



Federal and State Programs Update 2024-25 INCLUDE FUNDS AND PROJECT AREAS

Title I (Jennifer)

The purpose of Title I, Part A is to raise the achievement of students not meeting standards in schools with high percentages of low-income children. Districts or schools accepting Title I funds are required to provide all children with fair, equitable, and significant educational opportunities to obtain a high-quality education and meet grade-level state academic standards and assessments.

Four Schoolwide Title I Schools: CPS, IPS, CIS, IIS

Three Targeted Title I Schools: Riverside, Brookside, Moving Forward

Improving the Academic Achievement of the Disadvantaged.

2023-24 Carryover: \$214,733.53 + 2024-25 Allocation: \$578,419.63 = \$793,153.16

Non-public schools chose not to accept Title I funds this year.

Use of Funds in Schoolwide Title I:

- One intervention teacher in each school
- One intervention Instructional Assistant in each school
- One kindergarten support and intervention Instructional Assistant in CPS & IPS
- One shared Multilingual Learner support Instructional Assistant for IPS & IIS
- Family Engagement activities and events
- Support for students experiencing homelessness

Use of Funds in Targeted Title I:

- Family Engagement activities and events
- Support for students experiencing homelessness
- Life Skills and Employment Skills learning modules and materials

Title II (Jared & Jason)

The purpose of Title II, Part A is to improve the academic achievement of all students by increasing access to effective educators through professional development, recruitment and retention of effective teachers, or class size reduction. In Minnesota, a district's Title II, Part A investment should align with the Minnesota World's Best Work Force goals so that all children are ready for school, all third-graders can read at grade level, all racial and economic achievement gaps between students are closed, all students are ready for career and college, and all students graduate from high school.

Projects for the 2024-2025 school year included:



- Instructional Coaching serves to support professional development, curriculum review, PLCs and coaching staff on instructional improvement and strategies. This project supports several strategic priorities (1.7, 1.8, 1.12, 1.14)
- Standards Based Instruction and Assessment Professional Development aims to increase teacher and leader proficiency in standards-based instruction and assessment to foster higher levels of student achievement. This project supports the strategic priority of ensuring consistent use of PLCs to improve student outcomes.
- Professional Development Supporting Comprehensive School Mental Health Systems Plan focused on providing professional development to increase knowledge and the use of practices to support student well-being and learning in a safe and healthy environment. This project supports the strategic priority of ensuring a District Comprehensive School Mental Health System to promote positive school climate, social and emotional learning, and mental health and well-being.
- Project Based Learning Training provided an opportunity for teachers to build knowledge and skills regarding how to develop project based learning experience to engage students in interdisciplinary learning that integrates and reinforces standards from multiple subject areas. This project supports the strategic priority of expanding programming to attract families who desire non-traditional learning opportunities.
- Leadership Development provided additional supports and learning for principals and building leaders to build their capacity to support the students, staff, and community they serve. Additional learning opportunities supported several strategic priorities articulated by the strategic plan.

2023-24 Carryover: \$119,404.47 + 2024-25 Allocation: \$95,079.83 = \$214,484.30

Transferred \$30,000 from Title II to Title IV = \$184,484.30

Non-public schools chose not to accept Title II funds this year.

Title III (Jennifer)

The focus of Title III, a component of the federal Elementary and Secondary Education Act (ESEA), is to help school districts and charter schools ensure that English learners (ELs) and immigrant students attain English proficiency and meet state academic standards.

Projects for the 2024-2025 school year include:

- Professional learning opportunities for English Language Development teachers, including the MinneTESOL conference
- Family Engagement activities and events
- Supplemental curricular resources for multilingual learners

2023-24 Carryover: \$11,307.89 + 2024-25 Allocation: \$20,458.36 = \$31,766.25

Non-public schools chose not to accept Title III funds this year.

