There are over 11,000 identified GT Students in Jeffco Schools. 15% of those are served in GT Center Schools, while the remainder are in our neighborhood, charter and option schools.

www.jeffcopublicschools.org/programs/gifted_talented

GIFTED EDUCATION

PROGRAMMING
Advanced Learning Plans (ALPs)  Cluster Grouping  Social-Emotional Support
Center Schools  Acceleration  Enrichment (During & After School)
Differentiation  Depth & Complexity

Jeffco’s Body of Evidence
3 pieces from any 2 categories below

Cognitive*
- Cognitive Tests
- IQ Tests
- Creative Ability Tests
*only 1 qualifies

Achievement*
- MAP, CMAS
- Individually Administered Achievement Tests
*may have 2 qualifying achievement pieces

Behavioral Observations*
- Scales for Identifying Gifted Students (SIGS, normed)
- Parent Narrative
*only 1 normed instrument qualifies

Performance Evaluation
- State/national academic contest
- Expert juried performance
- Expert Assessed portfolio review

Qualifying evidence is at the 95th percentile or ‘Advanced/Exceeds’ standards level
No single piece of evidence permanently qualifies / disqualifies a student’s identification

OVEREXCITABILITIES:
INTELLECTUAL
IMAGINATIONAL
EMOTIONAL
PSYCHOMOTOR
SENSUAL
ASYNCHRONOUS

JEFFCO PUBLIC SCHOOLS
303-982-6650
GTINFO@JEFFCO.K12.CO.US
District Health Statistics (2016-17):
- 493,391 Total health room encounters
- 122,691 Total meds administered
- 300 Students with Type 1 Diabetes
- 4687 Students with Asthma
- 2071 Epi pens in health rooms
- 195 Seizure emergency medications
- 1374 Concussions reported

District Nurses:
- 47 nurses cover 143 schools
- Nurse to student ratio = 1:1800
- Create Individualized Student Health Plans
- Train and Delegate Unlicensed Personnel
- Participate in 504 & IEPs
- Provide emotional support to students and their families.
- Support and educate students to self-manage their health condition, strive for independence and self-motivation.
Jeffco University – January 17, 2018

6 Principles of the Individuals with Disabilities Education Act (IDEA)

<table>
<thead>
<tr>
<th>Question</th>
<th>Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students have such significant disabilities that the school cannot serve them.</td>
<td>1. Zero Reject</td>
</tr>
<tr>
<td>A pediatrician’s diagnosis of Autism Spectrum Disorder will guarantee an IEP at the school.</td>
<td>2. Appropriate Evaluation</td>
</tr>
<tr>
<td>The IEP “team” writes the IEP, so it should include all of the student’s teachers and providers.</td>
<td>3. Free Appropriate Public Education (FAPE)</td>
</tr>
<tr>
<td>The IEP team can determine that a student needs a &quot;more restrictive setting&quot; to meet his goals.</td>
<td>4. Least Restrictive Environment</td>
</tr>
<tr>
<td>Parents and students must participate in the IEP.</td>
<td>5. Parent Participation</td>
</tr>
<tr>
<td>Parents can refuse to sign the IEP if they disagree with the recommendations.</td>
<td>6. Procedural Safeguards</td>
</tr>
</tbody>
</table>

Dawn Loge, Ph.D.  Director of Special Education:  dawn.logegreer@jeffco.k12.co.us
**Student Engagement Office**

**Dropout Prevention & Recovery**
- Dropout Rate: 1.7%
- 732 Students
- Graduation Rate: 83.5%
- 40.6% Graduation Rate for Students Experiencing Foster Care
- Completion Rate: 84.9%

**Diversity & Inclusion**
- JEFFCO SCHOOLS DEMOGRAPHICS
  - American Indian: 0.61%
  - Asian: 3.12%
  - Black: 1.18%
  - Hispanic: 24.51%
  - White: 66.73%
  - Pacific Islander: 0.16%
  - Multiple Races: 3.69%
- 128 Languages Spoken
- 32.65% Free and Reduced Lunch Rate

**Indian Education**
- 521 (solely)
- ~2500 Students (include) Report Being American Indian or Alaskan Native
- Program is Dependent on Title VI Federal Funding
- 10 After School Programs

