

***No Child Left Behind Act of 2001***  
**(NCLB)**

**P. L. 107-110**

**Title II, Part A**  
**Teacher Quality**

**Individual Application**

**Guidelines ♦ Instructions ♦ Assurances**

**Application Submission Date:**  
**July 1, 2008**

**Grant Award Period:**  
**July 1, 2008 – September 30, 2009**

**Virginia Department of Education**  
**Division of Instruction**  
**Office of Program Administration and Accountability**  
**P. O. Box 2120**  
**Richmond, VA 23218-2120**

## Application Guidelines

### Purpose of Program and General Use of Funds

The purpose of Title II, Part A, Teacher Quality is to support the five *No Child Left Behind* (NCLB) goals, which are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal in the Program Overview and by including a measurable objective for this goal.)
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

The funds are to be used to develop instructional programs that increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and holding local education agencies and schools accountable for improvements in student achievement.

### Application Submission and Approval Deadline

- The application submission date is July 1, 2008.
- A school division that submits an approvable application by July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of July 1, 2008. A school division that submits an approvable application after July 1, 2008, will have the appropriate 2008-2009 funds available on a reimbursement basis as of the date the application is received at the Department of Education.

### Submissions to the Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The signed application cover page **should not be submitted** to the Virginia Department of Education. The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. **THE SIGNED APPLICATION COVER PAGE RETAINED AT THE LOCAL LEVEL AND THE ONLINE CERTIFICATION BY THE SUPERINTENDENT WILL INDICATE COMPLIANCE WITH APPLICATION ASSURANCES.** See additional information on assurances in the “General Assurances and Program Specific Assurances” section on page 3.

### Revisions and Amendments to Applications

- Revisions are edits that are necessary to the program, application, or budget *before* approval can be granted. Revisions to the application can be made after the original submission and prior to the receipt of the official grant award notification.
- Amendments are changes that are made to the program, application or budget *after* the receipt of the official grant award notification. Amendments can be made during the entire grant award period.

- All changes, whether revisions or amendments, should be made to the original or most current version of the application Microsoft Excel file. The file should then be re-submitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on amendment submission is available in the online technical assistance document located at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title II, Part A, funds are released to school divisions on a reimbursement basis. The school division has the entire 27 months to spend the funds.
- Should the 2008-2009 allocation amounts be unavailable to school divisions by the application submission date, the 2007-2008 Title II, Part A, allocation may be used as the tentative budget amount. When the school division's final 2008-2009 individual program allocation has been received, applicants should follow the electronic amendment process outlined in the online technical assistance document located at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

### **Appendix A: General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The "General Assurances and Program Specific Assurances" are located at the end of this document and must be retained at the division level.
- **THE SUPERINTENDENT/DESIGNEE'S AND BOARD CHAIRPERSON'S SIGNATURES ON THE APPLICATION COVER PAGE CERTIFY THAT THE LOCAL EDUCATIONAL AGENCY WILL IMPLEMENT THE GENERAL AND PROGRAM SPECIFIC ASSURANCES. THE SIGNED ORIGINAL OF THE APPLICATION COVER PAGE MUST BE RETAINED AT THE DIVISION LEVEL.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white box. The "Tab" key should be used to move from box to box. **Do not** use the "Enter" key to advance to the next box.
- The completed application must be saved as an Excel document with the following name: "XXXTitleIIPtA08-09.xls" (the "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Title II, Part A, application should be saved as "001TitleII PtA08-09.xls" in the electronic files on your computer.
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s).
- OMEGA can be accessed through the Virginia Department of Education (VDOE) Single Sign-on for Web System (SSWS) located at <https://p1pe.doe.virginia.gov/ssws/login.page.do>
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>. If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence should be directed to Carol Sylvester, Title II specialist, at [Carol.Sylvester@doe.virginia.gov](mailto:Carol.Sylvester@doe.virginia.gov) or at (804) 371-0908 or Dr. Lolethia Kibble, Title II specialist, at [Lolethia.Kibble@doe.virginia.gov](mailto:Lolethia.Kibble@doe.virginia.gov) or at (804) 786-9952.

