

PHASE II

TITLE I, Part A

Improving Basic Programs

Individual Program

Application

August 2002

INSTRUCTIONS FOR COMPLETION OF TITLE I, PART A, IMPROVING BASIC PROGRAMS INDIVIDUAL PROGRAM APPLICATION
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Title I Individual Program Application

The Title I Individual Application describes how the school division will develop educational programs that will increase student achievement for all children. School divisions should describe how they plan to close the achievement gap between high- and low-performing children. More specifically, school divisions should discuss plans to close the achievement gap between historically under-served populations and their more advantaged peers, especially children from economically disadvantaged families, children from racial and ethnic minority cultures, children classified as Limited English Proficient, and children with disabilities.

The expectations are that in developing plans to improve student achievement and close the achievement gap, school divisions will:

1. target resources to schools where needs are greatest;
2. ensure that children have access to effective, scientifically based instructional strategies and challenging academic content;
3. elevate significantly the quality of instruction by providing teachers and staff with substantial opportunities for professional development;
4. afford parents substantial and meaningful opportunities to participate in the education of their children; and
5. coordinate services provided under Title I with other federal, state, and local programs and other funding sources.

Timeline for Submission of the Title I Individual Application, Phase II

Phase II

- Due Date: September 30, 2002 (The application must be received at the Virginia Department of Education by 5:00 p.m.)
- Contents: Title I Individual Application Cover Sheet (Signed by the Superintendent and Board Chairman)
Program Narrative
Updated Budget Summary
Assurances (signed by the Superintendent and Board Chairman)
- Mail to: Virginia Department of Education
Office of Compensatory Programs
P. O. Box 2120
101 North 14th Street
Richmond, VA 23218-2120
- Overnight Carrier: Virginia Department of Education
Office of Compensatory Programs
James Monroe Building, 23rd Floor
101 North 14th Street
Richmond, VA 23219

Evaluation

The five performance goals of P.L. 107-110, *No Child Left Behind Act of 2001* establish the basis on which the effectiveness of the Title I program in each school division in Virginia will be evaluated. The plan developed in this application will be evaluated on (1) the effectiveness of program services/activities to increase student achievement and (2) the progress of schools and school divisions toward meeting the state's adequate yearly progress (AYP) targets. The following will be measured:

- the achievement level of all students in English (reading/language arts) and mathematics as compared to the state's starting point and future AYP targets;
- the achievement levels of students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, and classified as limited English proficient as compared to the State's starting point and future AYP targets;
- the degree to which teacher quality and paraprofessional quality meet the state's standards; and the degree to which professional development and parental involvement contribute to the established AYP targets.

COMPLETING THE TITLE I INDIVIDUAL APPLICATION

COVER PAGE

1. The Virginia Department of Education representative will complete the top portion of the cover page.
2. The designated division representative will complete the Local Education Agency Certification section.
3. The division's School Board must review and approve the application prior to submitting it to the Virginia Department of Education. The date of the school board meeting must be indicated. The School Board approval should be part of the Phase II submission of the application.
4. The school division must provide Maintenance of Effort information for the two years that **precede** the school year in which the application will be implemented. Enter in blanks A and B the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years. **(Example: Applications for 2002-2003 school year should show Maintenance of Effort [per pupil expenditures] for 1999-2000 and 2000-2001 school years.)**

BUDGET SUMMARY (Page 2)

5. The Budget Summary should reflect total expenditures for the Title I Program.
6. **Object Code 9000 - Parental Involvement** should reflect at least one percent of a division's total allocation when the allocation is \$500,000 or more.
7. The **Expenditure Accounts Descriptions** on page 3 provide guidance on where to place certain expenditures on the Budget Summary sheet, page 2.

BUDGET BREAKDOWN (Page 4-5)

8. A budget breakdown for Personal Services (Object Code 1000) should be submitted on page 4. A budget breakdown for Object Codes 2000 to 9000 should be submitted on page 5.

JUSTIFICATIONS (Pages 6-7)

9. Justifications should be made for **Supportive Services, Professional Development, Travel** and **Capital Outlay**.

ELIGIBLE ATTENDANCE AREA (Page 8)

10. The poverty measure used to count the number of low-income pupils may be selected from among the following:
 - Free/Reduced Lunch
 - Temporary Assistance for Needy Families
 - Most Recent U.S. Census Bureau Information
 - Children Eligible for Medicaid

Check all data sources that were used to determine the low-income count.

11. The number of pupils listed in Column 8, "From Low-Income Families," must be an **unduplicated count**.
12. The District-wide Average, Total in Column 9, should be computed as follows:
 - (Total of Column 8 divided by Total of Column 7)
13. Set-Asides (pages 9-11)

Complete the Title I Set-Aside form. Instructions are included with the form. Set-Asides include: (1) administrative funds that cannot be easily prorated across Program Services/Activities; (2) certain program requirements under the law, such as division level School Improvement; (3) programs that may require support from Title I funds such as Homeless, Neglected/Delinquent, and Limited English Proficient; and (4) division-wide services such as Title I Preschool Programs, division-wide professional development initiatives, or teacher/paraprofessional quality.

Note: Set-asides for school level School Improvement are for information only. They should equal the total in Column 16 in the Allocation to Eligible Schools form on page 12 or page 13. In addition, there is a 20 percent set-aside for school division School Improvement to support Public School Choice. Transportation and Supplemental Educational Services may or may not include Title I funds. Only the Title I funds should be included in the Set-Asides Total.

ALLOCATIONS TO ELIGIBLE SCHOOLS (Pages 12-13)

14. To compute the allocations for eligible schools, first determine whether all of the schools to be served have a low-income factor of **35 percent and above** or whether the low-income factor is **below 35 percent**. There are two conditions by which the low-income factor could be 35 percent or above.
- The division-wide average could be 35 percent or above, or
 - The division could elect to serve all schools 35 percent and above regardless of the district-wide average.

The low-income factor determines the form to be used (page 12 or page 13) to compute the allocations.

15. If the low-income factor for the lowest or last school to be served is **35 percent or above**, use **Page 12**, and complete as follows:

a. Box A:

- Record the division's total allocation;
- Subtract the division's total set-asides; and
- Record the balance (Division Title I Allocation **minus** Set-Asides) which is the amount available for distribution to schools.

b. Box B:

- The Per Pupil Expenditure (PPE) is the key element used:
 - to calculate school allocations, and
 - to determine whether school allocations have been made appropriately, correctly, and fairly based on higher poverty schools receiving a greater proportion of the funds available for distribution to schools than the lower poverty schools.
- Calculate the Per Pupil Expenditure (PPE), using the following formula:

(Division Total Allocation **Divided by** Low-Income Pupils in **Eligible** Schools)

The result is the **100 percent PPE**. The 100 percent PPE can be **increased or decreased** to allow the appropriate amount of monies to be allocated to a school for its program. If the 100 percent PPE is adjusted, use the second step in Box B which is computed as follows:

(100 percent PPE **multiplied by** [less/more than 100 percent] to get the **Adjusted PPE**)

NOTE: Use the second step only if the 100 percent PPE is increased or decreased.

- Complete the remaining columns according to the instructions in the column headings.
- If funds remain after the initial calculations (see ending balance in Column 13), these funds may be distributed according to eligible schools' needs, or distributed equitably among eligible schools. Reallocation can be made to individual schools without affecting the **original** PPE.

