

GRANT OVERVIEW

A. ACCOUNTABILITY BLOCK GRANT

The Pennsylvania Accountability Block Grant (ABG) was first offered for the 2004-05 school year by the PA Department of Education for use by school districts to attain and improve academic performance targets. ABG funds are available to all 501 PA school districts based on an allocation formula devised by the state. The Warren County School District (WCSD) has received funding in each of the 3 years of the ABG program.

ABG funds may be used by districts for one of the following program areas:

1. Establishing, maintaining or expanding a quality pre-kindergarten program aligned with the state's current academic standards.
2. Establishing, maintaining or expanding a quality full-day kindergarten program aligned with the state's current academic standards.
3. Establishing, maintaining or expanding a class-size reduction program so that school systems appoint and assign, at a minimum, one certified teacher for every 17 students or two certified teachers for every 35 students enrolled in a kindergarten, 1st, 2nd, or 3rd grade classroom.
4. Establishing, maintaining or expanding programs that promote the availability, coordination, integration and utilization of social and health services, associated resources and ancillary resources to meet the needs of children and families in addressing issues that may serve to limit student academic achievement;
5. Providing tutoring assistance.
6. Improving the academic performance of subgroups identified under the No Child Left Behind Act of 2001.
7. Establishing, expanding or maintaining programs to assist in building strong science and applied-knowledge (e.g. information technology, computer) skills.
8. Providing additional programs for continuing professional education.
9. Establishing, expanding or maintaining math and literacy teacher coaching programs within schools to improve reading and math instruction.
10. Providing financial incentives to highly qualified tenured teachers to work in the most academically challenged schools in a district, or providing financial incentives to aid in the recruitment of certificated math, science, language arts and English as a Second Language teachers to work in the most academically challenged schools in a district.
11. Implementing research-based improvement strategies that the Board of School Directors of a school district determines are essential to achieving or maintaining academic performance targets.

As indicated by the list above, ABG funds may be used to establish, maintain, or expand a full-day kindergarten program. The Governor's Budget for 2007-2008 includes \$350,000,000 for the Pennsylvania Accountability Grants, an increase of \$100,000,000 over the amount appropriated in 2006-2007, as provided for in Section 2599.2 of the "Pennsylvania Public School Code."

INVESTING IN SUPPORT FOR STRUGGLING STUDENTS

- 31,431 students in 74 school districts benefited from tutoring through the Accountability Block Grants
 - In addition to the Accountability Block Grant, Pennsylvania's landmark Educational Assistance Tutoring Program provided \$66 million in 2005-06 for 157,750 students in 175 districts to receive tutoring.



"Tutoring has helped me a lot. It's helped me to find vocabulary (words) better when I read. Test taking is a little less stressful. When I take tests my confidence is a lot better. When I'm answering test questions it's easier to go back in the story and find the answer. I know what to look for. Tutoring has helped me."

Beaty-Warren Middle School Student
Warren County SD

"Classroom reduction doesn't only affect the classroom teacher that is designated as such, but affects the whole grade level. This creates a better learning environment in each grade level class by allowing for smaller reading groups and more time for individualized instruction; therefore better meeting the needs of all students."

3rd grade
Classroom Reduction Teacher
Huntingdon Area SD

INVESTING IN TEACHER QUALITY

- 292,442 students in 91 school districts benefited from increased teacher training
 - 223,461 students in 101 school districts benefited from reading and math teacher coaches

"The program really seems to be helping our child. I certainly couldn't help her in Trigonometry. I'd have to hire an outside tutor to help her. I think it's a really good program and very worthwhile."

Parent
Whitehall-Coplay SD

INVESTING IN OTHER PROVEN PROGRAMS

- 96,472 students in 119 school districts benefited from programs that focused on under-achieving student subgroups
 - 106,962 students in 58 school districts benefited from social and health service programs
 - 150,587 students in 84 school districts benefited from science and applied knowledge programs
 - 11,141 students in 22 school districts benefited from other research-based school improvement strategies

"I like it. I had a 'D' and now I have a high 'C'. It (the after school tutoring) helps me a lot. I have an opportunity to have all my questions answered. I wouldn't be doing any better if we didn't have the tutoring program."