**Drug Intervention Services**
- 569 A.T.O.D. Violations
- 364 Marijuana Violations
- 281 Students Supported and Connected to Services Last Year
Social Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. -CASEL, 2018

Jeffco has adopted the five core components of social and emotional learning outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Evidence-based Implementation of Social Emotional Learning in Jeffco:

- Start with the creation and maintenance of positive school culture and climate
- Explicit instruction of SEL skills utilizing best practice instruction
- Practice SEL skills throughout the day utilizing teaching practices that promote the use of these skills
- Integration of SEL across the academic curriculum
- Data-based Decision Making - utilize data to drive the process from start to finish - universal screen and progress monitor to refine, reteach, and reflect
- Students that need more support in this area will receive extra support and instruction utilizing evidence-based targeted and intensive intervention

- CASEL & AIR, 2016

To achieve the Jeffco Vision, Student Services will serve, grow and unite our community to remove barriers in our students’ lives so we can change the world.
During the 2015-2016 school-year, the Jeffco Public Schools Board of Education allocated money to create a district Social Emotional Learning (SEL) Program. The highlight of this program is the creation of a dedicated position, Social Emotional Learning Specialist, to support the school climate efforts and explicit teaching of SEL skills across the district. In the summer of 2017, Jeffco was awarded the CDE School Health Professional Grant Program that supported the hiring of an additional 6 SELS at the elementary level. The primary role of the SELS is depicted in the visual below and the allocation of the SELS positions is described in the table at the bottom of this page.

<table>
<thead>
<tr>
<th>Type of School Environment</th>
<th>Number of SELS</th>
<th>Number of Schools Supported by SELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-8 Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>K-12 School</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Jr/Sr High Schools</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Articulation Areas</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Total Number of SELS</td>
<td>36</td>
<td>55</td>
</tr>
</tbody>
</table>
Jeffco Student Services School Counseling

**Career**
Individual Career and Academic Plan (ICAP) 7th-12th Grade
Who am I? What are my options? What do I need to do now?

**Social/Emotional**
Source of Strength, Suicide Risk Assessments, Child Protection & Crisis Recovery

**Academic**
Registration, Scheduling, Middle/High School Transitions, Graduation Guidelines, Credit Recovery & 504 Support.

---

**Counselor Corps Grant**
5th Cohort in Jeffco
25 Schools Total
$20 saved for every $1 invested.

Increased: Concurrent Enrollment, Graduation Rates, & Postsecondary Matriculation.
Decreased: Dropout Rates & Failing Courses.

Mission: To achieve the Jeffco Vision, Student Services will serve, grow and unite our community to remove barriers in our students’ lives so we can change the world.

<table>
<thead>
<tr>
<th>2017-18</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Schools</td>
<td>91</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td># of Students</td>
<td>37,844</td>
<td>10,453</td>
<td>22,251</td>
</tr>
<tr>
<td># of Counselors</td>
<td>0</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Counselor to Student Ratio</td>
<td>0 to 37,844</td>
<td>1 to 275</td>
<td>1 to 370.5</td>
</tr>
</tbody>
</table>
Q: How do school counselors benefit students and families? What do they do?
A: Counselors are educated in the art of implementing a comprehensive school counseling program that targets the unique needs of your student. This approach includes support around academic, social/emotional, and career planning and is delivered through classroom guidance lessons, small groups, and in an individual setting. The move from elementary to middle school and middle school to high school is a crucial transition for your student. To foster a successful experience, counselors work collaboratively with the feeder schools to create a warm handoff for the students and their families. Common Supports provided by the counselors are peer mentoring programs designed to welcome new students to the school through their first day experience, a class registration event for students to sign-up for classes, and informational nights where families learn more about the school and the resources available to them and their student.

Q: How do counselors provide support for a student academically?
A: The counseling department often plays a key role in creating a schedule that meets the range of academic needs of all students. Counselors spend a great deal of time working with students, families, instructional coaches, administrators, and teachers to ensure students are enrolled in academically appropriate classes. Counselors use quantitative and qualitative data to inform the programming and supports they offer. Students’ academic needs are one of the top priorities of counselors and we encourage you to partner with them to help your child be successful in school. Supports they offer can range from classroom guidance lessons focused on teaching academic skills like time management, study skills, and organization to small group skill building activities to partnering with students and families to goal set, future plan, and closely monitor academic progress.