- Examples of a school's allocation that is not based on the 100 percent PPE.
 - Example 1: If a school needs **only** 90 percent of the computed 100 percent PPE amount, its allocation may be based on this amount.

$$\left(\$ \frac{\text{PPE}}{\text{PPE}} \right) \times \frac{\text{PPE}}{90\%} = \text{Adjusted PPE}$$

- Example 2: If a school needs **more than** the computed 100 percent PPE amount, its allocation may be based on that amount.

$$\left(\$ \frac{\text{PPE}}{\text{PPE}} \right) \times \frac{\text{PPE}}{110\%} = \text{Adjusted PPE}$$

- Example 3: Allocations to schools may be made using adjusted PPEs for different **ranges** of poverty.

<u>Poverty</u>	<u>100 percent PPE</u>	<u>Adjustment</u>	<u>Adjusted PPE</u>
60% - 75%	\$500	+\$200	\$700
45% - 59%	\$500	0	\$500
35% - 44%	\$500	-\$200	\$300

- If adjustments are made to a school's original allocation due to increased or decreased PPE, **the PPE expenditure in a lower poverty school cannot be greater than the PPE expenditure in a higher poverty school.**
- Use a separate Page 12 each time the percentage is increased or decreased to calculate the Adjusted PPE.
- **Guidance for Determining Allocations to Eligible Schools.** Schools are determined eligible for Title I funding based on their percent of poverty. Schools in Virginia that receive the highest priority for Title I funding are those with high poverty and low achievement. School divisions may adjust the level of funding for individual, eligible schools according to the following prioritized needs:
 1. the school's relationship to the state's starting point (established by the Virginia Board of Education) for adequate yearly progress (AYP), and
 2. the school's identified needs based on the results of its most recent needs assessment.

Thus, funding can be strategically allotted to schools based on adjusting the reallocation amounts in Column 14 on the Allocations to Eligible Schools form (pp. 12 or 13). Variations in funding must be carefully justified and must be documented in terms of carrying out the program services/activities, that are identified as priorities in the division's Title I application. For example, based on the results of the needs assessments of individual schools, a division's Title I application may indicate educational services and/or professional development activities that are common among schools and/or specific to individual schools. Title I funding may be reallocated based on the school division's priorities and the school(s) needs.

- Enter 10 percent of the School Allocations in Column 16 if the school is in school improvement.
16. If the low-income factor for the lowest or last school to be served is **below 35 percent**, the PPE must be multiplied by **at least 125 percent** for all schools served. Use Page 13, and complete as follows:
- a. Box A:
 - Record the division’s total allocation;
 - Subtract the division’s total set-asides; and
 - Record the balance (Title I Allocation **minus** Set-Asides) which is the amount available for distribution to schools.

 - b. Box B:
 - The Per Pupil Expenditure (PPE) is the key element used:
 - to calculate school allocations, and
 - to determine whether school allocations have been made appropriately, correctly, and fairly based on higher poverty schools receiving a greater proportion of the funds available for distribution to schools than the lower poverty schools.

 - Calculate the Per Pupil Expenditure (PPE) using the following formula:

 (Division’s Total Allocation **divided by** Low-Income Pupils in **ALL** schools)

 The result is the **100 percent PPE**. The 100 percent PPE figure must be multiplied by at least 125 percent to compute the required minimum allocation. This second step in Box B is computed as follows:

 (100 percent PPE **multiplied by** [at least 125 percent] to get the **Adjusted PPE**)

 NOTE: The second step is required and at least 125 percent must be used when the low-income factor is below 35 percent.
- Complete the remaining columns as follows:
 - Column 1: List eligible schools in rank order.
 - Column 2: Indicate schools served.
 - Column 3: Indicate grades served in Title I.
 - Columns 4-7: Check all that apply for each school to be served.
 - Columns 8 and 9: Indicate the number of full-time equivalent (FTE) positions for teachers/teacher assistants in each school served.
 - Columns 10-15: Complete according to instructions in each column heading.
 - Column 16: Enter 10 percent of the school’s allocation in Column 16 if the school is in Title I School Improvement.

 - If funds remain after the initial calculations (see ending balance in Column 13), these funds may be distributed according to eligible schools' needs, or distributed equitably among eligible schools. Reallocations can be made to individual schools without affecting the **original** PPE.

 - **Guidance for Determining Allocations to Eligible Schools.** Schools are determined eligible for Title I funding based on their percent of poverty. Schools in

Virginia that receive the highest priority for Title I funding are those with high poverty and low achievement. School divisions may adjust the level of funding for individual, eligible schools according to the following prioritized needs:

1. the school's relationship to the state's starting point (established by the Virginia Board of Education) for adequate yearly progress (AYP), and
2. the school's identified needs based on the results of its most recent needs assessment.

Thus, funding can be strategically allotted to schools based on adjusting the reallocation amounts in Column 14 on the Allocations to Eligible Schools form (pp. 12 or 13). Variations in funding must be carefully justified and must be documented in terms of carrying out the program services/activities, that are identified as priorities in the division's Title I application. For example, based on the results of the needs assessments of individual schools, a division's Title I application may indicate educational services and/or professional development activities that are common among schools and/or specific to individual schools. Title I funding may be reallocated based on the school division's priorities and the school(s) needs.

- Examples: a school's allocation with the 125 percent adjusted higher: (It can never be adjusted lower than 125 percent when the low-income factor is below 35 percent.)
 - Example 1: If a school needs 150 percent rather than 125 percent, its allocation may be based on this amount.

$$\left(\$ \frac{\text{PPE}}{\text{PPE}} \right) \times \frac{\text{150\%}}{\text{150\%}} = \text{Adjusted PPE}$$

- Example 2: Allocations to schools may be made using adjusted PPEs for different **ranges** of poverty.

<u>Poverty</u>	<u>Percentage</u>
60% - 75%	175%
35% - 59%	150%
20% - 34%	125%

- Use a separate Page 13 each time the percentage is increased to calculate the Adjusted PPE.

TITLE I INDIVIDUAL PLAN: NARRATIVE STATEMENT (Pages 14-20)

17. Narrative statements must be written to describe the components of the Title I program. Sections include: Needs Assessment; Measurable Objectives and Benchmarks; Program Services/Activities; Coordination of Services; Title I School Improvement and Homeless, as necessary. Each section contains directions for completing. Responses should be precise.

Each Program Service/Activity should be developed from a measurable objective. Justification of Program Services/Activities should include a description of the scientifically based research.

If applicable, complete the Title I Preschool Program form on pages 21-22. If not applicable, indicate such by placing “NA” on the form.

NEW SCHOOLWIDE PROGRAM PLANS

18. New schoolwide program plans must be submitted in advance of this application. Contact your Title I regional specialist for due date and additional information.

GENERAL ASSURANCES AND PROGRAM SPECIFIC ASSURANCES (Pages 23-30):

19. Policies, procedures, and activities must be developed to carry out the provisions of the law covered by the assurances. The Division Superintendent or designee will sign these assurances as well as the School Board Chairman.

