

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES

Office of Title I Program Planning and Accountability

Project Plan: Title I Turnkey Training

School Year 2003-2004

As of June 30, 2004

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Project Description: Scope of Program

The Office of Title I Program Planning and Accountability is committed to providing training and technical assistance to Title I districts and schools across the state since the inception of the reauthorized *Improving America's Schools Act of 1994* and the *No Child Left Behind Act of 2001* of the *Elementary and Secondary Education Act of 1965*. The New Jersey Department of Education through the Office of Title I Program Planning and Accountability serves as the vehicle to provide training and technical assistance for Title I-Part A and Comprehensive School Reform. The following relates to the administration of the training:

Mission Statement

The mission of the Office of Title I Program Planning and Accountability is to present a structured system of training to disseminate critical Title I policies and procedures to districts and schools. This will ultimately effect high student achievement in Title I schools. It also seeks to identify best practices for the implementation by Title I districts and schools.

Background

The Office of Title I Program Planning and Accountability developed and implemented training and technical assistance to four hundred and fifty Title I districts and related constituents. The following modules were structured and implemented across the state to comply with federal Title I technical assistance guidelines:

- The Single Accountability System
- Technical Guidance for Title I Program Managers
- The Changing Role of the Title I Program Manager
- Closing the Achievement Gap through the Use of Disaggregated Data
- A Critical Focus: Promising Practices to Promote Literacy in Title I Schools
- The Reauthorization of Title I
- Title I Services for Nonpublic School Students
- Implementing Targeted Assistance Programs
- Building a Stronger Foundation in Title I Schools through Parent Involvement and Family Literacy
- High Poverty Schools: Building Capacity through Title I Schoolwide Programs
- School Choice and Supplemental Educational Services
- Inclusion of All Children in Title I Schools
- Transitioning Title I Students to the Secondary School Level

In addition, training was structured and implemented statewide about the single accountability system, paraprofessional requirements, school choice and supplemental educational services and comprehensive school reform. A two day institute was also structured and implemented for principals and central office administration (i.e. chief school administrators, superintendents, Title I directors, school management leaders) for schools that were identified in “need of improvement.”

- In school year 2002- 2003, two hundred and fifty-seven (257) schools were identified “in need of improvement.” In 2003-2004, nine (9) of these schools met state standards in both Language Arts Literacy and Mathematics. Thirty-six (36) schools made adequate yearly progress in both portions of the test. Fourteen (14) schools must offer school choice. A total of two hundred and fourteen (214) including the six schools did not make adequate yearly progress and must offer school choice and supplemental educational services.

Status	Year 1 Choice	Year 1 Choice (made AYP 1 year)	Year 2 SES & Choice
Number of Schools	14	36	214

- The new single accountability system requires that ninety-five percent of school level students take the state assessments. Additionally, state performance benchmarks have been established for each grade level cluster (grades 3-5, 6-8, and 9-12) and each content area. In addition, ten student subgroups are required to be analyzed using state assessment data, if there are twenty or more pupils tested in the subgroup.

The single accountability system outlines the following:

- ◆ **Districts are required to provide technical assistance to schools identified in improvement status:**
- ◆ **Schools identified in need of improvement are required to develop a school improvement plan in consultation with parents, school staff, the district and other experts.**
- ◆ **District school improvement plan components must include scientifically based research strategies, professional development, extended learning time strategies, strategies to promote effective parental involvement and mentoring of new teachers.**

The single accountability system has resulted in an increase in the identification of achievement gaps among students disaggregated through assessment data. This includes ten subgroup areas for all districts and schools within the state of New Jersey. Schools are now identifying achievement gaps among the student subgroups that were previously exempt from the requirements of disaggregating data. As a result of the single accountability federal requirements, which now requires all schools to analyze achievement gaps; there is an imminent need to expand beyond current training boundaries and include all education stakeholders through implementation of a turnkey training plan articulated through regional, county offices and Abbott division.

10 Subgroups

- ◆ Total;
- ◆ White;
- ◆ African American;
- ◆ Hispanics;
- ◆ Asian/Pacific Islander;
- ◆ Native American/Indian students;
- ◆ Other racial group students;
- ◆ Economically disadvantaged students;
- ◆ Students with disabilities; and
- ◆ Students with limited English proficiency