Q: How do they provide support for a student’s social and emotional growth?
A: Counselors typically follow their students, as their primary counselor, as they progress through the grades. This allows counselors to develop relationships with their students as well as their families. Counselors may lead school wide social emotional initiatives, deliver classroom social emotional lessons, and will often facilitate small groups supporting students’ more targeted social emotional needs. Counselors spend a good amount of time meeting one on one with students who need additional support adjusting to the nuances of middle school. Additionally, counselors frequently support individuals and groups of students with social emotional topics such as healthy communication, decision-making and relationships, conflict resolution, and how to advocate for their needs. If a concern arises, counselors can be a point person in the school to help students and families navigate the system and find solutions.

Q: How do they help a student with career planning and exploration?
A: Counselors in Jeffco are committed to helping students build meaningful Individual Career and Academic Plans (ICAP), a state mandated initiative. Through student ICAPs, counselors help middle school students explore their own interests and strengths as they relate to their future. They take students through a process of exploring career, college, and other postsecondary options, and strategically help them to begin thinking about their future aspirations. Counselors may provide your student with opportunities such as career fairs, career conversations with industry professionals, interest and strength inventories, financial literacy lessons, goal setting, and building a personalized path of relevant stepping-stones as they explore a roadmap to reaching their future goals.
TITLE I FUNDING OVERVIEW

Purpose

Federal Title I Funding

To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments (source: U.S. Department of Education).

Jeffco Title I 2017-18 Funding Allocations

~ 85% to Schools & School Supports ~

- School Allocation: Per Pupil Revenue passed directly through to school budgets and Family Engagement Liaisons [74 million]
- Central School Supports: Central support provided to Title I schools (such as ELEVATE, MyON reading, Ed Tech) [1.6 million]
- Administrative Program Supports: Central Title I administrative costs [625,000]
- Mandatory Set Asides and Indirect Costs: Allocations required by federal law (such as private schools, neglected institutions, homeless support, etc. [1 million])

Federal Requirements for Allocating Title I Funding

- All schools in the district must be rank-ordered by free and/or reduced lunch percentage (FRL).
- The FRL cut-point to receive school funds is determined by available funds to ensure per pupil allocation to schools is sufficient to support a viable Title I program.
- Title I funding must support all schools with 75% or above FRL.
- Schools that fall below the eligible FRL cut-point the next year should be "grandfathered" with Title I funds for one additional year to create stability in transitioning instructional programs.

Title I Funding Misconceptions

- Title I funds cannot follow the student ("backpack funding"). Title I allocations must be distributed to schools based on rank order and cannot follow students between schools.
- Federal dollars for Title I are not growing: There has been a 13% decline in funding over the past 3 years.
- Title I funds are not available for all general fund use: Title I funds are restricted to direct educational needs and family engagement support.
- No schools are excluded from Title I funding if they meet the FRL cut-point: Jeffco funds eligible option and charter schools with Title I funds.

Designed by:
Jeffco Title I
**McKinney-Vento Homeless Assistance Act (MV)**

- MV is a federal law that ensures **immediate enrollment** and educational stability for homeless children and youth.
- MV defines **homelessness** as a “lack of fixed, regular, and adequate nighttime residence.”
- MV requires **district liaisons** ensure that “homeless children and youth are identified by school personnel and with coordination with other entities and agencies.”

**Qualifying Scenarios**

- Sharing the housing of others due to financial hardship;
- In motels/hotels;
- In emergency shelters;
- In transitional housing;
- In RVs, inadequate trailer parks or campgrounds;
- In cars, abandoned buildings, or bus/train stations;
- Abandoned in hospitals;
- Migratory children who meet the MV homeless definition;
- **Unaccompanied youth**: “Students whose living situation is not fixed, regular, or adequate, and who are not in the physical custody of a parent or legal guardian.”

