

How CEI Can Support Title I Schoolwide Projects P.L. 107-110, Section 1114 (b)

Title I Requirements	CEI's Role
<p>1. A comprehensive needs assessment of the entire school {including taking into account the needs of migratory children as defined in section 1209 (2)} that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111 (b) (1) (D).</p>	<p>CEI recommends that a school committee conduct a comprehensive needs assessment to determine the criteria for selecting the target group of students for participation in the <i>ELS</i>, <i>MLS</i>, and/or <i>CODEBREAKER</i> programs. For instance, depending on the results of the analysis, a school may target:</p> <ol style="list-style-type: none"> a. an early grade level to prevent as much later failure as possible; b. the group of students who failed to meet the standards on the last state assessments; c. one or more NCLB subgroups of students who are either not making the AYP or who are on the edge; d. individually identified students who require supplements or interventions based on the criteria established by the school committee. <p>See CEI's <i>Implementation Toolkit</i> for models and discussion.</p> <p>See also CEI's <i>School Improvement Plan (ELS Implementation)</i>.</p>
<p>2. Schoolwide reform strategies that—</p> <ol style="list-style-type: none"> i. provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b) (1) (D); 	<p>CEI's mission has always been in its more-than-fifteen-year existence as follows:</p> <p>"To produce innovative learning solutions that enable people with educational differences to achieve academic, social, and professional success."</p>

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	<p>We are a company that believes that "all" means "all." While we do serve all students, we target the program design, development, and implementation toward those students with educational differences.</p> <p>Students using CEI programs greatly accelerate their learning, for the programs attack the root cause of most school failures: faulty sensory processing. CEI's programs are learning systems that provide students with the learning-to-learn skills that are essential prerequisites for students being able to access and master the state curriculum standards.</p>
<p>ii. use effective methods and instructional strategies that are based on scientifically based research that--</p> <p>I. strengthen the core academic program in the school;</p>	<p>CEI's programs are all totally grounded in cognitive research on how people with educational differences can learn to be academically successful. We teach the knowledge and skills that almost come naturally to some, but when not acquired are devastating to the student.</p> <p>CEI's programs make it possible for the core academic program in the school to be more successful with all students.</p>
<p>II. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and</p>	<p>Once a school purchases a license for a CEI program, that school owns the license to use during as many hours of the day or week or year that it wishes. Only the numbers of station licenses purchased will limit the number of students who can use the program during any concurrent time.</p>

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	<p>CEI's school partners use the programs in all manner of configurations—during the school day, as a tutoring program, before- and after-school programs, extended-week programs, and extended-year programs.</p> <p>Students' engaged time on task is also important in the pursuit of ways to add more learning time. CEI's programs are highly motivating and typically engage students at a high level so little time in class is wasted. Attendance typically improves for students in CEI labs, so, again, learning time is enhanced and increased.</p>
<p>III. include strategies to address the needs of all children in the school, <i>but particularly</i> the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of a target population of any program that is included in the schoolwide program, which may include— (aa) counseling, pupil services, and mentoring services;</p>	<p>CEI's labs were designed and developed precisely for those students who are "low-achieving" and who are "at risk of not meeting the State student academic achievement standards."</p> <p>Both <i>ELS</i> and <i>MLS</i> can serve not only as an intervention for those already identified with learning problems or weaknesses, but also for those students in general who may need a program to prevent their being identified as at-risk.</p> <p>Since the programs are grounded in the best language acquisition research and theory, they work well to accelerate the learning of a diverse group of students who may be low-performing: the NCLB subgroups, including students with dyslexia or other learning disabilities, students who are limited-English proficient, low-performing students in Title I</p>

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	<p>programs, economically disadvantaged students who need academic enrichment and intervention to help them close the learning gap.</p>
<p>(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</p>	<p>CEI's programs provide students with the fundamentals to be successful both in K-12, but also in college and in their careers. Much has been written about the importance for all of us to be life-long learners, and CEI teaches students how to learn, how to remember, how to recall, how to apply learning, etc.</p> <p>The lab facilitator (who may be a teacher or a paraprofessional) oversees the students in their work, much of which is applying what they have learned. She/he also teaches the lab students in collaboration with the regular classroom teachers for maximum effectiveness.</p>
<p>(cc) the integration of vocational and technical education programs; and</p>	<p>Much of the vocabulary used in the ELS program and the problems to solve in the MLS program come from the world of work and enable students to see real world relationships.</p>
<p>II. address how the school will determine if such needs have been met; and</p>	<p>CEI provides assistance to schools requiring an evaluation of the program effects in three major ways:</p> <ul style="list-style-type: none"> a. We provide third-party pre- and post assessments for use to determine value-added gains and for program evaluation. b. We provide another third-party assessment to assist teachers in identifying a student's learning strengths and weaknesses.

