in local CLC programs? Are there barriers to participation that you are aware of? If so, please advise.
Summer School

Important dates:

- **April 18** - Enrollment for all students closes at 4:00 PM
- **May 21** - Families receive confirmation of enrollment and student schedule via email
- **June 18 - July 27** - MMSD Summer School session (6 weeks)

MMSD Summer School website: [mmsd.org/summer](http://mmsd.org/summer)

Contact person: Kristin Racchini ([kmracchini@madison.k12.wi.us](mailto:kmracchini@madison.k12.wi.us) or 663-1974)
IDEA - Special Education

Scott Zimmerman
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Patty Otterson
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Stephanie Dankert
Program Support Teacher
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Special Education

Data
- Special Education
- School Support and Intervention Team (SSIT)

Survey
- SSIT - continuing
- Professional Development
- Special Education Evaluations
- Array of Services - Preferences
Special Education Evaluations

2017 - 18 Evaluations for Special Education:

- 29 initial evaluations (to date)
  - 9 found no need
  - 7 S/L
  - 5 OHI
  - 1 SLD
  - 7 not completed to date
- 18 re-evaluations
- 18 transition IEP into Service Plans
SSIT Data

School Support and Intervention Team (SSIT) Data

- SSIT - To collaboratively problem solve to address the needs of individual students who are not making expected progress.
- 6th year of MMSD led SSITs
- Fall 2018 professional development topics for entire staff:
  - Review session of disability areas
  - Leading your own SSITs
  - Teacher administered Speech Screener
SSIT Data
School Support and Intervention Teams (SSIT) have been in place for six years as a Child Find activity. Child Find is a way for MMSD to locate and evaluate students who may have a disability. Do you believe this practice is effective in locating students who may have an educational disability under IDEA?
4. Does your school staff know how to access the SSIT process?

13 responses

- Yes - the process has been explained thoroughly: 6 (46.2%)
- Somewhat - but would benefit from additional information: 5 (38.5%)
- We do not know how to access the SSIT process: 2 (15.4%)
5. Is your building clear about how to make a referral for a special education evaluation?

13 responses

- Very Clear, the process has been explained thoroughly: 8 (61.5%)
- OK, but we could benefit from additional information: 4 (30.8%)
- No, we do not know how to access the evaluation: 1 (7.7%)
6. If your building had a special education referral during the current school year, please rate your satisfaction with the referral process, aside from the outcome.

5 responses
Disability Areas

Areas of service needs identified on the survey

- Speech and Language
- Specific Learning Disability
- Emotional behavioral Disorders
- Other Health Impairments
Survey

Professional Development requested ideas for the 2018-19 School Year:

● Autism
● ADHD
● Reading Strategies
● Differentiation
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<th>Extremely Below Average</th>
<th>Significantly below Average</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Significantly above average</th>
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<td>Skills are substantially below most of the same age/grade level.</td>
<td>Skills are significantly lower than most at the same age/grade level.</td>
<td>Skills are lower than others in the same age/grade level.</td>
<td>Skills are similar to others in the same age/grade level.</td>
<td>Skills are higher than many others at the same age/grade level.</td>
<td>Skills are significantly higher than most at the same age/grade level.</td>
<td>Skills are substantially below most of the same age/grade level.</td>
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Questions for Scott Zimmerman regarding IDEA
Title I

Jennifer Waldner
Director of State and Federal Programs
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Clerical for State and Federal Programs
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Stephanie Dankert
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Emily Perkins
Private/Parochial Interventionist
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ESSA: Title Information

Affirmations

• DPI Revision of Affirmation to include T-IV

Allocations

• Pooling Resources - TI
• Non-pooling Resources - TII, T-IV
• Carryover of Funds
• Title II and T-IV Funding Status

Parent Involvement

• Attending Back to School Nights
• Summer workbooks and reading books for Title I Students
ESSA

What’s New?

● Ombudsman
● Explicit complaint procedure
● Revised calculations for proportional share
● Notice of allocation by DPI
● Contact Info
Reauthorization of ESSA

What’s the same?