**Intake Line:** 303-982-1144

**Online:** [http://www.jeffcopublicschools.org/programs/diversity_inclusion/community_and_family_connections](http://www.jeffcopublicschools.org/programs/diversity_inclusion/community_and_family_connections)

**CFC Liaisons**

<table>
<thead>
<tr>
<th>Oscar Fonseca</th>
<th>Amy McDaniel</th>
<th>Laura Monreal</th>
<th>Naomi Xayavongsa</th>
<th>Beatriz Monsalve</th>
</tr>
</thead>
<tbody>
<tr>
<td>303-982-0830</td>
<td>303-982-2096</td>
<td>303-982-0831</td>
<td>303-982-3008</td>
<td>303-982-6618</td>
</tr>
</tbody>
</table>

Oscar.Fonseca@jeffco.k12.co.us
Amy.McDaniel@jeffco.k12.co.us
Laura.MonrealHerrera@jeffco.k12.co.us
Naomi.Xayavongsa@jeffco.k12.co.us
Beatriz.Monsalve@jeffco.k12.co.us

**Services Provided**

- **School Support**
  - Enrollment Assistance
  - Transportation Assistance
  - Free Lunch Enrollment Assistance with Student Fees
  - Credit Recovery Support
  - Tutoring Support

- **Basic Needs**
  - School Supplies
  - Hygiene Items
  - Food Assistance
  - Clothing Assistance
  - Rental Assistance Resources
  - Shelter and Transitional Housing Referrals

- **Medical Assistance**
  - Medicaid Enrollment Assistance
  - Food and Cash Assistance Referrals

**Referrals**
### Making Choices

**How will you invest your resources?**

If you had a “15-candy budget” to spend every month how would you spend it? What would your priorities be? Place the required number of candies to indicate your spending choices. **You have to make a choice for each category (you can’t skip any categories).** You are married; you both work and have a son, 14 and a daughter, 9. You have a full-time and your partner has 2 part-time jobs; both pay minimum wage.

<table>
<thead>
<tr>
<th>Category</th>
<th>A (1 Candy)</th>
<th>B (2 Candies)</th>
<th>C (3 Candies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td>Studio apartment (1 bedroom), 1 bath, unfurnished, no patio/deck/yard, street parking only (no covered parking space), stove only</td>
<td>3 bedroom 1 bath apartment, unfurnished, covered patio, 1 covered parking space, stove and refrigerator</td>
<td>2 bedroom 1 ½ bath house, unfurnished, small fenced yard, 2-car garage, stove, refrigerator and dishwasher</td>
</tr>
<tr>
<td><strong>Healthcare</strong></td>
<td>No health insurance, you pay for all health related costs</td>
<td>Health insurance for you through your employer but no health insurance for your family members.</td>
<td>Health insurance for you and your family through your employer.</td>
</tr>
<tr>
<td><strong>Food (per person)</strong></td>
<td>1 meal a day</td>
<td>2 meals a day</td>
<td>3 meals a day+ snacks</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>Walk or bike everywhere, no public transit available</td>
<td>Walk, bike or take public transit</td>
<td>Own your own car</td>
</tr>
<tr>
<td><strong>Technology access</strong></td>
<td>No computer No cell phone 12” TV - No cable</td>
<td>No computer Cell phone TV - No cable</td>
<td>Home computer Cell phone TV with cable</td>
</tr>
<tr>
<td><strong>Laundry facilities</strong></td>
<td>Laundromat</td>
<td>Shared laundry room in apartment complex</td>
<td>Own washer/dryer, in your home</td>
</tr>
<tr>
<td><strong>Shopping</strong></td>
<td>1 grocery store within walking distance, no mall within 20 miles</td>
<td>Grocery store across the street from your home and a mini-mall within a mile</td>
<td>2 grocery stores nearby and a large mall within walking distance</td>
</tr>
<tr>
<td><strong>Spending money</strong></td>
<td>After the bills/food are paid no extra money left</td>
<td>$20 left over each week after all bills are paid</td>
<td>$50 left over each week after all bills are paid</td>
</tr>
</tbody>
</table>
Dual Language Education

Developing bilingual students with cross-cultural proficiencies

1 A Choice Program Serving 1,200 Students

Dual Language is a popular option for families who value bilingualism. Students who are enrolled in the program learn to read, write, speak, and understand both Spanish and English.

- Dual Language is available at six central area elementary schools.
- Programs at Edgewater, Eiber, Lumberg, and Molholm serve families who primarily speak Spanish at home.
- Programs at Emory and Foster are open to all students, regardless of home language background.
- At the secondary level, students can continue their study of Spanish with elective courses like Spanish Language Arts, Spanish for Heritage Speakers, or Advanced Placement Spanish.

2 High Academic Achievement

Learning in two languages requires students to stay flexible as they work with challenging content in Reading, Writing, Science, Social Studies, and Math. Whether learning in Spanish or English, students are regularly asked to explain, justify, evaluate, or synthesize what they’ve learned.