AUTHORIZED USES OF FUNDS (Pages 31-37)

20. The section on Authorized Uses of Funds may be used as a guide to complete the appropriate parts of the Title I Narrative.

QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS (Pages 38-41)

21. This section contains a description of the qualifications for high quality teachers and paraprofessionals in the *No Child Left Behind Act of 2001*. The Qualifications for Teachers and Paraprofessionals may be used as a guide in developing a needs assessment and a division plan to ensure that all teachers are highly qualified by 2005-2006.

VIRGINIA DEPARTMENT OF EDUCATION

Division: _____

BUDGET SUMMARY

Code: _____

(Projected dollar amount of Title I Funds required for administration and program implementation.)

OBJECT CODE	EXPENDITURE ACCOUNTS (a)	AMOUNT OF TITLE I, PART A FUNDS			
		SALARIES (b)	CONTRACTED SERVICES (c)	OTHER SERVICES (d)	TOTAL AMOUNT (e)
1000	PERSONAL SERVICES				
	Administration				
	Instruction				
	Instructional Assistants				
	Other				
2000	EMPLOYEE BENEFITS				
	Fixed Charges (Administrative and Instructional)				
3000	PURCHASED/CONTRACTED SERVICES				
	Supportive Services (Medical, Dental)				
	Evaluation Services				
	Professional Development				
	Other				
4000	INTERNAL SERVICES				
	Pupil Transportation				
	Food Services				
	Other				
5000	OTHER CHARGES				
	Travel (Staff/Administrative)				
	Maintenance of Plant				
	Operation of Plant				
	Indirect Cost				
	Other				
6000	MATERIALS AND SUPPLIES				
	Administrative				
	Instructional				
8000	CAPTIAL OUTLAY				
	Equipment for Instruction				
	Buildings				
	Remodeling				
	All Other Equipment				
9000	PARENTAL INVOLVEMENT				
TOTAL PROJECT BUDGET					\$

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the school division for activities under its control. The descriptions provided are examples only. Please refer to the appropriate federal act to ensure that funds expended are appropriate. Each expenditure category for a project must be approved by the Virginia Department of Education. The following are definitions of the major categories:

OBJECT CODES

1000 **Personal Services. Administration, Instruction, Instructional Assistants, Other Salaries & Wages.**

All compensation for the direct labor of persons in employment of the school division. Salaries and wages paid to employees, including substitute teachers, for full-and part-time work. This category also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) that are earned during the reporting period.

2000 **Employee Benefits. Fixed Charges (Administrative and Instructional).**

Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000 **Purchased/Contracted Services. Supportive Services (Medical/Dental/Clothing), Evaluation Services, Professional Development, Other**

Supportive Services acquired from outside sources (health, dental, eyeglasses). Any professional development services or any evaluation component should be included under this section.

4000 **Internal Services. Pupil Transportation, Food Service, Other.**

Charges from the division or local government to programs for services such as data processing, motor pool, central purchasing, print shop, or food service and pupil transportation, if applicable.

5000 **Other Charges. Travel (Staff/Administrative), Maintenance of Plant, Operation of Plant, Indirect Cost, Other.**

Utilities, communications, leases/rentals, staff/administrative/consultant travel, or indirect costs.

NOTE: Indirect costs cannot be claimed against capital outlay.

6000 **Materials and Supplies. Administrative, Instructional.**

Includes articles and commodities which are consumed or materially altered when used and **minor equipment (less than \$500) that is not capital outlay** (i.e. instructional materials, administrative supplies, etc.).

8000 **Capital Outlay. Equipment for Instruction, Buildings, Remodeling, All Other Equipment.**

Expenditures which result in the acquisition of α additions to fixed assets except outlays for major capital facilities which are constructed or acquired. (Examples include computers; audio, video, and electronic equipment and all peripheral devices connected with the equipment; classroom furnishings; early childhood equipment; buildings; and remodeling). **Capital outlay expenditures require prior approval by the Virginia Department of Education.**

9000 **Parental Involvement.**

Salaries and other expenditures for parental involvement activities and programs.

Division Name : _____

Division Code: _____

BUDGET BREAKDOWN

Include a breakdown of the budget categories on page 2 for Object Codes 2000-9000.

JUSTIFICATIONS

Division Name: _____

Division Code: _____

All expenditures below must be approved by the Office of Compensatory Programs.
(Note: Use additional pages as needed.)

JUSTIFICATION FOR SUPPORTIVE SERVICES OBJECT CODE 3000

If Title I funds are expended for supportive services, justify such expenditures as they relate to Title I Program Services/Activities.

NOTE: Supportive services such as medical, dental, and clothing may be provided only to students participating in the Title I program. The school division, however, must **first** seek these services from existing resources within the community. If funds are not reasonably available from other public or private sources to provide such services, then Title I funds may be used as a last resort.

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT OBJECT CODE 3000

If funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services/activities described in the application. Please indicate how these funds will support any services/activities that are described in the 2002-2003 application and that are funded by the 2002-2003 grant.

**JUSTIFICATION FOR TRAVEL COSTS
OBJECT CODE 5000**

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the Title I Program. Indicate the estimated cost.

**JUSTIFICATION FOR CAPITAL OUTLAY
OBJECT CODE 8000**

If Title I funds are expended for capital outlay, justify the expenditures by item, including prices and the planned usage of each item in relation to Title I Program Services/Activities.

ELIGIBLE ATTENDANCE AREAS

DIVISION:	CODE:
1. SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17, FROM LOW-INCOME FAMILIES (Indicate ALL Sources with "X")	
<input type="checkbox"/> Free and/or Reduced Lunch <input type="checkbox"/> Temporary Assistance for Needy Families <input type="checkbox"/> Children Eligible for Medicaid	
<input type="checkbox"/> Most Recent U. S. Census Bureau Information	

2. ELIGIBLE ATTENDANCE AREAS (Indicate Requested Information in Columns)									
Name of Public School (List all schools highest to lowest poverty)	Grade Span of School	Total Number of Children Residing in Attendance Areas						*From Low-Income Families	Percentage (Col. 8 ÷ Col. 7)
		Public Sch. Membership	Private Sch. Membership	Drop Outs	Home Sch.	Total (Col. 3-6)			
1	2	3	4	5	6	7	8	9	
TOTAL								**	

*The figures in this column should be a total of the children from low income families from the following categories: Column 3 (Public School), Column 4 (Private School), Column 5 (Drop Outs), and Column 6 (Home School).

** Compute Districtwide Average. (Total of Column 8 divided by Column 7.)

TITLE I, PART A, BASIC PROGRAMS OPERATED BY DIVISIONS

SET-ASIDES

I. Division Level

Any administrative expenditures that would be difficult to prorate such as indirect cost, administrative salaries, benefits, and maintenance of plant are to be “set-aside” when determining the amount of funds for distribution to the eligible schools. Other expenditures resulting from division-wide initiatives that should be “set-aside” include: teacher quality (Title I, Part A Section 1119); professional development; pre-kindergarten programs; School Improvement (Title I, Part A, Section 1116); and programs that may require support from Title I funds such as Homeless, Neglected/Delinquent, and Limited English Proficient.

Columns A and B are indicated on the set-asides form. Column A is for informational purposes only and reflects the specific categories and amounts required by law (not included in Column B). Column B reflects the school division’s set aside categories and amounts. The total amount is to be entered in Box A on page 12 or page 13 in the Title I, Part A, Individual Program Application.