11th grade student
Whitehall-Coplay SD

"I had an 'F' in Trigonometry. The tutoring has helped me bring it up to a 'C'. I attend two days a week."

11th grade student
Whitehall-Coplay SD

TUTORING ASSISTANCE

31,431
Children Served



Additionally,
157,750 Children
are being served in 2005-06 through the
State's Education Assistance Tutoring Program

"We are finding that more students are achieving in the classroom and feeling more confident about themselves. Our teachers are focusing more on data and targeting all instruction to meet the needs of the students."

South Fayette Township SD

"The school climate is warmer and more personal. Students express that the after school instructors take an active interest in them personally and academically."

Stroudsburg Area SD

"The program has had a beneficial effect on the faculty. Teachers become more personally involved with their students. Their feelings are heightened because teachers work with individual students or small groups of students."

South Side Area SD



Extra instructional time in a smaller setting makes all the difference for struggling students.

122 school districts identified Tutoring Assistance as a **Priority Area** if additional funding is made available.



GETTING RESULTS FROM TUTORING ASSISTANCE

Improved Reading Skills

- ❖ **Bald Eagle Area SD:** "In kindergarten classrooms, the baseline number of students proficient in letter identification at the beginning of school year 2005-06 was 56%. This increased to 85% at the end of the first quarter grading period."
- ❖ **Warren County SD:** "In reading, Grade 3 students had a baseline of 40% proficiency. In the following two administrations of the assessment, that score increased to 51% and 68%. For grade 5, the baseline was 34% and the scores increased to 47% and 52%."

Improved Math Skills

- ❖ **Manheim Township SD:** "During baseline data testing in math, 45% of the students were able to accurately order fractions from greatest to least. On a recent daily activity, 75% of the students correctly completed the same task."

Building Student Self-Confidence

- ❖ **Hatboro-Horsham SD:** "The district observed that students who receive tutoring services have become more confident and capable learners. This new confidence has enabled students to meet with greater success in school."
- ❖ **Bellwood-Antis SD:** "Parents are excited that their children are receiving individual/small group instruction, students' self-esteem and attitude toward school have improved and teachers are thankful that students who normally struggle are performing much better in the classroom."

Increasing Student Participation and School Capacity

- ❖ **Bellwood-Antis SD:** "Involvement with the after school tutoring program (grades K-12) has contributed to having four of our schools receive awards for attaining Adequate Yearly Progress. These academic improvements have reduced discipline incidents by an estimate of 40%."



ACCOUNTABILITY BLOCK GRANT PROGRAM DESCRIPTIONS

Under the Accountability Block Grant legislation, the following proven practices are acceptable uses of the \$200 million in grant funds:

Quality Pre-Kindergarten Program. Establishing, expanding, or maintaining a quality Pre-Kindergarten program aligned with the state's current academic standards.

Quality Full-Day Kindergarten Program. Establishing, expanding, or maintaining a quality Full-Day Kindergarten program aligned with the state's current academic standards.

K-3rd Grade Class Size Reduction Program. Establishing, expanding, or maintaining a class size reduction program, so that school systems appoint and assign, at a minimum, one certified teacher for every 17 students or two certified teachers for every 35 students enrolled in a kindergarten, 1st, 2nd or 3rd grade classroom.

Tutoring Assistance Program. Establishing, expanding, or maintaining research-based tutoring programs that help students achieve reading and mathematics standards at levels of proficiency or higher.

Teacher Quality Program. Establishing, expanding or maintaining programs for continuing professional education that results in more effective instruction and thereby improves student achievement.

Literacy and Math Coaching Program. Establishing, expanding or maintaining math and literacy teacher coaching programs within schools to improve reading and math instruction.