Impact of the Single Accountability System

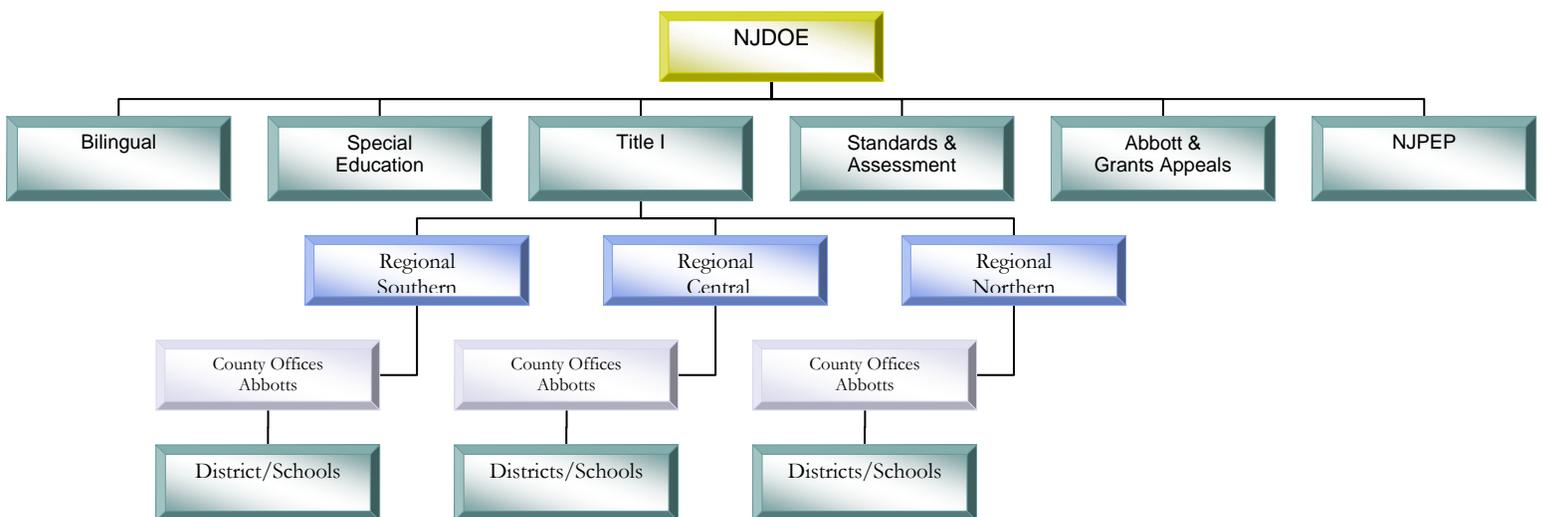
The impact of the single accountability system has resulted in the need to expand training opportunities to all districts and schools within the state of New Jersey. As a result of the single accountability system all districts are held accountable for the academic performance of its students.

Facilitation

The former Title I training and technical assistance strategic plan involved the development, facilitation, and implementation of centralized and regionalized training sessions conducted in coordination with major educational experts and facilitators across the state and nation. The services were primarily provided for Title I districts and their schools.

Proposal Description and Rationale

This proposal seeks to address the impact of the NCLB legislation by recommending the development of a turnkey training system which involves consistent and ongoing training through facilitation at the three (3) regional, twenty-one (21) county offices and the Abbott division (*Refer to Diagram 1.*).



The training sessions are scheduled and provided to districts and school staff by representatives of the region, county and Abbott personnel. These sessions are to be delivered by those representatives based on the needs of the districts and schools within those regions.

Goals and Objectives

Goal 1: *To develop a process and the content for a turnkey training system in collaboration with the three regional offices, twenty-one county offices and the Abbott division with input from internal and external education experts.*

Objectives

1.1

Ongoing delivery of structured training to enhance the quality of teaching and learning for districts and schools that provide service to educationally disadvantaged students.

1.2

Ongoing communication and collaboration fostered between the three tiers of educational governance; state education agency, the local districts and schools.

1.3

Ongoing fulfillment of policy requirements proposed in relation to Title I policy and NCLB federal legislation.

Goal 2: *To implement training modules for use by regional, county offices and the Abbott division, for delivery to Title I districts, districts and schools (public, charter, private) that serve educationally disadvantaged children and youth.*

Objectives:

2.1

Coordination and delivery of Title I training and technical assistance plan for facilitation at the district and school level.

2.2

Coordination and outreach to Title I districts in collaboration with educational constituents to strengthen and enhance the profile of services delivered to educationally disadvantaged children and youth.

Goal 3: *To disseminate information to Title I districts, districts and school identified in need of improvement.*