A) School Improvement [Sec. 1116 (b)(10)(A)(i-iii)]

Public School Choice and Supplemental Education Services*

Unless a lesser amount is needed to comply with transportation and to satisfy all requirements for supplemental education services, a division shall spend an amount equal to 20 percent of its **Title I, Part A** allocation for **Public School Choice** transportation and **Supplemental Education Services**.* If funds other than Title I are used to generate the 20 percent, list only Title I funds in Column B on Page 11.

The required percentages are as follows:

5 %	transportation;
5 %	supplemental education services; and
10 %	additional transportation, or additional supplemental education services or both, as needed.

NOTE: A division **shall not** reduce an eligible school’s Title I allocation by more than **15 percent** to be used in support of **Public School Choice and Supplemental Education Services***.

*Supplemental Educational Services are a Tier 2 Responsibility. See Title I School Improvement Chart.

B) Parental Involvement [Sec. 1118 (a)(3)(C)]

Each school division shall reserve not less than 1 percent of the **Title I, Part A** allocations to support Parental Involvement activities such as family literacy, parenting skills, etc., for those school divisions whose total Title I allocation is \$500,000 or more. Ninety-five percent of this one percent must be distributed among schools that are served by Title I.

Example: A school division that receives \$500,000 from Title I, Part A must reserve one percent or \$5,000 of that amount for Parental Involvement activities. Ninety-five percent of the **one percent** which is \$4,750 must be distributed to schools served by Title I.

This reserve fund requirement **does not** apply to school divisions receiving LESS than \$500,000. However, Parental Involvement remains a required program component under Section 1118.

II. School Level

A) School Improvement [Sec. 1116 (b)(3)(A)(iii)]

Professional Development

The school shall spend not less than **10 percent** of its Title I allocation for each fiscal year it is in Title I School Improvement. These funds are to provide high quality professional development to teachers, principals, and other relevant personnel for the purpose of addressing the academic achievement areas that placed the school in Title I School Improvement.

NOTE : This Title I School Improvement amount is a school level set-aside and should not be included in the division level set-asides total. Enter 10 percent of the total school allocation from Column 15 to Column 16 for each school that is in Title I School Improvement.

**Title I, Part A, Basic Programs Operated by Division
SET-ASIDES**

I. DIVISION LEVEL	A	B
(1000) Administrative Personnel		\$ _____
(2000) Employee Benefits (Fixed Charges)		\$ _____
(5000) Administrative Travel		\$ _____
(5000) Indirect Cost		\$ _____
(5000) Maintenance of Plant		\$ _____
(5000) Operation of Plant		\$ _____
(5000) Other		\$ _____
(6000) Administrative Materials/Supplies		\$ _____
(8000) Buildings (Capital Outlay)		\$ _____
(8000) Remodeling (Capital Outlay)		\$ _____
(8000) All Other Expenses (Capital Outlay)		\$ _____
Division-wide Initiatives		
• Teacher Quality (5 to 10% - Title I, Part A, Section 1119) (as necessary)		\$ _____
• Professional Development		\$ _____
• Title I Pre Kindergarten Program		\$ _____
Parental Involvement		
Amount of school division allocation:	\$ _____	
1% of allocation (Indicate this amount if school division receives \$500,000 or more from Title I.)	\$ _____	
95% of 1% goes to Schools (Indicate this amount)	\$ _____	
5% of 1% is set-aside by the school division		\$ _____
School Improvement Public School Choice Transportation and Education Support Services (Set-Aside is an amount equal to 20% of Title I, allocation unless a lesser amount is needed. Breakdown = maximum of 5% Transportation; 5% Supplemental Education Services; and 10% either as needed.)		
Indicate amount by percentage set-aside for:		
_____ % Public School Choice Transportation	\$ _____	
_____ % Supplemental Education Services	\$ _____	
_____ % Additional for Public School Choice Transportation	\$ _____	
_____ % Additional for Supplemental Education Services	\$ _____	
_____ % Total (an amount equal to 20% or less of Title I allocation)	\$ _____	
Enter the amount of the 20% (or less) School Improvement Set-Aside to be taken from Title I funds. (Reminder: A school division shall not reduce an eligible school's Title I allocation to be used in support of Public School Choice and Supplemental Education Services by more than 15%)		\$ _____ (amount from Title I)
Homeless (as necessary)		\$ _____
Neglected/Delinquent (as necessary)		\$ _____
Limited English Proficient (LEP) (as necessary)		\$ _____
School Division Set-Asides TOTAL (Enter here and in Box A on page 7 or 8.)		\$ _____
II. SCHOOL LEVEL		
School Improvement	\$ _____*	

*Indicate the figure representing the total amount to be spent for all the schools in School Improvement. This amount must be the same amount indicated for the division total in the School Improvement 10% Set-Aside Column 16 on the Allocation to Eligible School page(s) in the application. This total is local school level Set-Aside and should not be included in the division level's Set-Asides total.

ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor BELOW 35 percent
PPE X at least 125 percent

<p>A.</p> <p>Division's Title I Allocation \$ _____</p> <p>Minus Set-Asides (if applicable) \$ _____</p> <p>Amount for Distribution to schools (Place in Box 13) \$ _____</p>	<p>B.</p> <p>Use a separate form (page 13) each time the minimum 125 percent is increased to calculate the adjusted PPE.</p> <p>*PER PUPIL EXPENDITURE CALCULATION</p> <p>\$ _____ x _____ = \$ _____ Division Total Allocation Low-Income Pupils in ALL Schools Per Pupil Expenditure PPE</p> <p>\$ _____ ÷ _____ = \$ _____ PPE At least 125 percent Adjusted PPE</p>
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C.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	List Eligible Schools from highest poverty to lowest	Schools Served (Mark with X)	Grades Served in Title I	Targeted Assistance School	Schoolwide School	Comprehensive School Reform Grant	School Improvement	No. FTE Teachers	No. FTE Teacher Assistants	No. of Low-Income Pupils (Col. 8, Pg. 8)	Percent Low-Income (From Col. 9, Pg. 8)	Min. School Allocation (Col. 10 X Adjusted PPE)	Distribution Balance \$ _____ (from Box A)	School Reallocation Amount**	School Allocation Total (Cols. 12 and 14)	School Improvement 10 percent Set-Aside
TOTALS FOR DIVISION																

**Funds remaining after determining the minimum allocations may be distributed according to served schools' needs or distributed equitably among served schools.

Directions for Completing the Title I Narrative Statement

Responses to the items below should address how the Title I program will support the *No Child Left Behind (NCLB)* Act performance goals from which the priorities for all school divisions will be established.

NCLB Performance Goals

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014
- Goal 2: 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.
- Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5: All students will graduate from high school.

Needs Assessment

Using data collected by individual schools and school divisions, conduct a comprehensive needs assessment and examine those areas in particular that are below a standard established by the Virginia Board of Education as well as any standard established by the local board of education. The needs assessment should lend itself (1) to setting priorities for the school division and the schools and (2) to making decisions related to allocation of resources. In reporting on the results of the needs assessments, list the assessment instruments and other data sources, summarize your analysis of the data, and list the conclusions that will form the basis for the measurable objectives. Do not submit raw data with this application. Responses should be thorough, but stated as precisely and succinctly as possible. This information will be used to develop the measurable objectives and benchmarks in the application.