## **Instructions for Completing the Application**

### **A. Cover Page (Narrative and Detail Budget Tab Pages 1-2)**

1. The applicant will complete the school division information section. Click the drop down box that appears at the end of the Applicant (Legal Name of Agency) and locate your school division name. Click on your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
3. The local school board must review and approve the application prior to submission to the Department of Education.
4. Once you have clicked on your school division name, on page 2 the 2007-2008 funding allocations will appear in the box in the column labeled "2007-2008 Allocation." A "yes" or "no" will also appear in the column marked "2007-2008 Consolidated Application."
5. In the column to the right labeled "2008-2009 Allocation Total," enter your school division's allocation for Title II, Part A, to be included in the 2008-2009 Individual Application. If you do not have your 2008-2009 allocation, use the 2007-2008 amount.

### **B. Program Overview (Narrative and Detail Budget Tab Pages 3-5)**

In narrative format:

1. Describe the instructional program or program of services to be developed with the requested federal funds.
2. Describe the needs analysis that was conducted to determine focus areas for the proposal.
3. Include the targeted population(s). (Examples: NCLB subgroups of students, instructional and administrative staff, paraprofessionals, parents, etc.)
4. Discuss how the division's program will contribute to the achievement of the NCLB goals.
5. Include the current progress of the division toward the goal of 100 percent highly qualified teachers and the plan toward attaining the goal if it has not already been met.

### **C. Coordination Of Services (Narrative and Detail Budget Tab Pages 6-7)**

Describe the partnership within your division between this program and other local, state or federal programs, or colleges and universities in the delivery of services to the targeted paraprofessionals, teachers or administrators that will support the attainment of the measurable objectives in this application.

### **D. Measurable Objectives (Narrative and Detail Budget Tab Pages 8-11)**

**Note:** Measurable objectives related to teacher and paraprofessional quality should be guided by data from the [Instructional Personnel Report, Superintendent's Memorandum Number 45, October 5, 2007](#).

The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status. Specific guidance regarding highly qualified status as it relates to special education teachers may be found in [Superintendent's Memorandum Number 118, June 30, 2005](#).

1. In the tables on pages 8-11, as needed, state the measurable objectives that will guide the development of the program to be funded with the requested federal funds. Measurable objectives may be continued/revised from the previous school year.
2. Describe the scientifically-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. The goals and measurable objectives in Title II, Part A, Teacher Quality should be guided by four factors: 1) the goals for *No Child Left Behind Act of 2001*; 2) the activities permitted under the

Title II, Part A, legislation (See Section 2123 in the Specific Guidelines for Title II, Part A: Local Use of Funds); 3) the data that are available to assess the effectiveness of the goals and measurable objectives in the 2007-2008 application; and 4) the professional development activities that improve the knowledge, quality of instruction, and quality of leadership of paraprofessionals, teachers, and administrators.

4. A definition and examples of measurable objectives are listed below.

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|--|
| <p><b><u>What is a Measurable Objective?</u></b></p> <p>A measurable objective has four components:</p> <ol style="list-style-type: none"><li>1. Subject (Who is the target or focus?);</li><li>2. Behavior (What will be changed/improved?);</li><li>3. Specific criteria for assessing improvement, readiness, or achievement; and</li><li>4. Time period for performance or assessment.</li></ol>   |
| <p><b><u>Examples:</u></b></p> <ol style="list-style-type: none"><li>1. Five middle school teachers need an endorsement in mathematics/Algebra I to be highly qualified and teach Algebra I in middle school. The school division will identify the teachers and offer the courses to meet this endorsement. Teachers will be required to complete certification requirements by June 2009.</li><li>2. By June 2009, eight new teachers will be hired to reduce the teacher/student ratio in grades K-5 from 25:1 to 18:1.</li><li>3. By June 2009, the number of highly qualified teacher applicants will increase by 50 percent over the number of highly qualified applicants reported in June 2006.</li><li>4. By June 2009, 100 percent of teachers will participate in at least four high quality professional development activities as measured by participation reports or activity sign-in sheets.</li></ol> |

**E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 12-18)**

1. The program budget must reflect resources needed to achieve the measurable objectives.
2. All items included in the budget MUST be outlined in the measurable objectives section of the application.
3. The applicable detail budget breakdown sheets must be completed.
4. The “Expenditure Accounts Description” (p. 18) provides definitions for the object codes. Please review carefully before completing this section.