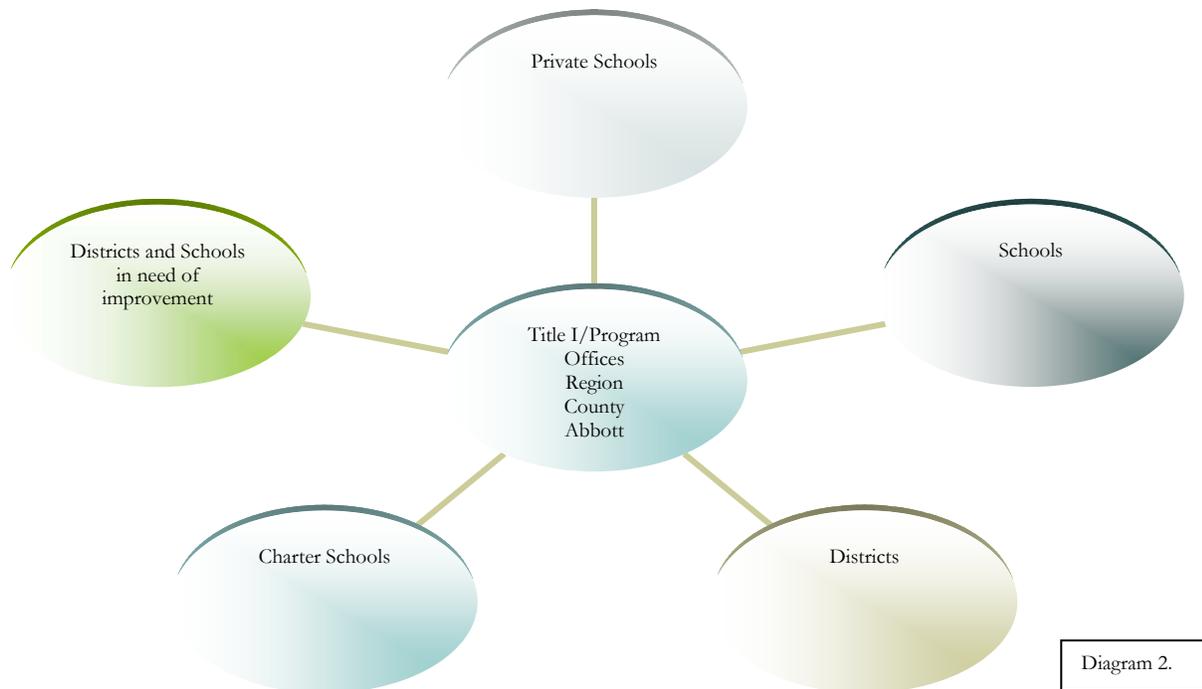
Objective

3.1

Ongoing delivery of modules to provide districts and schools with assistance in critical areas related to accountability, school improvement, guidance for program managers, scientifically based research programs and parental involvement.

Audience

All Title I districts and schools in the state have equal opportunities to participate in sessions that are held in accessible sites. The Office of Title I Program Planning and Accountability will work in collaboration with regional, county and Abbott staff. Sessions may be coordinated cross county and regional boundaries. Homogeneous and heterogeneous groupings and other configurations of district and school staff occur depending upon the subject area and module. Regional presentation teams will be structured consisting of facilitators, presenters and provided to chief school administrators, principals, curriculum directors, and parent coordinators. (Refer to Diagram 2.).



Proposed Benefits

The Office of Title I Program Planning and Accountability, is proposing to turnkey modules to the three regional offices, twenty-one county offices and Abbott division. This system will result in the following benefits for Title I districts, schools, charter schools and schools and districts identified in need of improvement across the state of New Jersey.

1. Capacity building through regional, county offices and the Abbott division for all Title I districts, schools and districts and schools identified in need of improvement.
2. Collaboration with program offices to develop and implement a comprehensive training program.
3. Delivery of an effective training plan for all Title I districts, schools and districts and schools identified in need of improvement.
4. Provision of training and technical assistance in locations convenient to the districts and schools.

5. Increased services to districts and schools for technical assistance as a result of assessment data;
6. Enhanced preparation of regional, county offices and Abbott division to respond to questions from districts and schools within their region about Title I Part-A of the No Child Left Behind Act of 2001;
7. Increased capacity of the regional, county offices and Abbott division to serve as reform catalysts to improve student achievement among low performing schools;
8. Increased involvement and cross collaboration among local districts to provide technical assistance to Title I districts, schools and to districts and schools identified for improvement;
9. Greater cost effectiveness and better utilization of program and fiscal resources.
10. Increased services to provide information for parental involvement.
11. Increased student achievement.
12. Reduced duplication of services.

Logistics

The training and technical assistance sessions are arranged by the training facilitators. Site locations, registration and refreshments are arranged by the training facilitators.

Deliverable Services

The Office of Title I Program Planning and Accountability conducts turnkey training sessions for regional and county offices to implement training modules that are critical to Title I districts, schools and districts and schools identified for improvement. The training modules are developed by the Office of Title I Program Planning in coordination with NJDOE program offices and other expert organizations (i.e., Region III, NJPEP, etc). The following occurs through the interaction:

