



Public Schools of North Carolina

Title I, II & III

*Orange County Schools
District Comprehensive Needs
Assessment
May 14, 2013*

What is Title I?

- Origins: 1965 Elementary and Secondary Achievement Act (ESEA)
 - War on Poverty (Johnson Administration)
- Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) provides federal financial assistance to State Education Agencies (SEAs) and Local Educational Agencies (LEAs) to support K – 12 schools with at least 30% percent of their enrolled students living at or below the federal poverty level (\$19,530.00 for a family of 3). Title I funds support research based programs and strategies to ensure that all children meet challenging academic standards.



How are funding allotments generated to a State Education Agency/SEA (Department of Public Instruction) and a Local Education Agency/LEA (School District)?

SEA Allotments:

- Recent Census Data
- % of Poverty in US compared with other states

LEA Allotments:

- Recent Census data
- NCDPI Allotment Policy Manual:

<http://www.ncpublicschools.org/docs/fbs/allotments/general/2010-11policymanual.pdf>





Orange County Data

Poverty Rate

2007 – 2008: 28.7%

2008 – 2009: 34.5%

2009 – 2010: 37.8%

2010 – 2011: 38.7%

2011 – 2012: 40.4%

2012 – 2013: 40.5%

Orange County's poverty rate increase over 6
years: 11.8%

Title I Application Components

Mandatory Set-Asides

- Parental Involvement (1 % minimum / 95% of the 1% must go to Title I Schools)
- Homeless Education
- Private Schools accepting Title I Funds

Optional Set-Asides:

- District Administration (12% maximum)
- Title I Pre-K (Title I or Blended Pre-K Programs)
- District Initiatives – applies to all Title I schools (Positions/Programs)

School Allocations

School-wide: A district may determine the Free and Reduced rate a school must meet to qualify for funding. The range is 30% - 75%. In School-wide funds may be used for every student and every instructional staff member. Orange County Schools (OCS) has a 50% determination rate and four schools meet or exceed that determination. Orange County Schools (OCS) School-wide Programs have Free and Reduced lunch rates ranging from 65.22% to 58.0%.

Free and Reduced Lunch Rates for Orange County Schools

Elementary Schools: 1 school >30%

3 schools <30% and >50%

3 schools <50% and > 66%

Secondary Schools: 1 school >30%

4 schools <30% and >50%

1 school <50% and >66%





4 School-wide programs in Orange County Schools

- Plan for comprehensive, long-term improvement;
- Serve all students with highly qualified teachers and paraprofessionals;
- Provide continuous learning for staff, parents, and the community;
- Use research-based practices to develop and implement enriched instruction for all students;
- Use inclusive approaches to strengthen the school's organizational structure;
- Consolidate resources to achieve program goals;
- Engage in continuous self-assessment and improvement;



Academically Gifted Services

Article 9B– NC General Statute about Gifted Education

“ . . .Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in all students from all cultural groups, across all economic strata, and in all areas of human endeavor.”



OCS Mission Statement

Orange County Schools believes that students who perform or show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience, or environment have unique learning needs. Because of these unique learning needs, we will provide a responsive educational program that extends and enriches grade level standards. Our responsibility is to recognize and respond to the academic, intellectual, social and emotional needs of our gifted students in order to develop effective global citizens.



AIG Program

- AIG Plan Revision
- New Plan is in effect for 2013-2016
- New Plan has the following components:
 - ✓ Identification
 - ✓ Program Service Options
 - ✓ Social and Emotional Needs
 - ✓ AIG Personnel
 - ✓ Professional Development
 - ✓ Partnerships with Families and the Community

DEFINITION OF HOMELESS:

Individuals who lack a fixed, regular, and adequate nighttime residence.

Fixed residence: is one that is stationary, permanent and not subject to change.

Regular residence: is one that is used on a regular basis (i.e. nightly)

Adequate residence: is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

Homeless Data 2011 – 2012

OCS Total: 110

- Elementary Schools: 62
- Cameron Park: 21
- Middle and High School: 48
- CRHS: 16

Increase from 09 – 10 = 36

Homeless Data 2012 - 2013

OCS Total: 79


- Elementary Schools: 38
- Cameron Park: 13
- Middle and High School: 41
- OHS: 12 & CRHS: 12

Decrease from 11-12 = 31

Pre – K Data

72 students are currently enrolled in 4 Title I Blended Classrooms

- 83.5% of children enrolled in Blended Pre-K classes live in homes where neither parent has earned a high school diploma or a GED;
- 79.7% of the children enrolled in Blended Pre-K classes live in homes where family income is at or below the poverty level;
- 64% of the children are experiencing a developmental delay;
- 26.5% of the children speak English as A Second Language (ELL);




Title III provides funding for language instruction to *support* English Learners (EL). The funding is available to all schools educating EL students. Title III requires specific assessments and parent notification procedures. Every state (SEA) must show the linkage between state content standards and state English language development standards. Title III funds may not be used for teacher salaries.

During the 2012 -2013 school year, Orange County Schools experienced a 15% increase in ESL students, from 489 students to 567 students.

Elementary 14% increase: 338 students to 386 students + 48;

Middle School 0.6% increase: 78 students to 83 students + 5;

High School 30% increase: 73 students to 98 students + 25;



Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals

Grants awarded to State educational agencies (SEAs), Local educational agencies (LEAs), and State agencies for higher education, and eligible partnerships in order to –

- ❖ increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- ❖ hold local educational agencies and schools accountable for improvements in student academic achievement;



Break out rooms:

#102 – Title III/ESL

#106 – AIG

Media Center – Title II

107 – Title I

Children -