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	<ul style="list-style-type: none"> c. We provide an electronic ELS placement test to ensure that students are placed in the program at the appropriate level and configuration to meet their needs. d. We provide an outline on how to set up and conduct a program evaluation. (See CEI's <i>Implementation Toolkit</i> for this outline.) e. At the school's request, CEI will provide a graphical analysis of its pre- and post data. f. CEI staff are available for consultation on an ongoing basis to ensure appropriate student progress and for program evaluation assistance.
<p>iv. are consistent with, and are designed to implement, the State and local improvement plans, if any.</p>	<p>Federal, State, district, and school-level improvement plans invariably focus on those students with "educational differences" and who challenge all the school's resources to move them toward proficient performance. CEI's programs support the school's efforts with those students.</p>
<p>3. Instruction by highly qualified teachers.</p>	<p>A school may assign the CEI lab facilitator role to either a highly qualified teacher or to a highly qualified paraprofessional working under the guidance of a highly qualified teacher.</p>
<p>4. In accordance with section 1119 and subsection (a) (4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.</p>	<p>CEI expends much of its energy and resources on providing a world-class support program for its school partners, especially in the area of professional development and training. Examples include the following:</p> <ul style="list-style-type: none"> a. three days of initial training for ELS implementation or two days for MLS; one-day of training for CODEBREAKER;

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	<ul style="list-style-type: none"> b. ongoing coaching and follow-up for <i>ELS</i> and <i>MLS</i> lab facilitators through the year with a certified teacher employed by CEI who is an expert in how to implement a lab effectively; c. provision of a comprehensive Teacher's Manual for ongoing individual learning and technical assistance; d. toll-free and e-mail access to CEI staff for technical assistance and educational consulting; e. faculty awareness session to promote schoolwide understanding and support of the program implementation; f. administrator training on effective implementation; g. awareness session, if requested, for central office administrators in charge of the program supervision; h. parent education session to explain the program's features and to outline the benefits to the students.
<p>5. Strategies to attract highly qualified teachers to high-need schools.</p>	<p>One of the things we know is that teachers with a strong sense of efficacy (belief in their ability to be successful) with high-risk students will work in high-need schools and will continue to work there over time. CEI's programs enable such teacher success, as well as student success.</p>

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	Too, the teacher/facilitator of a CEI lab remains in charge of instruction since she/he makes the critical decisions and intervenes with her own instruction as individually required.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	The Teacher Manual and training design for each of the CEI programs include sections on parental involvement. Also, the class pack for CODEBREAKER programs includes sets of "little books" for students to take home and work through with their parents. Additionally, the student assessment results are available in report format for parents.
7. Plans for assisting preschool children in the transition from early childhood programs , such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.	Students using CODEBREAKER in any early childhood program will learn a great deal of the learning-to-read skills necessary for a smooth transition to kindergarten. CODEBREAKER, aligned with Reading First requirements, includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. A major benefit to the use of CODEBREAKER in these programs is the acceleration of vocabulary development.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	The CEI lab facilitator is intensely engaged in the administration of the several assessments used initially in lab implementation and then through the year. Additionally, she/he is instrumental in the interpretation of the results and then in prescribing the lessons that any individual student needs to meet his/her needs. The lab facilitator is further involved in collaborating with the regular classroom teachers of the targeted students to coordinate instruction for maximal effectiveness.

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<p>9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure the students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>Schools sometimes feel overwhelmed with the necessity of providing an individual improvement plan for each student who has been identified as having learning difficulties. CEI's programs can not only assess the student's learning problems, but they can also provide solutions that are highly individualized, keep records about how well the students are doing, provide reports for all involved, and accelerate the student's learning so that academic performance is enhanced.</p>
<p>10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>CEI's programs are aligned with the program goals for Title I, Reading First, Comprehensive School Reform, 21st Century Learning Communities, Smaller Learning Communities, and other state and federal programs that address the needs of low-performing and disadvantaged learners.</p> <p><i>ELS</i> and <i>MLS</i> have also been used very effectively in adult education programs, including English-as-a-second language and Adult Basic Education.</p>