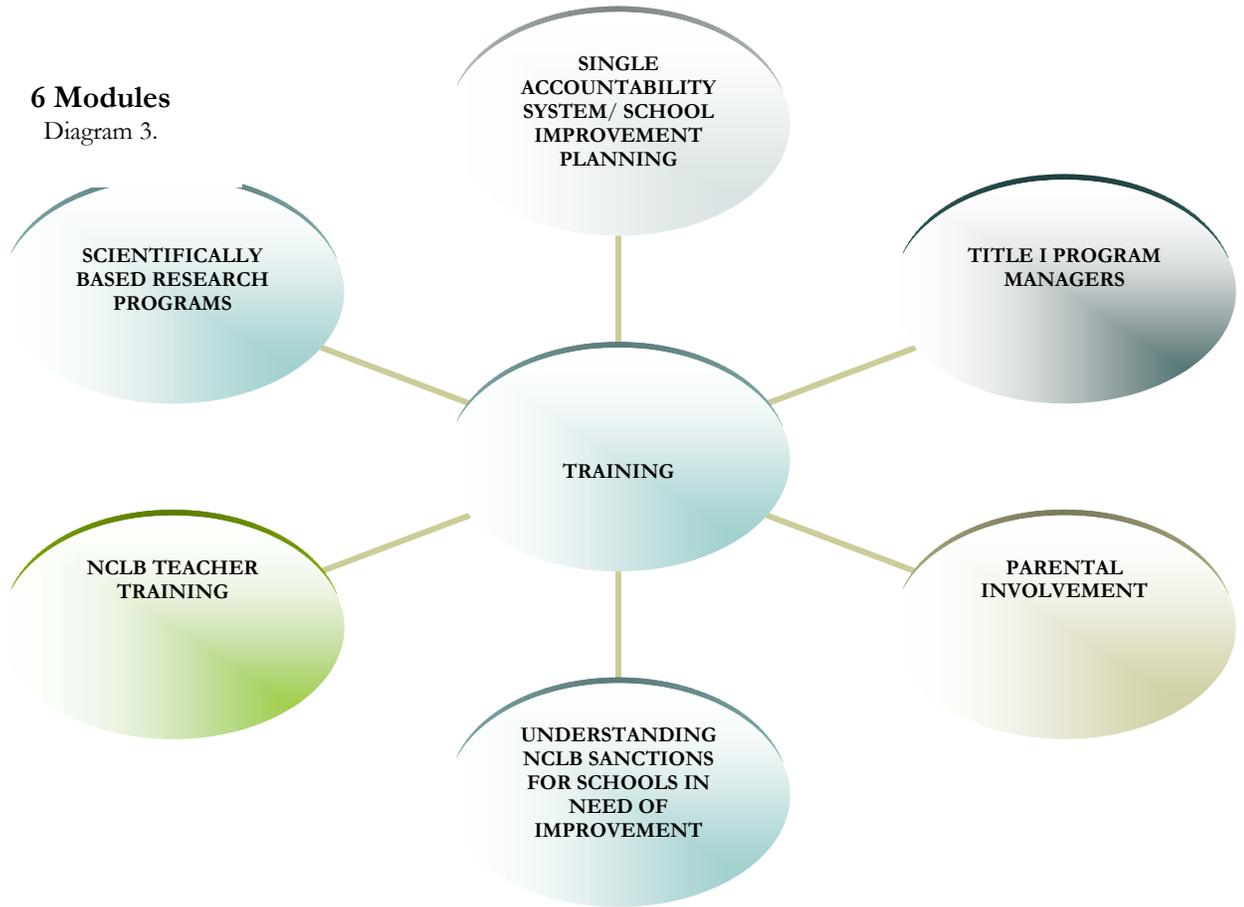
- Collaboration and coordination with internal and external experts on the development and implementation of training modules;
- Collaboration and assistance in the delivery of turnkey training sessions through regional and county specialist for the ongoing implementation of the training modules;
- Collaboration with the three regional representatives, twenty-one county representatives and representatives from the Abbott division to facilitate the delivery of the training modules;
- Collaboration and guidance to workgroup strategic training team;
- Collaboration on the development of frameworks for training modules and the process for training implementation;
- Collaboration with web based experts and resources that are available and accessible for the delivery of information to Title I districts and staff.
- Collaboration and coordination with relevant experts to serve as a training resources;
- Collaboration with New Jersey Professional Education Port (NJPEP) for the development of modules to turnkey services for parents, teacher in-service, district and school showcase, interactive illustrations, and FAQ through web based mechanisms and video conferencing.

The following diagrams (3-7) outline four critical training modules and recommended components to implement the training and technical assistance through the three regional offices, twenty-one county offices and Abbott division.

Training Modules

Six training modules: (1) The Single Accountability System, (2) Scientifically Based Research Programs, (3) Title I Program Managers, (4) Parent Involvement, (5) Understanding NCLB Sanctions for Schools in Need of Improvement and (6) NCLB Teacher Training.

