

PHASE II

**TITLE I, Part D,
Subpart 2**

**Prevention and Intervention
Programs for Children Who
Are Neglected, Delinquent,
or At-Risk**

**Local Agency Program
Application**

August 2002

**INSTRUCTIONS FOR COMPLETION OF TITLE I, PART D, SUBPART 2
PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE
NEGLECTED, DELINQUENT, OR AT-RISK (N or D)
LOCAL AGENCY PROGRAM APPLICATION**

Title I, Subpart 2, N or D Local Agency Program Application

Title I programs for children and youth who are neglected, delinquent, or at-risk must provide educational services that offer these children and youth the opportunity to meet the same challenging State student academic achievement standards that all children in the State are expected to meet. These programs must enable children and youth to make a successful transition from institutionalization to further schooling or employment. Also, these programs must provide dropouts and children and youth returning from correctional facilities a support system to ensure continued education.

The Title I, Subpart 2, N or D Local Agency Program Application describes how the school division will collaborate with locally operated correctional facilities (1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; (2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and (3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

The expectations are that in developing plans to increase student achievement and close the achievement gap for children who are neglected, delinquent, and at-risk, eligible school divisions will:

1. target resources to eligible local correctional institutions and eligible alternative school programs 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 improving the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; and
5. coordinate Title I services with other federal, state, and local programs such as programs under Title I of Public Law 105-220 and career and technical education programs serving at-risk children and youth.

Timeline for Submission of Phase II of the Title I, Part D, Local Agency Program Application

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* establish the basis on which the effectiveness of Title I programs 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, classified as limited English proficient, and other subgroups such as gender and age 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;
- the number of children or youth (1) returning to public school, (2) receiving grade promotions, (3) completing high school, (4) earning a General Educational Development (GED) Certificate, (5) participating in postsecondary education or job training, and (6) obtaining employment, and
- the degree to which professional development and parental involvement contribute to the established AYP targets.

COMPLETING THE TITLE I, SUBPART 2, N OR D LOCAL AGENCY 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. 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)

7. 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)

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

TITLE I IN OR D LOCAL AGENCY PLAN: NARRATIVE STATEMENT (Pages 8-14)

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 To Be Provided Through Authorized Uses of Funds; Coordination and Transition Services; and Formal Agreements and Partnerships, as necessary. Each section contains directions for completion. 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.

GENERAL ASSURANCES (Pages 15-18)

18. 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 19-25)

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

QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS (Pages 26-29)

20. This section contains a description of the qualifications for high quality teachers and paraprofessionals in the *No Child Left Behind Act*. 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.

**PHASE II, NEGLECTED, DELINQUENT, OR AT-RISK
 LOCAL AGENCY PROGRAM APPLICATION
 TITLE I, PART D, SUBPART 2, PREVENTION AND INTERVENTION
 PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK
 PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES
 Public Law 107-110, No Child Left Behind (NCLB) Act of 2001**

To be Completed by State Educational Agency						
State Code	State Project No.	County/City Code	Cong. District	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 a Title I allocation as appropriated under NCLB, Title I, Part D, Section 1423 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 educational needs of children and youth who are neglected, delinquent, and at-risk.

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____.

Maintenance of Fiscal Effort: Average Per Pupil Expenditure from Non-Federal Funds	
(A) For FY Ending June 30, 2000 \$ _____	(B) For FY Ending June 30, 2001 \$ _____

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

Title I Coordinator		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:			

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 D 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 that 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 that result in the acquisition of or additions to fixed assets except outlays for major capital facilities that 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 other agencies or 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.

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) Performance Goals from which all education priorities are 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 2013-14.
- 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 programs 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, schools, and other eligible agencies 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, 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 gender and age 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; and
 - d. 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 2002-2003 Title I applications, 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 for 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 for 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 from the 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 from the 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 from the 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

Parental Involvement

6. Describe the findings of the annual parent evaluation and other data generated from parental involvement activities. Include an assessment of the effectiveness of parents' efforts (a) to improve the educational achievement of their children, (b) to assist in dropout prevention activities, and (c) to prevent the involvement of their children in delinquent 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

If federal funds are used 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 (gender and age);
- teacher, principal, paraprofessional training and recruitment;
- programs, curriculum materials, and instructional methods including technology;
- professional development;
- parental involvement; and
- other areas, as required by law.

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 8 will demonstrate an ability to comprehend on-grade-level reading materials as measured by the Gates MacGinitie Reading 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, schools, and other agencies.)

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 D, Subpart 2 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.

Coordination and Transition 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 also.

In your response include pertinent information from the following:

- a. plans for coordinating and integrating federal program funds in this application 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;
- b. a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;
- c. a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program;
- d. a description of how the Title I program will be coordinated with other federal, state, and local programs such as programs under Title I of Public Law 105-220 and career and technical education programs serving at-risk children and youth;
- e. a description of how the Title I program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
- f. a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
- g. a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;
- h. a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;
- i. a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility; and

- j. a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

Formal Agreements and Partnerships

Describe the following:

1. any formal agreements (regarding the program to be assisted) between the school division and correctional facilities or alternative schools serving children and youth involved with the juvenile justice system; and
2. any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

General 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 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 educational 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 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;
14. 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;
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, including 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:

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 that 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 (a) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and (b) 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 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 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 program 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:

1. 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.

- a. **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.

- b. **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)].

- c. **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:

2. 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 years. 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.

a. 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)].

b. 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*.