All this helps Jefferson’s Dual Language students to achieve at high academic levels across all content areas in both English and Spanish.

3 Cross-Cultural Proficiencies

Dual Language asks students to reflect on both their own cultural background and that of others. It helps students develop the positive cross-cultural attitudes and behaviors that are necessary to work and play with a diverse set of peers as well as navigate the expectations of the wider community. As a result, Dual Language students are prepared to take active roles in their communities, and to engage with issues of local, national, and global concern.

4 Mastery of Spanish and English

Students enrolled in Dual Language receive instruction in both Spanish and English, with the goal of becoming highly proficient in both languages.

Students become scholars of language, learning how Spanish and English are both similar and different. They read rich, authentic literature written in both languages, and apply what they have learned in both languages to succeed academically and socially.
Early Learning

Dawn Odean, Director
Virginia Lindemann, Assistant Director
Sherri Fast, Preschool Manager
Angella Schroller, Preschool Manager
Stacy Oryshchyn, P3 Instructional Specialist
Holly Sexton, P3 Instructional Specialist (½ time)
Lisa Schell, HIPPY Coordinator
Cathy Lytle, SAE Manager

Based on our belief that all students can achieve limitless outcomes, we provide a foundation where learners are empowered to:

- Learn at their own pace and to their full potential;
- Advocate for themselves and others;
- Develop as collaborators, communicators, and thinkers;
- Foster joy and empathy; and
- Engage in intellectual challenge and creative thinking.

We strive to serve our youngest learners and families through local partnerships and programs including: Launch Together Jefferson County, Parent Child Home Program, Home Instruction for Parents of Preschool Youngsters, Jeffco preschools, as well as, aligned P-3 initiatives for all Jeffco Schools.

Here's Early Learning by the numbers:

- Year II of Launch Together collaborative
- PCHP serves 65 families
- HIPPY serves 180 families
- Preschool serves 3100 students at 45 sites
- K-3 classrooms serve 18,000 students at 95 sites

Outcomes
Based on the Jeffco Generations vision we believe if we increase the quality and quantity of academically and developmentally focused opportunities for Pre-K students (within Jeffco Public Schools as well with community partners) THEN those students will enter kindergarten academically ready and will sustain that academic proficiency at least through 3rd grade. We monitor Best Developmental Practices at every school visit through walk through look fors and reflect with school teams providing support in next steps. In Preschool we monitor TS GOLD data in each MTSS student conversation as well as to guide instruction per unit of study. We are working with Assessment and Research to track students who have participated in HIPPY/PCHP as well as those enrolled in our preschools to ensure achievement is sustainable. In Kinder we are monitoring Jeffco KEA and K-3 students and teacher engagement as well as outcomes with three uit performance tasks.

Pre K
Through quality home visitation and preschool programs, our aim is to embrace families beginning on their academic journey with Jeffco Public Schools. The resources and education we provide ensures a foundation for students to ready for kindergarten and beyond. We consistently push our budget to ensure students and professionals are engaged and supported each day. Professional learning for home visitors occurs weekly and in partnership with Launch Together Jeffco, focused on literacy, social emotional supports and transition to preschool or kinder. Each month we provide professional learning to our preschool staff focused on responsiveness to students, curriculum and best practices. Additionally each site has biweekly support from program specialists centered on learning and the classroom environment. Our Early Learning team works to ensures partnerships at each school site as well as pushing past the minimum expectations of licensing.

Preschool through 3rd Grade
The Early Learning team strives to improve the student learning experience by empowering teachers to learn and utilize best developmental instructional practices. Our aim is to ensure these practices in every classroom for ALL children. We partner with school teams through early literacy and numeracy cohorts, teacher induction, learning labs, and more. Our partnership with Assessment and Research has yielded amazing results from performance task built into the Jeffco Kindergarten Early Assessment to moving forward with the aligned Jeffco Kindergarten through third grade ongoing assessment of the same domains.

School Age Enrichment
Our School Age Enrichment (SAE) Team of about 100 employees serves families for before and after elementary school care at 22 sites. Programming is provided throughout early release days and breaks ensuring families have consistent quality of care and access to the school day.
We cultivate future-ready educators who are transforming learning for their students.