Student Achievement

1. Based on the most recent needs assessment in English (reading/language arts) and mathematics, using Standards of Learning, Stanford 9, Phonological Awareness Literacy Screening test data, and any additional assessment data on which the progress of students and schools is measured, describe the following:
 - a. achievement levels of all students in English (reading/language arts) and mathematics and related implications for adequate yearly progress;
 - b. achievement levels of students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, classified as limited English proficient, and other subgroups such as migratory students and gender based on disaggregated data . (Make comparisons between the achievement of subgroups and the starting point and future AYP targets* set by the state Board of Education.);
 - c. weaknesses in any Standards of Learning reporting category/Stanford 9 subtest;
 - d. effectiveness of early childhood (Pre-K) intervention programs; and
 - e. any relevant student and staff data (e.g., attendance patterns and discipline records).

*The Adequate Yearly Progress (AYP) starting point may not be available for the development of the Phase II application for the 2002-2003 school year. For the Title I Individual Application or the Local Consolidated Application for the 2002-2003 school year, use division level SOL pass rates in English and mathematics at the appropriate grade level as a basis for comparing the achievement level for all students and for each of the subgroups required by the *No Child Left Behind Act of 2001*.

Student Achievement:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

Teacher, Principal, Paraprofessional Training and Recruitment

2. Describe the findings of the school division’s review of teacher quality and paraprofessional quality in terms of the criteria established by the Virginia Department of Education. (See the “Qualifications For Teachers and Paraprofessionals” attached to this application or a list of the qualifications.)

Teacher, Principal, Paraprofessional Training and Recruitment:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

Curriculum and Instruction

3. Describe the findings of the school division’s review of programs, curricula materials, and instructional methods to determine:
 - a. whether or not they are supported by scientifically based research;
 - b. whether or not there are gaps in the essential components required for effective instructional delivery;
 - c. amount and use of instructional time;
 - d. time devoted to instruction and the instructional schedule;
 - e. teaching assignments;
 - f. instructional materials used by teachers;
 - g. instructional approaches used in the classroom; and
 - h. technology used for instructional purposes.

Curriculum and Instruction:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

4. Describe the findings of the school division’s review of strategies that are in place to ensure the teaching of curriculum that is aligned with the Standards of Learning.

Curriculum and Instruction - Alignment:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives

Professional Development

5. Describe the findings of the school division's review of ongoing professional development for teachers, principals, and administrators. Include information on access to training and updated research in teaching and learning through electronic means.

Professional Development:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives

Safe and Drug-Free Schools

Describe the findings of the school division's review of:

6. violence and illegal drug use in elementary schools, secondary schools, and school communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, delinquency, and serious discipline problems among students who attend such schools (include private school students who participate in drug and violence prevention program); and
7. data for the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, or assets; other variables in schools and communities in the Commonwealth of Virginia that have been identified through scientifically based research.

Safe and Drug-Free Schools:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

Parental Involvement

8. Describe the findings of the annual parent evaluation and other data generated from parental involvement activities.

Parental Involvement:

- List assessment instruments and other data sources.
- Summarize your analysis of the data.
- List the conclusions that will form the basis for the measurable objectives.

Measurable Objectives and Benchmarks

1. If the school division uses federal funds to increase student achievement, measurable objectives and benchmarks* should be written to address the areas below as appropriate. From the needs assessments develop and list in priority order the measurable objectives and benchmarks.
 - student achievement disaggregated by the four subgroups specified in *No Child Left Behind* (economically disadvantaged, major ethnic/racial groups, with disabilities, classified as limited English proficient) and other subgroups (migratory students);
 - teacher, principal, paraprofessional training and recruitment;
 - programs, curriculum materials, and instructional methods including technology;
 - professional development;
 - parental involvement;
 - safe and drug free schools;
 - absenteeism for elementary schools;
 - high school graduation rate; and
 - other areas

A measurable objective has four components:

1. subject (who is the target or focus?);
2. behavior (what will be changed/improved?);
3. specific criteria for assessing improvement, readiness, or achievement; and
4. time period for performance or assessment.

Examples

1. In the spring of 2003, 85 percent of the 5th grade students taking the SOL writing test will score 400 or more.
2. By the end of the 2002-2003 school year, all students in grade 2 will demonstrate an ability to comprehend on-grade-level reading materials as measured by the S.T.A.R. Diagnostic Test.

*Adequate yearly progress (AYP) future targets are the “benchmarks” for the “measurable objectives.” The development of benchmarks is contingent upon the establishment of the state’s AYP starting point and AYP future targets. Since the AYP starting point and AYP future targets are not yet available, it will not be possible to include benchmarks (AYP future targets) in the measurable objectives in the 2002-2003 Title I Individual Application or the Local Consolidated Application.

Program Services/Activities To Be Provided Through Authorized Uses of Funds

Measurable Objective # ____: Complete a program services/activities page for each measurable objective that is a priority for the school division and the schools.

1. Program Services/Activities:

2. Justification of Program Services/Activities:

3. Budget Amounts: Record all coordinating resources that fund this activity. *On the Budget Summary page (page 2) record only Title I Part A resources used to fund program services or activities.

Title I Part A \$ _____	<i>Coordinating Funds</i> Title II, Part D \$ _____ —	<i>Coordinating Funds</i> Title VI, Part B, Subpart 2 \$ _____
<i>Coordinating Funds</i> Title I, Part C \$ _____	<i>Coordinating Funds:</i> Title III, Part A: LEP \$ _____ Immigrant/Youth \$ _____	•Subtotal for this activity: *Title I, Part A \$ _____ <i>Coordinating Funds</i> \$ _____
<i>Coordinating Funds</i> Title I, Part D, Subpart 2 \$ _____	<i>Coordinating Funds</i> Title IV, Part A \$ _____	•Total for this activity: \$ _____
<i>Coordinating Funds</i> Title II, Part A \$ _____	<i>Coordinating Funds</i> Title V, Part A \$ _____	Reminder: Total and record only Title I, Part A funds upon completion of all program services or activities and record on page 2.

This page may be duplicated as necessary.

Student Eligibility Criteria for Targeted Assistance Schools

Describe the eligibility criteria that will be used to select students for participation in the Title I program in Targeted Assistance Schools. In order to have the options available to a Targeted Assistance School to measure the adequate yearly progress of the school on both all students in the school or on the performance of Title I students only, the school must establish an eligibility list that identifies and serves the lowest performing students consistent with section 1115 of Title I and Part 200.30 of the Proposed Code of Federal Regulations.

PART 200.30:

If adequate yearly progress in the Targeted Assistance School will be measurable based on Title I students only, the eligibility criteria must reflect that students with the greatest need for academic assistance (the lowest performing students) will be selected for Title I services. (NCLB, Section 1115; Proposed Code of Federal Regulations, Part 200, Section 200.30: Title I, Improving the Academic Achievement of the Disadvantaged) (School divisions will be notified of any changes in the proposed regulations.)

