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# Funding Sources to Purchase Math Teaching Series (MTS)

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The following program highlights have been excerpted from a complete guidance document on the Michigan Department of Education's Office of Field Services. This document is intended to provide pertinent information to school leaders about provisions for state and federal programs that could be used in the development of their school's improvement plan to purchase the Mathematics Teaching Series books for students, teachers and parents. To access the full program overview go to [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51051---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51051---,00.html) and click on "Title Program Overview" listed under Programs.

## **I. Title I, Part A – Improving Basic Programs**

### **Allocation Process**

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2004 census poverty estimates for 2007-2008 allocations)

### **Purpose of Programs**

- Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards
- Both schoolwide and targeted assistance programs are to provide supplemental instruction services to identified children

### **Who is Served?**

- Schoolwide: After the required one year of planning, the program addresses the needs of all students in the school, but particularly the needs of low achieving children who are most at risk of not meeting state standards
- Targeted Assistance: Only students identified as failing, or most at risk of failing, to meet the State's challenging student performance standards. Students in preschool through second grade are selected solely on the basis of teacher judgment, interviews with parents and developmentally appropriate measures

### **Planning Process**

- Teachers, principals, other staff and parents involved in development of district and school plans
- Plans based on assessment of student performance in relation to core academic standards

### **Program Implementation**

- Services delivered in each academic area of core curriculum
- Services provided in accordance with schoolwide or targeted assistance plan
- Consistent selection criteria used to identify students at each grade level
- Multiple strategies used during in-class instruction in all academic areas
- Additional instructional time and/or opportunities given to identified students
- Effective strategies for improving student achievement based on research on teaching and learning

### **Professional Development**

- Professional development plan designed collaboratively by teachers, principals and other staff (participation of private/non-public schools required)
- Focuses on improving teaching of core academic curriculum to enable all students to meet high standards
- Reflects research on teaching and learning

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## **I. Title I, Part A – Improving Basic Programs (continued)**

- Corresponds with district/school Adequate Yearly Progress (AYP) areas of needed improvement

### **Parent Involvement**

- Parent involvement policy for district and each school developed jointly by staff and parents
- School-parent compact for each school describing school and parent responsibilities to support children's education
- Parent involvement in an organized, ongoing and timely way in the planning and review of the Title I, Part A program
- Annual evaluation of content and effectiveness of parent involvement policy
- Reservation of one percent of allocation for parent involvement by districts with allocations of more than \$500,000

## **II. Title I, Part C – Migrant Education Program**

### **Purpose of Programs**

- Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves
- Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

### **Who is Served?**

- A student who is, or whose parent, spouse or guardian, is a migratory agricultural worker, including a migratory dairy worker, migratory fishing worker or those involved in first level processing and has moved within the previous 36 months to obtain temporary or seasonal employment in agricultural or fishing work

### **Program Implementation**

- Services delivered in core academic curriculum areas as indicated by findings of a comprehensive needs assessment by Title I, Part A and then additional support services
- Priority for services given to migrant children failing, or most at risk of failing, to meet core academic standards and whose education has been interrupted during regular school year
- Effective strategies for improving achievement of migrant students

### **Professional Development**

- Professional development designed to support migrant services after the Title I, Part A; Title II, Part A; and other LEA, ISD and federal professional development initiatives. It may include mentoring, for teachers and other program staff (such as recruiters, paraprofessionals and regular classroom teachers).
- Objectives consistent with Title I, Part A
- When designing a professional development program, consider needs of migrant children as part of the whole

### **Parent Involvement**

- Parent involvement activities consistent with Title I, Part A to extent feasible
- Parent advisory councils involved in planning and implementing full school year programs
- Programs and projects are carried out in a format and language understandable to the parents

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## **III. Title I, Part D – Prevention/Intervention for Delinquent Children and Youth**

### **Purpose of Programs**

- Provides supplementary services to children/youth in local facilities for delinquent children
- Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

### **Who is Served?**

- Children/youth who are:
  - in institutions for delinquent children/youth
  - in adult correctional institutions or
  - attending community day programs for delinquent children/youth

### **Program Implementation**

- Instructional and support services delivered in accordance with academic and support service needs of delinquent children/youth

### **Parent Involvement**

- Parent involvement in efforts to improve educational achievement of their children and prevent delinquent activities, as appropriate

## **IV. Title II, Part A – Teacher and Principal Training and Recruiting**

### **Purpose of Programs**

- Focus on recruiting, training, and retaining highly qualified staff
- Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)
- Reduce class size, particularly in the early grades
- Build “highly qualified” teachers who demonstrate a high level of competency in each of the (core) academic subjects

### **Who is Served?**

- Students within reduced-size classrooms
- Paraprofessionals, regular and special education teachers, principals, superintendents, and pupil services personnel in public and/or private schools receiving training to increase student achievement

### **Planning Process**

- Conduct a needs assessment to analyze district data to coordinate planning with needs regarding class size, professional development, and the recruiting, hiring and retaining of highly qualified staff and other eligible services
- Parents must be included in the planning process
- Private school officials consulted regarding professional development activities for teachers

### **Professional Development**

- Provides professional development activities that improve knowledge of teachers, principals, superintendents and paraprofessionals in:
  - Core academic subjects, effective instructional strategies and use of state standards and assessments

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## **IV. Title II, Part A – Teacher and Principal Training and Recruiting (continued)**