The 4 Pillars of Ed Tech

**Future-Ready Schools**
- What is future ready?
- Unpacking the ISTE Standards
- Access to the digital world
- Building collaboration
- Computer science
- Pedagogy (SAMR, 4C's, TPACK)
- Digital citizenship
- Tech planning
- PLN's: becoming a connected educator
- Classroom management & efficiency
- Redefining the learning space
- Data privacy
- Social media
- Global classroom connections

**Innovative Lesson Design**
- What is student-centered learning?
- Blended learning
- Flipped learning
- HyperDocs
- Student engagement: virtual field trips, use of video, global collaboration, Mystery Hangouts, Breakout EDU
- Apps and Extensions for teaching
- Visual literacy
- Digital workflow
- Authentic learning tasks

**Real-Time Feedback**
- Why feedback with technology?
- Digital tools for formative assessment
- Teacher/student feedback loops
- Backchannels
- Data collection and analysis

**The Empowered Learner**
- What is student agency and what are demonstrations of learning?
- Reflection and curation
- Demonstrating learning through:
  - Digital portfolios
  - Video
  - Robotics
  - Podcasts, screen casts, and voice overs
  - Blogging, publishing, and collaborative writing
  - Infographics
  - Drawings
  - and more!

Stay connected

Blog  Twitter  YouTube  Pinterest

tinyurl.com/edtechjeffcou
Learn more:

**Student Technology Standards**

[Image of technology standards tree]

tinyurl.com/edtechjeffcou1

**Educational Technology Supports for teachers:**

[Image of educational technology services]

tinyurl.com/edtechjeffco

**How are we keeping student data safe?**

[Image of JEFFCO Public Schools logo]

Curriculum: 361 Total Solutions
- 50% Reading, 50% Math, 50% Science
- 50% Digital, 50% Traditional
- 50% In-Person, 50% Distance Learning

[Table with options]

tinyurl.com/edtechjeffcou3

**Sample some emerging classroom technologies:**

[Image of hands-on activity]

Hands-on Activity

tinyurl.com/edtechjeffcou
Dual Language Education

Jeffco Schools offers Dual Language Education in six elementary schools and Spanish Language Arts course offerings in specific middle and high schools. The languages of instruction are Spanish and English.

Please contact the schools directly for more information. The elementary schools that offer Dual Language Education are: Edgewater, Eiber, Emory, Foster, Lumberg, and Molholm. Please contact your middle or high school for more information on their Spanish Language Arts offerings.

Families, we encourage you to speak your home language and celebrate your culture with your children. A strong home language leads to English language success.

“Our nation can only grow stronger if all our children grow up learning two languages. I can assure you when they enter the workforce in several years, we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it.”

—Richard W. Riley, Former U.S. Secretary of Education

Revised 8/2017
English as a Second Language (ESL) Program

What is English as a Second Language (ESL) Support?
All Jeffco schools offer ESL support to the more than 5500 English language learners who speak more than 100 languages. ESL staff provide additional instructional services to children who speak or understand more than one language to ensure academic success in their grade level classrooms. ESL Staff use specific strategies to support English language development (listening, speaking, reading and writing), in all content areas: literacy, math, social studies, science and electives.

Goals of Jeffco's ESL Program
- English language learners will be at or above grade level in all content areas.
- English language learners will develop high levels of academic English language proficiency.
- The ESL/Dual Language staff promote cultural awareness and family involvement and help bridge school and home cultures.

Benefits of ESL Support
- A majority of English language learners who score proficient or advanced on the annual Colorado English language proficiency test perform as high or higher on state achievement tests than their native English-speaking peers.
- English language learners participate more successfully in their learning experiences because the English language instructional support they receive allows them to understand and accomplish the same grade level expectations as their native English-speaking peers.
- Students gain knowledge of their own culture as well as the cultures of others through interactions with a broad variety of people and cultural perspectives (Miramontes, Nadeau, Commins, 2011).

“To have another language is to possess a second soul.”
— Charlemagne

What might English language instructional support from the ESL Staff look like?
At the secondary level:
- There are specific ESL courses that are designed to meet the students' English language development needs.
- All courses align with Jeffco's curriculum and include appropriate materials and assessments for English language learners.
- ESL Teachers may partner with math, science, social studies and English language arts content area teachers to ensure that students are able to meet grade level expectations.