Coordination of Services

Describe the program services/activities that will be coordinated between Title I and other federal, state, and local programs. This description should include prioritized initiatives that will be funded from multiple federal, state, and local sources. Include plans for transitional services, where applicable. Consideration should be given at least to transition from preschool programs to local elementary school programs and later from middle school to secondary education.

In your response include pertinent information from any of the following that may be applicable:

1. plans for assisting preschool children in the transition from early childhood programs such as Title I preschool programs, Head Start, Even Start, Early Reading First, or state-funded preschool program;
2. coordination and integration of federal, state, and local services and programs, including programs supported under *No Child Left Behind*, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training;
3. plans for coordinating and integrating federal program funds in this application used in conjunction with other federal, state, and local funds to support services to students, especially students in the targeted subgroups, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and
4. provisions for the arranged transition of students classified as limited English proficient, disabled students, disadvantaged (educationally and economically), migratory students, homeless children and youth, neglected or delinquent youth, and youth who are at-risk of dropping out of school.

School Improvement (if applicable)

Describe the actions your school division will take to implement public school choice as found in Section 1116(b)(1)(E) at the beginning of the 2002-03 school year. According to the Virginia Board of Education policy, include the school division's plan for offering/implementing public school choice as an option for students served/eligible in a Targeted Assistance School and for all students in a Schoolwide Program School. At a minimum, the following should be addressed in the response:

- a. the selection criteria giving priority to lowest-achieving students from low-income families if the receiver school demonstrates insufficient capacity;
- b. use of set-aside funds for transportation;
- c. documentation of parent requests;
- d. any extenuating circumstances, with superintendent's signature, that causes a non-School Improvement school to be excluded as a receiver school; and
- e. an agreement between the school division and a neighboring school division, if needed, and according to guidelines established by the Virginia Board of Education.

Homeless (as necessary)

Describe how your school division will provide services for homeless children, including services provided with funds reserved under Section 1113(c)(3)(A)(Eligible Attendance Areas – Reservation). This description shall include:

- a. revised local policies and procedures to remove potential barriers to the enrollment and educational success of homeless children and youth (e.g., requiring school or medical records or tuberculosis testing prior to enrollment);
- b. immediate enrollment of homeless children and youth;
- c. the option of maintaining enrollment in the school of origin or enrolling in the school where the student is currently residing. (If the school division chooses to send a student to a school other than the school of origin or the school requested by the parent or guardian, the school division must provide written explanation to the parent or guardian, including the right to appeal under the dispute resolution provision developed by the state.);
- d. transportation to the school of origin when such school is determined to be in the student's best interest and fully informing parents or guardians of all transportation services;
- e. immediate admission of the student to the school in which he/she is seeking enrollment, pending resolution of a dispute;
- f. assignment of a school division liaison;
- g. immediate enrollment of unaccompanied youth and referral of such youth to the local liaison to assist in placement/enrollment decision; and
- h. public notice of the educational rights of homeless students where children and youth receive services (such as schools, family shelters, and soup kitchens).

TITLE I PRESCHOOL PROGRAM (if applicable)

School Year:

School Division:	School Division Code:	Superintendent's Region:
Number of Participating Students		
Number of Eligible Students on Waiting List:		
Number of Participating Schools or Centers		
Number of Teachers		
Number of Instructional Assistants		
Average Number of Pupils Per Class/Average Class Size		
Number of Classrooms		
Total Preschool Budget (Personnel and Program)		
School Year Title I Preschool First Established	FY _____	
Length of the Program Day	<input type="checkbox"/> Half Day	<input type="checkbox"/> Full Day
Curriculum	<input type="checkbox"/> High/Scope	<input type="checkbox"/> Creative Curriculum
	<input type="checkbox"/> Locally Developed	<input type="checkbox"/> Other (specify) _____
Test/Evaluation Design	<input type="checkbox"/> Brigance	<input type="checkbox"/> Bracken
	<input type="checkbox"/> Boehm	<input type="checkbox"/> Child Observation Record
	<input type="checkbox"/> Dial R	<input type="checkbox"/> Work Sampling System
	<input type="checkbox"/> Denver II	<input type="checkbox"/> PALS
	<input type="checkbox"/> Locally Developed	<input type="checkbox"/> Other (specify)
Title I is collaborating with other preschool programs:	<input type="checkbox"/> Virginia Preschool Initiative	<input type="checkbox"/> Head Start
	<input type="checkbox"/> Early Childhood Special Education	<input type="checkbox"/> Even Start Family Literacy
	<input type="checkbox"/> Others (specify) _____	
Students must be	_____	_____
	Age	by Date

**General Assurances
and
Program Specific Assurances**

GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Education 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 V, Part A	– Innovative Programs
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

In this Title I Individual Application, the division assures:

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. That 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;
3. That 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;
4. That 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; and
 - b. the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
5. That it will maintain fiscal effort in support of free public education;
6. That 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;
7. That the majority of the resources in the school division are derived from non-federal funds;
8. That it will comply with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
9. That it will comply with the audit requirements for each program;
10. That federal funds are used to supplement, not supplant regular non-federal funds;
11. That it will cooperate in carrying out any evaluation of each program conducted by or for the State education agency, the Secretary, or other Federal officials;

12. That 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;
13. That it will submit such reports to the State education agency (which shall make the reports available to the Governor) and the Secretary as the State education agency and Secretary may require to enable the State education agency and the Secretary to perform their duties under each program;
14. That it will maintain such records, provide such information, and afford such access to the records as the State education agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State education agency's or the Secretary's duties;
15. That it consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
16. That it afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
17. That it will comply with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
18. That it will comply with the other application requirements outlined under Title IX - General Provisions as follows:

Section 9501. Private School Children,
Section 9502. Bypass, and
Section 9521. Maintenance of Effort
19. That it is in compliance with the following statutes and regulations:
 - a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et. seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance;
 - b. Section 504 of the Rehabilitation Act of 1993, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance;
 - c. Title IX of the Education Amendments of 1992, as amended, 20 U.S.C. 1681 et. seq., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
 - d. The Age Discrimination Act of 1995, as amended, 42 U.S.C. 6101 et. seq., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance;

- e. all provisions of General Education Provisions Act (GEPA) as amended under Public Law 103-382; and
- f. all regulations, guidelines, and standards lawfully adopted under the above statutes by the U. S. Department of Education.

The applicant agrees that compliance with these assurances constitutes a condition of continued receipt of federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees, or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply, the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the U. S. Department of Education may, at its discretion, seek a court order requiring compliance with the terms of the assurances or seek other appropriate judicial relief.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

Gun Free Schools Act

The division is in compliance with Section 22.1-277.01, Virginia Code which requires the expulsion for one year of any student determined to have brought a weapon 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 weapon used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Section 4141 of Title IV. 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.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

Program Specific Assurances in the *No Child Left Behind Act of 2001*

Title I, Part A – Improving Basic Programs Operated by Local Education Agencies

Each local education agency plan shall provide assurances that the local education agency will —

1. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
2. provide technical assistance and support to schoolwide programs;
3. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the state's student academic achievement standards;
4. fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
5. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
6. take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
7. ensure that services (to provide early childhood development services to low-income children below the age of compulsory school attendance) comply with the performance standards established under section 641A(a) of the Head Start Act;
8. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
9. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
10. inform eligible schools of the local education agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
11. coordinate and collaborate with the State education agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local education agency in addressing major factors that have significantly affected student achievement at the school;

12. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
13. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
14. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
15. assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D);
16. 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;
17. 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. 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; and
 - d. whether the child is provided services by paraprofessionals and, if so, their qualifications.
18. provide to each individual parent—
 - a. information on the level of achievement of the parent's child in each of the State academic assessments as required under this part;
 - b. timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified; and
 - c. this information in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

19. collect and disseminate information collected under section 1111 in a manner that protects the privacy of individuals;
20. provide all students enrolled in a school identified for school improvement, not later than the first day of the school year following such identification, with the option to transfer to another public school served by the local education agency, which may include a public charter school, that has not been identified for school improvement, unless such option is prohibited by State law;
21. give priority to the lowest achieving children from low-income families in providing these students the option to transfer to another public school; and
22. shall enroll students, who use the option to transfer, in classes and other activities in the same manner as all other children in the school.