● Consultation Process
● Secular, neutral and non-ideological services
● Services addressing needs to private school students

Unknowns

● Process / Procedures
● Title II
● Title IV
ESSA Resources

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

https://www.ed.gov/ESSA

http://all4ed.org/publications/federal-flash/
Distribution of Funds

U.S. Department of Education

WI Department of Public Instruction

Madison Metropolitan School District

Title I School
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
• District participation (other than MMSD)
Title II, Part A: Professional Development Funds

- If participating in this service based on affirmation, staff must be notified that these funds exist.
- PD plan and requests must align with needs assessment information
  - Data defines needs: formative and summative assessments, behavior / climate, teacher observation
Title II, Part A

Friendly Reminders:

• TII PD reimbursements due June 30th (if from an approved request)
• Can begin requesting funds for 2018-19 pending:
  o Needs assessment information
  o Allocations
  o No reimbursement until award notification is received and grant is approved
Title II Reimbursement Issues:

• Itemized receipts are required for reimbursements
• Individual approved for TII needs to pay own way
  o Unless sharing room or cab - then whomever pays gets reimbursed
  o Additional costs incurred by additional people will be employees own responsibility
• Only meals are reimbursed
Allowable Title IIA Requests

- Title IIA can reimburse professional development including graduate courses and license advancement to all staff in core academic areas ONLY
- Examples:
  - Attend conferences related to core academic areas as part of a high quality professional development plan
  - Tuition reimbursement for graduate or undergraduate coursework
MMSD Professional Development

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

MMSD PD Catalog:
https://pd.madison.k12.wi.us/pdinformation
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 IV - Part A

Title IV-A funds may be used to provide supplemental services or supports that address one or more of the priorities in the grant:

● Well Rounded Educational Opportunities
● Safe and Healthy Students
● Effective Use of Technology
What Questions do you have for ESSA
Title III

Jen Klutterman
Instructional Design Coordinator
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Daniel Rea-Giron
Teacher Leader/Migrant Recruiter
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Identifying English Learners

• Why is it important to identify early
  o Student levels
  o Success in school
  o Ensuring students have access to appropriate supports
## Title III A Participation

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ACCESS Score Update

• **New for 2017-18**: Students will be reclassified at a level 5 on ACCESS

• Changes to cut scores as a part of a standards setting process occurred in 2017 (drop in scores at higher proficiency levels)

• In response to college and career readiness standards

• Speaking expectations increased the most, followed by Reading and Writing. Impact on the Listening domain was minimal

• Information from WIDA available for schools and families
Title III End of Year Timeline

• Daniel will arrange for delivery of ACCESS 2018 results (paper copies for parent) by May 18
• PP schools mail ACCESS 2018 results home to parents
• Score reports will be available electronically
• K-models or Screener Online for incoming new students may be given this spring. Please contact: Daniel Rea (drea@madison.k12.wi.us) to schedule
• If you are interested in interpreting the results, please connect with Daniel
Title III 2018-19 Tentative Timeline

**August** - ELL Rosters will be sent to PP schools. Please add new students and delete transferred students in this roster while also indicating where they move to (if known). This promotes dual record quality control. Thanks!

**September** - PP schools must have their ELL Rosters updated so that all new students can be given the K-Model or online WIDA Screener by the 3rd Friday count deadline.

**Fall Semester** - Online WIDA Screener and ACCESS 2.0 trainings available

**December - February** - ACCESS 2019 testing window (Specific Dates TBD)
What Questions do you have for Title III?
Dates to Remember

IDEA Affirmations - due April 28th
Resigning of Title Affirmations - due ASAP
June 30 - All reimbursements for the 2017-18 school year are due.

Fall Meeting (same agenda)

● September 12, 2018 (1:30 - 3:00)
● September 14, 2018 (8:30 - 10:00)

Spring Meeting (same agenda)

● May 1, 2019 (1:30 - 3:00)
● May 3, 2019 (8:30 - 10:00)
Before You Go

- Questions
- Thank you to High Point and St. Dennis for hosting.
- Complete the Exit Sheet to help us plan for 2018-19