At the elementary level:
- ESL Staff collaborate with classroom teachers to ensure that English language learners are able to meet grade level expectations.
- ESL Staff provide small group instruction for specialized English language needs, typically within the student's general education classroom.
English as a Second Language (ESL)

Rigorous academic support for Jeffco’s English Language Learners

1. Support for 5,300 Students Across Jeffco

You'll find English Language Learners (ELLs) in every single Jeffco school, whether neighborhood, option, charter, or preschool.

- Jeffco has seen a 13% increase in the number of ELLs over the last 11 years.
- Almost 100 refugee students enrolled last year.
- However only 15% of ELLs were born outside the U.S.
- 128 different languages are spoken in our schools.
- The top 5 are Spanish, Vietnamese, Russian, Arabic, and Chinese.
- Only 27% of ELLs are new to English or just beginning to learn English.
- 73% are intermediate or advanced students of English.
- An additional 3700 students are former ELLs who are now English proficient.
- In Jeffco, former ELLs outperform all other subgroups academically, including Gifted and Talented students.

2. Highly-Qualified Staff Using Research-Based Instruction

Jeffco has highly-qualified ESL staff working at both the elementary and secondary level. ESL teachers are required to have a Masters degree in Culturally and Linguistically Diverse Education, as well as expertise in their content area or level.

ESL instruction in Jeffco is research-based, with an elementary model that avoids pulling students out of class whenever possible and instead aims to provide ELLs and their homeroom teachers with direct, in-classroom support. At the secondary level, ESL students can enroll in targeted ESL courses, content area classes co-taught by ESL teachers, or even specialized reading classes designed to empower middle and high school ELLs.

3. English Language Development (ELD)

All ELLs in Jeffco receive ELD to develop ability to speak, read, write and understand English for a variety of purposes. ELD can be taught as its own subject, or teachers can embed it in daily content area instruction. Either way, ELD is much more than the study of vocabulary and grammar. In Jeffco, meaningful use and interaction are key elements of ELD. Students learn English as they learn through English.

4. Challenging Curriculum

Students enrolled in ESL receive the same grade-level instruction as other Jeffco students. Their ability to make sense of and master Jeffco’s rigorous curriculum is supported by ESL staff who:

- Build background knowledge and vocabulary
- Use pictures, models, gestures, and graphic organizers when teaching
- Provide opportunities for ELLs to ask questions and process with peers
- Assign hands-on projects
- Frequently check for understanding

5. Family Engagement

ESL staff work to connect ELL families and schools. Our translation team provides families with accurate translations of newsletters and other documents, and face-to-face interpretation services at conferences and other school and district events. ESL teachers, tutors, and family liaisons work to bridge cultural and linguistic barriers that can otherwise hinder student success.
Federal Requirements for Allocating Title I Funding

- All schools in the district must be ranked-ordered by free and/or reduced lunch percentage (FRL).
- The FRL cut-point to receive school funds is determined by available funds to ensure per pupil allocation to schools is sufficient to support a viable Title I program.
- Title I funding must support all schools with 75% or above FRL.
- Schools that fall below the eligible FRL cut-point the next year should be “grandfathered” with Title I funds for one additional year to create stability in transitioning instructional programs.

Title I Funding Misconceptions

- Title I funds cannot follow the student (“backpack funding”); Title I allocations must be distributed to schools based on rank order and cannot follow students between schools.
- Federal dollars for Title I are not growing: There has been a 13% decline in funding over the past 3 years.
- Title I funds are not available for all general fund use: Title I funds are restricted to direct educational needs and family engagement support.
- No schools are excluded from Title I funding if they meet the FRL cut-point; Jeffco funds eligible option and charter schools with Title I funds.

Jeffco Title I 2017-18 Funding Allocations

~ 85% to Schools & School Supports ~

- School Allocation: Per Pupil Revenue passed directly through to school budgets and Family Engagement Liaisons ($7.4 million)
- Central School Supports: Central support provided to Title I schools (such as ELEVATE, MyON Reading, Ed Tech) [1.8 million]
- Administrative Program Supports: Central Title I administrative costs [$625,000]
- Mandatory Set Asides and Indirect Costs: Allocations required by federal law (such as private schools, neglected institutions, homeless support, etc. [1 million])

Federal Title I Funding

To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments (source: U.S. Department of Education).
For the 4th year in a row, CFC held its Spirit Week fundraiser during the week of November 13th. This annual event benefits students and families across Jefferson County who are experiencing homelessness, while recognizing November as National Homeless Youth Awareness Month. The entire CFC team is deeply appreciative of the efforts of our generous Jeffco Schools employees (including Facilities & Construction Management who go above and beyond every year, as well as our awesome Pomona and Welchester students and staff!) who made this event a tremendous success! Your donations will directly benefit our students and families by assisting with study-related supports, laundry, showers, clothing, groceries, entertainment events, movie nights, and so much more!