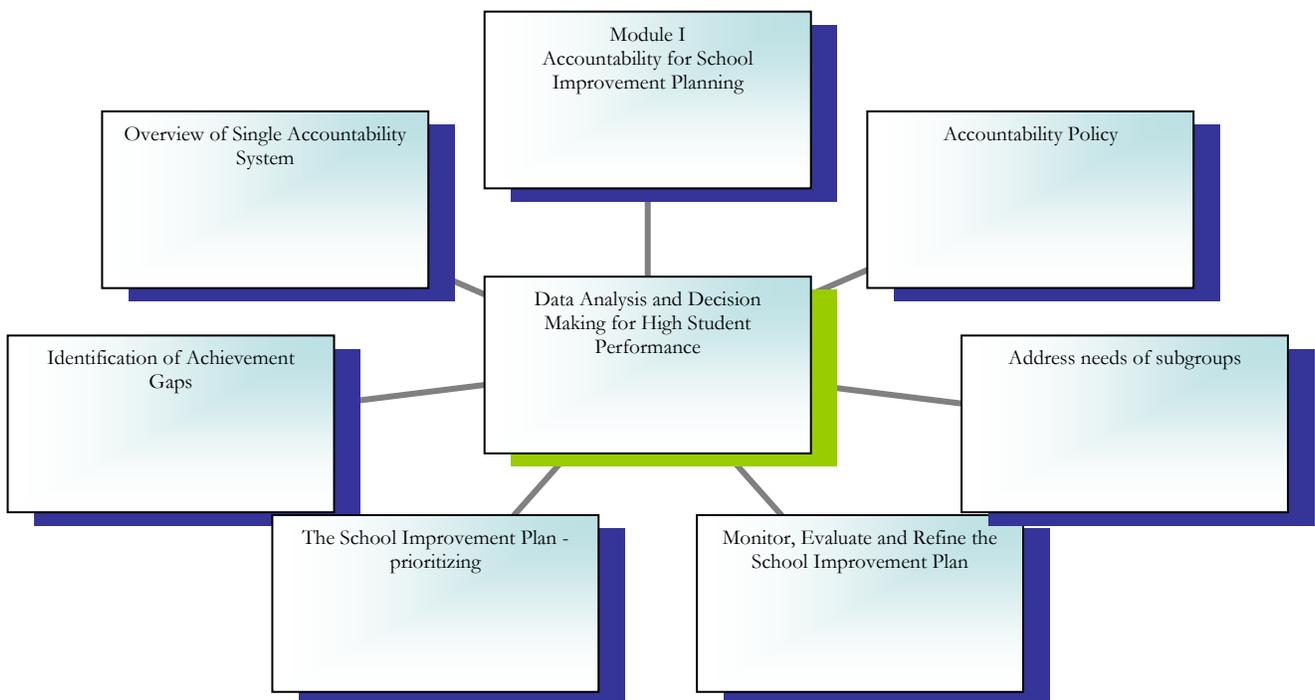
6 Modules
Diagram 3.



Module Description

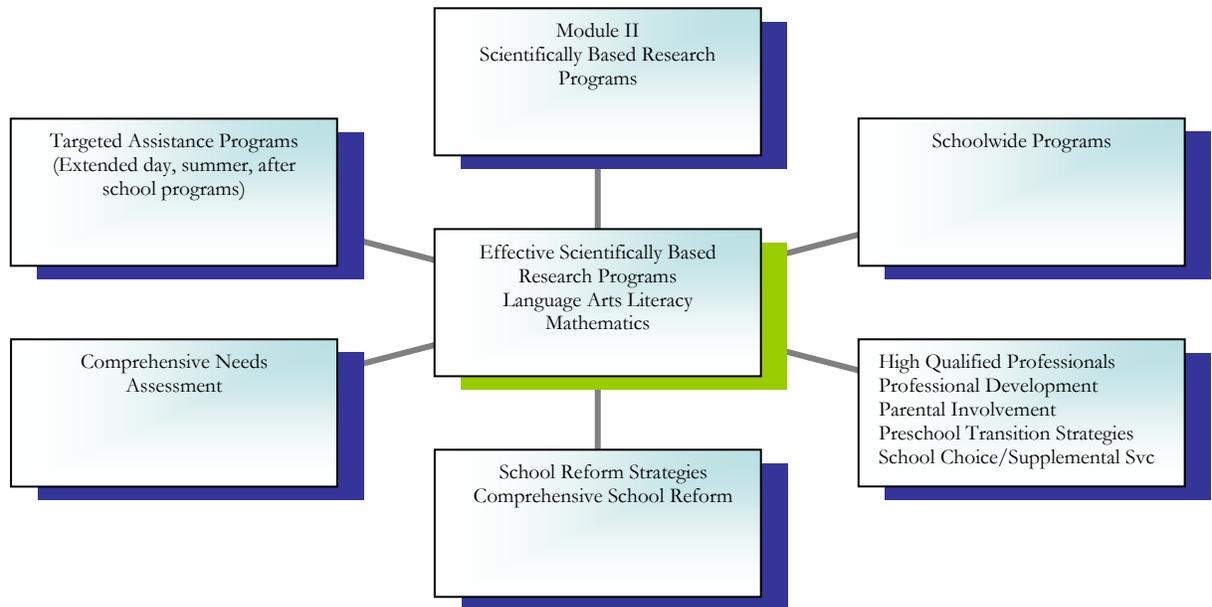
I. *Accountability for School Improvement Planning*

This session provides insight into New Jersey's single accountability system; examines critical accountability policies at the state and federal levels and presents accurate information related to adequate yearly progress. The session also presents research-based strategies to enable districts and schools to develop systems to close achievement gaps among minority students and reach the goal of one hundred percent proficiency by year 2014. It will assist Title I districts/schools and districts and schools identified in need of improvement to make the appropriate decisions to implement high level programs to target student performance. Additionally, it will examine the role of other states, model districts/schools that have successfully used measures that are essential for the accountability of educational outcomes for disadvantaged children. The session will also illustrate the data driven processes that states, districts and schools have implemented to measure performance outcomes.