- Effective instructional strategies that integrate the use of technology
- Use of data and assessments to improve teaching and learning
- Instructional practices involving the collaboration of teachers and administrators
- Early and appropriate interventions with accommodations for students with different learning styles
- Improving student behavior in the classroom
- **Involving parents in their child's education**
- Improving quality of principals and superintendents, such as management and instructional leadership academies
- Use of distance learning for cost-effective professional development opportunities

### **Parent Involvement**

- Parents must be included in the planning process
- Staff training to increase parent involvement

## **V. Title III – Limited English Proficient Children Sub Grant**

### **Allocation Process**

- Uses formula based on number of English Language Learner (ELL) students
- Grant will be awarded to applicants who generate a total allocation of \$10,000 or more, either independently or through consortium
- Typically up to 85% of the Title III state allocation is available. For 2006-2007, 100% will be available

### **Purpose of Programs**

- Assists students to achieve in the core academic subjects
- Assists students to meet state standards

### **Who is Served?**

- Individuals:
  - born outside the United States or whose native language is other than English
  - ages 3 through 21 enrolled in elementary or secondary schools
  - who have difficulty speaking, understanding, reading, or writing English
  - who are Native Americans or are Alaska Natives
  - who are migratory students whose language is not English
  - and whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

### **Program Implementation**

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of ELL students
- Acquires and upgrades curricula
- Requires parent involvement, Professional Development and School-Based Reform

### **Professional Development**

- High quality professional development for classroom teachers to improve instruction for ELL students
- Enhances ability of teachers to understand and use curricula to help ELL students

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## **V. Title III – Limited English Proficient Children Sub Grant (continued)**

- Improves the assessment of ELL students

### **Parent Involvement**

- Parent notification of the identification of their child as ELL within 30 days after the beginning of school (2 weeks during the school year)
- Communication with parents in a language that is understandable to them
- Right of parents to refuse services
- Right of parents to choose among available services
- Parent involvement activities
- Notification to parents if program fails to meet annual achievement objectives

## **VI. Title V, Part A – Innovative Programs**

### **Purpose of Programs**

- Supports local education reform efforts that are consistent with and support education efforts
- Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research
- Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials
- Supports initiatives to meet the educational needs of all students
- Supports the development and implementation of programs to improve school, student and teacher performance, including professional development and class size reduction

### **Who is Served?**

- Students and staff in public and non-public schools

### **Planning Process**

- Plan development in consultation with teachers, administrators, other staff and parents
- Plan includes reasons for selecting particular programs and activities
- Non-public school officials consulted regarding services to non-public school students and staff

### **Program Implementation**

- Instructional Programs
- Instructional Materials, Professional Development and School-Based Reform
- District-Level Reform
- Pupil Support Services
- Parent and Community Involvement

### **Professional Development**

- May support professional development related to program activities

### **Parent Involvement**

- Parent involvement in development of plan for use of funds
- Activities may include parent literacy programs

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## **VII. Title VI, Part B, Subpart 2 – Rural and Low Income School Program**

### **Purpose of Programs**

- To address the unique needs of rural districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

### **Who is Served?**

- Parents, if used for parent involvement activities
- Students, if used for activities authorized under Title IV, Part A – Safe & Drug Free Schools and Communities; Title I, Part A – Improving Basic Programs; or Title III – Language Instruction for ELL students

### **Parent Involvement**

- Parent involvement according to the requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)

## **VIII. Title X, Part C – McKinney-Vento Homeless Assistance**

### **Purpose of Programs**

- Facilitates the enrollment, attendance and success in school of homeless children and youth
- Provides supplemental services for homeless students

### **Who is Served?**

- Homeless children and youth as defined in the law
  - Lack a fixed, adequate nighttime residence
  - Sharing the housing of others due to loss of home
  - Living in public or private places not designated for human habitation
  - Living in car, tent or camper
  - Living in motel, shelter or other temporary residence for homeless
  - Awaiting foster or court placement

### **Parent Involvement**

- Parent involvement required to help parents become actively involved in the student's academic success

## **IX. Section 31a – Programs for At-Risk Pupils**

### **Purpose of Programs**

- Provides supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. The criteria include low achievement on MEAP or the presence of two or more identified at-risk factors
- Funds may be used for class size reductions in grades K-6 in schools above the district's poverty percentage
- Funds are limited to direct services to pupils and may not be used for administrative or other related costs

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## IX. Section 31a – Programs for At-Risk Pupils (continued)

### Who is Served?

- Pupils who meet at least 2 of the following criteria:
  - Victim of child abuse or neglect
  - Below grade level in English/language arts, communication skills or mathematics skills
  - Pregnant teenager or teenage parent
  - Eligible for free or reduced price lunch
  - Atypical behavior or attendance patterns
  - Family history of school failure, incarceration or substance abuse

OR

- Pupils whose score on their most recent MEAP reading, mathematics or science test was:
  - less than Moderate in reading or mathematics
  - less than Novice in science

OR

- Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in English/language arts, communications skills or mathematics

### Program Implementation

- Instructional programs and direct noninstructional services (e.g., medical or counseling services) for eligible pupils
- May be provided before or after regular school hours or by adding extra school days
- May use tutorial method with paraprofessionals working under supervision of certificated teacher (ratio of pupils to paraprofessionals between 10:1 and 15:1)
- May not be used for administrative costs or to supplant another program or other funds being used for at-risk pupils

### Professional Development

- May not use funds for professional development

### Parent Involvement

- May not use funds for parent involvement, except as part of direct pupil services