

**PHASE II**

**TITLE I, Part C**

**Education of Migratory**

**Children**

**Application**

**August 2002**



VIRGINIA MIGRANT  
EDUCATION PROGRAM  
MAKING A DIFFERENCE IN THE LIVES OF MIGRANT CHILDREN

## INSTRUCTIONS FOR COMPLETION OF TITLE I, PART C VIRGINIA MIGRANT EDUCATION PROGRAM APPLICATION

Timeline for submission of the Migrant Education Program Phase II Application:

### **Phase II**

Due Date: September 30, 2002

Contents: Migrant Education Application Cover Sheet (Signed by Superintendent and Board Chair)  
Program Narrative  
Updated Budget Summary  
Program Specific Forms  
Assurances (Signed by Superintendent and Board Chair)

### **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 SEA. 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.

### **BUDGET SUMMARY (Page 4):**

4. The Budget Summary should reflect total expenditures for the Title I, Part C Program.
5. The **Expenditure Accounts Descriptions** on page 5 provide guidance on where to place certain expenditures on the Budget Summary sheet, page 4.

### **BUDGET BREAKDOWN (Page 6-7):**

6. A budget breakdown for all personal (Object Code 1000) should be submitted on page 6. A budget breakdown for Object Codes 2000 to 9000 should be submitted on page 7.



**JUSTIFICATIONS (Pages 8-9):**

7. Justifications should be made for **Supportive Services, Travel, and Capital Outlay**.

**TITLE I, PART C INDIVIDUAL PLAN: NARRATIVE STATEMENT (Pages 10-17)**

8. Narrative statements must be written to describe the components of the Title I, Part C program. Sections include: Program Description; Needs Assessment; Measurable Objectives and Benchmarks; Program Services/Activities and Coordination of Services. Each section contains directions for completing. Responses should be precise.

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

**GENERAL ASSURANCES AND PROGRAM SPECIFIC ASSURANCES (Pages 18-25):**

9. 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 27-32)**

10. These strategies listed in the section on Authorized Uses of Funds may be used as a guide to complete the appropriate parts of the Title I, Part C Narrative.

**APPENDIX**

Table B	Division Budget Summary
Table C (1)	Children Expected to Reside in the State and Children Expected to be Served, Agriculture and Fishing
Table C (2)	Children Expected to Reside in the State and Children Expected to be Served, Regular School
Table C (3)	Children Expected to Reside in the State and Children Expected to be Served, Summer School/Intersession
Table D	Migrant Education Summer Programs

Qualifications for Teachers and Paraprofessionals



**FEDERAL – PHASE II**  
**TITLE I, PART C, MIGRANT EDUCATION PROGRAM**  
**APPLICATION**  
**EDUCATION OF MIGRATORY CHILDREN**  
*No Child Left Behind Act of 2001, Public Law 107-110*

To be Completed by State Educational Agency					
State Code	State Project No.	County/City Code	Total Allocation	Amt. Requested	Total Amt. Approved
Signature of Authorized State Education Agency Official			Date Approved	For Fiscal Year Ending September 30	

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

The applicant designated below applies for an allocation of Title I assistance as appropriated under NCLB, Title I, Part C, Section 1301 of the Act. Funds are available for provision of instructional activities and services, as set forth in this application and as designed to meet the special, educational needs of migratory children.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct. The agency named below has authorized me, as its representative, to file this application and such action is recorded in the minutes of the School Board meeting held on \_\_\_\_\_, 20\_\_\_\_.

_____	_____	_____
Board Chairman	Signature	Date
_____	_____	_____
Superintendent/Designee	Signature	Date

Migrant Education Contact		Applicant (Legal Name of Agency)	
Mailing Address (Street, City or Town, Zip Code)		Mailing Address (Street, City or Town, Zip Code)	
Phone:	Fax:	Phone:	Fax:
E-Mail Address:			

Return to:     Patience Jones, Specialist  
Title I and Migrant Education  
Virginia Department of Education  
Division of Instructional Support Services  
P. O. Box 2120  
Richmond, VA 23218-2120



**VIRGINIA DEPARTMENT OF EDUCATION**

**BUDGET SUMMARY**

Migrant Education Program: \_\_\_\_\_

(Projected dollar amount of Title I, Part C funds required for administration and implementation)

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



## EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the Migrant Education Program 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 or 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.