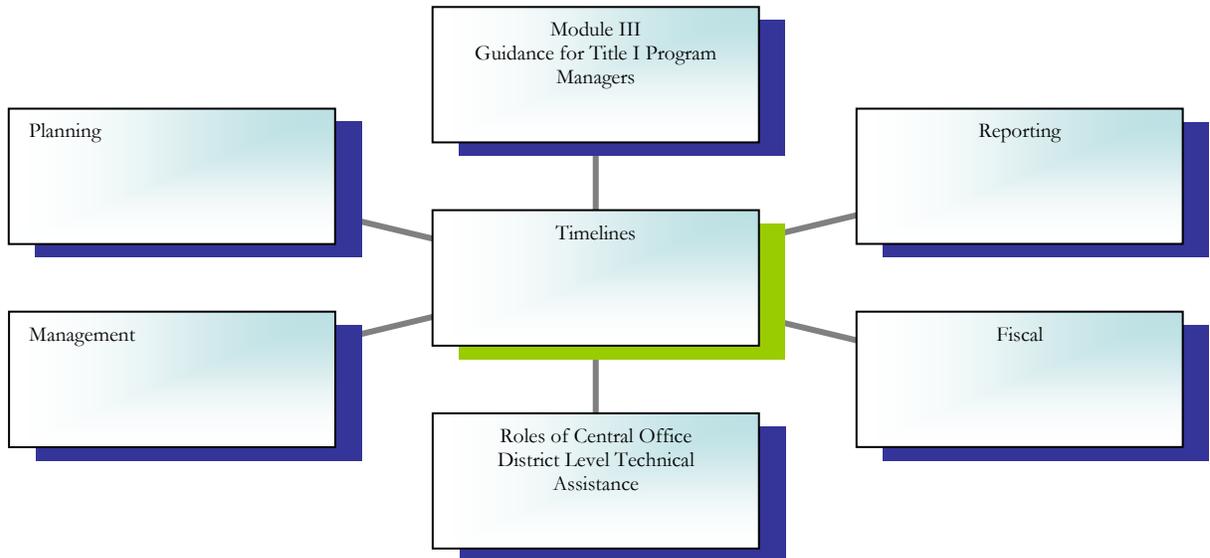
II. *Scientifically Research Based Programs*

This session will focus on *scientifically-based* research and effective approaches designed to meet the needs of elementary and secondary students in Title I districts/schools. Best practices used nationally to improve reading, writing and mathematics will be shared. This session focuses on a variety of research based programs that encourage high student achievement.