Title IV (Jared & Jason)



The purpose of this annual program is to improve access to a holistic education. The purpose is to expand student support and academic enrichment by increasing student access to a well-rounded education, improving school conditions for safe and healthy student learning, and improving the effective use of technology. Title IV, Part A is for improving student academic achievement through activities and programs in three broad areas:

- Well-Rounded Education
- Safe and Healthy Students
- Effective Use of Technology

Projects for 2024-2025 School Year included:

- Multilingual Seals provides an opportunity for students at CIHS, Brookside & Riverside to earn college credit by passing a language proficiency assessment in a language other than English. This project supports the strategic priority of having students graduate with a plan for their future.
- CTE Coordination supports efforts to expand and diversify the options and offerings for career and technical learning available to our students. This project supports several strategic priorities (1.3, 1.4, 1.5, 1.6)
- Conditions for Learning supported the implementation of PBIS action plans along with aligned curricular materials for grades K-8. This project supports the strategic priority of ensuring a welcoming and inclusive school community that exemplifies our Bluejacket Character Traits.
- Technology Integration provides funds to pay teachers to serve as technology integrationist leaders to support peers effectively using technology to foster student learning and engage in family communication. The effective use of technology to support student learning and family connection is embedded in several strategic priorities.

2023-24 Carryover: \$8440.08 + 2024-25 Allocation: \$41,640.59 = \$50,080.67

Transferred \$30,000 from Title II to Title IV = \$80,080.67

Non-public schools chose to utilize Title IV funds this year.

Cambridge Christian School portion: \$1,303.40

Alternative Delivery of Specialized Instructional Services (ADSIS) (Jennifer)

The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing proactive, preventative supports to struggling students as early as possible.

State Special Education Aid. Approx. 60% reimbursement.

Two-Year Funding Cycle (2023-2025)



Funds for Interventions (multi-layered supports) with a goal to reduce the number of inappropriate referrals to special education.

CIHS - One Math Interventionist and one Behavior Interventionist

IMS - One Behavior Interventionist and one Math Interventionist

CMS - One Behavior Interventionist and one Math Interventionist

IIS - One Academic Interventionist: Reading & Math Focus and one Behavior Interventionist (.75 FTE)

STEAM - .5 Interventionist Reading Only

CIS - One Academic Interventionist: Reading & Math Focus and one Behavior Interventionist (.75 FTE)

IPS - One Academic Interventionist: Reading Only and one Behavior Interventionist

CPS - One Academic Interventionist: Reading Only and one Behavior Interventionist

Funds pay salaries & benefits only.

American Indian Education (Jared)

The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide.

2024-2025 funds were spent on American Indian Education Coordinator wages & benefits, American Indian Education student groups at Intermediate school sites, family involvement & IPAC expenses, cultural events, and tutoring services for American Indian students.

2024-25 funds: \$100,500

Positive Behavioral Interventions and Supports (PBIS) (Kim)

PBIS is a state-initiated project that provides districts and individual schools throughout Minnesota with the necessary training, coaching, technical support, and evaluation to promote improvement in student behavior across the entire school, especially for students with challenging social behaviors. PBIS school teams establish clearly defined outcomes that relate to students' academic and social behavior, systems that support staff efforts, practices that support student success, and data to guide decision-making. PBIS is supported by Title IV funds and MDE PBIS mini-grants.

The Minnesota Multi-Tiered System of Supports (MnMTSS) (Kim)

MTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially-just approach to examining policies and practices and



ensuring equitable distribution of resources and opportunity.

Cambridge-Isanti was originally awarded the two-year grant for 2022-24, and an extension was awarded for 2024-26. The total award for each 2-year grant period is \$250,000.00. This grant funds a portion of two positions: the MTSS & Instructional Programs Coordinator and the Literacy & Federal Programs Coordinator.

Non-exclusionary Discipline Grant (Kim & Jason)

Cambridge-Isanti Schools was awarded a Non-exclusionary Discipline Grant for two years (2023-25). The grant aims to develop and implement a professional learning plan to equip school staff with non-exclusionary discipline practices that promote and maintain student respect, trust, and engagement, while supporting their continued presence in the classroom. The grant supports the Strategic Plan, especially Strategy 2: We will build and foster positive personal relationships with families and the community, and Strategy 3: We will partner with families and our community to improve the mental health and well-being of all students and staff. The total award is \$200,000.00.