**Table A**

**DIVISION STAFF POSITIONS AND FUNDING SOURCE  
OBJECT CODE 1000**

Position	Migrant Program Funds		Title I Administrative Funds		Total %Time in the MEP*
	Salary	% Time	Salary	% Time	
1	2	3	4	5	6
Totals					

\*The percentage of time reported in Column 3 plus the percentage of time reported in Column 5 must equal the percentage of time reported in Column 6.

Migrant Education Program: \_\_\_\_\_

### **BUDGET BREAKDOWN**

Include a breakdown of the budget categories on page 4 for Object Codes 2000-9000.





**JUSTIFICATIONS**

Migrant Education Program: \_\_\_\_\_

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

**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, Part C Program. Indicate the estimated cost.

---

---

---

---

---

---

---

---

**JUSTIFICATION FOR CAPITAL OUTLAY  
OBJECT CODE 8000**

If Title I, Part C funds are expended for capital outlay, justify the expenditures by item, including prices and the planned usage of each item in relation to Migrant Education Program services/activities.

---

---

---

---

---

---

---

---



# TITLE I, PART C MIGRANT EDUCATION PROGRAM APPLICATION

## **Title I, Part C Individual Program Application**

The Title I, Part C individual application is a means to describe how the Migrant Education Program will develop educational programs that will increase student achievement for all migratory children. Migrant programs are asked to describe how they will plan to close the achievement gap between high- and low-performing children. More specifically the achievement gap between historically under-served student 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, the Migrant Education Program 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, Part C with other federal, state, and local programs and other funding sources.

## **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 Migrant Education Program in Virginia will be evaluated. The plan developed in this application will be evaluated on (1) the effectiveness of program services/activities to increase migratory student achievement and (2) the progress of schools and school divisions (where migratory students are identified) toward meeting the State's adequate yearly progress (AYP) targets. The following will be measured:

- the achievement levels of all migratory students in English (reading/language arts) and mathematics;
- the achievement levels of migratory 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; and
- the degree to which teacher and paraprofessional quality meet the State's standards; and the degree to which professional development and parental involvement contribute to the established AYP targets.



## Directions for Completing the Migrant Education Program Application

Responses to the items below should address how your program will support the *No Child Left Behind Act* of 2001 (NCLB) Performance Goals from which the priorities for all school divisions will be established. Narrative responses should be thorough, but stated as precisely and succinctly as possible.

### 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.

### Migrant Education Program Application

#### Program Description

1. Describe the migration patterns in your area/district. Include current information on crops; seasonal and temporary employment opportunities; increases/decreases in number of currently and formerly migratory students; ethnic background; countries of origin; family composition, including households headed by an older sibling; and language needs.
2. A description of how teachers in consultation with parents, administrators and pupil services personnel will identify the eligible children most in need. The following list of need factors may be included within your description:
  - a. most recent arrivals from another country;
  - b. most mobile during school year;
  - c. absenteeism at the Elementary level;
  - d. limited English Proficiency;
  - e. low first language literacy skills;
  - f. low in English academic achievement;
  - g. retention;
  - h. at risk for dropping out; and
  - i. interrupted schooling.
3. A description of the identification and recruitment plan that maximizes effective recruitment and increases the number of students, including provisions of a recruiter(s). Include the identification and recruitment and record keeping procedures to be conducted throughout the year to ensure that no ineligible students will be entered into the migrant student database.
4. A description of other migrant-funded services, instructional or support, that will be implemented and utilized to serve migrant children not participating in the regular and/or summer term programs (i.e., distribution of materials and books, tutorial services, family literacy services, GED preparation, etc.).



## Needs Assessment

Using data collected by individual schools and the Migrant Education Program (MEP), 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 services provided by the Migrant Education Program and (2) to making decisions related to allocation of resources. In reporting the results of the needs assessment, 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 migratory students and schools is measured, describe the following:
  - a. achievement levels of all migratory students in English (reading/language arts) and mathematics and related implications for adequate yearly progress;
  - b. achievement levels of migratory students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, and classified as limited English proficient, 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 AYP starting point may not be available for the development of the Phase II application for the 2002-2003 school year. For the Migrant Education Program 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 the 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 Migrant Education Program’s review of teacher 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 the 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 Migrant Education Program’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 the 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 Migrant Education Program’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 the 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 Migrant Education Program'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 the 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