Research-Based Improvement Strategies Program. Implementing research-based improvement strategies that the respective school district's Board of School Directors determines are essential to achieving or maintaining academic performance targets.

Incentives for Certified Teachers Program. Providing financial incentives to highly qualified tenured teachers to work in the most academically challenged schools in a district, or providing financial incentives to aid in the recruitment of certificated math, science, language arts and English as a Second Language teachers to work in the most academically challenged schools in a district.

Science and Applied Knowledge Skills Program. Establishing, expanding or maintaining programs that help students to develop strong science and applied knowledge (e.g. information technology, computer) skills.

Social and Health Services. Establishing, expanding, maintaining or expanding programs that promote the availability, coordination, integration and utilization of social and health services, associated resources and ancillary resources to meet the needs of children and families in addressing issues that may limit student academic achievement.

Academic Performance of Student Subgroups Program. Improving the academic performance of subgroups identified under the No Child Left Behind Act of 2001 by establishing, expanding, or maintaining programs and practices for which there is evidence of their effectiveness with specific student subgroups.



A RETIRED TEACHER NOTICES THE DIFFERENCE

I have seen impressive improvements in our children's scores. Because the children are able to see their scores going up each week, this has given them the incentive they need to keep trying. So many of them strive to receive 100% on their daily scores and have done so. They want to do well! I have seen their confidence improve — they walk into the room with a more positive attitude. I firmly believe this room, where we tutor, feels like a safe place to be.

Children appreciate the personal attention they receive and they bond with their tutors. The tutors have worked well together, and there is a real team atmosphere among us. As a retired teacher of 25 years in the classroom, I am very pleased and proud to be a part of this program and hope to see it continue for many years to come.

It works!!!

Retired Teacher & Current Tutor
Warren County School District



Each school district is eligible for the same grant amount that it was eligible for in 2006-2007. An additional \$25,000,000 is available to establish, maintain, or expand full-day kindergarten. The additional grant funds that are forfeited by any school districts that choose to not establish or expand full-day kindergarten will be distributed on a pro rata basis to all other school districts.

The 2007-08 Proposed Budget from Governor Rendell, if approved by the Legislature, indicates that the WCSD is scheduled to receive \$1,067,659 in ABG funding for the next school year. The district would stand to receive an additional \$94,564, to be used specifically for the establishment, maintenance, or expansion of a full-day Kindergarten program. The total proposed ABG allocation would be \$1,162,223.

Table 1 lists the ABG allocations received for each of the three ABG grant years, what programs were funded, and the amount/percentage allocated to each program.

Table 1: ABG Allocations & Funded Programs, 2004-2007

	SY 04-05 \$873,023	# of Students	% of Total Allocation	SY 05-06 \$873,023	# of Students	% of Total Allocation	SY 06-07 \$1,067,659	# of Students	% of Total Allocation
ABG Program Area	Amt. allocated			Amt. allocated			Amt. allocated		
K-3 Class Size Reduction	\$239,772	290*	27	\$300,000	758	34	\$338,070	726	32
Tutoring Assistance	\$188,590	296	22	\$157,818	443**	18	\$255,448	789**	24
Performance of Student Subgroups	\$280,466	613	32	\$0	0	0	\$0	0	0
Science & Applied Knowledge Skills (Tech Ed)	\$0	0	0	\$180,937	2,872	20	\$131,090	1,328	12
Professional Education	\$0	0	0	\$75,000	2,866	9	\$75,000	3,228	7
Literacy & Math Coaching	\$164,193	5,889	19	\$163,895	5,689	19	\$267,992	5,552	25

* student participation was counted differently in 04-05 than in subsequent grant years

** number represents all students in Tutoring Program, EAP & ABG funded

Table 2 examines the ABG by program area, outlining the various Board-approved activities that took place:

Table 2: ABG Expenditures by Program Area

ABG Program Area	2004-05	2005-06	2006-07
K-3 Class Size Reduction	6.0 FTE teachers paid	6.0 FTE teachers paid	6.5 FTE teacher salaries/benefits (\$338,070)
Tutoring Assistance	Reading and Math Academy (RAMA) tutor salaries; Tutor salaries; Early Success/Soar To Success/MathSteps tutoring interventions; Tutor professional development; Tutoring supplies	Tutor salaries; Licensing for tutoring software	22 Tutor salaries/benefits (in-school - \$240,393) ; Tutoring secretarial salary/benefits (\$9,964)
Performance of Student Subgroups	3 remediation teachers & 1 math/reading specialist for YEMS; teacher training; SME & Renaissance Learning licenses; 25+ computers; Supplies to aid BWMS & YEMS address AYP Warning status	N/A	N/A
Science & Applied Knowledge (Tech Ed. Proposal)	N/A	Implementation of WCSD Technology Education proposal at the elementary & middle levels (equipment, supplies & planned instruction development)	Implementation of WCSD Technology Education proposal at the secondary level (\$131,090 for equipment, supplies & planned instruction development)
Professional Education	N/A	Shackleford contract for Differentiated Instruction training at the secondary level	Shackleford contract for Differentiated Instruction training at the middle level (Shackleford contract-\$43,343; Food-\$2,047; Holiday Inn-\$7,367; Salaries-\$17,280; Benefits-\$2,220; Incentives-\$2,742)
Literacy & Math Coaching	3.0 FTE coaches paid; coach professional development	3.0 FTE coaches paid; coach professional development	4.0 FTE coaches paid; coach professional development (\$267,992)

The following is a discussion of the impact of the currently-funded ABG programs on the Warren County School District. The one common thread throughout the various ABG program areas is the Tutoring Program, which is funded primarily through the Educational Assistance Program Grant and supplemented through ABG funds. Due to the large number of students involved in tutoring, it becomes difficult to associate student achievement gains with the activities sponsored through one sole ABG program area. The administration believes that increases in student achievement spur from the combination of tutoring and ABG programming.

K-3 Class Size Reduction: Student achievement for reading at the K-3 level is assessed primarily using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS uses frequent assessment of a number of indicators to place students in one of 3 categories: Intensive (needs substantial intervention), Strategic (needs additional intervention), or Benchmark (at grade level). The 2005-06 grant funded teacher positions in Grades 1-2. In September 2005, 16% of first graders, and 18% of second graders scored as Intensive using DIBELS. By May 2005, those grades were assessed at 11% and 21% respectively. While second graders showed an increase by year end, those students had actually tested at 16% Intensive at the mid-point of the school year. Since students at the Intensive level are also eligible for tutoring, the administration believes that the tutoring program played a role in reducing students at the Intensive level, alongside reduced class sizes.

Tutoring Assistance: The Warren County School District Tutoring Program has been cited by the Pennsylvania Department of Education (PDE) as a model on which other districts might base their tutoring grants, both in structure and administration. The program uses two research-based software interventions (NovaNet and SuccessMaker) to help address areas in math and reading in which students are having difficulty, coupled with face-to-face time with a tutor.

The WCSD Tutoring Program has been successful, and has been recognized as effective by PDE. As demonstrated in *Attachment A*, PDE cited student achievement in reading, and highlighted the testimony of a tutor and tutoring student, in its 2005-06 Mid-year ABG Report. This report was delivered to the PA Legislature to demonstrate the benefits of ABG funding. The district also delivered presentations on its tutoring program at the 2006 ABG Best Practices Exchange and the 2006 Governor's Institute on Tutoring – both held in Pittsburgh and attended by many school districts in western PA.

The primary assessment used for the tutoring program is 4Sight. In 2005-06, the 4Sight assessment showed 3rd grade proficiency increased 27% in reading, and 37% in math. Fifth graders showed an 18% increase in reading, 33% in math. Eighth graders increased proficiency by 8% in reading, and 24% in math.