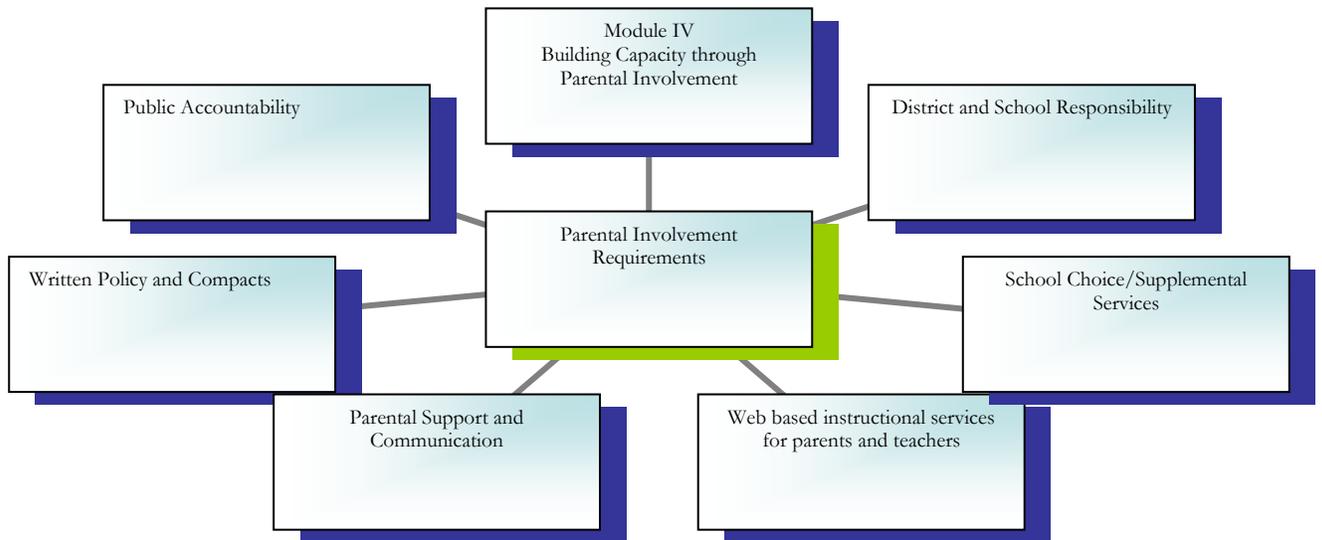
III. Title I Program Managers

This session will provide an overview of the federal reporting requirements and offer information for planning programs designed to meet the needs of economically and educationally disadvantaged children at the school level. It will provide guidance and insight on ways to better serve children in Title I schools. Practical guidance on how instructional leadership and the role of the manager is critical in the implementation process will also be discussed. Techniques for organizing, managing and implementing programs will be shared. New program managers or existing managers that may need a refresher are encouraged to attend this session. Program managers involved in Title I programs will benefit from understanding the Title I process and programs that have been designed to accommodate the needs of economically and educationally disadvantaged children.



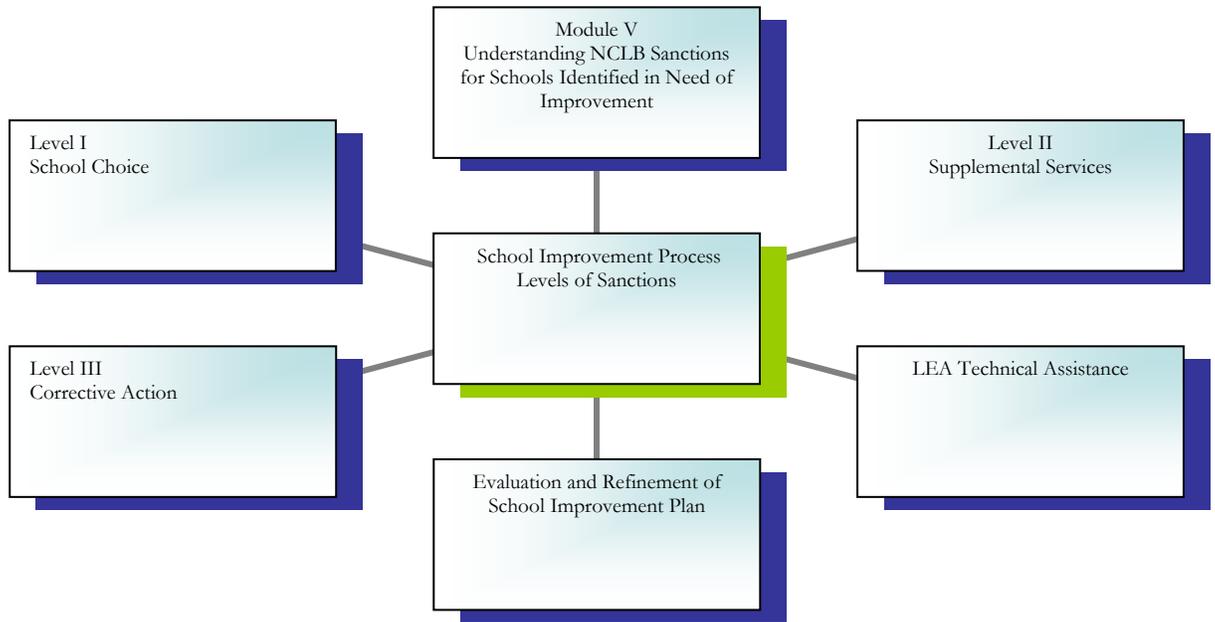
IV. Parental Involvement

This session will discuss parental involvement polices that are required at the district and school level. It will also review the parents' right-to-know and reporting requirements that parents may request under Title I legislation. The research has also shown substantial evidence that parental involvement is a critical factor in determining the academic success of students. In order for children to be academically successful, families must be literate and understand the roles that they play in promoting their child's academic development. Additionally, strategies and tools to promote parent and school partnerships though written parental policies and parent-school compacts will also be discussed. It will discuss information related to school choice, supplemental educational services, and paraprofessionals.