**F. Local Education Budget Summary (Summary Budget Tab Page 19)**

1. Provide the summary budget for Title II, Part A, by object codes.

**G. Highly Qualified Teacher Report (Highly Qualified & Private School Tab Pages 20-21)**

- **Part 1: Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals:** The school division must complete this section related to the highly qualified status of teachers and paraprofessionals. These data may be obtained from the latest Instructional Personnel Report (IPAL), as outlined in Superintendent's Memorandum Number 45, October 5, 2007 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2007/adm045.html>. If a division has any instructional personnel who are not highly qualified, then the application must outline specific strategies and target a portion of available funds to assist these teachers in obtaining highly qualified status.
- **Part 2: Needs Analysis:** The school division should fill out this section by indicating current and future areas of need related to highly qualified teachers.

- **Part 3: Strategies for Meeting the Goal of 100 Percent Highly Qualified Teachers:** The school division should outline specific strategies designed to maintain or meet the goal of 100 percent highly qualified teachers. Indicate funding source(s) for each identified strategy by clicking the appropriate boxes.

#### **H. Private School Participation Worksheet (Highly Qualified & Private School Tab Page 22)**

- All divisions must complete this section, indicating all eligible private schools located within the geographic boundaries of the school division. Eligible private schools must be contacted annually and provided with the opportunity to engage in meaningful consultation regarding Title II, Part A, equitable services. Details may be found in the non-regulatory guidance documents, [Highly Qualified Teachers: Improving Teacher Quality State Grants- ESEA Title II, Part A](#) or [Title IX, Part E Uniform Provisions Subpart I-Private Schools](#). If a private school declines to participate in Title II, Part A, activities, list the name of the school in the first column of the chart at the bottom of the page. Select “No” in the “Participation Status” column, and indicate the method of contact initiated by the school division.
- If a private school elects to participate in the Title II, Part A, program, then an equitable amount must be set aside in the budget. This amount will be calculated automatically as enrollment and participation information is entered on the page. In the chart, first list the name of the school, then select “Yes” in the “Participation Status” column for each school indicating an interest in participating. Next, enter the K-12 enrollment for the private school in the Private School table and the school division’s K-12 enrollment in Line 3. Calculations will be made on a per-pupil basis. The amount to be used to begin calculating this set-aside for private school use will be calculated automatically by using the larger of the proposed professional development budget for Title II, Part A, or the division’s professional development allocation from the 2001-2002 Eisenhower Professional Development Program. The amount will be shown in Line 4, Part C.
- Once the funding source and the enrollment figures for the public and private schools have been entered, the Estimated Allocation Amounts will be calculated automatically.
- Enter the total Estimated Allocation Amount under the appropriate Object Code(s) on the Budget Summary page under *Other* in each applicable Object Code. On the Budget Breakdown pages, list as “Private School Set-Aside.”
- Public school division personnel should coordinate with private schools to determine the manner in which equitable services will be provided.

### **TITLE II, PART A, TEACHER QUALITY SPECIFIC GUIDELINES**

#### **Local Applications and Needs Assessment**

Each application submitted under this section shall be based on the needs assessment required in subsection (b) of the law. This needs assessment documentation should include data collected as directed by [Superintendent's Memorandum Number 45, October 5, 2007, “Instructional Personnel Report for 2007-08”](#).

#### **Local Uses of Funds**

A local educational agency that receives a subgrant shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity.