WCSD participation in tutoring through state grants resulted in the adoption of the 4Sight benchmark assessment. 4Sight has been heavily promoted by PDE as an

accurate indicator of how a student will perform on the PSSA, and also as a means of receiving standardized data on how the tutoring program is doing state-wide. 4Sight is linked to PA Academic Standards, as well as Anchor Assessments, which helps teachers apply 4Sight data to their classroom activities and tailor instruction to student needs. Teachers and administrators are becoming increasingly aware of the usefulness of 4Sight data, and are incorporating it into how they approach instruction. 4Sight licensing is provided for the 2006-07 school year by the Educational Assistance Program (EAP) Tutoring Grant. EAP is the primary funding source for the district's tutoring program, and is a separate state grant from PDE.

DIBELS results for grades K-3 show an increase in students scoring at Benchmark. In kindergarten, 9% more students scored at Benchmark than at the beginning for 2005-06. First grade increased by 7%, second and third grade saw no increase.

The WCSD Tutoring Program as a whole enjoys the support of building administration, teachers, tutors, parents, and even most of the students, who often comment to tutors on how much they are getting out of the program, and how they do not look forward to the end of tutoring for the year. Numerous parents have made positive comments to teachers and/or principals on the progress made by their children after participating in tutoring.

Science & Applied Knowledge (Tech Ed. Proposal): The district has used two successive ABG allocations to design and prepare for implementation of updated technology education curriculum for its students. The changes to the curriculum provided funded by the ABG monies will allow the district to meet PA Academic Standards for that subject area. There are no measurements of student achievement at this time, since implementation will not occur until 2007-08. The district will be evaluating the effort through student achievement, as well as enrollment numbers.

Professional Education: Thanks to ABG funding, Differentiated Instruction (DI) teams were formed at each secondary school. These teams, with principals as team leaders, are meeting weekly, writing and sharing lesson plans focused on DI, and are sharing and modeling for their colleagues. Instructional delivery has been impacted because of the DI strategies - particularly in the area of co-teaching and inclusionary practices. With 90% of our special needs students in regular instruction 100% of the time, secondary staff has been challenged to find/develop alternative instructional strategies to address all the learning styles they now encounter daily. The DI training has given them those tools and helped remove many perceived obstacles.

The previous ABG funding cycle introduced DI to the middle-level in the district. Using the 4Sight assessment, the district demonstrated an increase in third grade proficiency in reading of 27% and 37% in math. Fifth graders showed an 18%

increase in reading, 33% in math. Eighth graders increased proficiency by 8% in reading, 24% in math. Increases may also be tied to student participation in the tutoring program.

Literacy & Math Coaching: The WCSD Coaching Program has been noted by PDE as a model for other districts in the state. The program recently received an award from the Pennsylvania School Study Council in recognition of outstanding service to public education in the Commonwealth of Pennsylvania. The strength of the WCSD Coaching Program was one major factor in the district's successful two-year, \$50,000 Getting To One Grant.

Coaches are heavily involved in the district's Differentiated Instruction training, and assist district teachers in the implementation of DI strategies into classroom practice. Coaches have been working with core DI teams in the schools and aiding in the creation of lesson plans that incorporate DI strategies into student learning.

Coaches also demonstrate to their colleagues the value of using data analysis to aid in instruction. Coaches have been heavily promoting the use of 4Sight data, as well as the use of DIBELS and the Grow Network (a nationally recognized leader in assessment reporting for states and large districts across the country), and training teachers in how to use those instruments to mine the raw data for useful insight on the needs of their students. Teachers have consistently been approaching the coaches for assistance with these tools, which the district feels will be borne out in an increase in student achievement on like the PSSA. In 2005-06, coaches devoted 27 hours to this topic alone. Coaches continue to provide, and have increased (based on demand), 4Sight instruction and support in the current school year.