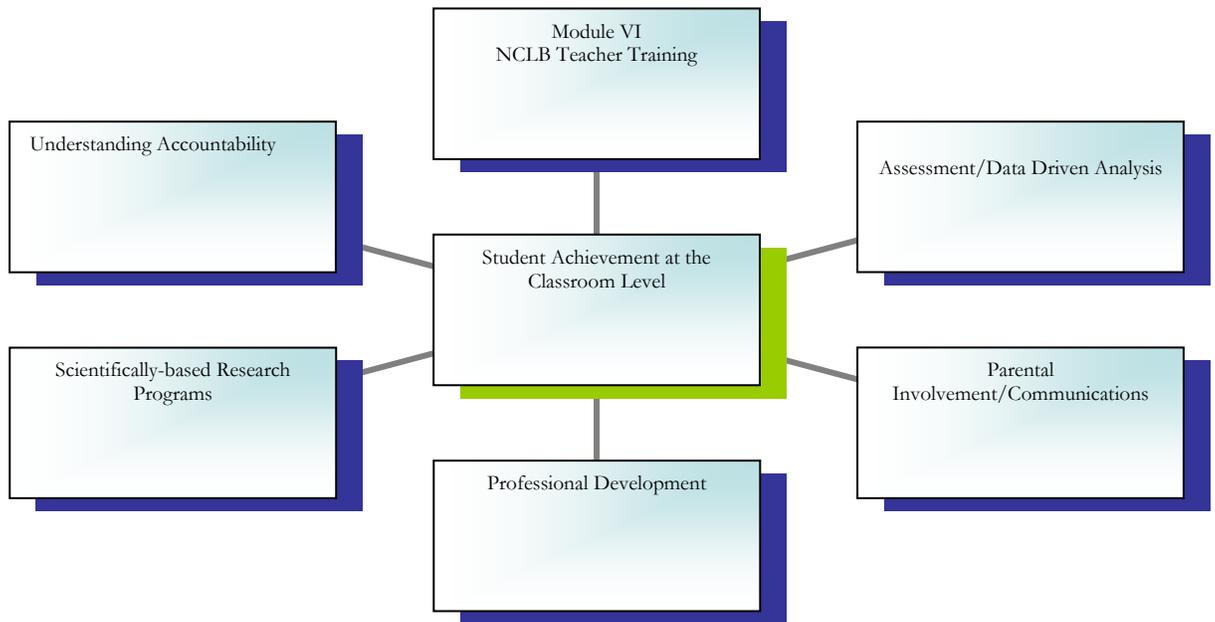
V. *Understanding NCLB Sanctions for Schools in Need of Improvement -*

This session will focus on each level of sanctions for schools identified in need of improvement under the NCLB requirements. It will provide information and assistance to districts and school regarding sanctions specifically related to school choice, supplemental educational services, and the corrective action phases. LEA's will be able to understand a broader role in assisting districts that are in the corrective action status. The school will be provided with guidelines to evaluate its individual school improvement plans.



VI. NCLB Teacher Training Module -

This session will focus on providing teachers at the school level with critical information related to No Child Left Behind. Specifically, areas related to accountability, assessment, data driven analysis, effective classroom practices, scientifically-based research programs, parental involvement/communications and professional development will be discussed to enable teachers to turnkey information to other teachers, parents, and community leaders. This session should enable schools and districts to collaborate making critical decision concerning student achievement.



Title I Training Program Outcomes

ANTICIPATED OUTCOME 1: The first year of the turnkey training strategic program plan will serve to lay the infrastructure for the three regional, twenty-one county offices and Abbott division to implement training for Title I districts, schools and districts and schools that are in improvement status. The reorganization of critical training components will be restructured as needed. It is anticipated that the training will provide an expert system of training on diverse technical areas related to Title I and school identified in need of improvement.

ANTICIPATED OUTCOME 2: The Office of Title I Program Planning and Accountability will provide expert guidance and training on the turnkey training strategic plan for regional offices, county offices and the Abbott division to administer to Title I districts and schools.

ANTICIPATED OUTCOME 3: The Title I turnkey training strategic program plan will provide four modules for regional, county offices and the Abbott division to administer: They include the following: (1). The Single Accountability System, (2) Scientifically Based Research Programs, (3). Guidance for Title I Program Managers and (4) Parental Involvement. These modules will be accompanied by technical resources such as PowerPoint presentations, scripts, activities and handouts.

ANTICIPATED OUTCOME 4: Title I districts, schools and districts and schools that have been identified in need of improvement will be presented with the resources needed to foster high student achievement through the delivery of ongoing information and assistance.

ANTICIPATED TIMELINES

November 2003	Title I Turnkey Strategic Plan Proposal Development
December 15, 2003	Formulation of Turnkey Training Workgroup
January 26, 2004	Schedule meeting for feedback and revisions
February 17, 2004	Module Development
March 15, 2004	Module Development
April 15, 2004	Module Development
May 15, 2004	Module Implementation and Development
	(*Title I Program Managers module completed and ready for implementation statewide through regional offices.)
	Module outlines finalized

June 15, 2004	Module Development
July 15, 2004	Preliminary Module draft for each remaining module
August 15, 2004	Modules Finalized
September 2004	Six Modules Implemented
October-December 2004	Development of online version of six modules (Title I Program Managers, Parental Involvement, School Improvement, Parental Involvement, Scientifically Based Research, NCLB Teacher Training)