

Recommendations for Title I Stimulus Dollars

Tutoring and other extended learning opportunities

School districts can use grant funds to support tutoring and other programs in Title I schools that provide more learning time for struggling students. For example, a district can:

- Purchase hardware and software that provide individualized lesson support in reading and math;
- Provide new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting reading, mathematics, and science requirements; and
- Establish or expand fiscally sustainable extended learning opportunities for Title I eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year.

Supplemental Materials

Purchasing scientifically research-based materials will provide benefits beyond the two-year stimulus dollar availability. Examples include

- Scale up research-based school-wide strategies in core curriculum, especially in reading and mathematics
- Research-based interventions and assessments to support Response to Intervention
- Research-based materials for English Language Learners
- Age-appropriate transition assessments
- Materials to support extended-day/week/year programs
- Data management systems to support Response to Intervention or other instructional support data

Professional development

The use of stimulus funds for professional development is a good idea if the district or charter school has a specific strategic need – based on student learning data – that can be addressed within two years. DOE recommends that professional development funded through the stimulus focus on the specific factors that contributed to district and/or school(s) failure to meet AYP.

For example:

- Research-based school-wide strategies in core curriculum/instruction and interventions including intensive, year-long teacher training for all teachers and the principal in Title I schools
 - to build teachers' capacity to address academic achievement problems
 - in strategies to improve adolescent literacy across all content areas
 - in mathematics instruction and integration across all content areas
 - classroom assessment development, administration, and interpretation, including common assessments
 - data analysis to improve instruction
 - curriculum development
 - strategies to help teachers tailor instruction to student needs
 - strategies for English Language Learners
 - strategies for supporting homeless and migrant students
 - Providing support for parents and parent literacy
- Research-based strategies to improve all district and school focus on instruction and student achievement including modifying the school schedule to allow for collaboration among the instructional staff

- Research-based strategies to improve instructional leadership including training highly effective teachers to serve as instructional leaders in Title I schoolwide programs
- Research-based strategies to improve Instructional Support Team supports for students
- Designing and implementing effective extended-day/week/year programs
- Professional Learning Communities and action research

Parent Involvement

Title I stimulus funds may be used to improve parent involvement in students' academic success. Some examples of parent involvement activities are:

- Collaborating with the Parent Information Resource Center to provide informational sessions and materials
- Teaching parents how to monitor their child's progress
- Helping parents understand the school's curricula and/or assessments
- Literacy programs that bond families around reading and using the public library
- Providing information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher
- Training parents to use the Internet to access their children's grades and homework; communicate with teachers; and review information about schools, supplemental educational services, public school choice and other opportunities to promote student achievement

Personnel

Although hiring full-time personnel with stimulus dollars will not solve long-term needs, there are temporary needs that can be addressed by additional staff. Building internal capacity through training and coaching existing personnel will strengthen systems. Temporary support gives teachers support while they are learning to implement new strategies and skills in their daily programming. Most teachers report after one to two years support is no longer needed. For example:

- Temporary, part-time and flexible staff to support the beginning stages of Response to Intervention (i.e. assistance for teachers with administering universal assessments and providing instruction during intervention time or enrichment while other students are receiving interventions).
- Coaches to support professional learning through the development of effective Professional Learning Communities (PLCs)
- Coaches to support new initiatives
- Data coaches to support teacher capacity for instructional data analysis

Early Childhood Initiatives

Title I funds may coordinate and integrate strategies under Title I, Part A with strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Title III language instructional programs including

- Parents As Teachers (PAT). Local Education Agencies can flow funding to one of their respective county Parents As Teachers programs to support parent education services to children ages birth to age 5 years.
 - Each county has a PAT program
 - Each program is funded to provide three types of services: home visiting for children 0-3, home visiting for children 3-5, and readiness support to community child care centers

- LEAs could support one or models and flow funds to have children receive services within their district
- Recognition and Response. Local Education Agencies can use funds to create local early childhood-level Response to Intervention support model
 - Create local R & R service model using prototype under development at the Department
 - Support one or more ‘community early childhood intervention specialists’ (ECIS) to work in the district (ECIS would work with early education centers in their district on curriculum implementation, readiness activities, and individual intervention plans for children presenting specific learning-risk characteristics)
- Early Childhood Services
 - Model One: contract with local state pre-kindergarten (ECAP), Head Start, or Delaware Star program to enroll children at one of these sites. Children would have to receive a minimum of time in service to count for full time enrollment.
 - Model Two: Local Education Agencies create a district early childhood program that provides services for a minimum of 6 hours daily or the equivalent of a full school day.