

## **Northwest Arctic Borough School District State and Federal Programs**

### **Program Descriptions**

Many different grants are handled through the State and Federal Programs Department. Some of the principal grants include ESEA No Child Left Behind Consolidated Programs, Teacher Recruitment and Retention, Johnson O'Malley, Title VII Indian Education, and Carl Perkins Vocational Education.

#### **ESEA No Child Left Behind Consolidated Programs (NCLB)**

The following are part of the consolidated grant program: Title I Part A – Disadvantaged, Title I Part C – Migrant Education, Teacher Recruitment and Retention, Title IV – Safe and Drug Free Schools and Title VI – Innovative Educational Program.

The NCLB ACT is designed to help all students meet high academic standards by

- Instituting accountability measures and sanctions
- Offering flexibility of how funds are used
- Enhancing parental choice
- Focusing activities and energy on what works

The latest reauthorization of the new law has brought sweeping changes to our district. The accountability for student performance for schools receiving Title 1 funds requires that if schools do not make adequate yearly progress for two consecutive years, then the schools are identified as in need of improvement. Once identified, resources such as transportation for school choice and supplemental services must be offered to parents using that site's Title 1A funds.

The personnel requirements of the new law also affect our district. All aides currently on staff must have a high school diploma or equivalent on file at the district office, and it is now the responsibility of the site principal to ensure that this requirement is met. New instructional aides must have an associate degree, two years college experience, or have passed a rigorous assessment of their academic skills. There are also requirements that the district notify parents if children are not being taught by highly qualified teachers. The law has definitions for "highly qualified" new and not new teachers that will be shared with principals at the beginning of the school year, and must be shared with staff so that everyone understands the new federal definitions and requirements for notifying the public.

#### Title 1A Disadvantaged

Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I targets resources to the districts and schools where the needs are greatest, and provides funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. This program focuses on promoting schoolwide reform and ensuring student's access to scientifically based instructional strategies and challenging academic content. Our funds for the 06-07 year will:

- Provide salaries for instructional aides at sites
- Support salaries and for the Career Path Education Specialist, and the Staff Development Specialist – Technology
- Provide personnel for extended school activities
- Provide staff development in the implementation of reading, language arts, and math curriculum and for instructional aides
- Provide supplemental materials for reading, language arts, math programs, technology related support, and materials for support for site activities on emotional health issues
- Supports salaries for site-based Healthy Lifestyle Specialists
- Supports salary for a Parent and Public Relations Specialist
- Provides transportation for school choice as well as supplemental services for sites identified as school improvement sites.

### Title I School Improvement

Schools that do not make adequate yearly progress as measured by State criteria on State assessments for two or more consecutive years are in School Improvement Status. Currently in Alaska, this provides additional funding to the site to:

- Provide technical support for site-based planning for school improvement sites.
- Provide implementation funds based on School Improvement Plan

### Title 1C Migrant Education

Title 1, Part C, Migrant Education's goal is to support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated migrant activity that remove a child from their normal daily living and schooling.

Migrant Education requires that the District recruit annually. In the fall, Migrant Recruiters will receive training, and then work at sites to enroll students in the program. Please allow Migrant Recruiters ample resources and assistance to accomplish this.

Currently, Migrant funds are used to:

- Provide salaries for instructional aides at sites
- Support salaries and program support for Healthy Lifestyle Specialist, Career Path Education Specialist, and the Staff Development Specialist – Technology
- Provide extra duty pay for extended school activities
- Provide for technical assistance to assist with the implementation of reading, math, and language arts programs
- Provide staff development in the implementation of standards based curriculum delivery.
- Provide supplemental materials for reading, language arts, math programs, technology related support, and materials for support for site activities on emotional health issues

### Title II Improving Teacher and Principal Quality

This program aims to increase student achievement by elevating teacher and principal quality through recruitment, hiring and retention strategies. This program uses scientifically based professional development interventions and holds districts accountable for student performance. This program was created because research shows that teacher quality is correlated with student academic achievement (Sanders and Rivers, 1996). Because each district may be faced with its own unique challenges with respect to teacher quality, this program allows funds to be used in a variety of interventions. This grant source combines what was formally known as Eisenhower

funds and Class Size Reduction funds into one program. Currently, the District uses these funds to:

- Provide staff development for teachers and principals based upon a district staff development plan
- Provide funds to reduce class size in Kotzebue, Noorvik, Selawik

#### Title II, Part D, Enhancing Education through Technology

Technology can be used to enhance curricula and engage students in learning. In addition, the job market increasingly demands technology skills for new workers. Research has indicated that a digital divide in terms of technology access and use exists between students in high-poverty schools and students in other schools. The program emphasizes using both proven and innovative strategies for the use of technology. Currently, our district uses these funds to:

- Staff development for Quality Schools and technology integration
- Staff development for AutoCad training for teachers
- Staff development for teachers contracted to provide instructional integration support of technology in classrooms as well as hardware and software support for schools.

#### Title IV Safe and Drug-Free Schools

The Safe and Drug-Free Schools and Communities Act supports programs to prevent violence in and around schools; prevent illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement. Districts may use this funding for a wide range of drug- and violence-prevention activities and strategies. In 06-07, Title IV funds will:

- Provide partially pay salary of Healthy Lifestyle Specialist
- Provide travel and supplies for Healthy Lifestyle Specialist to work with k-12 students in assisting students in developing healthy lifestyle skills, such as anger management, conflict resolution, asset building

#### Title VI Innovative Educational Program Strategies

- All Title VI funds this coming year have been “flexed” to support Title IV activities under the flexibility clause of NCLB.

#### **Recruitment and Retention for Teachers**

- Provide training and support for Mentor teachers to work with new teachers
- Provide additional support and staff development for Guided Learning and implementation in their classrooms

#### **Johnson O’Malley Act**

Johnson-O’Malley ensures that Native American children receive the educational opportunities that would not otherwise be provided. The purpose of Johnson-O’Malley is to provide supplementary financial assistance to meet the unique and specialized educational needs of Native American children. Each village’s tribal leaders along with school personnel determine the activities that will be funded by Johnson-O’Malley.

- Site-based allocation to supplement instructional program, provide cultural activities, and provide student leadership opportunities for students
- Reinforce Native identity
- Improve self-awareness/self esteem

- Provide support for student activities such as Spelling Bee, Battle of the Books, Native Youth Olympics.

### **Title VII, Part A, Indian Education**

Indian Education supports the efforts of districts to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging state student academic standards as all other students.

Students qualify for Indian Education after having a “506” form on file that shows eligibility for the child. This year, State and Federal Programs will work closely with sites to update all Indian Education files, and ensure that forms are on file in order to qualify as many students as possible.

Funds are used to:

- Provide instructional aides at sites, as well as staff development for aides.
- Provide support for cultural, academic, and leadership activities for students such as Spelling Bee, Battle of the Books, etc.
- Provide supplemental materials and media for classrooms.
- Support salary for Healthy Lifestyle Specialist in order to promote healthy choices, reduce violence-related suspensions and incidents, and provide students with emotional support
- Support salary for Career Path Specialist in order to decrease drop out rate by assisting students in developing career paths
- Support salary for Technology Staff Development Specialist in order to provide teachers and aides with software training in programs that support adopted curriculum and standards

### **Carl Perkins Vocational Education**

Carl Perkins reporting will require sites to keep track of students enrolled in vocational courses, and track progress for students who enroll in a series or cluster of courses. The Vocational Education Coordinator will contact sites for this information.

- Provides for an itinerant Vocational Education Facilitator that will assist all sites in the implementation of the District’s Vocational Plan.