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

### Parental Involvement:

- List the 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

Identify measurable objectives and benchmarks\* derived from the needs assessment and list in priority order the areas below as appropriate:

- student achievement by students who are economically disadvantaged, from major racial/ethnic groups, with disabilities, classified as limited English proficient, and other subgroups (migratory students)
- Teacher, Principal, Paraprofessional Training and Recruitment
- professional development
- high school graduation rate
- programs, curriculum materials, and instructional methods
- technology
- absenteeism for elementary schools
- parental involvement
- identification and recruitment
- other areas

\*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, Part C Migrant Education Program Application.



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 5<sup>th</sup> 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.



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

Complete a program services/activities page for each measurable objective that is a priority for the Migrant Education Program and participating school divisions.

**Measurable Objective :**

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 4) record only Title I Part C resources used to fund program services or activities.

<i>Coordinating Funds</i> Title I Part A           \$_____	<i>Coordinating Funds</i> Title II, Part D           \$_____	<i>Coordinating Funds</i> Title VI, Part B, Subpart 2 \$_____
<b>Title I, Part C</b> \$_____	<i>Coordinating Funds:</i> Title III, Part A: LEP _____ Immigrant/Youth \$_____	<b>•Subtotal for this activity:</b> *Title I, Part C           \$_____
<i>Coordinating Funds</i> Title I, Part D, Subpart 2 \$_____	<i>Coordinating Funds</i> Title IV, Part A           \$_____	<b>•Total for this activity:</b> \$_____
<i>Coordinating Funds</i> Title II, Part A           \$_____	<i>Coordinating Funds</i> Title V, Part A           \$_____	<b>Reminder: Total and record only Title I, Part C funds upon completion of all program services or activities and record on page 4.</b>

**This page may be duplicated as necessary.**



## Coordination of Services

Describe the program services/activities that will be coordinated between the Migrant Education Program and other federal, state, and local programs as reflected in the budget section on page 16. 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.



# **General Assurances and Program Specific Assurances**



## 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 V, Part A	– Innovative Programs
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

In this application, the school division assures:

- I. that the program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. 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;
- III. 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;
- IV. 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
    1. that it will maintain fiscal effort in support of free public education;
    2. 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;
    3. that the majority of the resources in the school division are derived from non-federal funds;
    4. that it will comply with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
    5. that it will comply with the audit requirements for each program;
    6. that federal funds are used to supplement, not supplant regular non-federal funds;
    7. that 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. 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;
    9. that it will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary 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. that it will maintain such records, 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. that it consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
12. that it afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
13. 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;
14. 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

15. that it will 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 a teacher (or has been taught for four or more consecutive weeks by a teacher) who is not highly qualified;
  - c) this information in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- 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 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 educational agency, which may include a public charter school, that has not been identified for school improvement, unless such option is prohibited by state law;
- E. that it will give priority to the lowest achieving children from low-income families in providing these students the option to transfer to another public school; and



- F. that it 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.

Migrant Education Program/Division:	
Division Superintendent/Designee (Signature):	Board Chairman (Signature):
Division Superintendent/Designee (Typed Name):	Board Chairman (Typed Name):
Date:	Date:



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

### Title I, Part A

Each school division's plan shall provide assurances that the school division will —

- i. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- ii. provide technical assistance and support to schoolwide programs;
- iii. 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 student academic achievement standards;
- iv. fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
- v. 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;
- vi. 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;
- vii. 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;
- viii. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- ix. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- x. inform eligible schools of the school division'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;
- xi. coordinate and collaborate with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement,
- xii. corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;



- xiii. 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;
- xiv. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the division, 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;
- xv. 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;
- xvi. 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);
- xvii. 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;



xviii. 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:

1. whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. 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
4. whether the child is provided services by paraprofessionals and, if so, their qualifications.

Migrant Education Program/Division:	
Division Superintendent/Designee (Signature):	Board Chairman (Signature):
Division Superintendent/Designee (Typed Name):	Board Chairman (Typed Name):
Date:	Date:



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

**Title I, Part C - Migrant**

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

1. use funds received only for programs and projects, including the acquisition of equipment, in accordance with section 1306;
2. consult with parent advisory councils for programs of 1 school year in duration; and
3. make adequate provision for addressing the unmet education needs of preschool migratory children.