Table 3 allows for the development of various ABG funding scenarios. To do so, double click on the table to activate the worksheet. Then enter the amount desired in any cell. Once finished, click on any space outside of the table to return to this document and have the amounts entered subtracted from the overall ABG allocation.

Table 3: ABG Funding Levels Worksheet

		Proposed 07-08 ABG Allocation	
ABG Program Area	Current Year Funding	\$	1,067,659
Quality Pre-K Programs	\$ -	\$	-
Full-Day K Programs	\$ -	\$	-
K-3 Class Size Reduction	\$ 338,070	\$	-
Social & Health Services	\$ -	\$	-
Tutoring Assistance	\$ 255,448	\$	-
Performance of Student Subgroups	\$ -	\$	-
Science & Applied Knowledge (Tech Ed Proposal)	\$ 131,090	\$	-
Professional Education	\$ 75,000	\$	-
Literacy & Math Coaching	\$ 267,992	\$	-
Incentives for Certificated Teachers	\$ -	\$	-
Research-Based Improvement Strategies	\$ -	\$	-
Total Remaining 2007-08 ABG Funds		\$	1,067,659

Table 4-5 highlights 4Sight data for the years 2005-06, and partial 2006-07. The final column of each table demonstrates an increase in students testing at the Proficient and Advanced levels in both reading and math, and in both the overall student population and the tutoring population.

Table 4: 4Sight Data, WCSD 2005-06, 2006-07 (Reading)

School Year/Assessment Period	Population Assessed	# of Students Assessed	Total # of Students at Proficient/Adv.	Total % of Students at Proficient/Adv.
2005-06/B	All students	1,185	605	51.05
2005-06/1	Tutoring students	77	25	32.46
2005-06/2	Tutoring students	79	27	34.17
2005-06/3	Tutoring students	52	33	63.46
2005-06/4	All students	1,186	803	67.70
2006-07/B	All students	3,778	2,244	59.39
2006-07/1	Tutoring students	100	25	25.00
2006-07/2	Tutoring students	82	29	35.36
2006-07/2	All students	3,447	2,218	64.35

Table 5: 4Sight Data, WCSD 2005-06, 2006-07 (Math)

School Year/Assessment Period	Population Assessed	# of Students Assessed	Total # of Students at Proficient/Adv.	Total % of Students at Proficient/Adv.
2005-06/B	All students	1,184	521	44.00
2005-06/1	Tutoring students	388	252	64.95
2005-06/2	Tutoring students	401	281	70.07
2005-06/3	Tutoring students	358	298	83.24
2005-06/4	All students	1,186	877	73.94
2006-07/B	All students	3,779	1,411	37.33
2006-07/1	Tutoring students	139	44	31.65
2006-07/2	Tutoring students	161	70	43.47
2006-07/2	All Students	3,582	1,851	51.67

Tables 6 and 7 track the performance of WCSD fifth and sixth graders on the Pennsylvania System of School Assessment (PSSA). By following the students from one grade to the next, one finds that students are moving consistently from the Basic and Below Basic categories in the Proficient and Advanced.

Grade/Year	Subject	% Below Basic	% Basic	% Proficient	% Advanced
5 / 2005-06	Reading	15.8	19.0	47.5	17.7
6 / 2006-07	Reading	11.8	21.0	40.3	26.9
5 / 2005-06	Math	9.4	29.2	35.8	29.5
6 / 2006-07	Math	9.4	17.3	35.3	38.0

B. EDUCATIONAL ASSISTANCE PROGRAM (EAP)

The EAP grant is a state grant that currently provides tutoring services in math and reading to 789 students. This number has risen steadily since the district first participated in 2004-05. The current year grant amount for EAP is \$431,139 - all of which must be used on tutoring activities within the district.

Given the geographic size of the district, lack of transportation, etc., the district has supplemented EAP with other grants. Initially, support was provided by a two-year grant from the PA Department of Community and Economic Development (DCED). The DCED grant provided supplies, snacks, incentives, and also supplemented tutoring salaries for the program. At the same time, ABG provided additional support – as shown in the table above.