- (1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only if the local education agency is making progress toward meeting the annual measurable objectives described in Section 1119 (a)(2); and in a

- manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals;
- (2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their field including—
- Providing scholarships;
  - Providing signing bonuses;
  - Providing other financial incentives, such as differential pay, for teachers to teach academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and in schools in which there exists a shortage of highly qualified teachers; or
  - Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades.
  - Establishing programs that—
    - train and hire regular and special education teachers (which may include hiring special education teacher to team-teach in classrooms that contain both children with disabilities and non-disabled children);
    - train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
    - recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification; or
    - provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
- one or more of the core academic subjects that the teachers teach;
  - effective instructional strategies, methods, and skills, and use of challenging state academic standards, and state assessments to improve teaching practices and student academic achievement;
  - collaborative groups of teachers and administrators;
  - training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with learning needs (including students who are gifted and talented), and students with limited English proficiency;
  - training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help students learn;
  - training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
  - training on how to understand and use data and assessments to improve classroom practice and student learning.

- (4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
  - teacher mentoring from exemplary teachers, principals, or superintendents;
  - induction and support for teachers and principals during their first three years of employment as teachers, or principals, respectively;
  - incentives (including financial incentives) to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
  - incentives (including financial incentives) to principals who have a record of improving the academic achievement of all students, but particularly the academic achievement from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teaching force, such as—
  - innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy; are consistent with the requirements of Section 9101 (professional development); and are coordinated with activities carried out under Title II, Part D;
  - development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology or distance learning;
  - tenure reform;
  - merit pay programs; and
  - testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented, aspiring, or current principals and superintendents become outstanding managers and educational leaders.
- (7) Hiring high quality teachers in order to reduce class size, particularly in the early grades.
- (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (9) Carrying out programs and activities related to exemplary teachers.

**Appendix A**

# **ASSURANCES**

The assurances should be kept on file in the division.

## GENERAL ASSURANCES

|                             |   |
|-----------------------------|---|
| Title I, Part A             | – Improving Basic Programs Operated by Local Educational Agencies                                       |
| Title I, Part C             | – Education of Migratory Children   |
| Title I, Part D, Subpart 2  | – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk |
| Title II, Part A            | – Teacher and Principal Training and Recruiting Fund  |
| Title II, Part D            | – Enhancing Education Through Technology  |
| Title III, Part A           | – English Language Acquisition, Language Enhancement and Academic Achievement                           |
| Title IV, Part A            | – Safe and Drug-Free Schools and Communities  |
| Title VI, Part B, Subpart 2 | – Rural and Low-Income School Program   |

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from non-federal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement, not supplant regular non-federal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;

11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
14. It will comply with the other application requirements outlined in Section 9501. Private School Children; Section 9502. Bypass; and Section 9521. Maintenance of Effort under Title IX – General Provisions;
15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
  - c) whether the child is provided services by paraprofessionals and, if so, their qualifications; and
  - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
16. It will provide information in an understandable and uniform format and, to the extent practicable, in a language that parents can understand;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals;
- D. That it will abide by the School Improvement provisions of Title I, Section 1116, that include among other requirements, the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
- E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title V. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

## **PROGRAM SPECIFIC ASSURANCES**

### **TITLE II, PART A, TEACHER QUALITY**

The school division agrees:

- I. The plan is based on a needs assessment, which is conducted with the involvement of teachers, principals, administrators, paraprofessionals, and other school personnel. The needs assessment identifies activities needed to provide teachers with subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
- II. The local education agency will target funds to schools within the jurisdiction of the school division that:
  - a. Have the lowest proportion of highly qualified teachers;
  - b. Have the largest average class size;
  - c. Are identified for school improvement under Section 1116(b).
- III. The funds are expended according to Title II, Part A guidelines for teachers, administrators, and paraprofessional staff only. These guidelines can be found at <http://www.ed.gov/programs/teacherqual/guidance.doc>
- IV. Professional development activities are for teachers, administrators, and paraprofessionals to ensure “high quality” instruction and leadership. These activities should be based on scientifically-based research and should adhere to the requirements of high quality professional development as outlined at <http://www.doe.virginia.gov/VDOE/nclb/HQPDcriteria4-04.pdf>
- V. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state, and local programs.
- VI. Only teachers meeting the definition of “highly qualified” will be hired for class-size reduction.