Migrant Education Program/Division:	
Division Superintendent/Designee (Signature):	Board Chairman (Signature):
Division Superintendent/Designee (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 educational 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 targeted for 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 in 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)

# Appendix

## Table B

### DIVISION BUDGET SUMMARY (Migrant Education Program Funds Only)

<b>Instructional Services, Support Services, and Subgrantee Administration</b>	
A. Instructional Services	\$
B. Support Services	
1. Health	\$
2. Guidance	\$
3. Nutrition	\$
4. Parental Activities*	\$
5. Other (Clothing, Transportation)	\$
C. Administration (Subgrantee)	\$
Total	\$

\*Parental Activities include costs associated with the Parent Advisory Committee.

**Table C (1)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED**

<b>AGRICULTURE</b>							
<b>Migrant Status</b>	<b>Ages</b>		<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>Below 3</b>	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b>	Reside						
	Serve						
<b>Intrastate</b>	Reside						
	Serve						
<b>Total</b>	Reside						
	Serve						

“Served” means to receive academic and support services provided in whole or in part with MEP funds.

<b>FISHING</b>							
<b>Migrant Status</b>	<b>Ages</b>		<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>Below 3</b>	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b>	Reside						
	Serve						
<b>Intrastate</b>	Reside						
	Serve						
<b>Total</b>	Reside						
	Serve						

“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**Table C (2)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED\***

<b>REGULAR SCHOOL</b>						
<b>Migrant Status</b>	<b>Age</b>	<b>Grade Levels</b>			<b>Ungraded</b>	<b>Totals</b>
	<b>3 thru 4</b>	<b>Elementary Grades <u>K</u> to <u>8</u></b>	<b>Secondary Grades <u>9</u> to <u>12</u></b>	<b>Out of School Youth</b>		
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b> Reside						
	Serve					
<b>Intrastate</b> Reside						
	Serve					
<b>Total</b> Reside						
	Serve					

\*“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**PRIORITY FOR SERVICES**

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved most recently (within 1 year) and who are failing, or most at risk of failing to meet the state standards, or are out of school. Other risk factors include:

- performance below grade level;
- limited English proficient (non-English speaking and limited English speaking);
- absenteeism;
- non-age appropriate placement; and
- appropriate verified credit and credit accrual.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved infrequently (within 2-3 years) or who are secondary Continuation of Service (COS) students and who are failing, or most at risk of failing to meet the state standards, or are out of school.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 enrolled in school or are out of school.

\_\_\_\_\_ Estimated number of migratory children from birth to age two or elementary Continuation of Service (COS) students.

**Table C (3)**

**CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED\***

SUMMER SCHOOL/INTERSESSION						
Migrant Status	Ages	Grade Levels			Ungraded	Totals
	3 thru 4	Elementary Grades <u>K</u> to <u>8</u>	Secondary Grades <u>9</u> to <u>12</u>	Out of School Youth		
<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Interstate</b> Reside						
	Serve					
<b>Intrastate</b> Reside						
	Serve					
<b>Total</b> Reside						
	Serve					

\*“Served” means to receive academic and support services provided in whole or in part with MEP funds.

**PRIORITY FOR SERVICES**

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved most recently (within 1 year) and who are failing, or most at risk of failing to meet the state standards, or are out of school. Other risk factors include:

- performance below grade level;
- limited English proficient (non-English speaking and limited English speaking);
- absenteeism;
- non-age appropriate placement; and
- appropriate verified credit and credit accrual.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 who have moved infrequently (within 2-3 years) or who are secondary Continuation of Service (COS) students and who are failing, or most at risk of failing to meet the state standards, or are out of school.

\_\_\_\_\_ Estimated number of eligible migratory children between the ages of 3-21 enrolled in school or are out of school.

\_\_\_\_\_ Estimated number of migratory children from birth to age two or elementary Continuation of Service (COS) students.

**Table D**

**MIGRANT EDUCATION SUMMER SCHOOL PROGRAMS**

<b>Site</b>	<b>Time School Day Begins</b>	<b>Time School Day Ends</b>	<b>Total Hrs./Mins. of Instruction</b>

**QUALIFICATIONS  
FOR  
TEACHERS  
AND  
PARAPROFESSIONALS**

**August 2002**

## 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*.