Division:	
Division Superintendent (Signature):	Board Chairman (Signature):
Division Superintendent (Typed Name):	Board Chairman (Typed Name):
Date:	Date:

Authorized Uses of Funds

AUTHORIZED USES OF FUNDS

Following are authorized uses of funds for all programs under *No Child Left Behind Act*, P.L. 107-110.

Curriculum and Organizing for Instruction

- A. Provide an enriched and accelerated curriculum, including applied learning, for all students who are members of target populations of any federal program included in this consolidated local application. (Titles: I, III, IV, V, VI)
- B. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement by using effective restructuring plans that are scientifically based to increase the amount and quality of learning time (e.g., providing an extended school year, before- and after-school, and summer programs and opportunities). (Titles: I, III, V)
- C. Meet the educational needs of historically underserved populations:
 - 1. economically disadvantaged students,
 - 2. students from major racial and ethnic groups,
 - 3. students with disabilities, and
 - 4. students with limited English proficiency. (Titles: I, III, V, VI)
- D. Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards, who are members of target populations of any federal program that is included in this Title I Individual Application. (Titles: I, III, V)
- E. Minimize removing children from the regular classroom during regular school hours for instruction provided by Title I. (Title I)
- F. Provide programs for the development or acquisition in use of instructional and educational materials, including library services and materials, academic assessments, reference materials, computer software and hardware for instructional use, and other curricula materials tied to high academic standards. (Titles: I, V)
- G. Provide educational reform projects, including magnet school programs. (Titles: I, V)
- H. Provide programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school. (Titles: I, V)
- I. Provide programs for the educational needs of gifted and talented students. (Title V)
- J. Provide support for the planning, design, and initial implementation of charter schools eligible for Title I, Part A and Title V, Part B (Public Charter Schools). (Titles: I, V)
- K. Support school improvement programs or activities under section 1116 (Academic Assessment and School Division and School Improvement) and section 1117 (School Support and Recognition). (Titles: I, V)

- L. Support activities to promote, implement, or expand public school choice. (Titles: I,V)
- M. Support for alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting. (Titles IV, V)
- N. Support programs to establish or enhance Pre-Kindergarten programs. (Titles: I,V)
- O. Support academic intervention programs operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year) for students most at risk of not meeting state standards or not completing secondary school. (Titles: I, V)
- P. Support programs for cardiopulmonary resuscitation (CPR) training in schools to establish smaller learning communities. (Title V)
- Q. Support activities that encourage and expand improvements throughout the area served by the local education agency that are designed to advance student academic achievement. (Titles: I, V)
- R. Support for programs to provide same-gender schools and classrooms (consistent with applicable law). (Title V)
- S. Support for service learning activities. (Titles: IV, V)
- T. Support for supplemental educational services as defined in section 1116(e) of Title I (School Improvement). (Titles: I, V)

Diagnosis and Teaching Low-Achieving Children

- U. Support for the use of effective instructional methods and practices that are scientifically based to strengthen the core academic program in the school. (Titles: I, III, V)
- V. Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served by Title I to meet state student achievement academic standards and do well in the academic curriculum. (Titles: I, III, V)
- W. Identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom based instructional reading assessments. (Titles: I, V)

- X. Support activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Titles: I, III, V)
- Y. Support programs and activities that expand learning opportunities through best-practice models. (Titles: I, V)
- Z. Support programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning. (Titles: I, V)
- AA. Increase the English proficiency of limited English proficient students by providing high-quality language instruction programs that are based on scientifically based research that demonstrate the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. (Title III)

Parental and Community Involvement

- BB. Increase parental involvement programs and activities (e.g., such as family literacy services) with a focus on student achievement. [See Section 1118 – Parental Involvement.] (Titles: I, V, VI)
- CC. Provide high quality curriculum and instruction in a supportive and effective environment which will enable parents to assist in their children's homework. (Titles: I, III, V)
- DD. Increase communication between the home, school, and community in order to build capacity for engaged involvement and partnership. (Titles: I, III, V)
- EE. Adopt scientifically based research model approaches to improve parental involvement. (Titles I, III, IV, V, VI)
- FF. Provide training for parents to enhance the involvement of other parents. (Titles I, III, IV, V, VI)
- GG. Coordinate and integrate parental involvement programs and activities with other federal programs (e.g., Head Start, Reading First, etc.) to increase student achievement and community involvement. (Titles I, III, IV, V, VI)
- HH. Provide programs to improve the literacy skills of adults, including adult education and family programs. (Titles I, III, V, VI)
- II. Provide initiatives to generate, maintain, and strengthen parental, family, and community involvement. (Titles I, III, IV, V, VI)

- JJ. Provide professional development in the integration of advanced technologies (including emerging technologies) into curricula and instruction to create new learning environments:
1. to access data and resources to develop curricula and instructional materials; (Titles I, II, III, IV, V, VI)
 2. to enable teachers (1) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and (2) to retrieve Internet-based learning resources; (Titles I, II, III, IV, V, VI) and
 3. to lead improvement in classroom instruction in core academic subjects that effectively prepare students to meet challenging state academic content standards, including increasing student technology literacy, and student academic achievement standards. (Titles I, II, III, V, VI)
- KK. Provide high-quality professional development (based on scientifically based research) for teachers, principals, and administrators, and other school personnel, to enhance knowledge and use of curricula materials, assessment measures, and instructional strategies effective with students who: are economically disadvantaged, from major racial/ethnic groups, have disabilities, are classified as limited English proficient, migratory, neglected or delinquent, and homeless. (Titles: I, II, III, V)

Principals, Teachers, Paraprofessionals Training and Recruitment

- LL. Provide funds for targeted schools that have the lowest percentage of highly qualified teachers; have the highest average class size; or are identified for school improvement under Title I.
1. Provide professional development activities that improve the knowledge of teachers, principals, and paraprofessionals. (Titles: I, II, III, V, VI)
 2. Carry out the professional development activities to improve the quality of instruction to increase student achievement and development of English proficiency for limited English proficient students. (Titles: I, II, III, V)
 3. Carry out programs and activities to improve the quality of instructional leadership. (Titles: I, II, V)
 4. Develop and implement initiatives to assist schools in effectively recruiting and retaining highly qualified teachers, principals, and paraprofessionals. (Titles: I, II, V)
 5. Hire highly qualified teachers including teachers who become highly qualified through state and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly, in the early grades. (Titles: I, II, V)
 6. Develop and implement initiatives to promote retention of highly qualified teachers, principals, and paraprofessionals, particularly within elementary and secondary schools with a high percentage of low-achieving students. (Titles: I, II, V)
 7. Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths, such as paths to become a career teacher, mentor teacher, or an exemplary teacher. (Titles: I, II)
 8. Carry out programs and activities related to exemplary teachers. (Titles: I, II)
 9. Carry out professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence. (Title IV)