When the DCED grant expired, the ABG grant was used to assume the supporting role that DCED played. Without ABG support, the district tutoring program would not be able

to provide the same level of service, and would have to reduce the number of students participating.

The support provided by these grants has allowed the district to concentrate EAP funds on direct tutoring program needs. One of the largest expenses is the purchasing of licensing for the NovaNet (NN) and SuccessMaker (SME) software packages. NN and SME have been used in the district for a number of years for remedial work with students at the middle and secondary levels.

Beginning with the Enhancing Education Through Technology (EETT) Grant (2004-06), the licensing costs associated with NN and SME have been borne by grants instead of district budget dollars. Table 3 shows the licensing amounts for NN and SME that have been covered by ABG-related grants since 2004.

Table 6: Grant Amounts dedicated to NN/SME Licensing, 2004-Present

Grant Name/Year	NN License Amt.	SME License Amt.	Year Total
EAP 2003-05	\$0	\$0	\$0
EETT, 2004-05	\$55,000	\$7,000	\$62,000
ABG 2004-05	\$0	\$0	\$0
EETT 2005-06*	\$0	\$0	\$0
EAP 2005-06	\$0	\$97,200	\$97,200
ABG 2005-06	\$0	\$24,450	\$24,450
EAP 2006-07	\$152,000	\$30,000	\$182,000
ABG 2006-07	\$0	\$23,575	\$23,575
TOTAL	\$207,000	\$182,225	
		GRAND TOTAL	\$389,225

* Federal budget cuts reduced spending amounts for this year

Table 5 provides a listing of all services provided through the \$431,139 EAP Grant, as well as their cost, for 2006-07.

Table 7: List of EAP-Funded Tutoring Services w/Budgeted Amounts

EAP Service	Brief Description	Budgeted Amount
Before/After School Tutor Salaries	Tutor Salaries for approximately	\$167,749
Before/After School Tutor Benefits	Tutor Benefits	\$23,260
Tutoring Coordinators – Stipends	Stipends for 4 tutoring coordinators. In addition to tutoring, the coordinators assist in data gathers (3 times per year), assessment, and tutor training.	\$10,000
Tutoring Coordinators - Benefits	Benefits for the tutoring coordinators.	\$12,977
Software Licensing: NovaNet	Seat licenses for NovaNet, which is one of two major software approved by PDE for use in the WCSD Tutoring Program.	\$152,000
Software Licensing: SuccessMaker	Seat licenses for SuccessMaker, which is one of two major software approved by PDE for use in the WCSD Tutoring Program.	\$30,000

Incentives	Prizes/supplies/etc. used to promote/encourage student attendance to tutoring sessions.	\$10,000
Incentives - Food	Small snacks and drinks provided to students attending tutoring sessions.	\$12,000
Assessment: 4Sight	License to use 4Sight - the web-enabled reading and math assessment heavily promoted by PDE for use in Tutoring.	\$12,000
Assessment: DIBELS	License for DIBELS – a reading assessment used by the district to assess students in grades K-3.	\$1,153

C. TITLE I, PART A

The Title I, Part A Federal grant received by the district for school year 2006-07 totals \$1,074,882. Part of the Title I monies provide eighteen (18) Title I aide positions to support Title I classrooms across the district, as well as nine (9) Title I teachers. There is also a mandated 20% expenditure of Title I funds for professional development, which goes into effect if any building in the district is in either Warning or Program Improvement due to low PSSA scores.

For the past two years, the district has received a waiver of the professional development requirement, based on the \$75,000 allocated in the ABG program, as well as funding available in the district's Title V monies, for professional development. In 2006-07, the waiver allowed for \$214,976 to be used for other Title I-related needs.

Without the support of the ABG Professional Development funds, the district will not be able to demonstrate enough investment in professional development to merit a waiver. After allocating the required 20% in professional development funding, the district would quite likely be forced to reduce or eliminate Title I aides across the county.