Our generous friends at Home Depot Store #1519 at 3000 W. Belleview Ave. in Littleton donated four huge Thanksgiving food baskets to our department. Becky Dunn, CFC Coordinator, delivered the baskets door-to-door on November 21 and met with four very excited and appreciative families. Thank you, Home Depot #1519 (including Corrianne Cumming, spouse of Jeffco Schools’ John Cumming)!

CFC put out a call to the Ed Center to adopt approximately 50 unaccompanied homeless youth for the holidays. Within 2 hours of the building-wide email, almost all of the youth were assigned to an employee, and in many cases, employees adopted more than one student. CFC liaisons (and the gift recipients!) were blown away by the gifts purchased for these youth: several $100 gift cards, food baskets (thank you again, Home Depot #1519 friends!), elaborate makeup kits, sports items, and so much more. Thank you to everyone who donated! You made the holidays so special for our youth.
On December 5, 2017, the Title I Department hosted the 3rd Family-School Partnership (FSP) meeting of the year. We have been blown away by the consistent turnout of families each month to our FSP meetings. (Attendance at FSP meetings has averaged ~100 people/month.) FSP members are working alongside their school’s Family Engagement Liaison (FEL) to create a Promising Partnership Practice that will link a family event to student learning at individual school sites. We are so excited to have families participate in these amazing events across our Title I community. Indeed, we strongly believe that EMPOWERING families accelerates student learning—we are so proud of these leaders in our Title I schools. Stay tuned…FSP meetings continue throughout spring semester!

**Colorado Center of Excellence Award**

*Pennington Elementary*  
&  
*Kullerstrand Elementary*

This award recognizes Colorado public schools that enroll a student population of which at least 75 percent are at-risk pupils and that demonstrate the highest rates of student longitudinal growth, as measured by the Colorado Growth Model.

**Governor’s Distinguished Improvement Award**

*Vivian Elementary*

The Governor’s Distinguished Improvement Awards are given to schools that demonstrate exceptional student growth. On the School Performance Framework that is used by the state to evaluate schools, these schools “exceed” expectations on the indicator related to longitudinal academic growth and “meet or exceed” expectations on the indicator related to academic growth gaps.
Thank you to all RISE school staff members who participated in the first RISE nights of the 2017-2018 school year! It was exciting to see families getting to know each other and having conversations about data and academic content. Many families asked great questions and were interested in how to help their child at home. It was obvious that careful planning went into each presentation and teachers were very intentional about following the RISE outline. Thank you! I am looking forward to the next RISE Nights! - Susie Kirvin, RISE Coordinator

From Families

“Very informative. We feel we better understand where our child is with reading and we better understand the assessment process.” - Allendale Family

“Gracias por brindarnos información muy valiosa sobre mi estudiante y las diferentes estrategias para mejorar el rendimiento académico.” - Stevens Family

“I was very impressed with the level of detail provided. It’s good to understand what my child will be learning and how I can help.” - Wilmore-Davis Family

What Teachers are Saying About RISE

“The families who attended the RISE event were engaged, and we have received positive feedback about the activities presented.” - Stevens Teacher

“Many families were present and parents liked getting feedback on their child, with ideas on how to work with them. It was great having the kids present and participating.” - Pennington Teacher

“Many of our parents were enthusiastic about the learning and saw the benefit in being there for RISE.” - Allendale Teacher

Meet Our New Family Engagement Liaison Coordinator

Susan Kimes-Demboski is our new Family Engagement Liaison Coordinator. Susan has spent over a decade devoted to fostering partnerships with families, school and community. Her work is steeped in the belief that family engagement is the collaboration between families and educators that accelerates student learning. By working together, we nurture and support families to be empowered, active participants in the life of the school. We want families to feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in their academic lives.