Technology

- MM. Provide technology activities related to the implementation of school based reform efforts. (Titles: I, II, V, VI)
- NN. Provide educational technology, including software and hardware, as described in Part D of Title II (Enhancing Education Through Technology). (Titles: II, V)

Safe and Drug-Free

- OO. Develop, implement, and evaluate comprehensive programs and activities that are coordinated with other school and community-based services and programs to --
 - 1. Foster a safe and drug-free learning environment that supports academic achievement. (Title IV)
 - 2. Be consistent with the principles of effectiveness and be designed to--
 - a. prevent or reduce violence; the use, possession and distribution of illegal drugs; and delinquency; (Title IV) and
 - b. create a well-disciplined environment, conducive to learning, that includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management effort. (Title IV)
 - 3. Include activities to --
 - a. promote the involvement of parents in the activity or program; (Title IV)
 - b. promote coordination with community groups and coalitions, and government agencies; (Title IV) and
 - c. distribute information about the school division's needs, goals, and programs. (Title IV)
- PP. Provide programs to expand or improve school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel. (Title IV)
 - 1. Promote the involvement of parents in the substance abuse and violence prevention activities and programs. [See Section 4115 Safe and Drug-Free.] (Title IV)
 - 2. Promote coordination of the substance abuse and violence prevention program with community groups, coalitions, and government agencies. [See Section 4115 Safe and Drug Free.] (Title IV)

Limited English Proficiency

- QQ. Provide a high-quality language instruction program(s) that are based on scientifically based research that demonstrate the effectiveness of increasing English proficiency and student academic achievement in the core academic subjects. (Title III)

Neglected, Delinquent, or At-risk

- RR. Provide programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment, and to help them remain in school in order to complete their education. (Title I)

- SS. Provide dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students classified as limited English proficient, and gang members. (Title I)
- TT. Coordinate health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education. (Title I)
- UU. Provide special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education. (Title I)
- VV. Establish programs that provide mentoring and peer mediation. (Title I)

Additional Services

- WW. Provide community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage. (Titles: IV, V)
- XX. Provide activities to promote consumer, economic, and personal finance education. (Title V)
- YY. Provide programs to hire and support school nurses and programs for CPR training in schools. (Title V)
- ZZ. Provide advocacy and outreach activities for migratory children and their families, including other education, health, nutrition, and social services. (Title I)

Qualifications For Teachers and Paraprofessionals

QUALIFICATIONS OF TEACHERS

Title I, Part A, Subpart 1, Section 1119

Mandates of the Act:

I. New teachers hired after the first day of the 2002-03 school year in programs supported by Title I, Part A, must be “highly qualified.” All teachers of core academic subjects (including English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history and geography) must be “highly qualified” by the end of the 2005-06 school year.

1. What does “highly qualified” mean in Virginia?

Based on the *No Child Left Behind* legislation and the nonregulatory draft guidance document titled, *Improving Teacher Quality, State Grants*, Title II, Part A, June 6, 2002, the term “highly qualified” used in reference to any public elementary, middle, or secondary school teacher in the core academic subjects means the teacher: (1) holds full state licensure as a teacher, including licensure through alternate routes; and (2) teaches only in the area or areas of endorsement.

In addition, a teacher who is entering the profession through an alternate route program may meet the definition of a highly qualified teacher if the participant in the program: (1) is permitted by the state to assume functions as a regular classroom teacher; (2) has a bachelor’s degree; (3) has demonstrated subject matter competence by passing the state professional teacher assessments; and (4) is making satisfactory progress toward full licensure, as prescribed by the Board of Education.

2. What teachers are affected by the *No Child Left Behind* legislation?

New teachers hired after the first day of the 2002-03 school year in programs supported by Title I, Part A, funds must be “highly qualified.” This includes all teachers of core academic subjects hired after the first day of the 2002-03 school year in a Title I “Schoolwide Program” or a Title I teacher employed in a “Targeted Assistance” school. “Highly qualified” applies to all teachers working in core academic subjects by the end of the 2005-2006 school year. **The legislation defines the following areas as core academic subjects: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography** [Section 9101(11)].

3. How does the *No Child Left Behind* legislation affect non-degreed career and technical teachers in Title I middle and high schools?

The federal legislation does not include career and technical education courses as core academic subjects. As such, the Board of Education’s regulations will continue to provide the “Technical Professional License” to teachers of these courses.

QUALIFICATIONS OF PARAPROFESSIONALS

Title I, Part A, Subpart 1, Section 1119

Mandates of the Act:

II. As of this date of enactment, new paraprofessionals must be “highly qualified”, and existing paraprofessionals must be “highly qualified” no later than four years after the date of enactment (January 2006).

All paraprofessionals hired after the date of enactment (January 8, 2002) of the *No Child Left Behind* legislation and working in a program supported with funds under Title I, Part A, must meet the federal definition of a “highly qualified” paraprofessional. Paraprofessionals hired before January 8, 2002, and working in a program supported with funds under Title I, Part A, must meet these requirements in four year. All paraprofessionals, regardless of the hiring date, must have earned a secondary school diploma or its recognized equivalent (GED). These requirements apply to paraprofessionals with instructional duties.

1. What is the federal definition of a “highly qualified” paraprofessional?

Highly qualified paraprofessionals are defined in the *No Child Left Behind* legislation as individuals who have completed **one** of the following requirements:

- at least two years of study at an institution of higher education; or
- an associate degree or higher degree; or
- have met a rigorous standard of quality and can demonstrate, through a local or formal state academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [Section 1119(c)(1)(A)(B)(C)(i)(ii)].

2. What paraprofessionals are affected by the NCLB legislation?

Paraprofessionals hired before January 8, 2002, and working in a program supported with Title I funds must meet one of the requirements above in four years [Section 1119(d)]. The federal policy on paraprofessionals outlined in an April 30, 2002, letter to the State Superintendent of Public Instruction offered the following guidance on paraprofessionals:

- a. Requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For Title I schoolwide schools, this means all paraprofessionals with instructional duties without regard to the source of funding of the positions.
- b. Requirements do not apply to paraprofessionals working as translators or those whose duties consist solely of conducting parental involvement activities consistent with Section 119(e)(1)(2). Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional

computer assistance are not considered to be paraprofessionals for Title I purposes.

- c. *All* paraprofessionals (regardless of their hiring date) in a program supported with Title I funds must have a secondary school diploma or equivalent. This is a change from the previous statute that permitted the hiring of paraprofessionals without high school diplomas, or the recognized equivalent, to work as translators.
- d. Finally, Title I and Title II funds may be used for ongoing training and professional development to help paraprofessionals meet the requirements of the *No Child Left Behind Act*.